



AGENDA

EASTERN KENTUCKY UNIVERSITY
BOARD OF REGENTS

QUARTERLY MEETING

June 30, 2020



Eastern Kentucky University
Board of Regents

Quarterly Meeting
Agenda

June 30, 2020

Via Video Teleconference*

9:00 a.m.

I. Call to Order

II. Information Items

A. University Reports

1. COVID-19 Response (**Dr. Bryan Makinen**, Executive Director, Public Safety & Risk Management).....4
2. Student Success & Enrollment (**Dr. Tanlee Wasson**, Vice President).....16
3. Diversity, Equity & Inclusion (**Dr. David T. McFaddin**, Interim President);
4. Introduction of the Vice President for Strategic Initiatives and Chief Diversity Officer;
5. Academic Affairs (**Dr. Jerry Pogatshnik**, Executive Vice President & Provost);
6. Department of Athletics (**Matt Roan, J.D.**, Vice President and Athletics Director);
7. Legislative Affairs (**Ethan Witt**, Director of Government and Community Relations);
8. SAFE Funding (**Betina Gardner**, Vice President; **Dr. Tanlee Wasson**, Vice President);
9. Financial Update (**Barry Poynter**, Senior Vice President).....28

B. Additional Reports to the Board

1. Written Reports;
 - a. Faculty Senate Update36
 - b. Staff Council Update41
2. Dr. David T. McFaddin, Interim President.....42
3. Lewis Diaz, J.D., Chairman of the Board;

III. Action Items

- A. Approval of the Minutes for the Full Board Meeting and all committee meetings on February 28, 2020 (**Lewis Diaz**).....46
- B. Audit Presentation by Crowe Horwath, LLP, for the Upcoming Fiscal Year-End Annual Financial Audit & Approval of Audit Plan (**Pete Ugo & Alan Long**).....66
- C. Personnel Actions (**Dr. David T. McFaddin**)81
- D. Approval of Degree Candidates for Spring and Summer 2020 (**Dr. Jerry Pogatshnik**).....88
- E. Report from the Council on Academic Affairs (**Dr. Jerry Pogatshnik**)89
- F. Recommendations for Promotion and Tenure for 2019-2020 (**Dr. Jerry Pogatshnik**) 302
- G. Addendum to Sabbatical Approval (**Dr. Jerry Pogatshnik**) 335
- H. Recommendations for Faculty Emeritus for 2020-2021 (**Dr. Jerry Pogatshnik**) 337
- I. Approval of Model Lab Policy Updates (**John Williamson**) 339
- J. Approval of MOU with Madison Co re Model Lab School (**John Williamson**) 426
- K. Approval of Resolution Regarding Model Laboratory School LEA Designation (**John Williamson**) 429
- L. Proposed Tuition Rates for 2020-2021 (**Barry Poynter**) 430
- M. Proposed Meal Plan Rates for 2019-2020 (**Barry Poynter**) 434
- N. Proposed Residence Hall Rates for 2019-2020 (**Barry Poynter**) 436
- O. Approval of Annual Operating Budget (**Barry Poynter**) 439
- P. Approval of Interim Employment Agreement (**Lewis Diaz**) 498

Q. Approval of Resolution Regarding Richard L. McQuady (Lewis Diaz).....	503
R. Approval of Resolution Regarding Bond Refunding (Lewis Diaz).....	504

IV. Executive Session

V. Adjournment

*In accordance with OAG 20-05, no primary physical location is identified.
The general public may view the meeting at the following website: <https://epresence.eku.edu/bor-meeting>



Eastern Kentucky University

EKU Board of Regents

COVID-19 Update

“Colonels Comeback Plan” – EKU Guide on
Restarting Operations



COVID-19 Task Force

- Dr. Travis Altheide¹
- Dr. Ryan Baggett⁴
- Elizabeth Ballou³
- Melissa Bartsch
- Dr. Brooke Bentley
- Phyllis Bryden¹
- Jeff Carrico¹
- Brenda Caudill¹
- Reid Connelly¹
- John Cook²
- Doug Cornett
- John Dixon⁵
- Alexander Dougherty¹
- Dr. David Fifer
- Gary Folckemer^{2,5}
- Dr. Tim Forde
- Dana Fohl (advisory)⁵
- Dekia Gaither^{2,4,5}

- Julie George^{3,4}
- Jesse Hood^{2,3}
- Mark Howard
- Mark Maier^{3,5}
- Dr. Bryan Makinen, Chair^{1,2,4,5}
- Dr. Jason Marion¹
- Dr. Billy Martin³
- Dr. Joanne McGlown
- Kristi Middleton⁵
- Dr. Marcia Pierce¹
- Jill Price^{3,5}
- Fontaine Sands
- Ashley Thacker
- Jeff Whitaker
- Jennifer White
- Brian Wilcox²
- John Williamson

- ¹ Testing Subcommittee
- ² Operations/Space Utilization Subcommittee
- ³ Group Meeting Subcommittee
- ⁴ Campus Visitor Subcommittee
- ⁵ COVID-19 Case Response Team
- ⁶ Syllabi/Faculty Guidance Sub Committee



Fall Contingency Task Force

Instructional

- Dr. Sara Zeigler, Co-Chair,^{4,6}
- Dr. Ryan Baggett⁴
- Dr. Michael Ballard⁶
- Dr. Casey Humphrey
- Dr. Judy Jenkins
- Brandon Moore
- Dr. Melissa Newman
- Dr. Lynnette Noblitt⁶
- Dr. Amy Thieme⁶
- Dr. Ginny Whitehouse⁶
- Dr. Jennifer Wies
- Dr. Tim Wiggins
- Brian Wilcox

Support Services

- Elizabeth Ballou, Co-Chair
- Bob Brown
- Bryan Erslan
- Denise Harris
- Jesse Hood
- Brian Popa
- Jill Price
- Shannon Tipton
- Loni Yost

¹ Testing Subcommittee

² Operations/Space Utilization Subcommittee

³ Group Meeting Subcommittee

⁴ Campus Visitor Subcommittee

⁵ COVID-19 Case Response Team

⁶ Syllabi/Faculty Guidance Sub Committee



Athletics Task Force

- Monika Banbel
- John Barnett
- Kevin Britton
- Billy Brown
- Jeff Carrico
- Jon-Michael Davis
- AW Hamilton
- Mark Howard
- Kirk Moats
- Rachel Park
- Matt Roan
- Grant Stepp
- Jane Worthington



Guiding Principles

- The safety of our employees and students is the primary consideration in informing all decisions that are made.
 - Protecting our vulnerable populations is essential and necessary
- Providing the most robust and engaging educational experience possible.



General Operations

- Space utilization and campus operations
 - Building signage
 - Building set-up and classroom layout to maintain social distancing where appropriate
 - Specification and supply chain management of critical Personal Protective Equipment (PPE) and safety-related items
 - Cleaning protocols
 - Dining protocols
- COVID-19 information management
- Development and implementation of a testing methodology for students and employees
 - Ability to have rapid COVID-19 testing on-site in Student Health Services
- Healthy at Work procedure development and training for safe employee work practices
- COVID-19 plan development and management (university and departmental)
- COVID-19 reporting management and follow-through
- Liaise with local public health, healthcare, governmental and emergency response stakeholders.



Academic Affairs & Student Experience

- Schedule flexibility, within the parameters of local, state, and federal regulations
- Multiple strategies to meet the needs of all students
- Consultations and workshops
- Class delivery methodologies explored and implemented include:
 - Staggered delivery (students attend on alternate days)
 - Web-blended
 - Fully online
 - Traditional format, with smaller classes in larger spaces
- Key support considerations and initiatives include:
 - Additional academic resources for student success (modules available to integrate into courses)
 - Additional pedagogical resources for faculty provided by the Noel Studio for Academic Creativity and the Instructional Design Center
- Revised calendar to permit a full winter term for catching up or getting ahead
- Section-by-section class planning and space allocation based on faculty input and recommendations



Athletics

- This group has met regularly and will continue to develop our “return to athletics activity” plan consistent with federal, state, local, university, NCAA, and OVC orders, policies, and or guidance.
- Student-Athletes began returning to campus in phases beginning June 8th, which will continue through July.
 - Athletics Sports Medicine and Sports Medicine staff have been at the forefront of our student-athletes’ safe, responsible return.



Housing

- The housing team has developed a plan that emphasizes safety and our ability to meet student housing needs.
 - Suite style halls will operate with traditional capacity
 - Select traditional halls will operate with double occupancy—these halls were selected due to size, elevator status and location, and ability to social distance in common areas such as hallways and bathrooms
 - All other traditional halls will operate with single occupancy
- Safety measures
 - Reduced capacity
 - Safety recommendations
 - Student commitment to safety recommendations—Colonels Care
 - Increased cleaning regimen



Model Laboratory School & Burrier Child Development Center

- The Governor's office and the Kentucky Department of Education released a document entitled "Guidance on Safety Expectations and Best Practices for Kentucky Schools" on June 24, 2020.
- In partnership with the Madison County Health Department, Model:
 - Held the first ever outdoor drive thru graduation ceremony
 - Held an elementary year-end celebration parade
 - Developed strategies for safe summer school education



Upcoming Initiatives

- A COVID-19 Town Hall meeting hosted by Faculty Senate and Staff Council is being scheduled for 2:00 pm on July 13th for employees (details actively being finalized).

Thank you for your steadfast
service and your time.
Any questions?



www.eku.edu



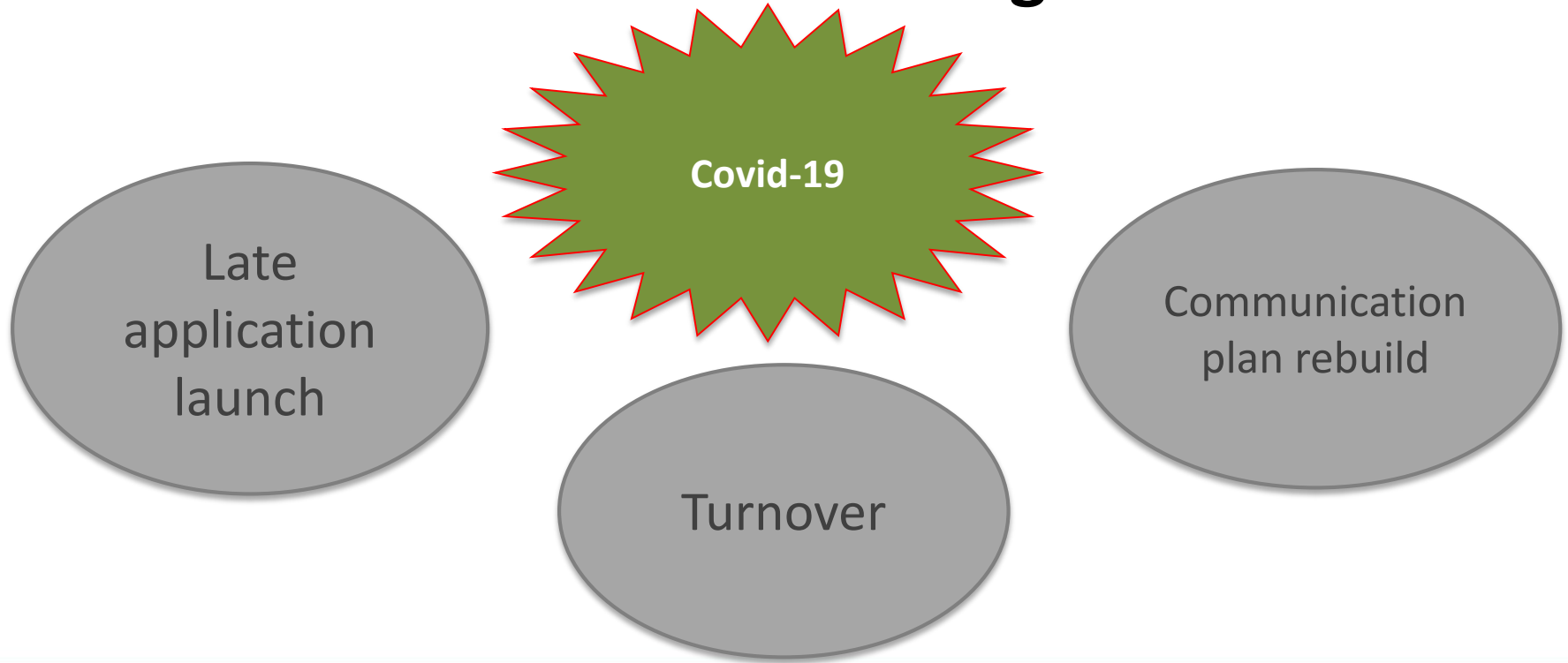
Eastern Kentucky University

Fall 2020 Enrollment Update

Disclaimer

- Enrollment, orientation, and retention numbers in this presentation will be updated before the Board of Regents meeting to provide the most current data available in the public arena.

Fall 2020 Challenges



Fall 2020 Adjustments

Test
Optional
Admissions

Unofficial
Admissions
Documents

Additional
Scholarship
Programs

Expanded
SMART
Rate

Eliminate of
Application
Fees

Shift to
Virtual
Admissions

Pilot
Summer
Programs
with KCTCS

Modified
Advising &
Registration

Enrollment Predictions



- Predictive models may not be accurate due to multiple system pressures for new and continuing students
- ECU Model predicts 7% decline
- Current numbers support the prediction

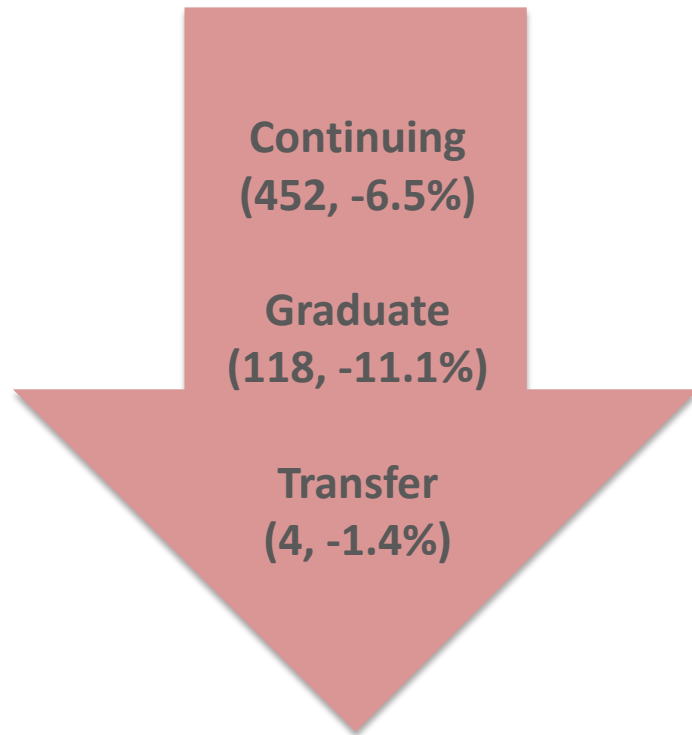
Enrollment as of June 12

A large green arrow pointing upwards, representing an increase in enrollment.

**New Freshman
(114, 8.5%)**

**e-Campus
(91, 7.5%)**

Overall Enrollment is down 4.9% (473) when students registered for future orientation sessions are removed.

A large red arrow pointing downwards, representing a decrease in enrollment.

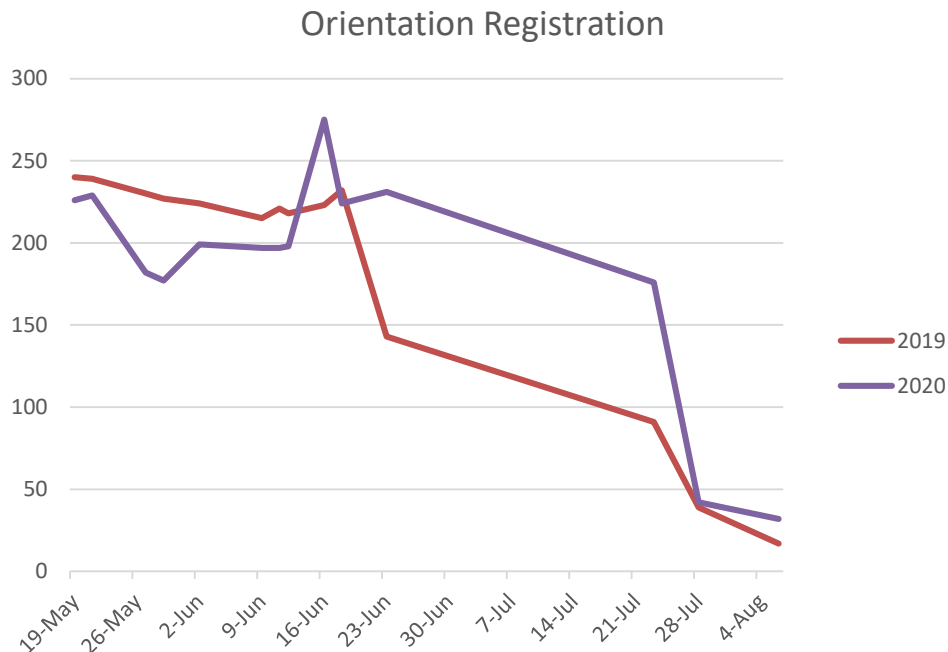
**Continuing
(452, -6.5%)**

**Graduate
(118, -11.1%)**

**Transfer
(4, -1.4%)**

Orientation & Pre-registration

(as of June 12)

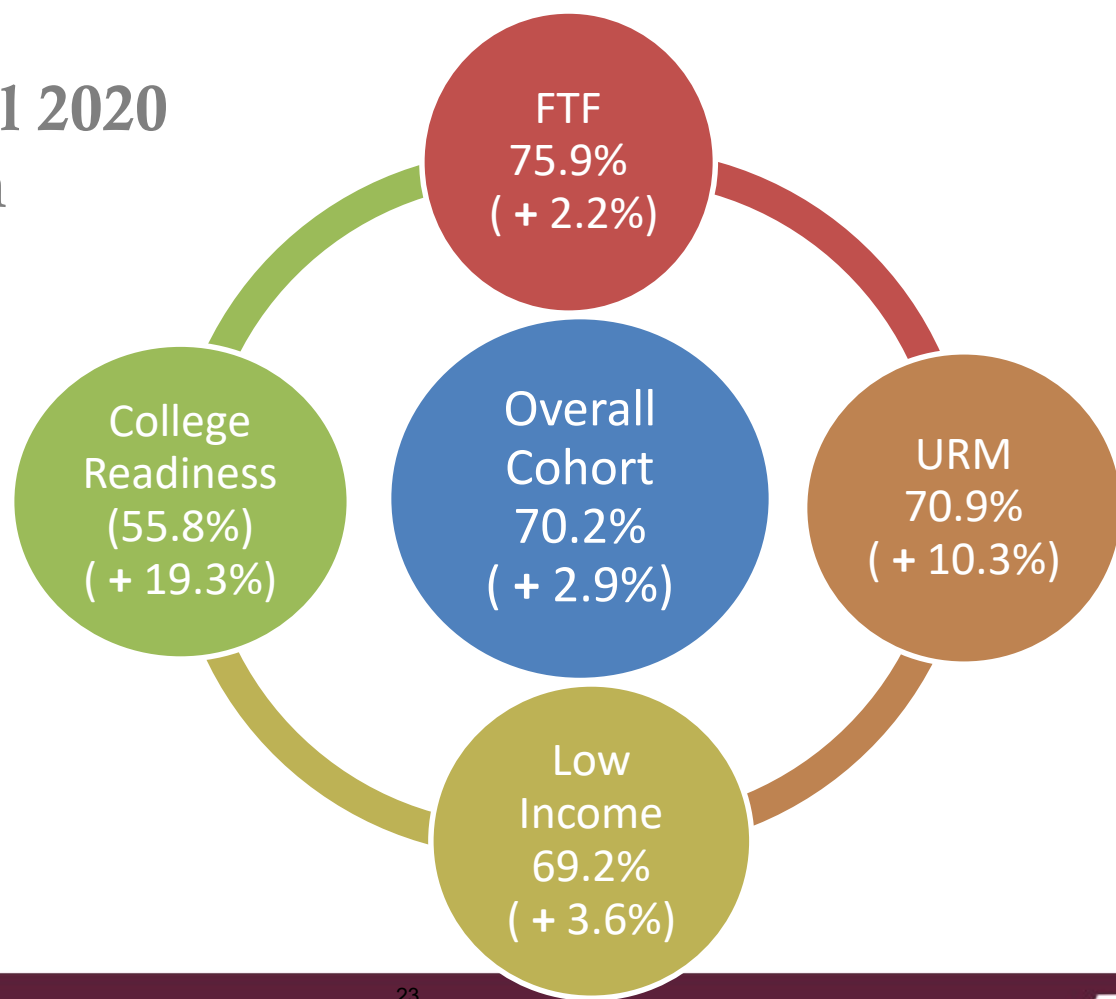


- 2,585 students have registered for orientation for Fall 2020
- Orientation registrations are up slightly (1%) over last year
- A larger number of students are registered for later dates compared to last year
- Orientation wrap-around services
- Students are advised and registered prior to orientation

Fall 2019 to Fall 2020

Retention

(As of June 2)



Making Progress

- Next Steps for Fall 2020
 - Seven additional admissions virtual events in July & August
 - Re-opening the Welcome Center to on-campus tours
 - July yield events for enrolled students
 - Student Affairs and Student Success units are reimagining welcome events to engage and support students when they get here
 - Orientation sessions are not stand alone events
 - Retention and graduation staff and advisors across campus continue to recruit back continuing students who are not yet registered for Fall
 - Increased retention grants to help students who are facing financial barriers

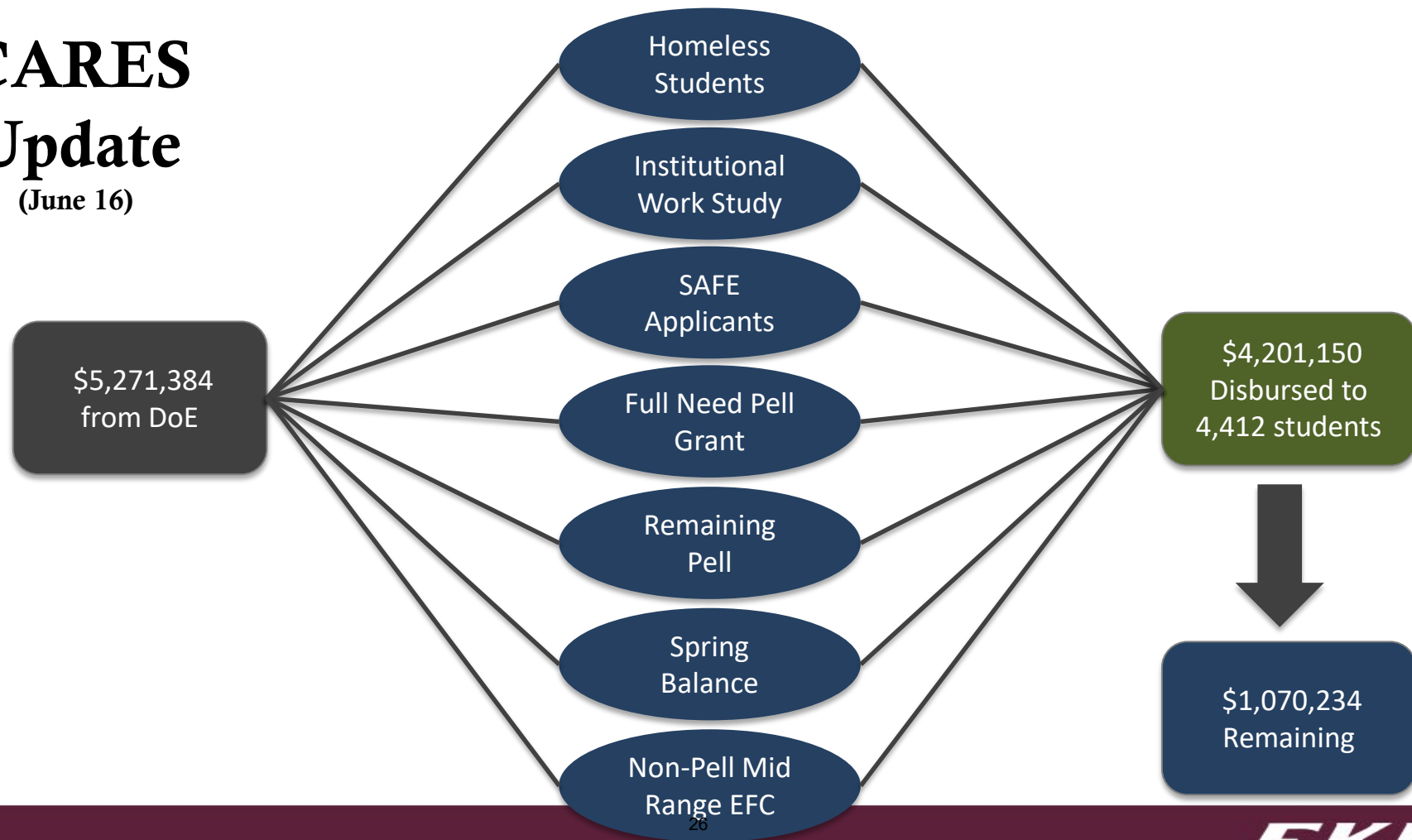
Preview Fall 2021



- Redistribution of territories and counselors
- Dedicated diversity recruitment within admissions
- Leverage dual credit
- Assess and revise SMART strategies
- Visit days and open house events for each college
- Redesign of publications, website, and communications

CARES Update

(June 16)





www.eku.edu



Eastern Kentucky University

Financial Update

June 30, 2020

Budget to Actual Summary

* Preliminary / Draft - Unaudited

May 31, FY 2019-20	Revenue			Expense			Change in Net Position
	Revised Revenue Budget	Actual Revenue	Percent Realized	Revised Expense Budget	Actual Expense	Percent Realized	
Fund							
Education & General	232,144,712	226,841,185	97.72%	240,952,408	199,985,060	83.00%	26,856,126
Auxiliary	28,646,685	24,014,110	83.83%	28,646,685	21,081,334	73.59%	2,932,776
Total	260,791,398	250,855,295	96.19%	269,599,093	221,066,393	82.00%	29,788,902

May 31, FY 2018-19	Revenue			Expense			Change in Net Position
	Revised Revenue Budget	Actual Revenue	Percent Realized	Revised Expense Budget	Actual Expense	Percent Realized	
Fund							
Education & General	237,376,997	231,828,798	97.66%	248,613,506	212,964,587	85.66%	18,864,211
Auxiliary	27,412,042	28,588,528	104.29%	27,412,042	27,949,342	101.96%	639,187
Total	264,789,039	260,417,326	98.35%	276,025,548	240,913,928	87.28%	19,503,398

E & G Revenue by Classification

** Preliminary / Draft - Unaudited*

Revenue Source	FY 2019-20			FY 2018-19			
	Revised Budget	Actual	Percent Realized	Revised Budget	Actual	Percent Realized	Variance
Tuition & Class Fees	151,982,275	149,158,266	98.14%	154,574,313	150,273,481	97.22%	(1,115,215)
State Appropriations	63,753,600	63,753,600	100.00%	64,189,000	64,189,000	100.00%	(435,400)
Government Grants & Contracts	5,315,912	4,416,361	83.08%	5,467,684	3,994,574	73.06%	421,787
Private Gifts, Grants & Contracts	811,472	738,628	91.02%	922,769	1,127,331	122.17%	(388,704)
Educational Sales & Services	5,833,040	4,997,341	85.67%	6,072,957	6,172,002	101.63%	(1,174,661)
Other Sources	4,448,413	3,776,990	84.91%	6,150,275	6,072,410	98.73%	(2,295,420)
Total	232,144,712	226,841,185	97.72%	237,376,997	231,828,798	97.66%	(4,987,612)

E & G Expense by Classification

** Preliminary / Draft - Unaudited*

Expense Classification	FY 2019-20			FY 2018-19			
	Revised Budget	Actual	Percent Realized	Revised Budget	Actual	Percent Realized	Variance
Instruction	88,298,751	75,898,587	85.96%	91,631,248	81,151,959	88.56%	(5,253,372)
Research	425,955	102,200	23.99%	483,076	98,068	20.30%	4,132
Public Service	3,152,336	2,660,281	84.39%	3,230,092	3,097,822	95.91%	(437,541)
Academic Support & Libraries	25,713,828	22,679,308	88.20%	28,965,086	24,731,201	85.38%	(2,051,893)
Student Services	18,651,223	16,420,524	88.04%	17,738,115	16,687,993	94.08%	(267,469)
Institutional Support	41,765,547	23,699,140	56.74%	41,500,939	27,544,893	66.37%	(3,845,753)
Operation & Maintenance of Plant	24,955,779	18,746,283	75.12%	24,776,158	18,402,088	74.27%	344,196
Scholarships & Fellowships	37,988,991	39,778,736	104.71%	40,288,792	41,250,563	102.39%	(1,471,826)
Total	240,952,408	199,985,060	83.00%	248,613,506	212,964,587	85.66%	(12,979,527)

Budget to Actual Summary - Auxiliary

* Preliminary / Draft - Unaudited

May 31, FY 2019-20	Revenue			Expense			Change in Net Position
	Auxiliary Unit	Revised Budget	Actual	Percent Realized	Revised Budget	Actual	
Housing	19,669,406	16,285,651	82.80%	19,669,406	14,085,191	71.61%	2,200,460
Recreation Center	1,699,000	1,422,658	83.74%	1,699,000	964,823	56.79%	457,835
Printing Services	850,000	782,938	92.11%	850,000	707,994	83.29%	74,943
EKU Mail Center	-	80		-	-		80
EKU Center for the Arts	2,513,279	1,841,630	73.28%	2,513,279	2,041,191	81.22%	(199,561)
Parking Operations	1,699,500	1,750,768	103.02%	1,699,500	1,365,004	80.32%	385,763
White Hall State Historic Site	90,000	83,413	92.68%	90,000	145,627	161.81%	(62,214)
Adams Tennis Center	67,000	63,519	94.80%	67,000	48,671	72.64%	14,848
University Club at Arlington	1,680,000	1,382,871	82.31%	1,680,000	1,314,376	78.24%	68,495
Airport FBO	378,500	400,583	105.83%	378,500	408,457	107.91%	(7,873)
Total	28,646,685	24,014,110	83.83%	28,646,685	21,081,334	73.59%	2,932,776

Budget to Actual Summary - Auxiliary

* Preliminary / Draft - Unaudited

May 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	19,301,653	97.65%	19,765,742	19,560,210	98.96%	(258,557)
Recreation Center	1,699,000	1,504,542	88.55%	1,699,000	1,457,764	85.80%	46,778
Printing Services	850,000	807,420	94.99%	850,000	783,903	92.22%	23,517
EKU Center for the Arts	1,618,000	3,053,458	188.72%	1,618,000	2,948,670	182.24%	104,788
Parking Operations	1,500,800	1,910,446	127.30%	1,500,800	1,313,514	87.52%	596,932
White Hall State Historic Site	-	1,716		-	3,244		(1,528)
Adams Tennis Center	-	69,069		-	60,762		8,306
University Club at Arlington	1,600,000	1,530,899	95.68%	1,600,000	1,366,365	85.40%	164,534
Airport FBO	378,500	409,326	108.14%	378,500	454,910	120.19%	(45,584)
Total	27,412,042	28,588,528	104.29%	27,412,042	27,949,342	101.96%	639,187

Budget to Actual Summary - Auxiliary

** Preliminary / Draft - Unaudited*

	FY 2019-20	FY 2018-19	Variance
Housing	2,200,460	(258,557)	2,459,018
Recreation Center	457,835	46,778	411,056
Printing Services	74,943	23,517	51,426
EKU Mail Center	80	-	80
EKU Center for the Arts	(199,561)	104,788	(304,349)
Parking Operations	385,763	596,932	(211,169)
White Hall State Historic Site	(62,214)	(1,528)	(60,686)
Adams Tennis Center	14,848	8,306	6,541
University Club at Arlington	68,495	164,534	(96,039)
Airport FBO	(7,873)	(45,584)	37,711
	<u>2,932,776</u>	<u>639,187</u>	<u>2,293,589</u>

Questions?



www.eku.edu

Faculty Senate Chair report
Board of Regents meeting
June 15 2020
Submitted by Marco Ciocca, chair of the Senate

Senate activities

The Senate has had 3 meeting since the last Board Meeting of February 28. They were on March 2, April 6 and May 4th (the latter 2 held remotely via Zoom) and 2 Executive Committee meeting March 23 and April 20 (also remotely).

Senate meeting of March 2nd:

The following items were announced

EKU Earns Gold Rating for Veterans

EKU is the only university in Kentucky and one of only 72 nationwide to earn Gold distinction in the 2020-21 rankings released recently by Military Friendly® (militaryfriendly.com).

EKU Junior Selected as Truman Scholar Finalist

Junior public health major Breanna Bowling has been selected as a finalist for the highly competitive Harry S. Truman Scholarship recognizing juniors who excel in leadership and public service and grants up to \$30,000 for graduate study.

Alumnus Librarian Honored

Brad Marcum, Eastern Kentucky University Librarian, has received the Kentucky Library Association's Outstanding Academic Librarian award.

College of Business & Technology Senior Director of Development Receives Beth K. Fields Award

Sharron Townsend was awarded the prestigious Beth K. Fields award from the Council for the Advancement and Support of Education Kentucky (CASE-Kentucky).

[Update on Census](#). Lynnette Noblitt, Chair of the Department of Government and faculty liaison to the Colonel's Count Census Committee, spoke to Senate about the importance of completing the census in April.

[IT Update](#). Jeff Whitaker, Interim Chief Information Officer in Information Technology, was in attendance to share the [results](#) of the 2019 ETRAC IT Faculty Survey and to report on the status of upgrades and updated classrooms as a result of the data received from the survey.

Unfinished Business:

[Policy 4.3.17 – Academic Program Discontinuance Due to Financial Stringency](#).

After many amendments, policy was sent the Faculty Welfare Committee to collect suggested edits and then forward to the drafting team for review, which in turn will forward a revision on to the Executive Committee two weeks prior to the May Senate meeting.

[Policy 4.6.16 – Dismissal of Faculty](#). (See also: [clean draft](#)) Policy 4.6.16 was removed from the agenda and will be brought back to the May meeting for action along with Policy 4.3.17.

Executive Committee meeting of March 23:

After a few growing pains, the first Zoom meeting of this nature went underway.

It was the first meeting after the University Lockdown and, as such, had a wary eye toward the future. The faculty made enormous changes to the way we conduct our classes, and we found ways to engage students, tried to calm them down and to provide support. Most students took it well, willing to go the extra mile and making sure to do what was asked of them: Zoom, Blackboard collaborative, video, audio, whatever it took: we did it for them and they responded by doing it for us.

New Business:

A tentative list of vacating senators and upcoming committee vacancies was shared.

Ad Hoc Committee on Open Education Resources – Senator Woodruff

The committee met remotely on March 23 to continue work on two google documents—submission form and a survey-type form—for faculty to apply for the grant funds that the Board awarded for this purpose.

General Education Committee – Senator Bishop-Ross:

Senator Pogatshnik announced that the redesign for General Education will be suspended until the fall semester at the earliest.

Senate Chair’s Report – Chair Ciocca:

Chair Ciocca received a copy of Interim Policy 1.5.3 – University State of Emergency to review. Given the current situation and the need for prompt action, he forwarded his suggestions on to the appropriate parties.

Senate meeting of April 6:

This meeting, held remotely, was mostly dedicated to the effort by the Administration, Faculty and staff in regard of Covid-19. Of note:

From Ombud Joan Beck: The resourcefulness and creativity of EKU’s faculty and staff is amazing. You have figured out how to do your work from home, where additional demands are

placed on you every day. You are making a difference in the survival of this community. In the midst of your response, it is important to do a self-check in also. Be aware of the effects of your hard work on your wellbeing and your relationships.

From the Student Government Association President Madison Lipscomb: the Student Government Association is working diligently to continue advocating and providing programming for students during this time. For the first time since its inception in 1954, the Executive Election will be held in the fall, due to the disruptions caused by Covid-19.

Policy Discussion and Actions: Policy 4.3.17 and Policy 4.6.16. I reminded the senators that last month Policy 4.3.17 – Academic Program Discontinuance Due to Financial Stringency and 4.6.16 – Dismissal of Faculty were postponed until the May meeting. Since the March meeting, the Faculty Welfare Committee has done an excellent job compiling faculty comments about Policy 4.3.17. Given the current situation and the fact that meetings can only occur through Zoom at the present time, I decided that further discussion on both policies should be postponed until the fall semester.

Executive Committee meeting of April 20:

The following items were discussed:

[Guidelines for Consideration of Pass/Fail Grading](#)

Senator Pogatshnik asked for feedback on the proposed draft of guidelines for consideration of Pass/Fail Grading that he shared with the committee.

The feedback received, and further discussion with the deans. Vice Chair Crosby as well as Dana Bush, Chair of Chairs, also participated in the meeting as well. (Wednesday, April 8) This meeting allowed the Provost to finalize the policy in its current form.

[List of Federal Funds allocated as a result of Bailout package](#)

Chair Ciocca shared the list with the committee for information only. The funding for ECU is about \$10.M and is largely dedicated to financial aid for students. A working group has been formed to define the best way to disperse this funding. Chair Ciocca is a member of the working group.

[May Organizational Meeting](#)

Chair Ciocca recommended delaying the May organizational meeting until September. The election process for officers and committee vacancies should run more smoothly in a face-to-face setting. The XC was in agreement to postpone. The regular meeting in May will go on as scheduled via Zoom.

Senate Meeting of May 4th:

The meeting started with the following message from the Chair:

“Dear Senators: again, a personal note. The semester is almost over (when we meet, the first few final exam will have been delivered). The new normal we live in is difficult, but the faculty and the students have all been resilient, and we all did what was asked of us. We all learned a few trick and new ways of doing things.

Again, were we successful, faculty and student? I’d go so far to say, to my surprise, that some of my interactions with the students have proven to be almost better. The screen and the mike might actually be less of a barrier than the board and the desk. But I’ll be delighted when we can go back to a real class.

Today, the Senate will run a bit differently. As I mentioned in my communication, this is the last Senate meeting of the Academic year. There will be no organizational meeting, and all the necessary elections will take place in September, hopefully face-to-face.”

Following the decision to postpone any detailed policy discussion to the Fall semester, the meeting was centered around an extensive Q&A session with President McFaddin, Provost Pogatshnik, Faculty Regent Marion with occasional intervention from myself as Chair Senate.

The meeting was held on Zoom and was robustly attended by Senators, Faculty and other constituents. At one point attendance, via Zoom log-in, surpassed 100.

Many questions were asked, and some are still up in the air, due to the ever-changing situation. A key request, which has now been partially addressed, is the type of delivery that the Faculty can expect for the fall semester:

Music

Are we going to stay online for the Fall semester? Faculty can be extremely effective in an online environment, HOWEVER we need time to plan, to create content, find creative ways to move instruction online.

Communication Studies

If there will be priority given for certain classes to be held on-campus, I think we have a strong argument in our Dept. Many of our classes are performance-based. These do not translate as well to online delivery. Caps at 28 already exceed recommendations for performance-based and writing-intensive classes, so smaller classes would not only work, but potentially improve students' experiences."

Mathematics and Statistics

What the university will do for faculty who cannot return to campus due to being in sensitive categories. Will we be face-to-face/ when will that happen?

Department of Chemistry

If ECU does not go online, would the university allow instructors to choose to teach remotely due to health concerns?

Applied Human Sciences

How will faculty and chairs give input on the processes for fall? Will the university be providing PPE for faculty/staff/students?

There have been concerns regarding Aramark custodial services. How are they preparing to “step it up” regarding cleaning and using appropriate sanitizing and cleaning products? Classrooms will need to be cleaned after EVERY class. How are we going to ensure this happens?

The next official Meeting of the Executive Committee of the Senate is tentatively scheduled for August 31 and the First Senate Meeting for September 14. No decision on what type of meetings they will be have been taken.

Respectfully submitted.

Marco Ciocca, Chair of the Senate

June 15, 2020.

Staff Council Report to the Board of Regents

Chair Diaz, members of the Board and Interim President McFaddin, thank you for allowing me to report on the initiatives of Staff Council.

Currently, Staff Council is working on the development of a survey to be sent to all our constituents. Staff Council is focusing on what we can do as a body to best represent and meet the needs of our staff. We want to gather input from our representatives on initiatives we can offer, such as professional development opportunities, programs, and policy development to name a few. Collecting data from our constituents will help us focus our plans and initiatives for the upcoming fiscal year to best meet the needs of our staff.

Staff Council's plans to host a recognition luncheon for the Staff Emeritus recipients has been placed on hold due to Covid-19. Once we are able to plan a ceremony to honor those recipients, we will do so as we want to be able to recognize their tremendous service to ECU.

The election for our vacant positions has been placed on hold as well due to Covid-19. Our Elections and Credentials committee is in the process of updating our membership representation structure, working out the details to obtain signatures electronically, and waiting to be sure all eligible persons are available to be nominated and to vote in the election as their voice is important. As progress is made towards the election for vacant seats, communication will be distributed to staff. We are eager to have the Council back to full capacity, so filling those seats is of utmost importance.

The mission of Staff Council includes being a communication conduit between staff and the President, and to provide recommendations on all matters pertaining to staff. Based on the number of constituents who reached out with questions and concerns regarding the partial closure of campus May 26-29th, Staff Council and our Staff Regent drafted a letter to the administration to address these concerns shared with us by our representatives. Staff recognize the financial strain the university is faced with during these unprecedented times and realize that mediating those deficits, especially at the close of the fiscal year, is a top priority. The focus of the letter was to ensure that all perspectives were considered, especially in time-constrained circumstances where extensive input isn't necessarily feasible. We want to thank Interim President McFaddin for listening to staff concerns and addressing the letter sent from the Council and our Staff Regent.

Chairman, members of the board, and interim President McFaddin, we would like to thank each of you for your continued support of Staff Council.

EKU Board Meeting
President's Report
June 30, 2020

To my knowledge, this is the first virtual meeting of the Board of Regents of Eastern Kentucky University in its history. If we have learned anything in the last three and a half months, it is that what was once normal, what was once reliable, what was once expected is no longer normal, reliable or guaranteed.

The Spring 2020 semester presented challenges beyond what any of us might have imagined and exposed some issues that were underneath the surface that needed to be addressed. We have met the challenges head-on, worked as hard as we could to ensure the semester was not just completed, but finished strong, and looked for opportunities to learn from those experiences. We have learned a lot, and we have many complex challenges and opportunities ahead for Fall 2020.

Since the last ECU Board of Regents meeting, we have shown the kind of flexibility, innovation and resolve that have sustained us and our critical mission for more than a century. Our faculty and staff went above and beyond in many areas. We pulled together and we worked together to deliver the very best academic experience possible while ensuring the highest degree of safety possible for our students, faculty and staff. I want to commend and thank each member of the Colonel family for all of your hard work and dedication to finishing the spring 2020 semester with an unwavering commitment to academic excellence and student success.

But our work is not done.

This is a critical time during the history of this institution. We are at a couple of different crossroads. The first is the continuation of education and executing on our mission as an institution of higher education during a global pandemic. This means that despite the challenges and uncertainties, ECU will not waver in our commitment to being *The School of Opportunity* for those who seek to achieve their hopes and dreams. The second is a renewed and critical focus on diversity, equity and inclusion at all levels of this institution.

The University Budget

Our campus has met the COVID-19 epidemic with great resolve. But as you know, we have had to do some significant belt tightening in all areas of the University, including some employee furloughs during the summer months.

We balanced this year's budget through position vacancies, diligent operational savings and sacrifice on the part of every area of campus, all to minimize the long-term impact on our workforce.

I report this with a sense of relief but also with caution. I commend our Office of Finance and Administration for working with other units in the President's Council to find every possible

dollar to balance the budget this year. However, as we enter a new fiscal year and our state grapples with its budget, any further cuts to our state appropriation or further revenue decline associated with COVID-19 will impact all areas of the institution. Be assured, with the assistance of Ethan Witt, our Director of Government and Community Relations, we will work with leaders in Frankfort to assert that education is a critical component of addressing public health, societal challenges and economic vitality.

EKU—Colonels Comeback Plan

The plan we call *Colonels Comeback* will be available to the campus community after this Board Meeting. The plan centers around the health and well-being of our students and employees. Following the guidelines to mitigate the spread of the COVID-19 virus may be the most important thing we can do as a campus community to ensure a successful fall semester. It will require flexibility, innovation and cooperation. I thank the Fall Contingency Planning Task Force and the COVID-19 task force for developing our plan. Now we turn our focus to implementation. Together, as we put the plan into practice, we will show our resolve to deliver a transformative educational experience for our students.

Our plan is built on public health best practices, individual responsibility and choice, and it will only be limited by the ability to social distance in classroom space for those who choose to live and attend class on campus. Some students will begin to be notified, if they have not already, that some in-person classes they signed up for will now be delivered online. We must put the safety and well-being of our students, faculty and staff ahead of what once was the “normal” method of instructional delivery. I am happy to report that despite the challenges we face with required facial coverings, social distancing and increased hygiene standards we anticipate that only 28% of all coursework will be online during the fall semester. Online delivery, where used, will be carefully designed for the level and student population being served. In addition, online classes will have in-person opportunities to enrich them, while not required this provides a critical opportunity to build relationships and community.

Diversity, Equity and Inclusion Leadership

To support ECU’s commitment to a welcoming and inclusive environment, a new cabinet-level position will help guide our institution in the important areas of diversity, equity and inclusion. I am pleased to announce that Dr. Dannie Moore has been selected as ECU’s first Vice President of Strategic Initiatives and Chief Diversity, Equity & Inclusion Officer. His appointment will become effective on July 15. Dr. Moore brings a wealth of knowledge and experience as both an established diversity and inclusion practitioner and student affairs administrator. His leadership and vision for ECU will challenge us to approach inclusive excellence as a strategic and collaborative goal for every area of our University. As a member of the President’s Council, Dr. Moore will lead our work to immediately implement a variety of educational, training and programmatic initiatives to increase cultural competencies and raise awareness of implicit bias. As we create the changes needed on our campus, in our communities and throughout the world, we will see clearly, think broadly, and feel deeply about this critical work. I am excited about this appointment, and Dr. Moore has my complete support.

Student Success

We are making adjustments to improve the student experience at ECU. Starting July 1, Student Success and Student Affairs will be reunited to provide our students with a consistent and comprehensive campus experience. In this realignment, Campus Recreation will be shifted to reporting to Matt Roan, Vice President for Athletics and Recreation. The remaining units will report to Dr. Tanlee Wasson, our Vice President of Student Success, Student Affairs and Institutional Effectiveness. I thank Vice President Dr. Skip Daugherty for his wisdom and administrative skills to lead the Student Affairs team. As he will be stepping down from his current role, I am reminded that Skip has given so much of his time and energy to ECU in countless roles for many years. He is forever a Colonel, and he has my most profound appreciation.

To launch our renewed Office of Student Success and Student Affairs, I am happy to announce a new initiative called the ECU Advantage. We are providing solutions that address the primary concern of every student and their families: *COST*. For the next year, with the approval of this body, ECU will freeze tuition, dining, and housing rates. Application fees will be waived for all students who wish to apply. We will accept non-official transcripts, and waive ACT and SAT test scores from the admission requirements. We have also revised our financial aid offerings to assist more need-based applicants and extended the SMART rate to undergraduate students from all states. It is an exciting series of initiatives that we are hopeful will provide our students and their families more financial stability as they plan during a period in our history that is difficult to predict.

ECU received \$5,271,384 of CARES Student Relief Funds earlier this year. As of June 24, 2020, we have distributed to 4,500 students a total amount of \$4,754,500. These funds were distributed in the hopes of helping some of the students who have suffered financial hardships due to job loss, parental job loss, or other issues. We have \$516,884 left to award through application/reference through the Student Assistance Fund for Eastern (SAFE) program.

Moving Forward

Despite all of the challenges and all of the uncertainties we may face in the coming days and months ahead, I know that our Eastern will continue to shine as that beacon of hope and opportunity for so many. Over the past several months, I have reflected on the history of our great institution and the leaders who have had the privilege to navigate it through some difficult waters. I want each of you to know that I am humbled and honored that you have put your faith and trust in me to do the same today. I can confidently tell you that we have an amazing leadership team, outstanding faculty and staff and dedicated alumni and friends who are ready and willing to meet and overcome any challenges that stand in the way of ECU continuing to serve countless more generations of students who seek out their own pathway to prosperity. We will fight the good fight, we will do so with integrity and grace and we will WIN!

One Eastern,

Dr. David T. McFaddin
Interim President

"I believe that man will not merely endure: he will prevail. He is immortal, not because he alone among creatures has an inexhaustible voice, but because he has a soul, a spirit capable of compassion and sacrifice and endurance. The poet's, the writer's, duty is to write about these things. It is his privilege to help a man endure by lifting his heart, by reminding him of the courage and honor and hope and pride and compassion and pity and sacrifice which have been the glory of his past. The poet's voice need not merely be the record of man, it can be one of the props, the pillars to help him endure and prevail."--William Faulkner

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

February 28, 2020

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

Swearing In of New Staff Regent

Mayor Robert Blythe administered the Oath of Office to new Staff Regent Philip Gump at 12:10 P.M.

Call to Order

Committee Chair Juan Castro called the meeting of the Diversity and Inclusion Committee to order at 12:11 P.M. Room 219, Powell Student Center, Eastern Kentucky University. Committee Chair Castro established a quorum was present.

Committee Members Present

Juan Castro
Laura Babbage
Vasu Vasudevan
Jason Marion
Madison Lipscomb

Committee Members Absent

Nancy Collins

Action Item

A. Consent Agenda

i. Approval of the December 12, 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 Lipscomb. 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 Marion to adjourn the meeting. The motion was seconded by Regent Vasudevan. The motion passed by voice vote, and the meeting of the Diversity and Inclusion Committee was thereby adjourned at 12:16 P.M.

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

February 28, 2020

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

Call to Order

Committee Chair Vasu Vasudevan called the meeting of the Student Life and Athletics Committee to order at 12:17 p.m. in Room 219, Powell Student Center, Eastern Kentucky University. Committee Chair Vasudevan established a quorum was present.

Committee Members Present

Vasu Vasudevan
Laura Babbage
Jason Marion
Madison Lipscomb
Lynn Taylor Tye

Committee Members Absent

Nancy Collins

Information Items

A. Introduction of Vice President and Director of Athletics, Matt Roan

Matt Roan gave a brief presentation regarding the present state and future outlook of ECU Athletics, a copy of which is incorporated herein and will be included with the official copy of the minutes. Regents Babbage, Vasudevan, and Marion requested attendance metrics at athletic events. Chair Diaz requested quarterly updates from the Athletics department moving forward.

Action Item

A. Consent Agenda

- i. **Approval of the December 12, 2019 Student Life and Athletics Committee Minutes**

A motion was made by Regent Babbage to approve the minutes of the December 12, 2019, meeting of the Student Life and Athletics Committee of the Board of Regents. The motion was seconded by Regent Marion. The motion passed by voice vote.

ii. Approval of the SGA Constitutional Amendment

Regent Lipscomb shared an amendment expanding the number of Justices on Student Court from nine to fifteen. The amendment was proposed due to a large increase in student interest in serving on Student Court. A motion was made by Regent Babbage to approve the SGA Constitutional Amendment. The motion was seconded by Regent Marion. 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 Marion to adjourn the meeting. The motion was seconded by Regent Tye. The motion passed by voice vote, and the meeting of the Student Life and Athletics Committee was thereby adjourned at 12:42 p.m.

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

February 28, 2020

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

Call to Order

Committee Chair Alan Long called the meeting of the Audit and Compliance Committee to order at 12:42 p.m. in Room 219, Powell Student Center, Eastern Kentucky University. Committee Chair Long established a quorum was present.

Committee Members Present

Alan Long
Juan Castro
Laura Babbage
Jason Marion
Lynn Taylor Tye

Committee Members Absent

Nancy Collins

Action Item

A. Consent Agenda

i. Approval of the December 12, 2019 Audit and Compliance Committee Minutes

A motion was made by Regent Castro to approve the minutes of the December 12, 2019 meeting of the Audit and Compliance 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 Chair Long declared the meeting of the Audit and Compliance Committee adjourned at 12:43 p.m.

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

February 28, 2020

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

Call to Order

Committee Chair Lynn Taylor Tye called the meeting of the Finance and Administration Committee to order at 12:43 p.m. in Room 219, Powell Student Center, 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
Philip Gump

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.

B. Construction Update

Mr. Brian Wilcox, Associate Vice President of Facilities Services and Capital Planning, presented a capital project update to the Board concerning the completion of the Powell Student Center and Student Recreation Center, a copy of which is incorporated herein and will be included with the official copy of the minutes.

C. Development Update

Ms. Betina Gardner, Vice President for Development and Alumni Engagement, gave a development update to the Board regarding progress in the Make No Little Plans campaign and alumni engagement, 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 December 12, 2019 Finance and Administration Committee Minutes

A motion was made by Regent Castro to approve the minutes of the December 12, 2019 meeting of the Finance and Administration Committee of the Board of Regents. The motion was seconded by Regent Long. The motion passed by voice vote.

ii. Approval of Easement for Kit Carson Commons Project

Ms. Dana Fohl updated the Board regarding the easement necessary for the previously Board-approved construction of low-income housing units and instructional space in the lower Perkins lot by Lancaster Avenue. A motion was made by Regent Way to approve the easement. 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 1:32 p.m.

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

February 28, 2020

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

Call to Order

Committee Chair Jason Marion called the meeting of the Organizational Performance, Enrollment Growth and Student Success Committee to order at 1:32 p.m. at Room 219, Powell Student Center, Eastern Kentucky University. Committee Chair Marion established a quorum was present.

Committee Members Present

Jason Marion
Lynn Taylor Tye
Laura Babbage
Madison Lipscomb
Philip Gump

Committee Members Absent

Nancy Collins

Information Items

A. Enrollment Summit Update

Dr. Tanlee Wasson, Assistant Vice President of institutional Effectiveness and Research, presented an update on the Enrollment Summit, 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 December 12, 2019 Organizational Performance, Enrollment Growth and Student Success Committee Meeting Minutes**

A motion was made by Regent Babbage to approve the minutes of the December 12, 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.

ii. Revision to Academic Policies

Dr. Sherry Robinson presented two academic policy revisions to the Board: Policy 4.6.3, Determining Faculty Rank for Appointments, and Policy 4.7.8, Faculty Emeritus. A motion was made by Regent Babbage to approve both policies. The motion was seconded by Regent Tye. The motion passed by voice vote.

iii. Revision to Administrative Policies

Haley Norberg presented the following policies for adoption by the Board: Policy 1.3.1, Animals on Campus, Policy 1.3.5, Website Accessibility, Policy 8.3.10, Campaigning Activity of Employees, Policy 9.1.1, Service, Sale and Consumption of Alcoholic Beverages, Policy 9.3.4, Unmanned Aircraft Systems, Policy 9.4.2, Utility Cart Safety, and Policy 11.2.5, Social Media Communications. Policy 1.1.2, Authorization for Regulations, Policy 4.7.6, Political Activity of Faculty, and Policy 8.3.3, Political Activity of Staff were presented for repeal. Regent Gump made a motion to amend the title of Policy 1.3.5 to “Website and Other Technology Accessibility.” The motion was seconded by Regent Babbage. A motion was made by Regent Tye to approve all of Ms. Norberg’s recommendations and Regent Gump’s amendment. The motion was seconded by Regent Lipscomb. The motions passed by voice vote.

iv. Revision to Model Laboratory School Policies

Ms. Dana Fohl presented editorial revisions to the Model Laboratory School policies on behalf on John Williamson. Regent Babbage asked Regent Tye, who serves on the Model advisory council to report to the Board regarding the Model Laboratory School. A motion was made by Regent Type to approve the proposed changed to the Model Laboratory School Policies. The motion was seconded by Regent Babbage. The motion passed by voice vote.

New Business

There was no new business.

Adjourn

Hearing no objection, Committee Chair Marion declared the meeting of the Organizational Performance, Enrollment Growth & Student Success Committee adjourned at 1:57 p.m.

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

February 28, 2020

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

Call to Order

Committee Chair Lewis Diaz called the meeting of the Executive and Academic Affairs Committee to order at 2:23 p.m. in Room 219, Powell Student Center, 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

Action Items

A. Consent Agenda

i. Approval of the December 12, 2019 Executive and Academic Affairs Committee Minutes

A motion was made by Regent Long to approve the minutes of the December 12, 2019 meeting of the Executive and Academic Affairs Committee of the Board of Regents. The motion was seconded by Regent Castro. The motion passed by voice vote.

ii. Personnel Actions

President McFaddin references the Personnel Report provided to the Board and encouraged Board approval. A copy of this report is incorporated herein and will be included with the official copy of the minutes. A motion was made by Regent Castro to approve. The motion was seconded by Regent Long. The motion passed by voice vote.

iii. Approval of Nominees for Staff Emeritus

Ms. Ashley Thacker gave a brief presentation of the nominees for Staff Emeritus. A motion was made by Regent Long to approve the Nominees. The motion was seconded by Regent Castro. The motion passed by voice vote.

iv. Recommended Sabbatical Program Participants for 2020-2021

Dr. Sherry Robinson presented the candidates for the 2020-2021 Sabbatical Program. A motion was made by Regent Marion to approve the Recommended Sabbatical Program Participants for 2020-2021. The motion was seconded by Regent Long. The motion passed by voice vote.

i. Report from the Council on Academic Affairs

Dr. Sherry Robinson requested approval of a fully-online Masters in Social Work program, and an Associate's of Science Degree in Nursing. A motion was made by Regent Castro to approve the Masters in Social Work. The motion was seconded by Regent Marion. A motion was made by Regent Long to approve Associate's degree in Nursing. The motion was seconded by Regent Tye. A motion was made by Regent Castro to approve the Council on Academic Affairs report. The motion was seconded by Regent Marion. All motions passed by voice vote.

New Business

There was no new business.

Adjourn

There being no further business and hearing no objection, Committee Chair Diaz declared the meeting of the Executive and Academic Affairs Committee adjourned at 2:32 p.m.

**Minutes of a Regularly Scheduled Meeting
Eastern Kentucky University
Board of Regents**

February 28, 2020

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

Call to Order

A regular quarterly meeting of the Eastern Kentucky University Board of Regents convened at 2:32 p.m. in Room 219, Powell Student Center, 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
Dr. Jason Marion
Ms. Lynn Taylor Tye
Mr. Vasu Vasudevan
Ms. Janice Sword Way
Ms. Madison Lipscomb
Mr. Philip Gump
Mr. Bryan Makinen, Corporate Secretary

Absent

Ms. Nancy Collins

Others Present

Dr. David McFaddin, Interim 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
Mr. Robert Blythe, Mayor of Richmond, Kentucky
Members of the faculty, staff and media

Election of Officers

Regent Marion made a motion to name Bryan Makinen as Secretary of the Board, Barry Poynter as secretary of the Board, Alan Long as Vice Chair of the Board, and Lewis Diaz as Chair of the Board. The motion was seconded by Regent Vasudevan. The motion passed by voice vote.

Information Items

Chair Diaz asked for a moment of silence out of respect for the passing of Shelia Pressley, the Dean of the College of Health Sciences.

A. Staff Reports

1. Mr. Ethan Witt, Legislative Update

Mr. Ethan Witt, Director of Government & Community Relations, gave a legislative update to the Board, a copy of which is incorporated herein and will be included with the official copy of the minutes.

2. Dr. Tom Martin, Innovation Fund Presentations

The Innovation Fund Committee reviewed seventeen application to the Board of Regent's Innovation fund. Of those seventeen, four finalists were introduced to the Board by Tom Martin. The four presentations are incorporated herein and will be included with the official copy of the minutes. Regent Babbage made a motion to grant all four proposals. The motion was seconded by Regent Castro. The motion passed by voice vote.

B. Additional Reports to the Board

1. Dr. Marco Ciocca, Faculty Senate Chair

Faculty Senate Chair Marco Ciocca delivered the following report:

[Faculty Senate Chair Ciocca 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.]

Thank you, Chair Diaz. You have my report. Pretty short. Pretty boring, especially after what we just heard. I have the happy moment of following what they just presented. These are faculty members. These are my "peeps" if you will allow me that. So of course I feel proud. I feel not as smart as them. Anyway, you have my report. I am glad to see that at least one of my committees on the Senate is doing what it is supposed to do. We started this with the Chair last year, and I was able to make it continue. So we are doing good. If you have any questions for me, I will take them now.

2. Ms. Ashley Thacker, Staff Council Vice Chair

Ms. Ashley Thacker, Vice Chair of Staff Council, delivered the following report:

I am here on behalf of Caelin Scott, who is the Chair, but she is at home with a sweet new baby boy. So you have me today instead.

Our latest order of business has been Staff Regent elections. Before I elaborate even more though, Bryan [Makinen], thank you so much for being an amazing Staff Regent representative, just with charisma, with communication, everything, you are outstanding. And you were so inspiring that we had seven candidates for Staff Regent, even for the remainder of his term. So with that being said, obviously we know who won. Philip [Gump], welcome. You are so detailed oriented. You are going to serve staff very well.

So with that, I will leave off the programming. It will be in the report. But we are currently filling three vacant positions within Staff Council and looking at evaluating membership to see how we can retain members longer and changing membership structure. And that is all I have.

3. Ms. Madison Lipscomb, President, Student Government Association

SGA President Ms. Madison Lipscomb delivered the following report:

Good afternoon! SGA has been very busy these last few months. First, I want to thank all of you who were able to attend our meeting to discuss the first phase of our IEID program, IEID being Initiative for Inclusion, Equity, and Diversity. And I want to emphasize the importance of that “Phase 1” phrase. As much of a show we can put on as having it all together and knowing exactly what to do. We are still students and while we have the ideas, we sometimes don’t know how to start the process. Our “Phase 1” was a chance to sit down with those we knew would point us in the right direction. It was not at all a final presentation nor is it the final plan. We wanted to bounce our ideas with much more experience than us. And I apologize if it seemed as though we were there presenting our final plan as that was not at all the case. With all of that being said, we just finished up our first annual Dr. Shelia Pressley Memorial Diversity Week. It was an amazing week full of hard but necessary conversations. We plan on taking what we learned this week and using it to ensure an inclusive and equitable SGA and campus. So per the request of Regent Marion, I will go ahead and read the legislation for you guys.

Whereas, Dr. Sheila Pressley has undoubtedly left an impact on Eastern Kentucky University’s Campus as the Dean of the College of Health Sciences, the first African-American to chair Eastern’s Faculty Senate, a member of Kentucky’s Demilitarization Citizens’ Advisory Commission, and a member of the Environmental Health Committee of the National Association of County and City Health Officials.

Whereas, Dean Pressley was an inspiration to the students in her college, Eastern Kentucky University, and beyond. Dr. Pressley believed that Equality, Diversity, and Inclusion is not just about ensuring representative numbers. Dr. Pressly embodied the belief that equity can only be achieved through

positive changes in our behaviors, seeking to minimize the potential for negative impact in how we operate, through ensuring equality of opportunity and appropriately enabling representation.

Whereas, Dr. Pressley was kind-hearted, passionate, service-minded, student-centered, and an influential leader in the health sciences field; and, the University. Dean Pressley was among the first panelists, proponents, and advocates in the First Annual Inclusion Panel which inspired this year's Diversity Week.

Whereas, It is of the utmost respect and admiration to praise and celebrate the lasting impact of members of the Eastern community that have passed; be it, therefore,

Enacted, The Eastern Kentucky University Student Government Association would wish to annually honor the Diversity Week to the "Dr. Sheila Pressley Memorial Diversity Week".

Also, this is something that I was hoping to bring to the Board of Regents. If anyone has been to a Senate meeting, you have experienced this. Which is the aspect of knocking. Has anybody ever been to a Senate meeting and experienced knocking? That's right. So it is a sign of approval. I think sometimes in these meetings, everyone is so enclosed, everyone is so formal, that they don't want to express too much support for something. But something we do in Senate is if you are in support of something, we knock. So just saying, 'I hear you and I agree with you.' So if that's something that we could pick up in the Board of Regents, I think that would be really cool.

It is nearing the point where I will become irrelevant—a lame duck of sorts, as elections are right around the corner. Elections are an interesting time for SGA. No matter how hard we work, students just don't seem to notice just how much of an impact the SGA election has on them. Last election, we saw around a 3% voter turnout. This is honestly unacceptable. I know there are some faculty and staff in the room—please inform your students of the election. Tell them to educate themselves on the process and function of SGA or I would be more than happy to come and speak to your classes myself. Our candidate profiles will be posted on our website as well as important dates to know.

It is also nearing my favorite event of the year and my probably one and only legacy I will leave on SGA, the Airing of Grievances. I could stand up here and talk all day about the importance psychological safety in an educational environment, but I'd never shut up. Being able to sit face to face with administrators and talk about issues on campus means so much to students. We feel as though we are being heard. For any of you that were there last year, please let me know if you have any suggestions on how we can make this event even better. And lastly, hopefully at our next meeting I will be presenting the results of a Student Engagement and Campus Climate survey. Some of you may know I am a mini researcher in training with one completed paper and currently co-authoring another with hopes of publication. So again, faculty and staff—please be my branches out to students. Encourage them to take the survey as it will only benefit them. Thank you again

for being here today. If the Board of Regents, faculty, staff, other administrator needs anything from SGA, please feel free to reach out.

4. Dr. David McFaddin, Interim President

Interim President David McFaddin delivered the following report:

This is my first chance to address the ECU Board of Regents since I was appointed interim president on December 12 at the last Board meeting. I want to sincerely thank you for giving me the opportunity to lead my alma mater during this time. We have been able to hit the ground running, doing the work of the University to give our students the best education and college experience possible.

It has been a very busy first 45 days for me and the campus leadership. We must be diligent now because we have some challenges that need to be addressed. We also have important opportunities we must capitalize on. But most of you know my work ethic and know you have my commitment to work diligently to make ECU better today than it was yesterday.

Assessing where the University is and what steps we need to take to provide the best experience for our students has been invigorating and enlightening. My first set of priorities has been created by taking a critical look at all facets of the university. We have some challenges in enrollment that are absolutely critical to the success of ECU. As a regional university, we are not alone in facing enrollment challenges. But enrollment is the most critical component of ECU's success because the vast majority of our operating budget today comes from student tuition.

We have spent time with our state leaders in the last week, and it is very impactful to hear our Governor touting the fact ECU does exceptional work in serving our first generation students, highlighting some of our most outstanding programs and recognizing we are number one at putting graduates to work right here in Kentucky. It is also a welcome reprieve that his budget does not cut higher education further. This is the first time in 14 years that we find ourselves in this situation. But from our many meetings with state leaders, it is obvious our great Commonwealth continues to have far more needs that it has resources to support those worthwhile and needed programs. While there are many who want to invest, it does not appear as though there is more money for higher education funding right now. We were able to have productive dialog about the performance funding model and continue to ring the alarm bells about the imminent threat of the unfunded liability of the state pension system. As with all legislative sessions and state budgets, it's difficult to make a solid predictive outcome even halfway through the session.

Its good news in a sense that ECU and higher education does not appear to be facing cuts, but it also means that we must seize the opportunity to grow our enrollment and use the funds to increase our commitment to our students and to our outstanding employees. To that end, earlier this month our Vice President of Student Success and Institutional Effectiveness, Dr. Tanlee Wasson, and her team coordinated a day-long enrollment summit she discussed earlier in this meeting. Nearly 70 participants from all areas of campus gathered to discuss our current state of enrollment. I, along with members of the cabinet, deans, and other campus leaders, began the complex conversations about how we can positively affect enrollment. As outlined earlier by Dr.

Wasson, we have identified a set of aspirational goals and key strategies that will help us win at strategic enrollment growth.

On Wednesday of this week, we re-convened the group to develop innovative strategies addressing many vital areas. These areas include:

- Online students
- Underrepresented minorities
- Out-of-state students
- Transfer students
- Graduate students
- Financial aid
- ...and other elements critical to student success

We are finalizing a comprehensive plan that's coming in the very near future, with key strategy execution going on right now. Some of the most impactful work involves our premiere academic programs and our outstanding faculty developing, reshaping, and delivering new and innovative programs that will meet the needs of our students, stimulate our economy, and continue our position as a leader in academic excellence.

On Tuesday I testified in Frankfort along with Rep. Deanna Frazier about the Model Laboratory School and specifically the importance of HB 366 to the future of Model Lab and ECU's education mission. I'm happy to report that HB 366 passed out of the House Education Committee unanimously. Model has been an integral part of ECU for more than a century. While we didn't agree with the former Education Commissioner's decision to put Model in a position to need legislation to continue as the state's only laboratory school, we have passed the first test with flying colors. HB 366 will need to pass the full House, then on to the Senate and ultimately the governor's office. I want to stress is this a multi-step process, while HB 366 codifies Model's existence, we will also require a budget appropriation as well. Through an immense amount of preparation, collaboration, and advocacy, we are well on our way to a permanent solution.

I want to thank our Director of Government Affairs, Ethan Witt, for an amazing Colonels at the Capitol day on Tuesday. We met with important alumni, most of the state's constitutional officers, key members of the Senate and House, and Governor Andy Beshear. It was a full day of meetings and advocating for ECU. Thank you, Ethan!

Lastly, as a regional university in the south, there are cultural issues we must identify and work to improve so that everyone who comes to ECU feels included and at ease at home. To that end, Ashley Offutt has been appointed as the Interim Director of the Office of Multicultural Student Affairs. Ashley is committed to the success of ECU students and strives to give voice to diverse perspectives. Also, the President's Inclusive Excellence Advisory Council is forming subcommittees that will meet soon. Individuals composing the committees are identified. I look forward to reviewing the innovative work of these teams. It will strengthen our continued outreach and support of the underrepresented minority populations at ECU.

Finally, I want to thank Betina Gardner as her Alumni Relations and Development team for an amazing set of engagement events in Florida earlier this month. These events provided an incredible opportunity to update alumni, donors, and friends on the state of the institution, our comprehensive campaign goals, key accomplishments, and highlight some of the outstanding support we get from so many dedicated Colonels! I would be remiss if I did not thank our event hosts Lucky Meisenheimer and Jim and Matt Guice. And a very special thank you to our Foundation Board Chair Maribeth Berman for making a special trip to educate, engage, and encourage attendees in helping us finish this \$50 million campaign! Maribeth's support of ECU with her leadership, her passion and her philanthropy is the Maroon standard for service and commitment to ECU.

The challenges are great, but so are our opportunities. We have the team, the vision, and the unwavering will to win that is necessary to ensure that our best days are ahead. It's a great time to be a Colonel, and I'm humbled to be able to lead the university in this important phase of the institution's history.

5. Lewis Diaz, Chair

In the interest of time, Chair Lewis Diaz ceded his opportunity to deliver a report.

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 December 12, 2019**
- ii. **Personnel Actions**
- iii. **Approval of Nominees for Staff Emeritus**
- iv. **Recommended Sabbatical Program Participants for 2020-2021**
- v. **Report from the Council on Academic Affairs**
- vi. **Revision to Academic Policies**
- vii. **Revision to Administrative Policies**
- viii. **Revision to Model Laboratory School Policies**
- ix. **Approval of SGA Constitutional Amendment**

A motion was made by Regent Long to approve the slate of consent agenda items. The motion was seconded by Regent Tye. The motion passed by voice vote.

B. Approval of Easement for Kit Carson Commons Project

A motion was made by Regent Long to approve the easement for the Kit Carson Commons project. The motion was seconded by Regent Tye. The motion passed by roll-call vote.

C. Approval of 2020 Regularly Scheduled Board Meeting Dates

Chair Diaz recommended June 4, September 10, and December 10 as the dates for the remaining regularly scheduled Board meetings in 2020. Regent Long requested that future meetings begin in the morning rather than the afternoon. Regent Way indicated she may have a conflict with the December date.

New Business

There was no new business.

Executive Session

Chair Diaz entertained a motion pursuant to KRS 61.815 to enter closed session for the purposes stated in KRS 61.810(1)(n), a meeting of the selection committee for RFP 116-20 (the Presidential search contract) pursuant to KRS 61.810(1)(n). A motion was made to go into executive session by Regent Long. The motion was seconded by Regent Tye. The motion passed by voice vote, and the Board, thereby, convened in closed, executive session at 4:02 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 Long. The motion passed by voice vote and Board of Regents thereby returned to open session at 4:48 p.m. Chair Diaz noted that no action was taken during closed session

Adjournment

There being no further business, Chair Diaz requested a motion to adjourn. A motion was made by Regent Marion to adjourn the meeting. The motion was seconded by Regent Long. The motion passed by voice vote, and the meeting was thereby adjourned at 4:49 p.m.

Bryan Makinen

Date



Smart decisions. Lasting value.™

Fiscal Year 2020 Audit Plan Eastern Kentucky University

June 30, 2020

Pete Ugo, CPA

Introduction

- Scope of Services
- The Client Service Team
- Audit Approach
- Actions to Promote Smooth Audit Process
- New Accounting Pronouncements
- COVID 19 Issues Facing Higher Education Institutions
- Other

Scope of Services

- Report on Financial Statements, Including Federal Awards Programs (Uniform Guidance) and Government Auditing Standards
- Management Recommendation Letter
- Communication Letter to Those Charged with Governance
- Report on Compliance with House Bill 622 (KRS 164A.555 to 164A.630)
- Representation Letter
- Report on Lease Law Compliance
- Subsequent Events Letter
- Audit of WEKU-FM
- NCAA Agreed-Upon Procedures

Client Service Team

- Pete Ugo - Partner
- Kevin Kerswick– Senior Manager
- Stephanie Garrison– Manager
- Jerry Arlinghaus – Senior Staff
- Shelby Hickerson - Staff
- Phil Piesz– Senior Staff (Student Financial Aid)
- Regina Davis – IT Manager
- Brian Archambeault – Assurance Professional Practice Review

Audit Approach

Planning Activities

- Review of preliminary financial information
- Discussions with management:
 - COVID-19 financial impact on operations
 - Risk of fraud in financial statements
 - Internal controls
 - Entity level
 - Account level
 - Business strategies and risks
 - Significant transactions
- Determine key audit risk areas
 - Revenue recognition
 - Debt and compliance
 - Capital assets and leasing arrangements
 - Federal grant compliance (including impact of COVID-19 related funding)
- Determine materiality and preliminary risk assessments
- Develop audit plan and timeline
- Prepare request for schedules and information

Audit Approach (continued)

Interim Fieldwork

- Document key business systems and processes
- Test and evaluate internal controls, including corroboration of entity level and account level controls
- Review Board and Committee minutes
- Confirmations
- Perform fraud risk assessment procedures
- Update custom audit programs
- Perform testing on selected accounts
- Perform testing of student financial aid
- Perform testing on other major programs (Uniform Guidance)

Audit Approach (continued)

Final Fieldwork

- Complete open items from interim
- Perform remaining fraud risk assessment procedures
- Test account reconciliations and balances
- Review significant or unusual transactions and events
- Complete testing of student financial aid and other major federal award programs
- Obtain confirmations, representations and attorney letters
- Draw conclusions based on procedures performed
- Prepare representation letter
- Review the draft of the audit report
- Draft the Uniform Guidance report, management recommendation letter and SAS 114 letter

Actions to Promote Smooth Audit Process

- Clear Understanding of Audit Schedule (flexible as needed based on COVID-19 considerations)
 - Planning meeting – week of May 18, 2020
 - Interim fieldwork – May 18 through May 21, 2020
 - Student Financial Aid testing – week of July 13, 2020
 - Final fieldwork – August 17 through September 4, 2020
 - Completion of audit by September 2020
 - Audit Committee meeting
 - Issuance of final reports and communications (report due to APA/State by October 2, 2020)
 - Completion date is tentative and will depend upon timing of the federal compliance supplement's issuance
 - WEKU-FM – fieldwork early November 2020 (CPB report due by November 30, 2020)
 - NCAA – fieldwork early-mid December 2020 (due date of January 15, 2021)
- Utilization of Crowe Information Request Tracker (CiRT) to securely transmit data and information
- Effective coordination of our collective team

New Accounting and Auditing Pronouncements

- GASB Statement No. 95, *Postponement of the Effective Dates of Certain Authoritative Guidance*
 - *One year delay in GASB pronouncements and implementation guides*
- GASB Statement No. 84, *Fiduciary Activities*, effective for fiscal year 2021
- GASB Statement No. 87, *Leases*, effective for fiscal year 2022

Assessing the Impact of COVID-19

- Refunds/Credits to students
- Investment valuations and endowment impact
- Future enrollment impact
- Other potential impacts on the University and higher education institutions as a whole
 - The following slides are an excerpt from Crowe's recent "Higher Education CFO Roundtable" call on COVID 19 – they summarize the risks identified by higher education institutions around the country. (For discussion purposes only – not all are applicable to the University.)

COVID 19 Issues Facing Higher Education Institutions

- Health and safety of our students and employees
- Unearned room and board – credit vs. refund
- Dorms and limited food service still “available” but discouraged – do we owe a credit?
- Online course delivery – can our systems handle it, do students have internet access and computer, etc.?
- Remote employee issues and concerns
- Paying employees who are unable to work – what to do when they’ve exhausted vacation and sick days
- Vendor employees who are unable to work (bookstore, food service, etc.)
- Retention and recruitment of students
- Cash flow concerns
- Uncertainty of federal legislation
- Do we qualify for SBA loan programs, other types of assistance?
- Debt covenant compliance could be in jeopardy
- Impact of US DOE financial responsibility ratio

COVID 19 Issues Facing Higher Education Institutions (continued)

- Will students start to desire more online learning to reduce their costs of tradition on-campus delivery
- Will we be able to have summer programs, camps, etc. – other revenue sources could decline
- How much can we cut in expenses and still deliver our services? (Dorms still cost money even when empty)
- Loss of athletic-related revenues
- Timing of our audit, financial statement disclosures
- Will we have a going concern issue
- Difficult to do financial modeling and future budgets with so much uncertainty
- How does this impact our plans for planned FY 2021 tuition increase
- Declines in contributions
- Upset students and families over things like cancelled graduation and other senior events
- International students can't get home
- Will our international students return, and/or will our recruitment of international students drop significantly
- Endowment decline – will negatively impact our annual draws for several years

COVID 19 Issues Facing Higher Education Institutions (continued)

- Increased cybersecurity risks
- Understanding so much new information at once – it changes daily, or almost hourly
- Understanding the federal compliance requirement changes and flexibility – OMB Memo M-20-17
- Student financial aid compliance items
- Inability for our nursing and teaching students to complete coursework (due to school closing and hospital policies currently in place)
- We have a hotel – but no guests, or it is closed
- Tracking of COVID 19-related expenses separately for potential reimbursement and audit
- What types of federal compliance requirements will the CARES Act funding have, and will the money already be spent by the time we find out the compliance requirements?
- How will the COVID 19-related expenses be presented in my statement of activities?

Other

- Committee Comments and Questions
- Input on audit risk and focus areas
- Communication and status updates



Thank You

Pete Ugo, CPA

317-208-2509

pete.ugo@crowe.com

Eastern Kentucky University
Personnel Statistics (Full-Time)
May 31, 2020 & 2019

Job Category	Institutional			Sponsored Contract/Grant		
	Total Employees		Employee +/-	Total Employees		Employee +/-
	2020	2019		2020	2019	
Full-Time Faculty	579	606	(27)	2	13	(11)
Administrators/Deans	49	49	-	1	3	(2)
Full-Time Exempt	479	461	18	123	133	(10)
Full-Time Non-Exempt	410	443	(33)	38	108	(70)
Total:	1,517	1,559	(42)	164	257	(93)

Job Category	Total Salary		Budget +/-	Total Salary		Budget +/-
	2020	2019		2020	2019	
Full-Time Faculty	\$ 37,982,905	\$ 39,777,245	\$ (1,794,340)	\$ 125,000	\$ 1,209,107	\$ (1,084,107)
Administrators/Deans	\$ 6,385,812	\$ 6,249,293	\$ 136,519	\$ 57,716	\$ 419,119	\$ (361,403)
Full-Time Exempt	\$ 25,932,179	\$ 25,115,315	\$ 816,864	\$ 5,992,774	\$ 6,705,851	\$ (713,077)
Full-Time Non-Exempt	\$ 14,168,826	\$ 14,945,162	\$ (776,336)	\$ 1,522,894	\$ 3,864,967	\$ (2,342,073)
Total:	\$ 84,469,722	\$ 86,087,015	\$ (1,617,293)	\$ 7,698,384	\$ 12,199,044	\$ (4,500,660)

Eastern Kentucky University
Personnel Statistics (Part-Time)
May 31, 2020 & 2019

Job Category	Institutional			Sponsored Contract/Grant		
	Total Employees		Employee +/-	Total Employees		Employee +/-
	2020	2019		2020	2019	
Part-Time Faculty	89	27	62	-	-	-
Graduate Assistants	-	-	-	-	-	-
Part-Time Exempt	99	92	7	49	43	6
Part-Time Non-Exempt	174	124	50	53	75	(22)
Total:	362	243	119	102	118	(16)

Job Category	Total Salary		Budget +/-	Total Salary		Budget +/-
	2020	2019		2020	2019	
Part-Time Faculty	\$ 624,012	\$ 784,548	\$ (160,536)	\$ -	\$ -	\$ -
Graduate Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Part-Time Exempt	\$ 529,078	\$ 571,061	\$ (41,983)	\$ 494,835	\$ 491,155	\$ 3,680
Part-Time Non-Exempt	\$ 866,142	\$ 697,959	\$ 168,183	\$ 257,256	\$ 532,378	\$ (275,122)
Total:	\$ 2,019,232	\$ 2,053,568	\$ (34,336)	\$ 752,091	\$ 1,023,533	\$ (271,442)

New Hires February - May 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>
Combs	Lorah	2/16/2020	Lecturer	English	Fulltime Faculty	\$23,500
Grindstaff	Lonnie	4/13/2020	Power Plant Equip Opr	Camp Util Sys & Bldg Climate Svcs	Fulltime Hourly Staff	\$28,517
Arvin	Kara	3/16/2020	Spec, Education Abroad	Education Abroad	Fulltime Hourly Staff	\$26,871
Pickle	Gary	4/6/2020	Tracking Specialist	Educator Recruit & Retention	Fulltime Hourly Staff	\$32,175
Watts	Jacob	4/20/2020	Sys & Processing Official	Enroll Mgmt Operations & Comm	Fulltime Hourly Staff	\$32,175
Patrick	Traci	2/24/2020	Univ Claims Specialist	Environmental Health Safety	Fulltime Hourly Staff	\$42,390
Kirby	Benton	3/30/2020	Budget Specialist	Facilities Administration	Fulltime Hourly Staff	\$31,554
Sizemore	Starla	3/16/2020	Budget Specialist	Facilities Administration	Fulltime Hourly Staff	\$43,285
McNamara	Brendan	2/3/2020	Football Video Coord	Football	Fulltime Hourly Staff	\$27,008
Buck	Jacob	2/17/2020	Sports Turf Technician	Grounds/Horticulture	Fulltime Hourly Staff	\$21,902
Hamm	Lauren	4/20/2020	Library Associate II	Libraries	Fulltime Hourly Staff	\$26,189
Gastineau	Guy	5/11/2020	Web Developer	Libraries	Fulltime Hourly Staff	\$37,226
McGaffey	Michael	2/24/2020	Maintenance Mechanic	Maintenance, HVAC-R	Fulltime Hourly Staff	\$27,290
Robinson	Michael	2/10/2020	Maintenance Mechanic I	Maintenance, HVAC-R	Fulltime Hourly Staff	\$21,902
Rose	Foster	3/16/2020	Journeyman HVAC-R Tech	Maintenance, HVAC-R	Fulltime Hourly Staff	\$32,282
Vickers	Andrew	2/10/2020	Maintenance Mechanic	Maintenance, Plumbing Shop	Fulltime Hourly Staff	\$22,880
Lynch	Justin	2/26/2020	Paraeducator II	Model Laboratory School	Fulltime Hourly Staff	\$24,453
Lewis	Kenneth	2/3/2020	Telecommunicator	Police Department	Fulltime Hourly Staff	\$30,950
Hess	Katie	3/2/2020	Acad History Specialist II	Registrar	Fulltime Hourly Staff	\$26,208
Qualls	Amanda	3/2/2020	Acad History Specialist II	Registrar	Fulltime Hourly Staff	\$28,275
Konkel	Stephanie	3/2/2020	Admission Counselor	Admissions	Fulltime Professionals	\$35,568
Pina-Perez	Yeimy	3/2/2020	Admission Counselor	Admissions	Fulltime Professionals	\$35,568
Sobolewski	Sean	3/16/2020	Assoc Dir, Recruit & Comm	Admissions	Fulltime Professionals	\$60,000
Bryant	Carsen	4/6/2020	University Photographer	Communications & Brand Mgmt	Fulltime Professionals	\$35,568
Russell	Elise	4/29/2020	Content Manager	Communications & Brand Mgmt	Fulltime Professionals	\$52,000
Dunn	Joshua	3/1/2020	AV Specialist	Conferencing & Events Admin	Fulltime Professionals	\$35,568
May	Tonya	4/13/2020	Dir, Research & Recruit	Dean-Education	Fulltime Professionals	\$55,000
Baker	Aaron	5/15/2020	Communications Specialist	Enrollment Mgmt Operations	Fulltime Professionals	\$36,000
Gibson	Brooke	5/1/2020	Marketing Coordinator	Enrollment Mgmt Operations	Fulltime Professionals	\$40,000
Franklin	Chris	4/6/2020	Assistant Football Coach	Football	Fulltime Professionals	\$33,000
McKeethan	Kevin	2/17/2020	Asst Coach, Football	Football	Fulltime Professionals	\$47,000
Steelman	Carson	2/10/2020	Assistant Coach, Football	Football	Fulltime Professionals	\$50,000
Fields	Eric	3/1/2020	Network Engineer	Information Tech-Administration	Fulltime Professionals	\$40,000
Jenkins	Trevor	5/16/2020	Assistant Online Coordinator	Office of eCampus Learning	Fulltime Professionals	\$37,036
Courtney	Mikayla	3/1/2020	Marketing Specialist	Office of e-Campus Learning	Fulltime Professionals	\$35,568
Conway	Carlin	2/10/2020	OEI Investigator	Office of Institutional Equity	Fulltime Professionals	\$51,000
Martin	Vonda	3/22/2020	Advising Specialist	Program of Distinction	Fulltime Professionals	\$37,000
Chapman	Craig	5/1/2020	Trnsfr Admsn Articulatn Coord	Student Outreach and Transition	Fulltime Professionals	\$41,974
Moore	Sean	3/1/2020	First Asst Golf Prof	University Club at Arlington	Fulltime Professionals	\$34,668
Adkins-Howard	Leslie	4/1/2020	Trng Specialist, P&P	UTC Basic Child Abuse & Neglect	Fulltime Professionals	\$43,895
Slone	Hannah	4/1/2020	Train Splst, Protect & Perm	UTC Basic Child Abuse & Neglect	Fulltime Professionals	\$34,567
Jordan	Kendra	2/3/2020	User Experience Engineer	UTC Division of Child Care/TRIS	Fulltime Professionals	\$42,000
Beaty	Amanda	3/16/2020	Trng Specialist	UTC Medical Assistance	Fulltime Professionals	\$41,974
Craig	Krisinda	4/16/2020	Trng Specialist, Fmly Supt	UTC TANF Training	Fulltime Professionals	\$42,797
Elam	Shandra	2/17/2020	Coordinator	UTC Targeted Case Management	Fulltime Professionals	\$36,113
Costa	Melissa	4/16/2020	Regional Training Coord	UTC Title IV-E Training	Fulltime Professionals	\$36,113

New Hires February - May 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>
East	James	2/10/2020	Membership Coord, WEKU	WEKU Public Radio	Fulltime Professionals	\$35,568
Basford	Jade	3/16/2020	PT Faculty-On Campus	Instruction - CLASS	PT Faculty	\$2,600
Walach	Michael	3/16/2020	Online PT Faculty	OL-AGS/Supporting Courses	PT Faculty	\$4,000
Leigh	Phyllis	3/16/2020	Online PT Faculty	OL-Bachelor Social Work	PT Faculty	\$3,050
Schaefer	Brian	3/16/2020	Online PT Faculty	OL-CJJS-BS	PT Faculty	\$4,000
Wittman	Margaret	3/16/2020	Online PT Faculty	OL-Doctor of Occupational Thera	PT Faculty	\$5,000
Harrison	Steven	3/16/2020	Online PT Fac	OL-Emergency Med Care-ASP BS	PT Faculty	\$3,050
Reeder	Brian	3/16/2020	Online PT Faculty	OL-FSE-BS	PT Faculty	\$4,000
Suen	Chen	3/16/2020	Online PT Faculty	OL-FSE-BS	PT Faculty	\$4,000
Foster	Zipporah	3/16/2020	Online PT Faculty	OL-Psych ABA MS	PT Faculty	\$3,050
Mattingly	Alfred	3/16/2020	Online PT Faculty	OL-Psych I-O MS	PT Faculty	\$3,050
Wright	Ava	3/16/2020	Online PT Faculty	OL-RN to BSN	PT Faculty	\$4,000
Zimmerman	Troy	5/16/2020	Online PT Fac	OL-SSEM-MS	PT Faculty	\$3,050
Sloan	Perry	4/1/2020	Asst Chief Flight Instructor	Aviation	PT Hourly Staff	\$780
Tackett	Aloha	2/26/2020	ASL Lab Semester Hrly	Class Fees - ASLIE	PT Hourly Staff	\$260
Hurst	Cory	2/25/2020	Flight Instructor Pilot I	Class Fees - Aviation	PT Hourly Staff	\$650
Willis	Caitlan	2/11/2020	Flight Instructor Pilot I	Class Fees - Aviation	PT Hourly Staff	\$650
Stark	Jacob	5/18/2020	Herpetological Research Asst.	Continued Validation of Wetland	PT Hourly Staff	\$338
Parker	Melba	4/1/2020	Project Coordinator	F&A-KECSAC	PT Hourly Staff	\$780
Bryant	Jessica	4/13/2020	Facilitator: Somerset Site	Regional Programming	PT Hourly Staff	\$278
Chumley	Phillip	4/27/2020	Part Time Continual Svc	Regional Programming	PT Hourly Staff	\$278
Daulton	Evan	2/25/2020	Teaching Artists	Summer Shakespeare	PT Hourly Staff	\$520
Eberle	Cooper	2/23/2020	Outside Service Attendant	University Club at Arlington	PT Hourly Staff	\$208
Martin	Jacob	2/28/2020	Outside Svc Attendant	University Club at Arlington	PT Hourly Staff	\$208
Todd	Laura	5/18/2020	Part Time NE Continual Svc	UTC Title IV-E Foster Parent Trng	PT Hourly Staff	\$390
McAlister	Russell	2/16/2020	Community Ed Instructor	Community Education	PT Professionals	\$0
Rauen	Jade	2/17/2020	OT/PSY Group Int Lead	EKU Autism Social Groups FY20	PT Professionals	\$2,083
Brown	Alec	5/1/2020	Quality Control, Temp	Football	PT Professionals	\$5,400
Kidd	Kody	5/1/2020	Quality Control Temp	Football	PT Professionals	\$5,400
Masker	Kelly	5/1/2020	Quality Control Temp	Football	PT Professionals	\$5,400
Edwards	Melanie	2/16/2020	Member, KY READY Corps	KY READY Corps FY20	PT Professionals	\$2,300
Price	Jordan	2/17/2020	KY Ready Corp	KY READY Corps FY20	PT Professionals	\$2,300
Arnold	Christen	2/14/2020	Girls Softball Asst Coach	Model Laboratory School	PT Professionals	\$1,010
Carroll	Marie	2/10/2020	Model Substitutes	Model Laboratory School	PT Professionals	\$0
Fardo	Brian	2/16/2020	Model Substitutes	Model Laboratory School	PT Professionals	\$0
Hoskins	Christie	2/5/2020	Model Substitutes	Model Laboratory School	PT Professionals	\$0
Ray	Jeremy	2/15/2020	Model Middle Baseball	Model Laboratory School	PT Professionals	\$1,010
Williams	Yolanda	2/5/2020	Model Substitutes	Model Laboratory School	PT Professionals	\$0

Separations February - May 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>
Capretti	Paolo	2/29/2020	Dir ,Ctr Career & Co-op Ed	Career & Cooperative Education	Administrators/Deans	\$61,800
Robinson	Sherry	5/31/2020	Vice Provost	Vice Provost	Administrators/Deans	\$136,007
Frazer	Cynthia	5/31/2020	Professor ADN Coordinator	Associate Degree Nursing	Fulltime Faculty	\$79,716
Powell	Melissa	5/31/2020	Asst Professor	Associate Degree Nursing	Fulltime Faculty	\$64,627
Wade	David	5/31/2020	Lecturer	Chemistry	Fulltime Faculty	\$45,000
Thompson	Sherwood	4/5/2020	Professor	Educ Lead, Coun Educ & Comm Disord	Fulltime Faculty	\$70,093
Shepperson	Tara	5/31/2020	Assoc Professor	Educ Lead, Coun Educ & Comm Disord	Fulltime Faculty	\$68,446
Roden	John	5/31/2020	Clinical Faculty	EKU Student Child Care Prog FY20	Fulltime Faculty	\$75,000
Jackson	Glenn	2/19/2020	Senior Lecturer	English	Fulltime Faculty	\$42,025
Gosnell	Linda	5/31/2020	Lecturer	Government	Fulltime Faculty	\$51,481
Christensen	Moselle	5/31/2020	Model Lab School Teacher	Model Laboratory School	Fulltime Faculty	\$45,000
Rosenberger	Martin	5/31/2020	Model Lab School Teacher	Model Laboratory School	Fulltime Faculty	\$20,000
Schulman	Emma	5/31/2020	Model Lab School Teacher	Model Laboratory School	Fulltime Faculty	\$20,000
Tallent	Julie	5/31/2020	Model Lab School Teacher	Model Laboratory School	Fulltime Faculty	\$61,548
Wilson	Kari	5/31/2020	Model Lab School Teacher	Model Laboratory School	Fulltime Faculty	\$14,423
Grayson	Donnie	5/31/2020	Senior Lecturer	OL-AGS/Supporting Courses	Fulltime Faculty	\$41,000
Roberson	Linda	5/31/2020	Admin Assistant I	Accounting/Finance/Information Sys	Fulltime Hourly Staff	\$31,571
Bicknell	Jessica	3/16/2020	Sr Office Associate	Associate Degree Nursing	Fulltime Hourly Staff	\$28,353
Russell	Tiffany	4/14/2020	Career Specialist	Career & Cooperative Education	Fulltime Hourly Staff	\$31,356
McDaniels-Mutuse	Marquetta	5/22/2020	Data Specialist	Career & Cooperative Education	Fulltime Hourly Staff	\$35,919
Tyra	Andrea	3/27/2020	Job Location & Devel Coord	CWSP/Job Location/Development	Fulltime Hourly Staff	\$31,376
Hollingsworth	Laura	4/17/2020	Suprvsr, Admission Process	Enrollment Mgmt Operations & Comm	Fulltime Hourly Staff	\$36,484
Mouyeos	Jacquelyn	4/30/2020	Data Entry Associate	Enrollment Mgmt Operations & Comm	Fulltime Hourly Staff	\$26,891
Gravel	Ryan	3/15/2020	Player Development Coord	Football	Fulltime Hourly Staff	\$33,014
Smith	Samuel	2/5/2020	Football Video Coordinator	Football	Fulltime Hourly Staff	\$27,008
Miller	William	2/7/2020	Grounds Zone Specialist	Grounds/Horticulture	Fulltime Hourly Staff	\$29,203
Buck	Jacob	5/6/2020	Sports Turf Technician	Grounds/Horticulture	Fulltime Hourly Staff	\$21,902
Rogers	Barsha	2/6/2020	Sr Office Associate	Health Services Administration	Fulltime Hourly Staff	\$29,153
Mason	Michael	5/31/2020	Master Electrician	Housing Maintenance	Fulltime Hourly Staff	\$39,416
Conway	Trudy	4/30/2020	Library Associate III	Libraries	Fulltime Hourly Staff	\$31,317
Brooks	Stefanie	5/29/2020	Library Specialist	Libraries	Fulltime Hourly Staff	\$39,566
Wills	Shelby	5/29/2020	Library Associate II	Libraries	Fulltime Hourly Staff	\$28,314
Rhodus	Robert	2/21/2020	Construction & Repair Tech I	Maintenance, Carpenter Shop	Fulltime Hourly Staff	\$19,843
Rose	Foster	5/19/2020	Journeyman HVAC-R Tech	Maintenance, HVAC-R	Fulltime Hourly Staff	\$32,282
Vickers	Andrew	4/27/2020	Maintenance Mechanic	Maintenance, Plumbing Shop	Fulltime Hourly Staff	\$22,880
Bare	Bailey	5/29/2020	Agriculture Technician II	Meadowbrook Farm	Fulltime Hourly Staff	\$26,686
Nixon	Wendy	2/7/2020	Paraeducator II	Model Laboratory School	Fulltime Hourly Staff	\$27,983
Johnson	Cara	3/17/2020	Prog Splst, Green Dot Coord	Office of Institutional Equity	Fulltime Hourly Staff	\$30,264
Dicken	Mark	2/3/2020	Senior Police Officer	Police Department	Fulltime Hourly Staff	\$42,494
Lewis	Kenneth	5/31/2020	Telecommunicator	Police Department	Fulltime Hourly Staff	\$30,950
Dixon	Gina	4/30/2020	Dig Press Opr & Imge Coord	Printing Services	Fulltime Hourly Staff	\$32,019
Maynes	Kenneth	3/31/2020	Lead Facility Support Tech	Regional Campuses-Corbin	Fulltime Hourly Staff	\$32,115
Laduke	Bobby	4/28/2020	Relocation Specialist	Relocation Services	Fulltime Hourly Staff	\$21,840
Miller	Chris	4/13/2020	Relocation Specialist	Relocation Services	Fulltime Hourly Staff	\$23,920
Nehila	Matthew	4/22/2020	Relocation Specialist	Relocation Services	Fulltime Hourly Staff	\$22,880
Montgomery	Anna	3/31/2020	Data Support Specialist	Teacher Ed Srv/ProfesLabExperiences	Fulltime Hourly Staff	\$37,421
Lane	Mercedes	2/18/2020	First Asst Golf Professional	University Club at Arlington	Fulltime Hourly Staff	\$28,891

Separations February - May 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>
Adams	William	3/6/2020	Online Learning Specialist	UTC Targeted Case Management	Fulltime Hourly Staff	\$43,895
Davis	Melissa	3/31/2020	DCBS-TRIS Program Splst	UTC Targeted Case Management	Fulltime Hourly Staff	\$43,661
Sevier	Sierra	4/30/2020	Coord of Recruitment	Admissions	Fulltime Professionals	\$41,163
Sokolowski	Tiffany	3/20/2020	CRM Comm Splst	Admissions	Fulltime Professionals	\$35,568
Wynn	Keith	2/7/2020	Sr Admission Counselor	Admissions	Fulltime Professionals	\$37,036
Griskowitz	Evan	4/30/2020	Asst Dir, Sports Medicine	Athletic Training	Fulltime Professionals	\$40,000
Kidd	Richard	2/3/2020	Athletics Ticket Manager	Athletics Ticket Office	Fulltime Professionals	\$35,568
Sims	Kelli	2/3/2020	Career Counselor	Career & Cooperative Education	Fulltime Professionals	\$32,682
Emberton	Emily	5/22/2020	Assoc Dir, Exp Learning	Career & Cooperative Education	Fulltime Professionals	\$50,419
Acharya	Kishore	3/31/2020	Mgr, Fac Asset & Info Mgmt	Facilities Administration	Fulltime Professionals	\$60,024
Naylor	Mark	2/2/2020	Dir, Football Spts Perform	Football	Fulltime Professionals	\$75,000
Rothenbuhler	Troy	2/12/2020	Assistant Coach, Football	Football	Fulltime Professionals	\$50,000
Poryem	Wenceslaus	4/30/2020	Dir, Intl Stud & Scholar	International Student & Scholar Svc	Fulltime Professionals	\$65,961
Cesay	Ismaila	2/10/2020	EEO Investigator	Office of Institutional Equity	Fulltime Professionals	\$51,000
Childers	Cole	2/21/2020	Trnsfr Admn Articulatn Coord	Student Outreach and Transition Off	Fulltime Professionals	\$39,500
Christian	Joshua	2/15/2020	Gen Mgr, Univ Club Arlngtn	University Club at Arlington	Fulltime Professionals	\$85,000
Chavis	Terry	4/2/2020	Resdnce Hall Coordinator	University Housing	Fulltime Professionals	\$35,568
McGee	Trenton	3/20/2020	Residence Hall Coord	University Housing	Fulltime Professionals	\$35,568
Thames	Jessica	2/12/2020	Mkt & Assessment Coord	University Housing	Fulltime Professionals	\$41,151
Dannelly	Tanda	2/25/2020	Train Splst, Protect & Perm	UTC Basic Child Abuse & Neglect	Fulltime Professionals	\$43,895
Cheatham	Mary	3/15/2020	Trng Specialist, Fmly Supt	UTC Food Stamps Training	Fulltime Professionals	\$46,118
Carlin	Kathryn	3/31/2020	Trng Specialist	UTC Targeted Case Management	Fulltime Professionals	\$49,342
East	James	2/19/2020	Membership Coordinator	WEKU Public Radio	Fulltime Professionals	\$35,568
Meehan	Mary	2/25/2020	News Reporter, WEKU	WEKU Public Radio	Fulltime Professionals	\$47,500
Brock	Martin	5/31/2020	RTP-Retired Transition Fac	Chemistry	PT Faculty	\$25,612
Costello	Patricia	5/31/2020	RTP-Retired Transition Fac	Mathematics & Statistics	PT Faculty	\$23,168
Davis	Nancye	5/31/2020	RTP-Retired Transition Fac	Emergency Medical Care	PT Faculty	\$26,000
Fields	Charles	5/31/2020	RTP-Retired Transition Fac	Criminal Justice & Police Studies	PT Faculty	\$37,449
Hanks	Benjamin	5/15/2020	PT Faculty-On Campus	Instruction - College of Science	PT Faculty	\$5,200
Huch	Ronald	5/31/2020	RTP-Retired Transition Fac	History, Philosophy & Relig Studies	PT Faculty	\$32,960
Kilgore	Jeffery	5/31/2020	RTP-Retired Transition Fac	Applied Engineering and Technology	PT Faculty	\$32,118
Kopacz	Paula	5/31/2020	RTP-Retired Transition Fac	English	PT Faculty	\$32,302
Sweely	Gay	5/31/2020	RTP-Retired Transition Fac	Art and Design	PT Faculty	\$19,537
Szubinska	Barbara	5/31/2020	RTP-Retired Transition Fac	English	PT Faculty	\$17,407
Wilkins	Rose	5/31/2020	RTP-Retired Transition Fac	Dean - Letters, Arts & Soc Sciences	PT Faculty	\$41,369
Laimana	Stephanie	2/5/2020	Senior Office Associate	Accessibility Services	PT Hourly Staff	\$14,383
Gantt	Angelica	2/28/2020	Temp, Study Abroad Advisor	Education Abroad	PT Hourly Staff	\$364
Adams	James	5/8/2020	State Traffic PT Employee	KY State Traffic School FY20	PT Hourly Staff	\$858
Bargo	Marvin	5/8/2020	State Traffic PT Employee	KY State Traffic School FY20	PT Hourly Staff	\$858
Bliffen	Jeffrey	5/8/2020	State Traffic PT Employee	KY State Traffic School FY20	PT Hourly Staff	\$858
Bloodworth	Donald	5/8/2020	State Traffic PT Employee	KY State Traffic School FY20	PT Hourly Staff	\$858
Booth	Carmon	5/8/2020	State Traffic PT Employee	KY State Traffic School FY20	PT Hourly Staff	\$858
Clark	James	5/8/2020	State Traffic PT Employee	KY State Traffic School FY20	PT Hourly Staff	\$858
Hale	Cynthia	5/8/2020	State Traffic PT Employee	KY State Traffic School FY20	PT Hourly Staff	\$858
Hogue	Sandra	5/8/2020	State Traffic PT Employee	KY State Traffic School FY20	PT Hourly Staff	\$858
LaMar	Carrie	5/8/2020	State Traffic PT Employee	KY State Traffic School FY20	PT Hourly Staff	\$858
Little	Rudy	5/8/2020	State Traffic PT Employee	KY State Traffic School FY20	PT Hourly Staff	\$858

Separations February - May 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>
Mahan	Sharon	5/8/2020	State Traffic PT Employee	KY State Traffic School FY20	PT Hourly Staff	\$858
Mason	Edwin	5/8/2020	State Traffic PT Employee	KY State Traffic School FY20	PT Hourly Staff	\$858
Reynolds	Denise	5/8/2020	State Traffic PT Employee	KY State Traffic School FY20	PT Hourly Staff	\$858
Samuels	Saundra	5/8/2020	State Traffic PT Employee	KY State Traffic School FY20	PT Hourly Staff	\$858
Schott	Carolyn	5/8/2020	State Traffic PT Employee	KY State Traffic School FY20	PT Hourly Staff	\$858
Shobe	Carol	5/8/2020	State Traffic PT Employee	KY State Traffic School FY20	PT Hourly Staff	\$858
Sparks	Clifford	5/8/2020	State Traffic PT Employee	KY State Traffic School FY20	PT Hourly Staff	\$858
Warwick	Sheila	5/8/2020	State Traffic School Instruct	KY State Traffic School FY20	PT Hourly Staff	\$858
Felkenes	Diane	3/27/2020	Office Associate	Parking Services	PT Hourly Staff	\$312
Millington	Natalie	4/2/2020	Non-Classified	President's Special Initiative Fund	PT Hourly Staff	\$428
Clark	Andrew	2/29/2020	Flight Instructor	Class Fees - Aviation	PT Professionals	\$0
Martinez	Robyn	4/21/2020	Member, KY READY Corps	KY READY Corps FY20	PT Professionals	\$3,000
Sandy	Mark	2/1/2020	Intercollegiate Ath Admi	Intercollegiate Athletics Admin	PT Professionals	\$357

I. Approval of Degree Candidates for Spring 2020 and Summer 2020

II. Issue

The Board of Regents should formally confirm and confer the degrees for the candidates who have completed degree requirements for Spring 2020 and Summer 2020.

III. Background

Candidates for degrees must meet the requirements of their respective academic programs. All degree requirements are verified by the appropriate Academic Departments and Colleges, the Office of the Registrar, and recommended by the Executive Vice President for Academic Affairs & Provost for the Spring 2020 and Summer 2020 graduates. Candidates for degrees are hereby submitted to the Board for the formal vote of the confirmation of conferral of degrees pursuant to KRS 164.350(1)(d).

IV. Alternatives

While the conferral of degrees is vested in the Board of Regents, as these students have met the various academic requirements, the conferral of these degrees should be confirmed.

V. President's Recommendation

Based upon recommendations from the appropriate Chairs, Deans, Office of the Registrar, and the Executive Vice President for Academic Affairs & Provost, the President recommends the formal confirmation of the Board of Regents of the conferral of degrees for Spring 2020 and Summer 2020 graduates who have met or will meet degree requirements.



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Executive Vice President for Academics & Provost
provost@eku.edu 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: Jerry Pogatshnik

DATE: June 16, 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 June 30, 2020.

NEW PROGRAMS

The following proposed new programs are presented for approval by the Board of Regents.

COLLEGE OF BUSINESS & TECHNOLOGY

<u>Department of Agriculture</u>	<u>Page</u>
1. Departmental Certificate in Companion Animal Management	10
<i>Using current resources, create a departmental certificate in Companion Animal Management to provide technical competencies for employment as animal caretakers, pet groomers, veterinary techs, pet shop managers, and companion animal sales and service representatives. Courses in the certificate can be applied to the A.A.S. or B.S. degree programs related to Animal and Veterinary Sciences.</i>	
2. Departmental Certificate in Crops, Soils, and Resource Conservation	15
<i>Using current resources, create a departmental certificate in Crops, Soils, and Resource Conservation to prepare students with degrees in related fields (such as forestry, environmental sciences, or biology) with the skills to enter the agriculture industry as well as to provide students some basic requirements for careers in federal or state agroforestry-oriented agencies.</i>	
3. Departmental Certificate in Greenhouse and Fruit/Vegetable Production	20
<i>Using current resources, create a departmental certificate in Greenhouse and Fruit/Vegetable Production to provide an opportunity to enhance technical competencies for students or individuals who are currently working or seek to work in the greenhouse fruit and vegetable production industry. Courses in the certificate can be applied to the A.A.S. or B.S. degree programs related to Greenhouse and Fruit/Vegetable Production.</i>	
4. Departmental Certificate in Landscape Horticulture	25
<i>Using current resources, create a departmental certificate in Landscape Horticulture to provide an opportunity to enhance technical competencies for students or individuals who are currently working or seek to work in the landscape industry. Courses in the certificate can be applied to the A.A.S. or B.S. degree programs related to Landscape Horticulture.</i>	
5. Departmental Certificate in Livestock Management	30
<i>Using current resources, create the departmental certificate in Livestock Management to provide an opportunity to enhance technical competencies for students or individuals who are currently working or seek to work in the livestock industry. Courses in the certificate can be applied to the A.A.S. or B.S. degree programs related to Livestock Production or Animal and Veterinary Sciences.</i>	
6. Departmental Certificate in Turfgrass Management	35
<i>Using current resources, create the departmental certificate in Turfgrass Management to provide an opportunity to enhance technical competencies for students or individuals who are currently working or seek to work in the turfgrass industry as well as students who have or are pursuing a degree in a related field, such as Land Management, Parks and Recreation, and Physical Education/Sports Development</i>	

COLLEGE OF LETTERS, ARTS, & SOCIAL SCIENCES

<u>Department of Communication</u>	<u>Page</u>
7. Departmental Certificate in Dispute Resolution	40
<i>Using current resources, create a departmental certificate in Dispute Resolution to meet workforce demand for mastery of this skill.</i>	
<u>Department of English</u>	<u>Page</u>
8. B.A. in English and History/Teaching	45
<i>Using current resources, create a secondary teaching program in English and History to qualify students for a dual certification Kentucky teaching license in these content areas and provide Kentucky school districts with secondary educators who are prepared to teach in multiple content areas. This dual certification degree is not offered at other Kentucky higher education institutions.</i>	
<u>Department of Government</u>	<u>Page</u>
9. Graduate-Level Departmental Certificate in Non-Profit Management	57
<i>Using current resources, create a new Masters of Public Administration (MPA) certificate in Non-Profit Management to meet nonprofit agency as well as MPA student interest and demand.</i>	
<u>School of Music</u>	<u>Page</u>
10. Minor in Musical Theatre	62
<i>Using current resources, create a new minor in Musical Theater to provide students with the skills appropriate to entry-level employment in creative industries, to enable students to pursue advanced study of a Theatre discipline, or to use their skills in creativity, communication, and collaboration for employment readiness.</i>	
11. Departmental Certificate in Musical Theatre	68
<i>Using current resources, create a new departmental certificate in Musical Theatre to provide students with skills for employment in creative industries and to attract students to the minor in Musical Theatre.</i>	
<u>Department of Psychology</u>	<u>Page</u>
12. University Certificate in Veterans Studies	74
<i>Using current resources, revise the existing departmental certificate in Veterans Studies to more accurately reflect current offerings, to provide a variety of interdisciplinary skills and perspectives to apply to veterans' issues, and to create a University-level certificate that elevates a credential that is offered only by EKU.</i>	

COLLEGE OF SCIENCE

Department of Computer Science

Page

13. Graduate-Level Departmental Certificate in Artificial Intelligence in Data Science

79

Create a graduate-level departmental certificate in Artificial Intelligence in Data Science to meet recommendations from the program advisory board, current student and alumni suggestions, and industry growth trends. This proposed new certificate is coordinated with the concentration in Artificial Intelligence in Data Science in the M.S. in Computer Science, which is being transitioned to an online program.

Anticipated Financial Impact: e-Campus is providing financial support for online course development of on-ground courses and marketing of the online M.S. in Computer Science and its related certificates.

14. Graduate-Level Departmental Certificate in Cyber Security and Digital Forensics

84

Create a graduate-level departmental certificate in Cyber Security and Digital Forensics to meet recommendations from the program advisory board, current student and alumni suggestions, and industry growth trends. This proposed new certificate is coordinated with the concentration in Cyber Security and Digital Forensics in the M.S. in Computer Science, which is being transitioned to an online program.

Anticipated Financial Impact: e-Campus is providing financial support for online course development of on-ground courses and marketing of the online M.S. in Computer Science and its related certificates.

15. Graduate-Level Departmental Certificate in Game Design

89

Create a graduate-level departmental certificate in Game Design to meet recommendations from the program advisory board, current student and alumni suggestions, and industry growth trends. This proposed new certificate is coordinated with the concentration in Game Design in the M.S. in Computer Science, which is being transitioned to an online program.

Anticipated Financial Impact: e-Campus is providing financial support for online course development of on-ground courses and marketing of the online M.S. in Computer Science and its related certificates.

16. Departmental Certificate in Artificial Intelligence in Data Science

94

Create an undergraduate departmental certificate in Artificial Intelligence in Data Science to meet recommendations from the program advisory board, current student and alumni suggestions, and industry growth trends. A parallel graduate certificate is being proposed in conjunction with the online migration of the M.S. in Computer Science.

Anticipated Financial Impact: e-Campus is providing financial support for online course development of on-ground courses and marketing of the online M.S. in Computer Science and its related certificates.

17. Departmental Certificate in Cyber Security and Digital Forensics

99

Create an undergraduate departmental certificate in Cyber Security and Digital Forensics to meet recommendations from the program advisory board, current student and alumni suggestions, and industry growth trends. A parallel graduate certificate is being proposed in conjunction with the online migration of the M.S. in Computer Science.

Anticipated Financial Impact: e-Campus is providing financial support for online course development of on-ground courses and marketing of the online M.S. in Computer Science and its related certificates.

18. Departmental Certificate in Game Design

104

Create an undergraduate departmental certificate in Game Design to meet recommendations from the program advisory board, current student and alumni suggestions, and industry growth trends. A parallel graduate certificate is being proposed in conjunction with the online migration of the M.S. in Computer Science.

Anticipated Financial Impact: e-Campus is providing financial support for online course development of on-ground courses and marketing of the online M.S. in Computer Science and its related certificates.

<u>Division of Natural Areas</u>	<u>Page</u>
19. Graduate-Level Departmental Certificate in Environmental Education	109
<i>Using current resources, create a graduate-level departmental certificate in Environmental Education that is open to all graduates who wish to gain the additional credential. The departmental certificate is intended to serve as an expansion of an existing 12-hour Environmental Education P-12 Certification Endorsement that is available for graduate students who are K-12 teachers. The proposed new certificate would capitalize on available enrollment capacity in existing courses.</i>	
20. Departmental Certificate in Environmental Education	115
<i>Using current resources, create an undergraduate-level departmental certificate in Environmental Education that is open to all students who wish to gain the additional credential. The departmental certificate is intended to serve as an expansion of an existing 12-hour Environmental Education P-12 Certification Endorsement that is available only for graduate students who are K-12 teachers. The proposed new certificate would capitalize on available enrollment capacity in existing courses.</i>	

PROGRAM REVISIONS

The following proposed program revisions are presented for approval by the Board of Regents.

Proposed revisions with anticipated financial impact:

COLLEGE OF SCIENCE

<u>Department of Computer Science</u>	<u>Page</u>
1. M.S. in Applied Computing	121
<i>Revise the program to the M.S. in Computer Science with three redesigned concentrations in Artificial Intelligence in Data Science, Cyber Security and Digital Forensics, and Game Design (in place of the four current concentrations). The updated program name better reflects the program and reduces potential confusion with other computer-based programs at ECU. The proposed new concentrations are planned to be offered online, with an anticipated increase in enrollment. Each concentration is also being proposed as a new graduate-level certificate.</i>	
Anticipated Financial Impact: <i>e-Campus is providing financial support for online course development of on-ground courses and marketing of the online M.S. in Computer Science and its related certificates.</i>	

Proposed revisions that include a new concentration:

COLLEGE OF BUSINESS & TECHNOLOGY

<u>Department of Accounting, Finance, & Information Systems</u>	<u>Page</u>
2. B.B.A. in Finance – NEW CONCENTRATION	124
<i>Add a Business Finance concentration to the BBA in Finance to provide a general option in the program to attract new students and enhance flexibility for current students in the program. The BBA in Finance is planning to add an e-Campus program to help generate credit hours and revenue.</i>	

<u>Department of Agriculture</u>	Page
3. B.S. in Agriculture (Pre-Veterinary) – NEW CONCENTRATION	129
<i>Change the program name to the “B.S. in Animal and Veterinary Sciences,” change the “Veterinary School” concentration to “Pre-Veterinary,” and add a new concentration in Animal Sciences that places more emphasis on higher level science and math than the existing concentration in the traditional B.S. in Agriculture and allows students to pursue an animal science program with a variety of post-graduate opportunities and increased flexibility (the general pre-vet concentration requirements are tied to EKU’s partnership with the Auburn College of Veterinary Medicine). Restructure the program and catalog text to align with Auburn’s program and for increased clarity and flexibility. Delete the underutilized Transfer Pathway concentration in response to minimal enrollment.</i>	
4. A.A.S. in Technical Agriculture – NEW CONCENTRATION	139
<i>Add a new concentration in Greenhouse and Fruit/Vegetable Production and update the program content and requirements to be consistent with current agriculture industry standards.</i>	

COLLEGE OF EDUCATION

<u>Department of Curriculum & Instruction</u>	Page
5. Alternative Routes to Initial Certification/(M.A.T.) – NEW CERTIFICATION	148
<i>Add a Deaf and Hard of Hearing (DHH) certification option to provide a direct pathway for professionals in related areas, such as interpreting, who have a bachelor’s degree and are interested in obtaining DHH certification.</i>	
6. M.A.Ed. in Special Education, Teacher-Leader Track – NEW CERTIFICATION/CERTIFICATION SUSPENSION	152
<i>Drop the option in Advanced Study, Response to Intervention from the program due to low enrollment and replace it with an option in Moderate to Severe Disabilities, which has been widely requested by students. Update course requirements to reflect course renumbering and to utilize course offerings more efficiently and broadly across multiple programs. Update admission and PRAXIS requirements to align with EPSB. Update the program name and clean up catalog language to reflect restructuring of the college.</i>	

COLLEGE OF LETTERS, ARTS, & SOCIAL SCIENCES

<u>Department of Government</u>	Page
7. Master of Public Administration (M.P.A.) – NEW CONCENTRATION	156
<i>Add a new concentration in Non-Profit Management to meet non-profit agency and student demand. Update admission and concentration requirements to reflect changes in the program and correct catalog errors.</i>	

Proposed revisions to programs/program admission requirements:

COLLEGE OF EDUCATION

<u>Department of Educational Leadership, Counselor Education, & Communication Disorders</u>	Page
8. M.A.Ed. in Instructional Leadership	160
<i>Redesign the M.A.Ed. in Instructional Leadership to include preparation for principal certification (level 1) to reflect new Kentucky regulatory admissions standards for principal preparation and align with new certification regulations required by Kentucky Department of Education. The new regulation also requires Education Leadership programs to be aligned with the new Professional Standards for Educational Leaders (PSEL) standards, which have been adopted by the EPSB for all school administrator programs.</i>	

Other proposed program revisions:

COLLEGE OF BUSINESS & TECHNOLOGY

Department of Applied Engineering & Technology

Page

9. B.S. in Aviation

163

Require students in the Professional Flight concentration to take AVN 415A (Instructor Pilot-SEL: Flight) so all flight students will graduate with the Certified Flight Instructor certificate. Require STA 215 as a supporting course for Aerospace Management only; STA 215 is not a relevant course for Professional Flight students. Add two hours of aviation technical electives to the Aerospace Technology concentration. Replace the ACCT/Capstone course (currently AVN 402) with AVN 401. Other minor course replacements and expansions to allow for increased flexibility in the program.

COLLEGE OF EDUCATION

Department of Curriculum & Instruction

Page

10. Special Education Certification Preparation Programs

167

Update the Interdisciplinary Early Childhood Education (IECE) certification program to reflect course replacements that make course content more in-depth and effective, and to reduce duplication and low-enrolled course options. Clean up catalog as needed.

Department of Educational Leadership, Counselor Education, & Communication Disorders

Page

11. Specialist in Education (Ed.S.) in Educational Administration and Supervision

171

Redesign the Ed.S. IN Educational Administration and Supervision to go beyond preparation for principal certification (which is being moved to the master's program in compliance with changes to Kentucky regulations) to include Supervisor of Instruction, Director of Pupil Personnel, and Superintendent of Schools coursework. The new regulation also requires Education Leadership programs to be aligned with the new Professional Standards for Educational Leaders (PSEL) standards, which have been adopted by the EPSB for all school administrator programs.

COLLEGE OF LETTERS, ARTS, & SOCIAL SCIENCES

Department of Anthropology, Sociology, & Social Work

Page

12. B.A. in Sociology

174

Revise the program to require students to take at least one course in either social problems, sexuality and social issues, or sociology of the family, which are key facets of traditional sociological inquiry as well as contemporary subject matter.

Department of Government

Page

13. B.A. in Globalization and International Affairs

176

Redesign the program to fill gaps in the curriculum, fulfill all major topics and themes within the current Globalization field, and remove courses that are no longer offered or offered infrequently.

14. Minor in Globalization and International Affairs

178

Redesign the program to fill gaps in the curriculum, fulfill all major topics and themes within the current Globalization field, and remove courses that are no longer offered or offered infrequently.

<u>School of Music</u>	<u>Page</u>
15. Minor in Music	180
<i>Reduce the total credit hours of the minor to 18 and revise the curriculum to better align with the mission of the department and University and to modernize course offerings to focus on applied and career skills.</i>	

<u>Department of Psychology</u>	<u>Page</u>
16. M.S. in Psychology	182
<i>Add new course PSY 816 to the Applied Behavioral Analysis (ABA) Concentration and Certificate components of the program, increasing overall credit hours for the ABA Certificate to 21. Replace PSY 820 with PSY 833 in the program core.</i>	
17. Minor in Veterans Studies	186
<i>Redesign the minor to build in structure and focus and provide a program that can support the career plans of majors in the helping professions (e.g., psychology, social work, child and family studies, recreation and park administration/therapeutic recreation concentration, occupational therapy, physical fitness/wellness management) who plan to work with veterans and their families.</i>	

COLLEGE OF SCIENCE

<u>Department of Biological Sciences</u>	<u>Page</u>
18. B.S. in Wildlife Management	188
<i>Update the program to require that students in the Game Management concentration take a class in either mammalogy or ornithology to ensure a fundamental background in game mammals and/or game birds for employment in the gaming management industry. For course scheduling flexibility, allow majors to take BIO 536 (typically offered in Fall) or BIO 335 (typically offered in Spring) to fulfill major requirements.</i>	

Proposed program revisions that include suspension of a concentration:

COLLEGE OF LETTERS, ARTS, & SOCIAL SCIENCES

<u>School of Music</u>	<u>Page</u>
19. Master of Music – CONCENTRATION SUSPENSIONS	191
<i>Redesign the program to reflect three concentrations (suspending four and merging one into an existing concentration), reflect new and revised courses, and reduce required credit hours from 32 to 30. The proposed redesign is intended to better align course offerings with the mission of the department and University, provide streamlined course offerings, enable more efficient student recruitment, and increase cost effectiveness of the program for students.</i>	
20. Bachelor of Music – CONCENTRATION SUSPENSIONS	198
<i>Redesign the program to unify music performance vocal and instrumental concentrations into a single music performance concentration, to unify music education vocal and instrumental concentrations into a single music education concentration, and to suspend the concentrations in Performance/Vocal Pedagogy and Performance/Piano Pedagogy. Revise the curriculum to better align with the mission of the department and University as well as with accreditation standards, to modernize course offerings to focus on applied and career skills, and to improve retention by lowering the overall maximum credit hours in the remaining concentrations.</i>	

COLLEGE OF SCIENCE

Department of Computer Science

Page

21. B.S. in Computer Science

204

Suspend the computer forensics concentration as a result of the new program in Cyber Security. Revise course requirements for the Interactive Multimedia concentration to help students learn more modern game design techniques and tools that will help them in the capstone, update supporting course requirements based on advisory board recommendations, and correct catalog language for clarity and consistency.

PROGRAM SUSPENSIONS

The following proposed program suspensions are presented for approval by the Board of Regents.

COLLEGE OF EDUCATION

Department of Curriculum & Instruction

Page

1. Non-Degree Program Providing Services to the Deaf/Hard of Hearing

207

Remove the Non-Degree Providing Services to the Deaf/Hard of Hearing from Graduate School program offerings because of non-enrollment and lack of faculty resources.

COLLEGE OF HEALTH SCIENCES

Department of Applied Human Sciences

Page

2. B.S. in Apparel Design and Merchandising

209

Suspend the B.S. in Apparel Design and Merchandising program because of lack of faculty resources following the retirement of a critical faculty member. A teach-out plan is being proposed for the remaining students in the program.

COLLEGE OF JUSTICE & SAFETY

Department of Safety & Security

Page

3. Minor in Security Operations

212

Suspend the Minor in Security Operations because of lack of student enrollment. The minor competes with a separate certificate in Security Management. Currently enrolled students will be able to complete the minor.

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 Program <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%;"> <tr> <td style="width: 50%;">Department Name</td> <td style="width: 50%;">Agriculture</td> </tr> <tr> <td>College</td> <td>Business and Technology</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Departmental Certificate in Companion Animal Management</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	Agriculture	College	Business and Technology	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Departmental Certificate in Companion Animal Management	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	Agriculture														
College	Business and Technology														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	Departmental Certificate in Companion Animal Management														
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	1/23/20	Council on Academic Affairs	2/20/20
College Curriculum Committee	2/6/2020	Faculty Senate**	3/2/20
General Education Committee*	N/A	Board of Regents**	Pending
Teacher Education Committee*	N/A	EFFECTIVE ACADEMIC TERM***	Fall 2020
Graduate Council*	N/A		

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

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

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Create the Departmental Certificate in Companion Animal Management to be added to the Department of Agriculture program offerings.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016)</p> <p>Fall Semester 2020</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: The proposed certificate will provide the technical competencies for students or individuals to gain employment as animal caretakers, pet groomers, veterinary technicians, pet shop managers and companion animal sales and service representatives.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: Current equipment and facilities are adequate.</p> <p>Library Resources: None</p>

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.

Departmental Certificate in Companion Animal
Management

The Certificate in Companion Animal Management offers courses in a wide spectrum of areas including nutrition, diseases, genetics, reproduction, anatomy and physiology, behavior, and welfare. Students completing the certificate will gain basic skills in companion animal management and care for employment opportunities as animal caretakers, pet groomers, veterinary technicians/assistants, pet shop management, and companion animal sales and services. For students interested in continuing their studies, all courses are applicable to the A.A.S. or B.S. degree programs related to Animal and Veterinary Sciences.

Course Requirements.....10-11 hours
AGR 125, 126(1); AGR 255; select 1 course from 321(4), 373, 374, 375, 376, 377, or 421.

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 EKU? On what is this based? What is the marketing plan?

The proposed **Companion Animal Management Certificate** in the Department of Agriculture will be attractive to individuals who want to enhance their technical competencies in areas such as companion animal nutrition, diseases, genetics, reproduction, anatomy and physiology, behavior, and welfare.

According to projections from the United State Department of Agriculture (USDA), job opportunities for agriculture graduates in STEM areas are expected to see continued growth with a strong employment market.

The certificate will be marketed by making information available to all prospective agriculture students. Information will be provided to secondary agriculture programs, Future Farmers of America (FFA) chapters statewide, as well as faculty and advisors of community and technical colleges.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

The proposed Companion Animal Management Certificate in the Department of Agriculture will give students basic skills in companion animal management and care for employment opportunities as animal caretakers, pet groomers, veterinary technicians/assistants, pet shop management, and companion animal sales and services.

The USDA forecasts that over the next 5 years the annual demand for college graduates in agriculture and food industries will be 57,900 jobs. Unfortunately, American agriculture colleges are only producing about 35,400 graduates per year. The agriculture industry demand and job market for graduates in animal science is very promising.

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

There are sufficient faculty resources in the Department of Agriculture to offer the proposed Companion Animal Management Certificate. The certificate consists of courses taught by current faculty. There are no new courses proposed.

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.

There are no additional costs for the proposed Companion Animal Management Certificate. While it is expected it will attract additional students and increase enrollments, it will not add new courses to the program. However, faculty who serve as advisors for the Associate of Applied Science in Technical Agriculture and the B.S. in Agriculture degrees will likely see an increase in advising responsibilities.

From the Dean

How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

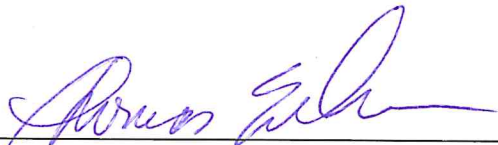
A. New Resources. Explain.

No new resources or reallocation of current resources are required for the proposed Companion Animal Management Certificate.

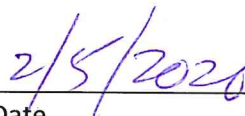
B. Reallocation of resources. Explain.

N/A

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 checked="" type="checkbox"/> New Program <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 style="width: 50%;">Agriculture</td> </tr> <tr> <td>College</td> <td>Business and Technology</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Departmental Certificate in Crops, Soils, and Resource Conservation</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	Agriculture	College	Business and Technology	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Departmental Certificate in Crops, Soils, and Resource Conservation	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	Agriculture														
College	Business and Technology														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	Departmental Certificate in Crops, Soils, and Resource Conservation														
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	1/23/2020	Council on Academic Affairs	2/20/20
College Curriculum Committee	2/6/2020	Faculty Senate**	3/2/20
General Education Committee*	N/A	Board of Regents**	Pending
Teacher Education Committee*	N/A	EFFECTIVE ACADEMIC TERM***	Fall 2020
Graduate Council*	N/A		

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

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

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Create the Departmental Certificate in Crops, Soils and Resource Conservation to be added to the Department of Agriculture program Offerings.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall Semester 2020</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: The proposed certificate will provide students with educational qualifications to enter the workforce in federal or state agroforestry oriented agencies.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: Current equipment and facilities are adequate.</p> <p>Library Resources: None</p>

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.

Departmental Certificate in Crops, Soils and Resource Conservation

The Departmental Certificate in Crops, Soils and Natural Resources is designed to prepare students with degrees in related fields such as forestry, environmental sciences or biology with the opportunity to enter the agriculture industry. In addition, it will assist students to attain some of the basic requirements for careers in federal or state agroforestry oriented agencies.

Total Curriculum Requirements:.....14 hours

AGR 130, 131 (1), 215, 216 (1), 318 and, 340 or 345

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 EKU? On what is this based? What is the marketing plan?

The proposed **Departmental Certificate in Crops, Soils and Resource Conservation** will be attractive to the students wishing to enter the workforce in federal or state agroforestry oriented agencies. This certificate will provide the students with the educational qualification requirements. Additionally this certificate will provide an opportunity for those with degrees in related fields such as Biology with the opportunity to enter the agriculture industry.

The marketing plan involves discussion with the faculty, advisors and business and industry representatives. In addition, program information will be provided to secondary agriculture programs and Future Farmers of America (FFA) chapters statewide.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

The agriculture industry is in the midst of a significant shortage of qualified candidates. According to a recent USDA/Purdue University study, there is an annual need for over 57,000 workers. With only 34,000 agriculture graduates for related fields, the shortage of recruits has created on the lowest unemployment rates of any industry and has pushed salaries upward.

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

There are sufficient faculty resources in the Department of Agriculture to offer the proposed Departmental Certificate in Crops, Soils and Resource Conservation. The Certificate consists of existing courses assigned to current faculty. There are no new courses proposed.

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.

There are no additional costs for the proposed Certificate in Crops, Soils and Resource Conservation. While it is expected it will attract additional students and increase enrollments, it will not add new courses to the program. However, faculty who serve as advisors to the Associate of Applied Science in Technical Agriculture will likely see an increase in advising responsibilities.

From the Dean

How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

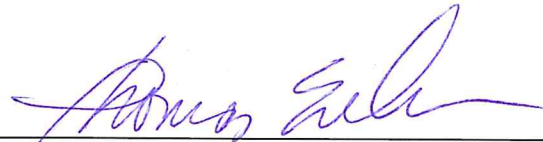
A. New Resources. Explain.

No new resources or reallocation of current resources are required for the proposed Departmental Certificate in Crops, Soils and Resource Conservation on the AAS Degree in Technological Agriculture.

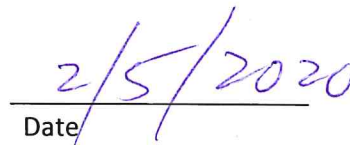
B. Reallocation of resources. Explain.

N/A

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 checked="" type="checkbox"/> New Program <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 style="width: 50%;">Agriculture</td> </tr> <tr> <td>College</td> <td>Business and Technology</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Departmental Certificate in Greenhouse and Fruit/Vegetable Production</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	Agriculture	College	Business and Technology	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Departmental Certificate in Greenhouse and Fruit/Vegetable Production	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	Agriculture														
College	Business and Technology														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	Departmental Certificate in Greenhouse and Fruit/Vegetable Production														
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	1/23/20	Council on Academic Affairs	2/20/20
College Curriculum Committee	2/6/2020	Faculty Senate**	3/2/20
General Education Committee*	N/A	Board of Regents**	Pending
Teacher Education Committee*	N/A	EFFECTIVE ACADEMIC TERM***	Fall 2020
Graduate Council*	N/A		

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

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

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Create the Departmental Certificate in Greenhouse and Fruit/Vegetable Production to be added to the Department of Agriculture program offerings.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall Semester 2020</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: The proposed certificate will enhance the technical competencies of students or individuals currently working in the greenhouse fruit and vegetable production industry or wanting to gain employment in the industry.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: Current equipment and facilities are adequate.</p> <p>Library Resources: None</p>

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.

Departmental Certificate in Greenhouse and Fruit/Vegetable Production

The Certificate in Greenhouse and Fruit/Vegetable Production offers courses that will cover the science and practice of growing, harvesting, handling, sorting, processing, and marketing potted plants, tree fruits, small fruits, and vegetables. The certificate is designed to enhance technical competencies for individuals currently working in the greenhouse or fruit/vegetable industry or those individuals wanting to gain employment in these industries. For students interested in continuing their studies at the Associate or Baccalaureate level, all of the courses in this certificate may be used as part of the A.A.S. or B.S. degree programs related to Greenhouse and Fruit/Vegetable Production.

Requirements.....12 hrs

OHO 373, 374, 375, and 388

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?

The proposed **Greenhouse and Fruit/Vegetable Production Certificate** will both, help grow ECU's horticulture program and provide the technical competencies for students and individuals to enter occupations in greenhouse, fruit and vegetable, or hemp production. Horticulture production certificates and majors can go on to careers as managers (\$45,000 - \$105,000/yr. salary).

The marketing plan includes a social media and mailing campaign to high schools and directly to greenhouse and hemp companies as the industry gets some of its managers by providing continuing education for its own general laborers. Public radio ads and YouTube videos illustrating why people pursue the green industry and then highlighting the certificate would also be beneficial. In addition, program information will be provided to secondary agriculture programs and Future Farmers of America (FFA) chapters statewide.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

The agriculture industry is in the midst of a significant shortage of qualified candidates. According to the U.S. Bureau of Labor Statistics, jobs in the production horticulture industry are expected to rise. Greenhouse management positions are expected to **rise by 7% (above average)** from 2014 to 2024.

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

There are sufficient faculty resources in the Department of Agriculture to offer the proposed Departmental Greenhouse and Fruit/Vegetable Production Certificate. The certificate consists of courses taught by current faculty. There are no new courses proposed.

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.

There are no additional costs for the proposed Departmental Greenhouse and Fruit/Vegetable Production Certificate. While it is expected it will attract additional students and increase enrollments, it will not add new courses to the program. However, faculty who serve as advisors for the Associate of Applied Science in Technical Agriculture and the B.S. in Agriculture degrees will likely see an increase in advising responsibilities.

From the Dean

How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

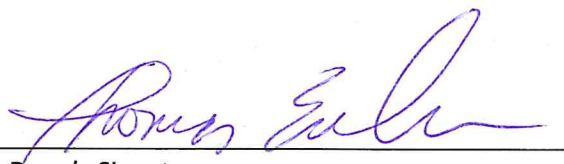
A. New Resources. Explain.

No new resources or reallocation of current resources are required for the proposed Greenhouse and Fruit/Vegetable Production Certificate.

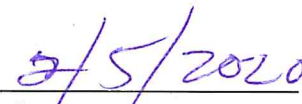
B. Reallocation of resources. Explain.

N/A

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 checked="" type="checkbox"/> New Program <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 style="width: 50%;">Agriculture</td> </tr> <tr> <td>College</td> <td>Business and Technology</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Departmental Certificate in Landscape</td> </tr> <tr> <td></td> <td>Horticulture</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	Agriculture	College	Business and Technology	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Departmental Certificate in Landscape		Horticulture	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	Agriculture																
College	Business and Technology																
*Course Prefix & Number																	
*Course Title (full title±)																	
*Program Title	Departmental Certificate in Landscape																
	Horticulture																
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	1/23/2020	Council on Academic Affairs	2/20/20
College Curriculum Committee	2/6/2020	Faculty Senate**	3/2/20
General Education Committee*	N/A	Board of Regents**	Pending
Teacher Education Committee*	N/A	EFFECTIVE ACADEMIC TERM***	Fall 2020
Graduate Council*	N/A		

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

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

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Create a new Departmental Certificate in Landscape Horticulture to be added to the Department of Agriculture program offerings.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall Semester 2020</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: The proposed certificate will enhance the technical competencies of students or individuals currently working in the landscape industry or wanting to gain employment in the industry.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: Current equipment and facilities are adequate.</p> <p>Library Resources: None</p>

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.

Departmental Certificate in Landscape Horticulture

The Certificate in Landscape Horticulture offers courses that will cover the art, science, and practice of landscape management, design, and construction. The certificate is designed to enhance technical competencies for individuals currently working in the landscape industry or those individuals wanting to gain employment in this industry. For students interested in continuing their studies at the Associate or Baccalaureate level, all of the courses in this certificate may be used as part of the A.A.S. or B.S. degree programs related to Landscape Horticulture.

Requirements.....11 hrs

OHO 368 (2), 370, 391, and 392

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 EKU? On what is this based? What is the marketing plan?

The proposed **Landscape Horticulture Certificate** will be essential to EKU's horticulture program growth because students are looking for a FAST education opportunity to earn a certificate for the many good paying career positions in landscape horticulture. Landscape Horticulture certifications provide opportunities for careers as landscape managers (\$35,000-\$85,000/yr. salary), sports turf managers (\$35,000-\$85,000/yr.) and golf course superintendents (average base salary \$89,189 rising to an average of \$109,620/yr. with additional certification).

The marketing plan for the Landscape Horticulture certificate includes a social media and mailing campaign to high schools and directly to landscape companies as the landscape industry gets some of its managers by providing continuing education for its own general laborers. Public radio ads and YouTube videos illustrating why people pursue the landscape horticulture industry and then highlighting the certificate would also be beneficial. In addition, program information will be provided to secondary agriculture programs and Future Farmers of America (FFA) chapters statewide.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

The agriculture industry is in the midst of a significant shortage of qualified candidates. According to the U.S. Bureau of Labor Statistics, jobs in the landscape industry (Green Industry) are expected to rise. Landscape management positions are expected **to rise by 6% (above average)** from 2014-2024.

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

There are sufficient faculty resources in the Department of Agriculture to offer the proposed Landscape Horticulture Certificate. The certificate consists of courses taught by current faculty. There are no new courses proposed.

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.

There are no additional costs for the proposed Landscape Horticulture Certificate. While it is expected it will attract additional students and increase enrollments, it will not add new courses to the program. However, faculty who serve as advisors for the Associate of Applied Science in Technical Agriculture and the B.S. in Agriculture degrees will likely see an increase in advising responsibilities.

From the Dean

How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

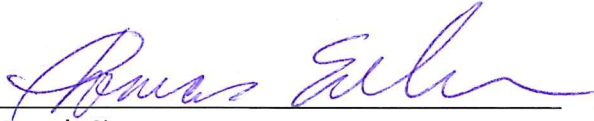
A. New Resources. Explain.

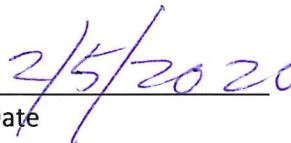
No new resources or reallocation of current resources are required for the proposed Landscape Horticulture Certificate.

B. Reallocation of resources. Explain.

N/A

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 checked="" type="checkbox"/> New Program <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 style="width: 50%;">Agriculture</td> </tr> <tr> <td>College</td> <td>Business and Technology</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Departmental Certificate in Livestock Management</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	Agriculture	College	Business and Technology	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Departmental Certificate in Livestock Management	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	Agriculture														
College	Business and Technology														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	Departmental Certificate in Livestock Management														
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	1/23/20	Council on Academic Affairs	2/20/20
College Curriculum Committee	2/6/2020	Faculty Senate**	3/2/20
General Education Committee*	N/A	Board of Regents**	Pending
Teacher Education Committee*	N/A	EFFECTIVE ACADEMIC TERM***	Fall 2020
Graduate Council*	N/A		

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

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

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Create the Departmental Certificate in Livestock Management to be added to the Department of Agriculture program offerings.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall Semester 2020</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: The proposed certificate will enhance the technical competencies of students or individuals currently working in the livestock industry or wanting to gain employment in the industry.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: Current equipment and facilities are adequate.</p> <p>Library Resources: None</p>

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.

Departmental Certificate in Livestock Management

The Certificate in Livestock Management is designed to provide students with basic skills in livestock production management for employment opportunities on farms, ranches, and agriculture sales and services. The certificate will enhance technical competencies for individuals currently working in the livestock industry or those individuals wanting to gain employment in this industry. For students interested in continuing their studies, all courses are applicable to the A.A.S. or B.S. degree programs related to Livestock Production and/or Animal and Veterinary Sciences.

Course Requirements.....12-15 hrs
AGR 125, 126(1); AGR 225 or 330(2); select 1 course from AGR 312(4), 321(4), 372, 373, 374, 375, 376, 377, or 421; select 1 course from 326, 327(4), 328(4), 329(4), 332, or 380(4).

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?

The proposed **Livestock Management Certificate** in the Department of Agriculture will be attractive to individuals who want to enhance their technical competencies in livestock, this could include individuals currently working in the livestock industry or those individuals wanting to gain employment in this industry.

According to projections from the United State Department of Agriculture (USDA), job opportunities for agriculture graduates in STEM areas are expected to see continued growth with a strong employment market.

The certificate will be marketed by making information available to all prospective agriculture students. Information will be provided to secondary agriculture programs, Future Farmers of America (FFA) chapters statewide, as well as faculty and advisors of community and technical colleges.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

The proposed Livestock Management Certificate in the Department of Agriculture will give students basic skills in livestock production management for employment opportunities on farms, ranches, and agriculture sales and services.

The USDA forecasts that over the next 5 years the annual demand for college graduates in agriculture and food industries will be 57,900 jobs. Unfortunately, American agriculture colleges are only producing about 35,400 graduates per year. The agriculture industry demand and job market for graduates in animal science is very promising.

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

There are sufficient faculty resources in the Department of Agriculture to offer the proposed Livestock Management Certificate. The certificate consists of courses taught by current faculty. There are no new courses proposed.

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.

There are no additional costs for the proposed Livestock Management Certificate. While it is expected it will attract additional students and increase enrollments, it will not add new courses to the program. However, faculty who serve as advisors for the Associate of Applied Science in Technical Agriculture and the B.S. in Agriculture degrees will likely see an increase in advising responsibilities.

From the Dean

How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

A. New Resources. Explain.

No new resources or reallocation of current resources are required for the proposed Livestock Management Certificate.

B. Reallocation of resources. Explain.

N/A

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 checked="" type="checkbox"/> New Program <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 style="width: 50%;">Agriculture</td> </tr> <tr> <td>College</td> <td>Business and Technology</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Departmental Certificate in Turfgrass Management</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	Agriculture	College	Business and Technology	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Departmental Certificate in Turfgrass Management	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	Agriculture														
College	Business and Technology														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	Departmental Certificate in Turfgrass Management														
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	1/23/20	Council on Academic Affairs	2/20/20
College Curriculum Committee	2/6/2020	Faculty Senate**	3/2/20
General Education Committee*	N/A	Board of Regents**	Pending
Teacher Education Committee*	N/A	EFFECTIVE ACADEMIC TERM***	Fall 2020
Graduate Council*	N/A		

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

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

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Create the Departmental Certificate in Turfgrass Management to be added to the Department of Agriculture program offerings.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall Semester 2020</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: The proposed certificate will enhance the technical competencies of students or individuals currently working in the turfgrass industry or wanting to gain employment in the industry.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: Current equipment and facilities are adequate.</p> <p>Library Resources: None</p>

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.

Departmental Certificate in Turfgrass Management

The Certificate in Turfgrass Management can be used to enhance technical competencies for those working in the turfgrass industry or in order to gain employment in the turfgrass industry. In addition, individuals who have or are pursuing a degree in Land Management, Parks and Recreation, and Physical Education/Sports Development can pursue this certificate in order to make themselves more marketable. Turfgrass management knowledge is in high demand with many positions available in golf courses, commercial and residential lawn and landscape, sports fields and parks. This curriculum affords students an understanding of proper turfgrass selection for the environment and function, maintenance for growth, density, and repair from use, care techniques related to the main turf-based sports (exs. field/logo painting, baseball infield care, cup cutting and pin placement in golf) as well as integrated pest and surrounding landscape management.

Requirements.....13 hours

OHO 351 (4), 353, 354, and 370

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?

The proposed **Turfgrass Management Certificate** will be essential to ECU's turfgrass program growth because students are looking for a FAST education opportunity to earn a certificate for the many good paying career positions in turf. Turfgrass Management certifications provide opportunities for careers as turf and landscape managers (\$35,000-\$85,000/yr. salary), sports turf managers (\$35,000-\$85,000/yr.) and golf course superintendents (average base salary \$89,189 rising to an average of \$109,620/yr. with additional certification). The department recently lost two turf students to the University of Georgia Turfgrass Management Certificate program for the very reason stated above.

The marketing plan for the Turfgrass Management Certificate includes a social media and mailing campaign to high schools and directly to turf companies as the turf industry gets some of its managers by providing continuing education for its own general laborers. In addition, faculty visits to high school sport teams (that play on turf such as football and soccer) will be integral, as many high school players who would like to stay connected to their sport but lack the athletic skill to play in college, may want to pursue a career in a related field. Producing public radio ads and YouTube videos illustrating why people pursue the green industry and then highlighting the certificate would also be beneficial. In addition, program information will be provided to secondary agriculture programs and Future Farmers of America (FFA) chapters statewide.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

The agriculture industry is in the midst of a significant shortage of qualified candidates. According to the U.S. Bureau of Labor Statistics, jobs in the turfgrass industry (Green Industry) are expected to rise. Turfgrass management positions are expected to **rise by 9% (above average)** from 2014-2024.

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

There are sufficient faculty resources in the Department of Agriculture to offer the proposed Turfgrass Management Certificate. The certificate consists of courses taught by current faculty. There are no new courses proposed.

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.

There are no additional costs for the proposed Turfgrass Management Certificate. While it is expected it will attract additional students and increase enrollments, it will not add new courses to the program. However, faculty who serve as advisors for the Associate of Applied Science in Technical Agriculture and the B.S. in Agriculture degrees will likely see an increase in advising responsibilities.

From the Dean

How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

A. New Resources. Explain.

No new resources or reallocation of current resources are required for the proposed Turfgrass Management Certificate.

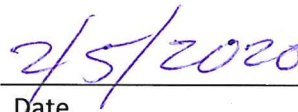
B. Reallocation of resources. Explain.

N/A

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.	Communication Letters, Arts, & Social Sciences Certificate in Dispute Resolution Departmental Certificate ± If Title is longer than 30 characters see Part IV to provide abbreviation
--	--	---

	<u>Date</u>		<u>Date</u>
Proposal Approved by:			
Departmental Committee	12/9/19	Council on Academic Affairs	2/20/20
College Curriculum Committee	1/27/20	Faculty Senate**	3/2/20
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.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) To create a department certificate in Dispute Resolution 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: Research indicates employers hire/promote workers with mastery in dispute resolution skills. The communication studies certificate in dispute resolution meets this demand. C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Requirements consist of existing, staffed, courses. New faculty resources will not be necessary Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA
---	---

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

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

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)

Departmental Certificate in Dispute Resolution

Requirements.....12 hours

CMS 205W; 325; 375 and 420

Certificate Proposal: Dispute Resolution
Communication Studies
Fall 2019

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?

Demand: According to the U.S. Department of Labor (2019), the field of dispute resolution has grown substantially over the last few decades. The demand for dispute resolution jobs/skills in public, private and not-for-profit sectors is growing at an average or faster than average rate (DOL). Because of this, students and professionals are seeking to increase their knowledge of and mastery in dispute resolution. The certificate in dispute resolution offered at Eastern Kentucky University will meet this demand.

Marketing Plan: ECU has considerable experience in providing marketing, recruitment, and retention support. We will draw upon the experience of our existing campus and online programs to market the certificate. For e-Campus, we will use existing online enrollment advisors to perform all of the tasks associated with recruitment and retention of online students. We will also work with the in-house e-Campus marketing team to promote the certificate.

Student ambassadors will promote the certificate to the campus population. Strategies include developing promotional materials for Spot Light Days, social media campaigns, face-to-face classroom visits, professional posters/brochures, and creating promotional videos and podcasts.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

Mastery of communication skills is a vehicle to success. Employers recognize that competent communication skills are the heart of advancement, promotion, and leadership opportunities (Association of American Colleges and Universities, 2015). In fact, employers report that competent communication skills are one of the top three skills graduates need to succeed (Chronicle of Higher Education, 2017). A certificate in dispute resolution is applicable to every profession and professional. Dispute resolution skills provide students and working professionals a greater edge in a demanding job market. In fact, the field of dispute resolution has grown substantially over the last few decades and the demand for jobs in public, private and not-for-profit sectors is growing at an average or faster than average rate (U.S. Department of Labor, 2019). The ability to productively engage in difficult conversations while building relationships with employees, co-workers, consumers and business leaders differentiates leaders from non-leaders.

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

Faculty teaching in the curriculum must have a MA or PhD in communication studies. Graduate course work or equivalent training in dispute resolution is desired to teach courses in this certificate. There are sufficient faculty resources in the department to teach the courses offered for the dispute resolution certificate.

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.

The potential costs of the certificate: The only perceived cost would be the development of the negotiation course (CMS 420) for e-Campus. Additional costs might include hiring more faculty if the certificate demand increases beyond what is currently sustainable.

New Minor, Concentration, University or Department
Certificate

Page | 1

From the Dean

How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

A. New Resources. Explain.

The certificate uses existing classes & faculty expertise. No new investment is needed.

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

1/10/2020

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.	English Letters, Arts, & Social Sciences BA English & History Teaching ± If Title is longer than 30 characters see Part IV to provide abbreviation
--	--	---

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	1/13/20	Council on Academic Affairs	2/20/20
College Curriculum Committee	1/27/20	Faculty Senate**	3/2/20
General Education Committee*	2/4/20	Board of Regents**	Pending
Teacher Education Committee*	2/4/20	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.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Create new secondary teaching program that includes English content, and History (Social Studies) content, and professional education requirements to qualify students for a dual certification Kentucky teaching license in English and History (Social Studies) teaching
A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2020
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A
B. The justification for this action: Kentucky school districts benefit from secondary educators who are prepared to teach in more than one content area. After completing the English & History Teaching BA and Praxis requirements associated with the degree, students will be qualified to apply for a Kentucky teaching license in secondary English and secondary Social Studies (grades 8-12) to better address Kentucky's educational needs. This dual certification degree is not offered at other Kentucky institutions of higher education.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Degree consists of courses currently taught. No new faculty will be required. Operating Expenses Impact: No additional operating expenses will be incurred. Equipment/Physical Facility Needs: Current facility needs will be sufficient. Library Resources: Current library resources will be sufficient.

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.)

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.)

English & History/Teaching

Upon successful completion of this program, graduates will be able to (1) demonstrate knowledge of English content areas: literature, language, and composition; (2) demonstrate knowledge of U.S. history, European history, and selected aspects of non-Western history; (3) demonstrate their ability to communicate effectively in oral and written form; (4) demonstrate the ability to analyze texts, including primary and secondary sources, and to produce texts; and (5) execute a major research project using both primary and secondary sources. The English & History/Teaching B. A. is designed for those who wish to pursue careers in secondary English and social studies teaching. Offered in cooperation with the EKU College of Education, the program includes secondary teaching certification in both English and social studies. Refer to the College of Education section of this catalog for teacher certification requirements associated with this degree program.

Bachelor of Arts (B.A.) **ENGLISH & HISTORY TEACHING** **CIP Code: 13.0301**

Upon completion of an English and History Teaching degree, graduates will:

- 1) Synthesize disciplinary content knowledge and methodologies from English and history to teach English and social studies in the secondary classroom (grades 8-12)
- 2) Qualify to apply for a Kentucky professional teaching license in secondary English and Social Studies

UNIVERSITY GRADUATION REQUIREMENTS

- General Education.....36 hours
- Orientation Course1 hour (*waived for this major*)
- 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 – CED 499 (*Credit hours may be incorporated into Major or Supporting requirements*)

Total University Graduation Requirements.....37 hours

MAJOR REQUIREMENTS

Core Courses 39 hours

ENG 303; 312; 313; 405; 410; 440; 452, 454, or 455; 474

ENG 310 or HIS 290

HIS 302A, 302B, or 302C

One course from HIS area I, II, and III (9 credits total):

HIS Area I-U.S. (3 credits from the following): 300A, 302A, 303, 304, 305, 307, 309, 312A, 319, 401, 402, 405, 413, 416, 420, 424, or 435

HIS Area II-Europe (3 credit from the following): 300B, 302B, 310, 312B, 336, 339, 343, 351, 359, 361, or 365

HIS Area III-Non-Western (3 credits from the following): 300C, 302C, 308, 312C, 321, 322, 324, 331, 370 374, 376, 379, 384, 385, or 386

Supporting Courses..... 15 hours

ANT 120 or SOC 131

ECO 120 (^GElement 5B)



ENG 211 (^GElement 3B); 335 (^GElement 3A); 361, 362, 364, 365W, or 366 (^GElement 6)

GEO 210 (^GElement 4)

HIS 101; 102; 103

MAT 105, STA 215, or higher (^GElement 2)

POL 101 (^GElement 5A)

POL 212 or POL 220

^G = Course also satisfies a General Education element. Hours are included within the 36 hours in General Education.

Professional Education Requirements.....37.5 hours

EDC 300; EDF 203, 204(2), 219, 413; EMS 300W, 474; ESE 543, ESE 549; SED 104 (^GElement 6), and 11.5 credit hours of Clinical Experiences: CED 100(0), 200(0.5), 300(0.5), 400(0.5), 450(1), 499(9). ^G = Course also satisfies a General Education element. Hours are included within the 36 hours in General Education.

EXIT REQUIREMENT.....0 hours

PRAXIS EXAMINATION

Students must register for and take the PRAXIS exam which correlates to their degree program, per College of Education requirements. The PRAXIS exam must be taken prior to student teaching.

TOTAL HOURS TO COMPLETE DEGREE127.5 hours

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.epsb.ky.gov for current test requirements and current cut scores. You may also contact the Division of Educator Preparation, Assessment, and Internship at (502) 564-5789.

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: English College: Letters, Arts, & Social Sciences

PROGRAM INFORMATION

Program Name/Title	English & History-Teaching			
Program Concentration (if any)				
Program Types	<input checked="" 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 type="checkbox"/> Occupational <input type="checkbox"/> Vocational	
Degree Level	<input type="checkbox"/> Associate <input checked="" type="checkbox"/> Bachelor <input type="checkbox"/> Master <input type="checkbox"/> Doctorate <input type="checkbox"/> Advanced Practice Doctorate			
	CIP Code: 13.0301 (see http://nces.ed.gov/ipeds/cipcode/Default.aspx?v=55)			
	Proposed Implementation Date: Fall 2020			

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	X		1/13/20	
College Curriculum Committee	X		1/27/20	
Council of Deans	X		1/22/20	
General Education Committee*	X		2/4/20	
Teacher Education Committee*	X		2/4/20	
Graduate Council*	NA			
Council on Academic Affairs				
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).
2. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.
3. Explain how the objectives support the institutional mission and strategic priorities, the statewide postsecondary education strategic agenda, and the statewide strategic implementation plan.
4. Is an approval letter from Education Professional Standards Board (EPSB) required? **Yes or No**
If yes, attach the approval letter from ETSB.

B. Program Quality and Student Success

1. What are the intended student learning outcomes of the proposed program?
2. Identify both the direct and indirect methods by which the intended student learning outcomes will be assessed.
3. How will the program support or be supported by other programs within the institution?
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.
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?
Please provide a plan to ensure that appropriate faculty resources are available, either within the institution or externally, to support the program.
Note whether they will be part-time or full-time.

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.

2. Specify any distinctive qualities of the program.
3. Are there existing programs in the state?
 - a. Does the proposed the proposed program differ from existing programs?
If yes, please explain.
 - 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.
 - c. Is access to existing programs limited?
If yes, please explain.
 - d. Is the excess demand for existing similar programs?
If yes, please explain.
 - 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.

D. Advance Practice Doctorates

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 of program

	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources					
New					
Existing					
Narrative Explanation/Justification					
Total Resources Available from Other Non-State Sources					
New					
Existing					
Narrative Explanation/Justification					
State Resources					

New Existing					
Narrative Explanation/Justification					
Internal Allocation					
Internal Reallocation					
Narrative Explanation/Justification: The source and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units.					
Student Tuition New Existing					
Narrative Explanation/Justification: Describe the impact of this program on enrollment, tuition, and fees.					
TOTAL					

A. Breakdown of Budget

Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
Staff:					
<u>Executive, administrative, and managerial</u> New Existing					
<u>Other Professional</u> New Existing					
<u>Faculty</u> New Existing					
Graduate Assistants (if master's or doctorate) New Existing					
<u>Student Employees</u> New Existing					
Narrative Explanation/Justification					
Equipment and Instructional Materials New Existing					
Narrative Explanation/Justification					
Library New Existing					
Narrative Explanation/Justification					
Contractual Services New Existing					
Narrative Explanation/Justification					

Academic and/or Student Services New Existing					
Narrative Explanation/Justification					
Other Support Services New Existing					
Narrative Explanation/Justification					
Faculty Development New Existing					
Narrative Explanation/Justification					
Assessment New Existing					
Narrative Explanation/Justification					
Student Space and Equipment (if doctorate) New Existing					
Narrative Explanation/Justification					
Faculty Space and Equipment (if doctorate) New Existing					
Narrative Explanation/Justification					
Other New Existing					
Narrative Explanation/Justification					
TOTAL					

PART II

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

English & History Teaching Undergraduate Program Goals
Alignment with Course-Level Student Learning Outcomes (SLOs)
for English, History, and Curriculum & Instruction
2019-2020

<u>Course</u>	<u>Goal 1</u> Critical & Creative Thinking	<u>Goal 2</u> Effective Communication	<u>Goal 3</u> Analyzing & Interpreting Texts and Contexts	<u>Goal 4</u> Research Skills	<u>Goal 5</u> Professional Learning & Applications in Education
ANT 120-Introduction to Cultural Anthropology OR SOC 131-Introductory Sociology	I	I	I		
CED 100 (0)-Clinical I	I	I			I
CED 200 (0.5)-Clinical II	I	I			I
CED 300 (0.5)-Clinical III	B	B			B
CED 400 (0.5)-Clinical IV	B	B			B
CED 450 (1)-Clinical V	R	R			B
CED 499 (9)-Clinical VI	R	R			B
ECO 120-Economic Reasoning & Issues	I	I	I		
EDC 300-Differentiation in Inclusive Classrooms	B	B	B		B
EDF 203-Education Foundations	B	B			I
EDF 204 (2)-Emerging Instructional Technologies	B	B			I
EDF 219-Human Development & Learning	B	B			I
EDF 413-Assessment	B	B	R		B
EMS 300W-Curriculum & Instruction Design	B	B	B		B
EMS 474-Disciplinary Literacy	R	R	B		B
ENG 211-Survey of World Literature I	B	B	I		
ENG 303-Advanced Composition for Teachers	B	B	B	B	B
ENG 310-Introduction to English Studies OR HIS 290-Historical Research & Methods	B	B	B	B	
ENG 312-British & American Literature, 17 th -19 th century	R	R	B	R	
ENG 313-British & American Literature, 19 th century-present	R	R	B	R	
ENG 335-Modern Drama	R	R	B		
ENG 361, 362, 364, 365W, or 366-Diversity Literature	R	R	B	B	
ENG 405-Introduction to Composition Studies	R	R	B	B	B
ENG 410-Grammar, Traditional & Modern	R	R	B		
ENG 440-Young Adult Literature	R	R	B	B	B
ENG 452, 454, or 455-American Literature Elective	R	R	B	R	
ENG 474-Shakespeare	R	R	B	R	
ESE 543-English Methods	R	R	R	B	B

ESE 549-Social Studies Methods	R	R	R	B	B
GEO 100-Regions & Nations of the World OR GEO 210-Introduction to Physical Geography	I	I	I		
HIS 101-Empires & Resistance	I	I	I		
HIS 102-American Civilization to 1877	I	I	I		
HIS 103-American Civilization since 1877	I	I	I		
HIS 302 A, B, or C-Research Topics in History	R	R	R	R	
HIS Area I Elective - US, Area II Elective - Europe, and Area III Elective – Non-western (9)	B	B	B	B	
POL 101-Introduction to American Government	I	I	I	R	
POL 212-Introduction to Comparative Politics OR 220-Introduction to World Politics	I	I	I		
SED 104-Introduction to Special Education	I	I			I

- I = Introduced, R = Reinforced, B = Both
- A goal is marked if instructor has an assessment for that goal in that course.

DEPARTMENT OF ENGLISH

ENGLISH & HISTORY/TEACHING B.A.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
<u>First Semester</u>	<u>First Semester</u>	<u>First Semester</u>	<u>First Semester</u>
Gen. Ed. 1A (ENG 101) 3	Gen. Ed. 3A (ENG 335).....3	ENG 313 3	Gen. Ed. 5B (ECO 120)..... .3
Gen. Ed. 1C (CMS 100) 3	ENG 3033	ENG 410..... 3	ENG 405 3
Gen. Ed. 2 (MAT 105 OR STA 215) 3	HIS 102.....3	ENG 440 3	HIS Area I, II, III Elective..... 3
HIS 101 3	HIS 103.....3	HIS Area I, II, III Elective 3	ESE 543 3
EDF 203.....3	EDF 219.....3	EMS 300W 3	EMS 474.....3
CED 100.....0	EDF 204.....2	EDC 300.....3	CED 450 1
TOTAL.....15	CED 200.....0.5	CED 300.....0.5	TOTAL 16
	TOTAL..... 17.5	TOTAL.....18.5	APPLY FOR STUDENT TEACHING
 <u>Second Semester</u>	 <u>Second Semester</u>	 <u>Second Semester</u>	 <u>Second Semester</u>
Gen. Ed. 1B (ENG 102)..... 3	Gen. Ed. 5A (POL 101)3	ENG 474 3	CED 499 (ACCT) 9
Gen. Ed. 3B (ENG 211).....3	Gen. Ed. 4 (GEO 100 OR GEO 210).....3	ENG 452, ENG 454, OR ENG 455 3	ANT 120 OR SOC 131 online 3
Gen. Ed. 4 (science).....3	ENG 3123	POL 212 OR 220 3	TOTAL..... 12
Gen. Ed. 6 (SED 104).3	HIS 290 OR ENG 3103	HIS 302 A, B, or C.....3	
Gen. Ed. 6 (ENG/AFA 361, ENG 362, ENG/WGS 364, ENG/APP 365W, OR ENG/WGS 366)....3	HIS Area I, II, III Elective3	EDF 413 3	
TOTAL.....15	TOTAL..... 15	ESE 549.....3	
		CED 400 0.5	
		TOTAL.....18.5	



EASTERN KENTUCKY UNIVERSITY

521 Lancaster Avenue
Richmond, KY 40475-3102

College of Science
Department of Physics
NSB 3140
(859) 622-1521

Garett Yoder
(859) 622-1527
FAX: 622-8909
email: garett.yoder@eku.edu

17 February 2020

Re: Exception for English/History Teaching major

To whom it may concern,

Greetings! I'm writing to inform you of an exception to policy that was granted for the new English and History Teaching program at our last General Education Committee meeting on February 4, 2020.

As you know, EKU has a policy that courses that satisfy Major Core Requirements cannot also be used to satisfy a general education requirement. However, a course can be used to satisfy both a Supporting Course requirement and a general education requirement. So, to support this policy, a department is not allowed to list its own courses as supporting courses unless linked, by prefix, to another major in their department. This policy is also relaxed for students who have a double major or a major and a minor in their degree.

Based on the new program's substantial diversity of coursework and the large number of credit hours required to complete the program, the General Education Committee agreed to allow this program to list a set of courses from the English Department as supporting courses. This is so that these courses could be used to satisfy general education requirements as well and keep the number of required hours for the major at a reasonable level. The committee felt that the program on its own was comparable to a double major.

The courses that the committee approved to be listed as supporting courses for the English and History Teaching program are:

ENG 211 (°Element 3B); 335 (°Element 3A); 361, 362, 364, 365W, or 366 (°Element 6)

The General Education Committee is recommending that CAA also approve this exception to university policy for this specific program and these specific courses. Other programs within the English Department cannot list these courses as supporting courses.

Please let me know if you have questions about the committee's decision.

Sincerely,

A handwritten signature in blue ink, appearing to read "Garrett Yoder".

Dr. Garrett Yoder

University General Education Coordinator

Science 3140

Garett.Yoder@eku.edu

(859) 622-1527

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.)

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.)

CERTIFICATES

Persons with a baccalaureate degree from an accredited institution may earn a 12-hour non-degree graduate **certificate** in the following areas. These certificates are granted by the College of Letters, Arts, and Social Sciences (Community Development, **and Interdisciplinary Studies, and Non-Profit Management**) or the College of Justice & Safety (Emergency Management & Disaster Resilience). The certificate courses overlap with courses in the MPA Concentrations and may be applied to the MPA degree.

Certificate in Nonprofit Management

Certificate Requirements.....12 hours
POL 846, 847, 880, PSY 873

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 EKU? On what is this based? What is the marketing plan?

Based on a 2016 survey of nonprofit agencies in Kentucky taken together with MPA application statements of career goals and objectives, many of our MPA students have an interest in nonprofit management. The program believes adding the nonprofit concentration and certificate will attract more students, thereby increasing our numbers. eCampus and the online program will continue current marketing strategies such as pay for click, brochures and social media, and additionally market the nonprofit track by speaking to various capstone course students across the University.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

In addition to student demand, statistics report there are over 17,000 nonprofit organizations in Kentucky. See, <https://independentsector.org/resource/state-profile-kentucky/>.

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

The Department of Government's newest MPA faculty, Dr. Mikhail Ivonchyk, has taken nonprofit management courses during his graduate education. He was hired specifically to fill the nonprofit role for the MPA program. There will be no need to provide additional faculty resources to teach the nonprofit curriculum, as he will be teaching the nonprofit management and financial management course inload.

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 stated in No. 3 above, there are no perceived additional costs for the implementation of the Nonprofit Concentration/Certificate degree, as the courses will be developed and taught inload, just as the other MPA concentrations/certificate tracks. The Nonprofit Certificate can be taken independently, relying on four required courses (POL 846, 847, 847 and 880) by individuals, or as part of the 36 hour credit MPA degree program. No additional time will be needed to complete the degree.

From the Dean

How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

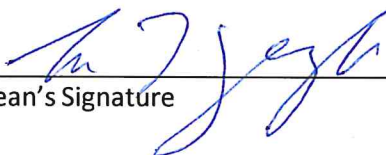
A. New Resources. Explain.

N/A

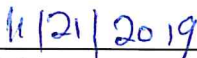
B. Reallocation of resources. Explain.

N/A

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 checked="" 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>School of Music</td> </tr> <tr> <td>College</td> <td>Letters, Arts, & Social Sciences</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Minor in Musical Theatre</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	School of Music	College	Letters, Arts, & Social Sciences	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Minor in Musical Theatre	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	School of Music														
College	Letters, Arts, & Social Sciences														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	Minor in Musical Theatre														
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	04/10/2019	Council on Academic Affairs	2/20/20
College Curriculum Committee	1/27/20	Faculty Senate**	3/2/20
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.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Create a new 18-credit Musical Theatre Minor that will include MUT 135 Voice and Movement for Acting, MUT 280 Acting for Musical Theatre, MUT 285 Dance I, MUT 385 Dance II, MUS 122 Applied Voice, MUS 222 Applied Voice, MUT 250 Musical Theatre Performance, and Music Electives. A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2020 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	B. The justification for this action: The Musical Theatre minor will provide students with skills appropriate to entry-level employment in creative industries. This minor will allow them to pursue advanced study of a Theatre discipline, or to use their skills in creativity, communication, and collaboration to increase their success and employment readiness in any field. In particular, the Musical Theatre minor will cater to students pursuing a Bachelor's degree in Music, English, or Communications. Students who successfully complete the minor will increase their marketability for positions in p-12 education, performance, arts journalism, and other arts oriented fields. C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None, the current faculty can cover the classes proposed Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None
---	---

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

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

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

New or Revised* Catalog Text

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

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.)

Minor in Musical Theatre Requirements.....18 hours

MUT 135(3), MUT 250(2); 280(3), 285(2), 385(2); two hours of applied lessons at the 100 level; two hours of applied lessons at the 200 level; two hours of electives in music.

New Minor, Concentration, or Department Certificate Proposal Approval Form

When proposing a new minor, concentration, 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, and department certificates can significantly add to faculty workloads.
- Minors, concentrations, 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, 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.

PROPOSED MINOR in MUSICAL THEATRE

Program Effective: Fall 2020

From the Proposing Program

1. How will the new minor, concentration, or department certificate attract new students to EKU? On what is this based? What is the marketing plan?

When talking about the future of Musical Theatre on campus in a meeting with EKU admissions recruiters last month, there was an audible sigh of relief as they all had experience with losing potential students to the lack of a theatre department. Statewide interest and programming in Musical Theatre at the High School level has also seen dramatic growth. The number of students participating in the Kentucky Thespians High School Theatre Festival and the Kentucky Theatre Association's annual competition is growing, with both organizations seeing student enrollment breaking their own records in each of the past three years. In fact, enrollment in these conferences has grown so large that KTA (The Kentucky Theatre Association) has moved to a regional system to accommodate the more than 20 state high schools that now participate, and the Kentucky Thespians will move from EKU to a conference center to accommodate their increasingly large gathering. Given this growth, EKU can anticipate that a larger proportion of incoming students will have had theatre experiences as a valued part of their secondary education and will want to continue studies in theatre at EKU.

The recently suspended Theatre Program offered a B.A. in English with a Theatre Concentration. Even under this cumbersome curriculum design, at the point of suspension there were 44 declared majors and 15 minors. This number grew from 29 majors in 2012. Yearly retention/graduation rates in the program increased from 58% in 2012/2013 to 84% in both 2014/2015 and 2015/2016 as noted in the chart below, supplied by EKU Institutional Research. As measured by box office receipts, audience interest in theatre productions have also risen by 65% in 3 years. All these factors demonstrate increased student interest in the study of theatre.

Marketing plan: Development of Musical Theatre MUT brand, High school musical theatre workshops, Kentucky Theatre Association adjudication and workshop facilitation and booth, Eastern Kentucky Dramatic Arts Society

adjudication and workshop facilitation and booth, Kentucky Thespians High School Theatre Festival adjudication and workshop facilitation and booth, the Appalachian Shakespeare Center outreach program, EKU School of Music Musical Theatre productions, scholarship audition contest, APO on campus talent show, robust social media presence Facebook, Instagram, Twitter, Snapchat, and YouTube.

ENROLLMENT, RETENTION, & GRADUATION DATA -supplied by EKU Institutional Research						
		Enrolled	Dropped	Graduated	Retained in Other	Retained in Program
Academic Year 2012-13	Theatre	22	5	5	2	10
	Theatre/Teaching	7	3	.	2	2
	Total	29	8	5	4	12
Academic Year 2013-14	Theatre	25	5	6	3	11
	Theatre/Teaching	10	3	.	1	6
	Total	35	8	6	4	17
Academic Year 2014-15	Theatre	18	.	2	4	12
	Theatre/Teaching	7	2	.	2	3
	Total	25	2	2	6	15
Academic Year 2015-16	Theatre	25	2	2	2	19
	Theatre/Teaching	8	.	1	1	6
	Total	33	2	3	3	25
Graduated - Graduated before the Fall term of succeeding academic year Dropped - Not enrolled in the Fall term of succeeding academic year						

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

As noted in the 2015 Americans for the Arts Creative Industries Report: Nationally, 702,711 businesses are involved in the creation or distribution of the arts, and they employ 2.9 million people. This represents 3.9 percent of all U.S. businesses and 1.9 percent of all U.S. employees—demonstrating statistically that the arts are a formidable business presence and broadly distributed across our communities.

In the state of Kentucky alone, 6,383 arts related businesses employed 24,242 people in 2015, the most recent year for which data is available. (Data from "Creative Industries: Business and Employment in the Arts" annual report, 2015.)

Students enrolled in the Musical Theatre minor will acquire skills necessary to gain employment in creative industries. In summer 2018, even after the suspension, 44% of EKU Theatre students entering their junior or senior year of study were employed in Theatre or related fields. The Musical Theatre minor will provide students with skills appropriate to entry-level employment in creative industries, to pursue advanced study of a Theatre discipline, or to use their skills in creativity, communication, and collaboration to increase their success and employment readiness in any field. In particular, the Musical Theatre minor will cater to students pursuing a Bachelor degree in Music, English, or Communications. Students who successfully complete the minor will increase their marketability for positions in p-12 education, performance, arts journalism, etc.

As reported in Forbes magazine (Nov 12, 2014, "The 10 Skills Employers Want Most in 2015 Graduates") and as surveyed through the National Association of Colleges and Employers, the top skills sought by employers are the ability to work in a team structure, the ability to solve problems and make decisions, and the ability to communicate verbally. These are all skills practiced and honed through the study and practice of musical theatre. The certificate structure recognizes the value of these 21st century skills to graduates in any field and provides opportunities their acquisition.

If approved, Eastern Kentucky University will have the only Musical Theatre minor in central Kentucky. The closest Musical Theatre minors are housed at Western Kentucky University and Murray State. Northern Kentucky University offers a Bachelor of Fine Arts in Musical Theatre, which is a very different degree than a Musical Theatre Minor.

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

There are currently two full time faculty members in the School of Music, formerly of the Theatre program, who are qualified to teach all classes. Applied School of Music vocal faculty will teach MUS 122 and 222. There is currently a search open for a Vocal Music Education and Musical Theatre tenure-track position that will assist with the Musical Theatre classes and productions.

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.

The current 2019-2020 production schedule and budget represents all the resources needed to implement and continue the proposed curriculum.

From the Dean

How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

A. New Resources. Explain.

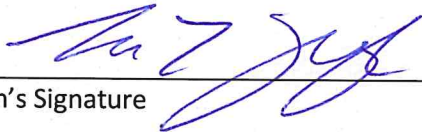
Search underway for last line needed
to fully support this minor - position configured
to meet needs of multiple programs. Already
budgeted with recurring funds.

B. Reallocation of resources. Explain.

Not needed - facilities, costumes, equipment
already in place.

I have thoroughly reviewed the proposal and the above responses and I support the proposal moving forward.

Dean's Signature



Date

2/6/2020

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 checked="" type="checkbox"/> New Certificate (Part III) <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	<table style="width: 100%;"> <tr> <td style="width: 50%;">Department Name</td> <td>School of Music</td> </tr> <tr> <td>College</td> <td>Letters, Arts, & Social Sciences</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Departmental Certificate in Musical Theatre</td> </tr> <tr> <td colspan="2">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td colspan="2">* Provide only the information relevant to the proposal. ± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	School of Music	College	Letters, Arts, & Social Sciences	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Departmental Certificate in Musical Theatre	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	School of Music														
College	Letters, Arts, & Social Sciences														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	Departmental Certificate in Musical Theatre														
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	2.14.20	Council on Academic Affairs	2/20/20
College Curriculum Committee	1.27.20	Faculty Senate**	3/2/20
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.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Create a new 12-credit Departmental Certificate in Musical Theatre
A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2020
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA
B. The justification for this action: The Musical Theatre Certificate will provide students with skills appropriate to entry-level employment in creative industries, to pursue advanced study of a Theatre discipline, or to use their skills in creativity, communication, and collaboration to increase their success and employment readiness in any field. In particular, the Musical Theatre Certificate will cater to students pursuing a Bachelor degree in Music, English, or Communications. Students who successfully complete the certificate will increase their marketability for positions in p-12 education, performance, and arts journalism. In addition, the certificate will attract students to begin to take classes in Musical Theatre, which may lead to pursuit a Musical Theatre Minor.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None, the current faculty can cover the classes proposed Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None

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

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

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

New or Revised* Catalog Text

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

Part III. Recording Data for 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.)

Departmental Certificate in Musical Theatre

Certificate Requirements.....12 hours

MUT 130(2), 135(3), 280(3), and 285(2); MUS 122(2)

New Minor, Concentration, or Department Certificate Proposal Approval Form

When proposing a new minor, concentration, 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, and department certificates can significantly add to faculty workloads.
- Minors, concentrations, 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, 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.

PROPOSED Department Certificate in MUSICAL THEATRE

Program Effective: Fall 2020

From the Proposing Program

1. How will the new minor, concentration, or department certificate attract new students to ECU? On what is this based? What is the marketing plan?

When talking about the future of Musical Theatre on campus in a meeting with ECU admissions recruiters last month, there was an audible sigh of relief as they all had experience with losing potential students to the lack of a theatre department. Statewide interest and programming in Musical Theatre at the High School level has also seen dramatic growth. The number of students participating in the Kentucky Thespians High School Theatre Festival and the Kentucky Theatre Association's annual competition is growing, with both organizations seeing student enrollment breaking their own records in each of the past three years. In fact, enrollment in these conferences has grown so large that KTA (The Kentucky Theatre Association) has moved to a regional system to accommodate the more than 20 state high schools that now participate, and the Kentucky Thespians will move from ECU to a conference center to accommodate their increasingly large gathering. Given this growth, ECU can anticipate that a larger proportion of incoming students will have had theatre experiences as a valued part of their secondary education and will want to continue studies in theatre at ECU.

The recently suspended Theatre Program offered a B.A. in English with a Theatre Concentration. Even under this cumbersome curriculum design, at the point of suspension there were 44 declared majors and 15 minors. This number grew from 29 majors in 2012. Yearly retention/graduation rates in the program increased from 58% in 2012/2013 to 84% in both 2014/2015 and 2015/2016 as noted in the chart below, supplied by ECU Institutional Research. As measured by box office receipts, audience interest in theatre productions have also risen by 65% in 3 years. All these factors demonstrate increased student interest in the study of theatre.

Marketing plan: Development of Musical Theatre MUT brand, high school musical theatre workshops, Kentucky Theatre Association adjudication and workshop facilitation and booth, Eastern Kentucky Dramatic Arts Society

adjudication and workshop facilitation and booth, Kentucky Thespians High School Theatre Festival adjudication and workshop facilitation and booth, the Appalachian Shakespeare Center outreach program, ECU School of Music Musical Theatre productions, scholarship audition contest, APO on campus talent show, robust social media presence Facebook, Instagram, Twitter, Snapchat, and YouTube.

ENROLLMENT, RETENTION, & GRADUATION DATA -supplied by ECU Institutional Research						
		Enrolled	Dropped	Graduated	Retained in Other	Retained in Program
Academic Year 2012-13	Theatre	22	5	5	2	10
	Theatre/Teaching	7	3	.	2	2
	Total	29	8	5	4	12
Academic Year 2013-14	Theatre	25	5	6	3	11
	Theatre/Teaching	10	3	.	1	6
	Total	35	8	6	4	17
Academic Year 2014-15	Theatre	18	.	2	4	12
	Theatre/Teaching	7	2	.	2	3
	Total	25	2	2	6	15
Academic Year 2015-16	Theatre	25	2	2	2	19
	Theatre/Teaching	8	.	1	1	6
	Total	33	2	3	3	25
Graduated - Graduated before the Fall term of succeeding academic year						
Dropped - Not enrolled in the Fall term of succeeding academic year						

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

As noted in the 2015 Americans for the Arts Creative Industries Report: Nationally, 702,711 businesses are involved in the creation or distribution of the arts, and they employ 2.9 million people. This represents 3.9 percent of all U.S. businesses and 1.9 percent of all U.S. employees—demonstrating statistically that the arts are a formidable business presence and broadly distributed across our communities.

In the state of Kentucky alone, 6,383 arts related businesses employed 24,242 people in 2015, the most recent year for which data is available. (Data from "Creative Industries: Business and Employment in the Arts" annual report, 2015.)

Students enrolled in the certificate in Musical Theatre program will acquire skills necessary to gain employment in creative industries. In summer 2018, even after the suspension, 44% of ECU Theatre students entering their junior or senior year of study were employed in Theatre or related fields. The certificate in Musical Theatre will provide students with skills appropriate to entry-level employment in creative industries, to pursue advanced study of a Theatre discipline, or to use their skills in creativity, communication, and collaboration to increase their success and employment readiness in any field. In particular, the certificate in Musical Theatre will cater to students pursuing a Bachelor degree in Music, English, or Communications. Students who successfully complete the certificate will increase their marketability for positions in p-12 education, performance, arts journalism, etc.

As reported in Forbes magazine (Nov 12, 2014, "The 10 Skills Employers Want Most in 2015 Graduates") and as surveyed through the National Association of Colleges and Employers, the top skills sought by employers are the ability to work in a team structure, the ability to solve problems and make decisions, and the ability to communicate verbally. These are all skills practiced and honed through the study and practice of musical theatre. The certificate structure recognizes the value of these 21st century skills to graduates in any field and provides opportunities their acquisition.

If approved, Eastern Kentucky University will have two options for students interested in studying Musical Theatre, a minor and a certificate. ECU would be the only school in Kentucky to have both.

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

There are currently two full time faculty members in the School of Music, formerly of the Theatre program, who are qualified to teach all classes. Applied School of Music vocal faculty will teach MUS 122 and 222. There is currently a search open for a Vocal Music Education and Musical Theatre tenure-track position that will assist with the Musical Theatre classes and productions.

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.

The current 2019-2020 production schedule and budget represents all the resources needed to implement and continue the proposed curriculum.

From the Dean

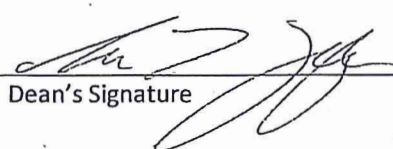
How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

A. New Resources. Explain.

*None - subsumed with the proposal for
the Musical Theatre minor*

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

2/14/2020
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 checked="" type="checkbox"/> Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td>Psychology</td> </tr> <tr> <td>College</td> <td>CLASS</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Certificate in Veterans Studies</td> </tr> <tr> <td></td> <td>University-Level</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	Psychology	College	CLASS	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Certificate in Veterans Studies		University-Level	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	Psychology																
College	CLASS																
*Course Prefix & Number																	
*Course Title (full title±)																	
*Program Title	Certificate in Veterans Studies																
	University-Level																
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	10/2/19	Council on Academic Affairs	2/20/20
College Curriculum Committee	11/18/19	Faculty Senate**	3/2/20
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.)**A. 1. Specific action requested:** Modify the requirements for the Certificate in Veterans Studies.

1. Add description above core
2. CORE: revise total from 3 to 6; add VTS 400, VTS 401 or other VTS approved capstone
3. Add cultural competency electives
4. Add Applied electives
5. Add theoretical perspectives section
6. Add intersectionality requirement
7. Add additional electives.
8. **Revise total cert requirements from 12 to 24 (moving from a DEPT. cert to UNIVERSITY-sponsored Cert)**

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: Many offerings listed in the prior version of this certificate aren't offered regularly or only tangentially relate to the study of veterans' cultures, identities, and experiences. The proposed courses more accurately reflect today's offerings and are organized in such a way that students gain a variety of interdisciplinary skills and perspectives to apply to veterans' issues. They will bring all of these skills and perspectives together in the proposed capstone requirement. Finally, the upgrade to a University-level certificate will add legitimacy to a credential that is offered only by EKU, one that will be available to a variety of on-campus students and career professionals.

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

Personnel Impact: Courses are already being offered; so no additional personnel will be needed.

Operating Expenses Impact: N/A

Equipment/Physical Facility Needs: N/A

Library Resources: Current resources are sufficient

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.)

University Certificate in Veterans Studies CIP Code: 30.0000

The Veterans Studies (VTS) certificate explores the unique identities, cultures, and experiences of military veterans. This first-of-its-kind program teaches veteran and non-veteran students to apply an interdisciplinary set of skills and perspectives in examining combat, veteran social groups, and representations of veterans.

VTS acknowledges both the benefits of military service and the challenges faced by service members. The certificate allows students to analyze the veteran's role in society, emphasizing the intersectionality of veteran identity, equipping students with a variety of skills and disciplinary perspectives through which to develop the cultural competency needed to understand and interact with veterans in a variety of personal and professional settings.

Core Requirements.....3 hours

VTS 200—Intro to Veterans Studies (Gen. Ed. E-6)

Electives9 hours

Students should take VTS 200 before beginning elective studies. Students must take at least three courses from the list below. CDF 331; CDF 437; ENG 386W; MSL 303; PLS 375; POL 320; POL 415; PSY 308; PSY 320; SWK 440; WGS 304; VTS 350.

Total Curriculum Requirements12 hours

Core Requirements 6 hours

VTS 200; VTS 400 or VTS 401 (or VTS Program-approved capstone in the student's major)

Cultural Competency Electives (select from the following)..... 3 hours

ENG 386(W); PLS 375; MSL 303; VTS 300; VTS 350 Special Topics or other approved Special Topics courses (e.g., HIS 300A: War and American Society, WGS 300: Gender and War).

Applied Electives (select from the following) 3 hours

NSC 442; MGT 300 or MGT 301(Non-Business Majors); PSY 405; SWK 365; VTS 349; Other VTS-approved electives

Theoretical Perspectives (select from the following)..... 3 hours

CMS 205(W) Advocacy and Opposition; POL 325 Global Security; PSY 300 Social Psychology; SOC 131 Introductory Sociology; SWK 210 Introduction to Social Work

Intersectionality Requirement (select from the following)..... 3 hours

AFA 202; ANT 330; CDF 424; WGS 201

Additional Electives (select from the following)..... 6 hours

HLS 400; HUM 300; PHI 130; POL 357; PSY 308; PSY 314; PSY 476; SWK 310; SWK 335; Other VTS-
approved electives

Total Curriculum Requirements.....24 hours

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?

The Veterans Studies Certificate is currently offered as a Department-Level Certificate. The proposed upgrade to a University-Level Certificate will add legitimacy to a credential that was invented at ECU, and one that will be available to students pursuing a variety of majors and career opportunities. On campus, Veterans Studies advocates will be working to promote the Certificate with the Office of Military and Veterans Affairs and departments whose students may benefit from the specialized study of veterans' cultures, identities, and experiences (e.g., History, English, Psychology, Social Work). In addition, the new courses were chosen carefully to reflect what is offered through ECU Online. Since Veterans Studies was founded at ECU in 2011, several additional academic programs, centers, and publications have emerged that bill themselves as "Veterans Studies." In fact, among the academic programs, ECU's original vision for the program can be found (i.e., University of Missouri-St. Louis, Arizona State University, SUNY Empire State College). The growth of Veterans Studies credentials at other schools is a positive sign of higher education's commitment to military veterans. ECU should remain at the forefront of this discipline by enacting changes that reflect ongoing research into the needs of military veterans (i.e., a cultural competency requirement) and the needs students (i.e., a comprehensive capstone course) who want to serve them in their home communities. The new course selections will allow ECU to offer the VTS Certificate in-person, online, and nationwide, allowing ECU to engage with a new and growing market for credentials that can help hospitals, businesses, non-profits, and individuals understand and provide services to military veterans.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

The Veterans Studies Certificate is currently offered as a Department-Level Certificate. The proposed upgrade to a University-Level Certificate is part of a proposed revision to the structure of the larger program that was discussed by the Veterans Studies Advisory Board in 2019. The

Board found that many of the courses listed in the current version aren't offered regularly or only tangentially relate to the study of veterans' cultures, identities, and experiences. The proposed changes more accurately reflect today's offerings and are organized in such a way that students gain a variety of interdisciplinary skills and perspectives to apply to veterans' issues. Most of the courses included in the program are directly applicable within careers serving veterans. Students will bring all of the skills and perspectives gained in their courses together in the proposed capstone requirement. The Board found it important that Veterans Studies students learn interdisciplinary skills, but also to gain practice focusing those skills upon veterans' unique situations. Furthermore, as a University-Level Certificate, the Veterans Studies credential will be more easily identifiable by employers who use transcripts with a point system to hire employees (i.e., federal and state agencies). The upgrade to a University-Level certificate will add visibility and legitimacy to a credential that was invented at ECU, one that will be available to a variety of on-campus and online students across the nation.

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

This is an interdisciplinary program. The courses included in the curriculum are taught by faculty who are qualified to teach within their disciplines. With the exception of the proposed capstone course (which is also required for the VTS minor) there are no new courses required for the proposed move from Department- to University-Level certificate.

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.

There are no costs associated with the move from a Department-Level Certificate to a University-Level Certificate. The courses are already being offered as part of other degree programs. If anything, including courses in the VTS Certificate curriculum has the potential to increase enrollment in existing courses. Furthermore, the new course selections more accurately reflect what is being offered on a semester-to-semester basis.

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.



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 checked="" type="checkbox"/> New Program-Certificate <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	<table style="width: 100%;"> <tr> <td style="width: 50%;">Department Name</td> <td>Computer Science</td> </tr> <tr> <td>College</td> <td>Science</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Departmental Certificate in Artificial Intelligence in Data Science</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	Computer Science	College	Science	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Departmental Certificate in Artificial Intelligence in Data Science	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	Computer Science														
College	Science														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	Departmental Certificate in Artificial Intelligence in Data Science														
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	01/15/2020	Council on Academic Affairs 2/20/20
College Curriculum Committee	1/27/20	Faculty Senate** 3/2/20
General Education Committee*	NA	Board of Regents** Pending
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***
Graduate Council*	Pending 2.21.20	

*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 certificate

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 departmental certificate in Artificial Intelligence in Data Science has been designed based on recommendations from our advisory board, current student and alumni suggestions, and industry growth trends. According to IDC, global spending on AI and cognitive technologies will reach \$19.1 billion in 2018, up 54.2 percent compared to a year ago. By 2021, AI and cognitive spending will hit \$52.2 billion. A PwC report estimates that artificial intelligence could add \$15.7 trillion to the global economy by 2030.

E-campus is supportive of putting the entire MS program online. Each of the MS concentrations will also be Graduate level certificates.

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

Personnel Impact: n/a

Operating Expenses Impact: E-campus is providing financial support for course development and marketing.

Equipment/Physical Facility Needs: n/a

Library Resources: n/a

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.)

Departmental Certificate in Artificial Intelligence in Data Science

Requirements.....12 hours

A student may qualify for a Certificate in Artificial Intelligence in Data Science by completing CSC 746, 781, 782, and 783.

New Minor, Concentration, University Certificate or Department Certificate

Proposal Approval Form

Graduate Certificate in Artificial Intelligence in Data Science

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?

There is a strong demand for **artificial intelligence in data science** programs. Inside Higher Ed (<https://www.insidehighered.com/digital-learning/article/2017/03/15/dataanalytics-programs-taking-colleges>) describes the popularity of data science programs and the demand for graduates with a data science background. The proposed graduate certificate program will attract students by providing a good artificial intelligence in data science education.

ECU eCampus will provide marketing service. A focused group in the Computer Science Department called the Machine Learning Deep Learning (MLDL) Lab will also perform recruitment functions.

The ECU MLDL Lab already has a strong presence in many national and regional meetings in the industry. For the last two years, a student from the Lab was chosen nationally for the prestigious Summer Research program at Wright State University. They presented their projects to representatives from industry and government agencies. Students in the Lab also presented their projects at the Posters at the Capitol event in Frankfort, KY. The Lab offers seminars and technical presentations to professional meetings such as the 2018 ACM Southeast Conference with attendees coming from Japan, California, and 10 other states. The activities in the Lab allow current students to exhibit artificial intelligence in data science work to prospective students and prospective employers/publishers.

A strong web presence will be maintained at mldl@ecu.edu, as well as social media accounts. Posters highlighting the program will also be sent to academic departments in Kentucky and surrounding states. The College Recruiter will help with outreach recruitment.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

Artificial intelligence (AI) in data science is a rapidly growing field. AI skills automate repetitive learning, and discovery through data is one of the most demanded skills today. According to the World Economic Forum's (WEF) 2018 Future of Jobs report (<https://enterpriseproject.com/article/2019/8/ai-artificial-intelligence-careers-salaries-7-statistics>), there will be 133 million new jobs created as a result of AI-enabled automation by 2022.

Also, according to a report from job site Indeed (<https://artificialintelligence-news.com/2019/03/15/machine-learning-jobs-high-paying-demand/>), machine learning engineer (which requires artificial intelligence in data science skills) is the best job of 2019 due to growing demand and high salaries. The career boasts a current average salary of \$146,085 with a growth rate of 344 percent last year.

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

There are three full time faculty with a PhD in computer science and they all have taught artificial intelligence in data science courses. In addition, there is a part-time faculty with a PhD degree specializing in the machine learning. There are sufficient faculty resources to teach the curriculum.

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.

All required courses already exist as 500/700-level courses. Hence the only perceived costs will involve adapting the courses for online delivery. E-campus will pay an instructor to adapt one course in summer 2020, followed by more in subsequent semesters. If the certificate attracts a lot of students, we might have to add sections for the required courses, but that would be paid for by the increased enrollment. Advising will be shared by existing E-Campus staff and Computer Science Department faculty members.

From the Dean


How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

A. New Resources. Explain.

E-campus will pay for the adaptation of the existing face-to-face courses to meet online course delivery requirements.

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

2/5/2020

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 checked="" type="checkbox"/> New Program-Certificate <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	<table style="width: 100%;"> <tr> <td style="width: 50%;">Department Name</td> <td>Computer Science</td> </tr> <tr> <td>College</td> <td>Science</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Dept. Certificate in Cyber Security and Digital Forensics</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	Computer Science	College	Science	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Dept. Certificate in Cyber Security and Digital Forensics	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	Computer Science														
College	Science														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	Dept. Certificate in Cyber Security and Digital Forensics														
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	01/15/2020	Council on Academic Affairs 2/20/20
College Curriculum Committee	1/27/20	Faculty Senate** 3/2/20
General Education Committee*	NA	Board of Regents** Pending
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***
Graduate Council*	Pending 2.21.20	

*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 certificate

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 departmental certificate in Cyber Security and Digital Forensics has been designed based on recommendations from our advisory board, current student and alumni suggestions, and industry growth trends. The Bureau of Labor Statistics (BLS) categorizes the work computer forensics examiners do under the information security analyst category. According to 2017 data, the demand for this job is expected to grow by 28 percent from 2016 to 2026, which is extraordinarily fast.

E-campus is supportive of putting the entire MS program online. Each of the MS concentrations will also be Graduate level certificates.

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

Personnel Impact: n/a

Operating Expenses Impact: E-campus is providing financial support for course development and marketing.

Equipment/Physical Facility Needs: n/a

Library Resources: n/a

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.)

Departmental Certificate in Cyber Security and Digital Forensics**Requirements.....12 hours**

A student may qualify for a Certificate in Cyber Security and Digital Forensics by completing CSC 736, 737, 744, and 747.

New Minor, Concentration, University Certificate or Department Certificate

Proposal Approval Form

Graduate Certificate in Cybersecurity and Digital Forensics

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?

There is a strong demand for **cybersecurity and digital forensics** programs. The Bureau of Labor Statistics projects that the growth rate of Information Security Analyst jobs will reach as high as 18% through 2024 (<http://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm>). The proposed graduate certificate program will attract students by providing a good cybersecurity and digital forensics education.

ECU eCampus will provide marketing service. A focused group in the Computer Science Department called the Digital Forensics and Cybersecurity Institute will also perform recruitment functions.

The ECU Digital Forensics and Cybersecurity Institute already has a strong presence in many national and regional meetings in the industry. On average, the Institute hosts two Kentucky Homeland Security Cyber Threat Working Group meetings and two Kentucky High Technology Crime Investigation Association meetings every year. The average attendance of these meetings are 50 representatives from the cybersecurity and digital forensics industry. The Institute also hosts an intercollegiate cyber defense competition, roundtable discussions, and technical presentations at the ECU Computing Symposium. While attracting many people from out-of-state, this symposium also is a venue to exhibit current students' cybersecurity and digital forensics projects to prospective students and prospective employers/publishers.

A strong web presence will be maintained at <http://cs.ecu.edu>, as well as social media accounts, while participating in international rankings surveys. The current B.S. in Digital Forensics and Cybersecurity degree program is one of the 25 best bachelor's in forensic science degree programs for 2019 in the nation (<https://www.bachelorsdegreecenter.org/best-forensic-science-degree>). In addition, Posters highlighting the certificate program will also be sent to academic departments in Kentucky and surrounding states. The College Recruiter will help with outreach recruitment.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

With the rise of attacks and data breaches against companies and government agencies, the demand for the professionals in cybersecurity and digital forensics field has experienced enormous growth and is facing an impending shortage.

As Kentucky as well as the nation is experiencing a great shortage of highly qualified professionals with knowledge and working skills in the field of cybersecurity and digital forensics, the proposed certificate program will provide a unique education that will prepare the students to develop a career in the field to serve the Commonwealth and the nation.

The proposed certificate program supports the statewide postsecondary education strategic agenda. First of all, it supports CPE strategy 9.5: "Identify current and emerging workforce demands, entrepreneurial business opportunities, and stackable credentials that can lead to additional education/training". The demand for cybersecurity professionals is very strong, with a job growth rate of 18% per year, according to Occupational Outlook Guide. The program will provide students with a strong graduate education so that they can develop a career in digital forensics and cybersecurity. At the same time, the technical training required in the program will prepare students to pursue advanced digital forensics and cybersecurity studies. Secondly, the program will support CPE Strategy 9.6: "Advance Kentucky's STEM and health agendas through ongoing leadership, advocacy, and collaboration". The program will develop students into leaders in the digital forensics and cybersecurity fields, working side by side with law enforcement agencies, homeland security agencies, and the intelligence community.

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

There are four faculty with a PhD in computer science that have taught digital forensics and cybersecurity courses. In addition, there are three part-time faculty from Kentucky State Police with over 10 years of digital forensics investigation and cyber security experience. There are sufficient faculty resources to teach the curriculum.

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.

All required courses already exist as 500/700-level courses. Hence the only perceived costs will involve adapting the courses for online delivery. E-campus will pay an instructor to adapt one course in summer 2020, followed by more in subsequent semesters. If the certificate attracts a lot of students, we might have to add sections for the required courses, but that would be paid for by the increased enrollment. Advising will be shared by existing E-Campus staff and Computer Science Department faculty members.

From the Dean

How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

A. New Resources. Explain.

E-campus will pay for the adaptation of the existing face-to-face courses to meet online course delivery requirements.

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

2/5/2020

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 checked="" type="checkbox"/> New Program-Certificate <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>Computer Science</td> </tr> <tr> <td>College</td> <td>Science</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Departmental Certificate in Game Design</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	Computer Science	College	Science	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Departmental Certificate in Game Design	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	Computer Science														
College	Science														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	Departmental Certificate in Game Design														
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	01/15/2020	Council on Academic Affairs	2/20/20
College Curriculum Committee	1/27/20	Faculty Senate**	3/2/20
General Education Committee*	NA	Board of Regents**	Pending
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	Pending 2.21.20		

*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 certificate

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 departmental certificate in Game Design has been designed based on recommendations from our advisory board, current student and alumni suggestions, and industry growth trends. The number of gaming job postings for roles requiring virtual reality and augmented reality has risen an impressive 93% since 2015, with 17% of the growth taking place in 2018. The industry has developed into an entertainment behemoth, racking up estimated revenues of \$36 billion in the U.S. in 2017, according to the Entertainment Software Association. E-campus is supportive of putting the entire MS program online. Each of the MS concentrations will also be Graduate level certificates.

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

Personnel Impact: n/a

Operating Expenses Impact: E-campus is providing financial support for course development and marketing.

Equipment/Physical Facility Needs: n/a

Library Resources: n/a

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

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

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

New or Revised* Catalog Text

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

Part III. Recording Data for Revised or Suspended Program

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

Revised* Program Text

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

Departmental Certificate in Game Design

Requirements.....12 hours

A student may qualify for a Certificate in Game Deign by completing INF 711, 712, 713 and 715.

New Minor, Concentration, University Certificate or Department Certificate

Proposal Approval Form

Graduate Certificate in Computer Game Design

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?

There is a strong demand for **computer game design** programs. Kentucky has seen tremendous growth in the game development sector in just the past few years, there are now over 30 developers in the state and this number is growing rapidly. The proposed graduate certificate program will attract students by providing a good game design education.

ECU eCampus will provide marketing service. The Computer Science Department will also perform recruitment functions.

The ECU Gaming Institute already has a strong presence in many national and regional meetings in the game industry. Currently in planning for its 5th year, the Vector Conference hosted over 200 professionals and students from the game industry in 2019. While attracting many people from out-of-state, this conference will also be a venue to exhibit student work to prospective students and prospective employers/publishers. Booths at conferences and exhibitions will be used to advertise the program at LexPlay, GDEX, Gen Con, WVGameExpo, etc.

A strong web presence will be maintained at <http://gaming.ecu.edu>, as well as social media accounts, while participating in international rankings surveys by the Princeton Review. Posters highlighting the program will also be sent to academic departments in Kentucky and surrounding states. The College Recruiter will help with outreach recruitment.

Moreover, once the certificate program is approved, ECU will also work to add it to the Academic Common Market (currently there is no graduate certificate program in a game field available on the Academic Common Market).

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

Kentucky has seen tremendous growth in the game development sector in just the past few years, there are now over 30 developers in the state and this number is growing rapidly. Moreover, the barriers for entry are very low. An individual, spending less than \$1000, can publish a game for sale on Apple's App Store, Google's Play Store, and Amazon's Appstore, Steam, and nearly instantly start receiving revenue from sales of those apps. However, publishing a game that people want to purchase and play take knowledge and practice.

The video game industry has seen tremendous growth and new sectors such as independent game development have led to new opportunities in the field. CNN Money/Payscale ranked "video game designer" as 33 out of 100 best jobs in America. The Median pay is \$81,600 and there is an estimated 10-year job growth of 13%. (<http://money.cnn.com/gallery/pf/2017/01/05/best-jobs-2017/33.html>) In that same article, CNN Money/Payscale ranked Mobile App Developer as 1 out of 100 best jobs in America. This job has a median pay of \$97,100 with an estimated 10-year job growth of 19%. (<http://money.cnn.com/gallery/pf/2017/01/05/best-jobs-2017/index.html>) This job has extensive overlap with game design due to the large portion of mobile apps that are games.

Beyond industry growth, there is also a great need in education. According to Scott U'Sellis, Kentucky Department of Education, Office of Career and Technical Education, the game design career pathway for secondary education is the fastest growing in the state. With currently only ~150 IT career pathway educators across the state, Mr. U'Sellis anticipates that there will be demand for over 1000 specialized instructors in the next few years. Graduates of the proposed certificate will be competent to teach this career pathway.

Finally, principles of game design are being applied across many new disciplines. On September 1st, 2015, Forbes columnist Bernard Marr called gamification a technology trend that will make or break many careers: "Gamification is going to move into more and more realms of our life not so much because it's the hot new thing, but because it's psychologically proven to work. Companies like Microsoft are using gamification to motivate their sales force, while other entities are using it in education and personal development. The opportunities in this arena are growing all the time." (http://www.forbes.com/sites/bernardmarr/2015/09/01/7-technology-trends-that-will-make-or-break-many-careers/?utm_campaign=ForbesTech&utm_source=TWITTER&utm_medium=social&utm_channel=Technology&linkId=16729449)

As more companies look to apply the motivating factors of games to other areas outside of entertainment, students with game design experience will be able to move to these different markets without retraining. Companies focused on healthcare, insurance, human resources, and education are all investing heavily on building game design expertise.

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

There are nine full time faculty with a PhD or Masters degrees in computer science and they all have taught computer game design courses. In addition, there are two part-time faculty with over 10 years of industrial game development experience. There are sufficient faculty resources to teach the curriculum.

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.

All required courses already exist as 500/700-level courses. Hence the only perceived costs will involve adapting the courses for online delivery. E-campus will pay instructors to adapt two courses in summer 2020. If the certificate attracts a lot of students, we might have to add sections for the required courses, but that would be paid for by the increased enrollment. Advising will be shared by existing E-Campus staff and Computer Science Department faculty members.

From the Dean

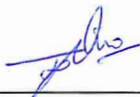
How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

A. New Resources. Explain.

E-campus will pay for the adaptation of the existing face-to-face courses to meet online course delivery requirements.

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

2/5/2020

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 checked="" type="checkbox"/> New Certificate (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>Computer Science</td> </tr> <tr> <td>College</td> <td>Science</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Certificate in Artificial Intelligence in Data Science</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	Computer Science	College	Science	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Certificate in Artificial Intelligence in Data Science	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	Computer Science														
College	Science														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	Certificate in Artificial Intelligence in Data Science														
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	02/03/2020	Council on Academic Affairs	2/20/20
College Curriculum Committee	2.17.20	Faculty Senate**	3/2/20
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.)

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

Create a new certificate

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 departmental certificate in Artificial Intelligence in Data Science has been designed based on recommendations from our advisory board, current student and alumni suggestions, and industry growth trends. According to IDC, global spending on AI and cognitive technologies will reach \$19.1 billion in 2018, up 54.2 percent compared to a year ago. By 2021, AI and cognitive spending will hit \$52.2 billion. A PwC report estimates that artificial intelligence could add \$15.7 trillion to the global economy by 2030. Parallel graduate certificates will be going online with e-campus.

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

Personnel Impact: n/a

Operating Expenses Impact: E-campus is providing financial support for course development and marketing

Equipment/Physical Facility Needs: n/a

Library Resources: n/a

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

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

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

New or Revised* Catalog Text

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

Part III. Recording Data for Revised or Suspended Program

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

Revised* Program Text

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

Departmental Certificate in Artificial Intelligence in Data Science

Requirements.....12 hours

A student may qualify for a Certificate in Artificial Intelligence in Data Science by completing CSC 546, 581, 582, and 583.

New Minor, Concentration, University Certificate or Department Certificate

Proposal Approval Form

Certificate in Artificial Intelligence in Data Science

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 EKU? On what is this based? What is the marketing plan?

There is a strong demand for **artificial intelligence in data science** programs. Inside Higher Ed (<https://www.insidehighered.com/digital-learning/article/2017/03/15/dataanalytics-programs-taking-colleges>) describes the popularity of data science programs and the demand for graduates with a data science background. The proposed undergraduate certificate program will attract students by providing a good artificial intelligence in data science education.

EKU eCampus will provide marketing service. A focused group in the Computer Science Department called the Machine Learning Deep Learning (MLDL) Lab will also perform recruitment functions.

The EKU MLDL Lab already has a strong presence in many national and regional meetings in the industry. For the last two years, a student from the Lab was chosen nationally for the prestigious Summer Research program at Wright State University. They presented their projects to representatives from industry and government agencies. Students in the Lab also presented their projects at the Posters at the Capitol event in Frankfort, KY. The Lab offers seminars and technical presentations to professional meetings such as the 2018 ACM Southeast Conference with attendees coming from Japan, California, and 10 other states. The activities in the Lab allow current students to exhibit artificial intelligence in data science work to prospective students and prospective employers/publishers.

A strong web presence will be maintained at mldl@eku.edu, as well as social media accounts. Posters highlighting the program will also be sent to academic departments in Kentucky and surrounding states. The College Recruiter will help with outreach recruitment.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

Artificial intelligence (AI) in data science is a rapidly growing field. AI skills automate repetitive learning, and discovery through data is one of the most demanded skills today. According to the World Economic Forum's (WEF) 2018 Future of Jobs report (<https://enterpriseproject.com/article/2019/8/ai-artificial-intelligence-careers-salaries-7-statistics>), there will be 133 million new jobs created as a result of AI-enabled automation by 2022.

Also, according to a report from job site Indeed (<https://artificialintelligence-news.com/2019/03/15/machine-learning-jobs-high-paying-demand/>), machine learning engineer (which requires artificial intelligence in data science skills) is the best job of 2019 due to growing demand and high salaries. The career boasts a current average salary of \$146,085 with a growth rate of 344 percent last year.

The proposed certificate program attracts students in all majors who want to bolster their job qualification by supplementing their education with artificial intelligence and data science skill sets. Completion of the certificate is beneficial for students in finding jobs. In the point of view of the employers, certification is a powerful way for them to find quality talent to work in today's technological work environment. According to the IT Certification Council (ITCC)'s employer survey in 2016, when seeking quality talent, 66% of employers report paying higher salaries to certified candidates (<http://connectingcredentials.org/2016-state-certification-report-certifications-help-employers-hire-better-talent-empower-employees/>).

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

There are three full time faculty with a PhD in computer science and they all have taught artificial intelligence in data science courses. In addition, there is a part-time faculty with a PhD degree specializing in the machine learning. There are sufficient faculty resources to teach the curriculum.

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.

All required courses already exist as 500/700-level courses. Hence the only perceived costs will involve adapting the courses for online delivery. E-campus will pay an instructor to adapt one course in summer 2020, followed by more in subsequent semesters. If the certificate attracts a lot of students, we might have to add sections for the required courses, but that would be paid for by the increased enrollment. Advising will be shared by existing E-Campus staff and Computer Science Department faculty members.

From the Dean

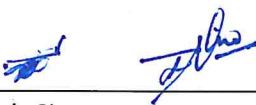
How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

A. New Resources. Explain.

E-campus will pay for the adaptation of the existing face-to-face courses to meet online course delivery requirements.

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

2/4/2020

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 checked="" type="checkbox"/> New Program-Certificate <input type="checkbox"/> Program Suspension (Part III) <input type="checkbox"/> Program Revision (Part III)	<table style="width: 100%;"> <tr> <td style="width: 50%;">Department Name</td> <td>Computer Science</td> </tr> <tr> <td>College</td> <td>Science</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Dept. Certificate in Cyber Security and Digital Forensics</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	Computer Science	College	Science	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Dept. Certificate in Cyber Security and Digital Forensics	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	Computer Science														
College	Science														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	Dept. Certificate in Cyber Security and Digital Forensics														
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	02/03/2020	Council on Academic Affairs 2/20/20
College Curriculum Committee	2.17.20	Faculty Senate** 3/2/20
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.)

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

Create a new certificate

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 departmental certificate in Cyber Security and Digital Forensics has been designed based on recommendations from our advisory board, current student and alumni suggestions, and industry growth trends. The Bureau of Labor Statistics (BLS) categorizes the work computer forensics examiners do under the information security analyst category. According to 2017 data, the demand for this job is expected to grow by 28 percent from 2016 to 2026, which is extraordinarily fast. Parallel graduate certificates will be going online with e-campus.

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

Personnel Impact: n/a

Operating Expenses Impact: E-campus is providing financial support for course development and marketing

Equipment/Physical Facility Needs: n/a

Library Resources: n/a

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

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

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

New or Revised* Catalog Text

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

Part III. Recording Data for Revised or Suspended Program

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

Revised* Program Text

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

Departmental Certificate in Cyber Security and Digital Forensics**Requirements.....12 hours**

A student may qualify for a Certificate in Cyber Security and Digital Forensics by completing CSC 536, 537, 544, and 547.

New Minor, Concentration, University Certificate or Department Certificate

Proposal Approval Form

Certificate in Cybersecurity and Digital Forensics

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?

There is a strong demand for **cybersecurity and digital forensics** programs. The Bureau of Labor Statistics projects that the growth rate of Information Security Analyst jobs will reach as high as 18% through 2024 (<http://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm>). The proposed undergraduate certificate program will attract students by providing a good cybersecurity and digital forensics education.

ECU eCampus will provide marketing service. A focused group in the Computer Science Department called the Digital Forensics and Cybersecurity Institute will also perform recruitment functions.

The ECU Digital Forensics and Cybersecurity Institute already has a strong presence in many national and regional meetings in the industry. On average, the Institute hosts two Kentucky Homeland Security Cyber Threat Working Group meetings and two Kentucky High Technology Crime Investigation Association meetings every year. The average attendance of these meetings are 50 representatives from the cybersecurity and digital forensics industry. The Institute also hosts an intercollegiate cyber defense competition, roundtable discussions, and technical presentations at the ECU Computing Symposium. While attracting many people from out-of-state, this symposium also is a venue to exhibit current students' cybersecurity and digital forensics projects to prospective students and prospective employers/publishers.

A strong web presence will be maintained at <http://cs.ecu.edu>, as well as social media accounts, while participating in international rankings surveys. The current B.S. in Digital Forensics and Cybersecurity degree program is one of the 25 best bachelor's in forensic science degree programs for 2019 in the nation (<https://www.bachelorsdegreecenter.org/best-forensic-science-degree>). In addition, Posters highlighting the certificate program will also be sent to academic departments in Kentucky and surrounding states. The College Recruiter will help with outreach recruitment.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

With the rise of attacks and data breaches against companies and government agencies, the demand for the professionals in cybersecurity and digital forensics field has experienced enormous growth and is facing an impending shortage.

As Kentucky as well as the nation is experiencing a great shortage of highly qualified professionals with knowledge and working skills in the field of cybersecurity and digital forensics, the proposed certificate program will provide a unique education that will prepare the students to develop a career in the field to serve the Commonwealth and the nation.

The proposed certificate program supports the statewide postsecondary education strategic agenda. First of all, it supports CPE strategy 9.5: "Identify current and emerging workforce demands, entrepreneurial business opportunities, and stackable credentials that can lead to additional education/training". The demand for cybersecurity professionals is very strong, with a job growth rate of 18% per year, according to Occupational Outlook Guide. The program will provide students with a strong education so that they can develop a career in digital forensics and cybersecurity. At the same time, the technical training required in the program will prepare students to pursue advanced digital forensics and cybersecurity studies. Secondly, the program will support CPE Strategy 9.6: "Advance Kentucky's STEM and health agendas through ongoing leadership, advocacy, and collaboration". The program will develop students into leaders in the digital forensics and cybersecurity fields, working side by side with law enforcement agencies, homeland security agencies, and the intelligence community.

The proposed certificate program attracts students in all majors who want to bolster their job qualification by supplementing their education with cybersecurity and digital forensics skill sets. Completion of the certificate is beneficial for students in finding jobs. In the point of view of the employers, certification is a powerful way for them to find quality talent to work in today's technological work environment. According to the IT Certification Council (ITCC)'s employer survey in 2016, when seeking quality talent, 66% of employers report paying higher salaries to certified candidates (<http://connectingcredentials.org/2016-state-certification-report-certifications-help-employers-hire-better-talent-empower-employees/>).

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

There are four faculty with a PhD in computer science that have taught digital forensics and cybersecurity courses. In addition, there are three part-time faculty from Kentucky State Police with over 10 years of digital forensics investigation and cyber security experience. There are sufficient faculty resources to teach the curriculum.

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.

All required courses already exist as 500/700-level courses. Hence the only perceived costs will involve adapting the courses for online delivery. E-campus will pay an instructor to adapt one course in summer 2020, followed by more in subsequent semesters. If the certificate attracts a lot of students, we might have to add sections for the required courses, but that would be paid for by the increased enrollment. Advising will be shared by existing E-Campus staff and Computer Science Department faculty members.

From the Dean

How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

A. New Resources. Explain.

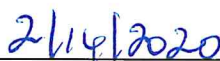
E-campus will pay for the adaptation of the existing face-to-face courses to meet online course delivery requirements.

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 checked="" type="checkbox"/> New Program-Certificate <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>Computer Science</td> </tr> <tr> <td>College</td> <td>Science</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Departmental Certificate in Game Design</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	Computer Science	College	Science	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Departmental Certificate in Game Design	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	Computer Science														
College	Science														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	Departmental Certificate in Game Design														
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	02/03/2020	Council on Academic Affairs	2/20/20
College Curriculum Committee	2.17.20	Faculty Senate**	3/2/20
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.)

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

Create a new certificate

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 departmental certificate in Game Design has been designed based on recommendations from our advisory board, current student and alumni suggestions, and industry growth trends. The number of gaming job postings for roles requiring virtual reality and augmented reality has risen an impressive 93% since 2015, with 17% of the growth taking place in 2018. The industry has developed into an entertainment behemoth, racking up estimated revenues of \$36 billion in the U.S. in 2017, according to the Entertainment Software Association. Parallel graduate certificates will be going online with e-campus.

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

Personnel Impact: n/a

Operating Expenses Impact: E-campus is providing financial support for course development and marketing

Equipment/Physical Facility Needs: n/a

Library Resources: n/a

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

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

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

New or Revised* Catalog Text

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

Part III. Recording Data for Revised or Suspended Program

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

Revised* Program Text

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

Departmental Certificate in Game Design

Requirements.....12 hours

A student may qualify for a Certificate in Game Deign by completing INF 511, 512, 513 and 515.

New Minor, Concentration, University Certificate or Department Certificate

Proposal Approval Form

Certificate in Computer Game Design

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?

There is a strong demand for **computer game design** programs. Kentucky has seen tremendous growth in the game development sector in just the past few years, there are now over 30 developers in the state and this number is growing rapidly. The proposed undergraduate certificate program will attract students by providing a good game design education.

ECU eCampus will provide marketing service. The Computer Science Department will also perform recruitment functions.

The ECU Gaming Institute already has a strong presence in many national and regional meetings in the game industry. Currently in planning for its 5th year, the Vector Conference hosted over 200 professionals and students from the game industry in 2019. While attracting many people from out-of-state, this conference will also be a venue to exhibit student work to prospective students and prospective employers/publishers. Booths at conferences and exhibitions will be used to advertise the program at LexPlay, GDEX, Gen Con, WVGameExpo, etc.

A strong web presence will be maintained at <http://gaming.ecu.edu>, as well as social media accounts, while participating in international rankings surveys by the Princeton Review. Posters highlighting the program will also be sent to academic departments in Kentucky and surrounding states. The College Recruiter will help with outreach recruitment.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

Kentucky has seen tremendous growth in the game development sector in just the past few years, there are now over 30 developers in the state and this number is growing rapidly. Moreover, the barriers for entry are very low. An individual, spending less than \$1000, can publish a game for sale on Apple's App Store, Google's Play Store, and Amazon's Appstore, Steam, and nearly instantly start receiving revenue from sales of those apps. However, publishing a game that people want to purchase and play take knowledge and practice.

The video game industry has seen tremendous growth and new sectors such as independent game development have led to new opportunities in the field. CNN Money/Payscale ranked "video game designer" as 33 out of 100 best jobs in America. The Median pay is \$81,600 and there is an estimated 10-year job growth of 13%. (<http://money.cnn.com/gallery/pf/2017/01/05/best-jobs-2017/33.html>) In that same article, CNN Money/Payscale ranked Mobile App Developer as 1 out of 100 best jobs in America. This job has a median pay of \$97,100 with an estimated 10-year job growth of 19%. (<http://money.cnn.com/gallery/pf/2017/01/05/best-jobs-2017/index.html>) This job has extensive overlap with game design due to the large portion of mobile apps that are games.

Finally, principles of game design are being applied across many new disciplines. On September 1st, 2015, Forbes columnist Bernard Marr called gamification a technology trend that will make or break many careers: "Gamification is going to move into more and more realms of our life not so much because it's the hot new thing, but because it's psychologically proven to work. Companies like Microsoft are using gamification to motivate their sales force, while other entities are using it in education and personal development. The opportunities in this arena are growing all the time." (http://www.forbes.com/sites/bernardmarr/2015/09/01/7-technology-trends-that-will-make-or-break-many-careers/?utm_campaign=ForbesTech&utm_source=TWITTER&utm_medium=social&utm_channel=Technology&linkId=16729449)

As more companies look to apply the motivating factors of games to other areas outside of entertainment, students with game design experience will be able to move to these different markets without retraining. Companies focused on healthcare, insurance, human resources, and education are all investing heavily on building game design expertise.

The proposed certificate program attracts students in all majors who want to bolster their job qualification by supplementing their education with game design skill sets. Completion of the certificate is beneficial for students in finding jobs. In the point of view of the employers, certification is a powerful way for them to find quality talent to work in today's technological work environment. According to the IT Certification Council (ITCC)'s employer survey in 2016, when seeking quality talent, 66% of employers report paying higher salaries to certified candidates (<http://connectingcredentials.org/2016-state-certification-report-certifications-help-employers-hire-better-talent-empower-employees/>).

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

There are nine full time faculty with a PhD or Masters degrees in computer science and they all have taught computer game design courses. In addition, there are two part-time faculty with over 10 years of industrial game development experience. There are sufficient faculty resources to teach the curriculum.

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.

All required courses already exist as 500/700-level courses. Hence the only perceived costs will involve adapting the courses for online delivery. E-campus will pay instructors to adapt two courses in summer 2020. If the certificate attracts a lot of students, we might have to add sections for the required courses, but that would be paid for by the increased enrollment. Advising will be shared by existing E-Campus staff and Computer Science Department faculty members.

From the Dean

How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

A. New Resources. Explain.

E-campus will pay for the adaptation of the existing face-to-face courses to meet online course delivery requirements.

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

2/14/2020

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 checked="" type="checkbox"/> New (Certificate) (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.	Natural Areas Science Graduate Certificate in Environmental Education ± If Title is longer than 30 characters see Part IV to provide abbreviation
---	--	--

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	NA	Council on Academic Affairs	4/16/20
College Curriculum Committee	1/27/20	Faculty Senate**	5/4/20
General Education Committee*	NA	Board of Regents**	PENDING
Teacher Education Committee*	3/3/20	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	2/21/20		

*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 graduate certificate in environmental education

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

Fall 2021

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

B. The justification for this action:

A 12-hour Environmental Education P-12 Certification Endorsement program is already in place at ECU. However, the current endorsement program is only for graduate students who are also K-12 teachers. We intend to expand the reach of the existing endorsement through the creation of a certificate in environmental education, which will appeal to current undergraduate students, as well as graduates who already have degrees, but who wish to return to school to gain additional credentials.

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

Personnel Impact: n/a

Operating Expenses Impact: Rather than a cost, the proposed certificate will enhance efficiency by increasing enrollment in the under-enrolled courses already offered in support of the existing graduate-only environmental education endorsement. No new costs are anticipated in the creation of the certificate. If the program is highly successful, larger sections/additional sections of the required courses may need to be offered. However, there is currently room for increased enrollment in all of the courses in the proposed curriculum.

Equipment/Physical Facility Needs: n/a

Library Resources: n/a

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.)

Certificate in Environmental Education (12 hours)**Core Requirements (6 hours):**

BIO 590/790 Ecology for Teachers (3 hours)

EMS 561/761 Environmental Education Essentials (3 hours)

Content Area Requirements (6 hours from the following options):

BIO 500/700 Environmental Issues OR GEO 302W Global Environmental Problems

CHE 501/701 Chemtopics: Environmental Chemistry

EMS 563/763 Teaching Environmental Education

REC 590/790 Teaching in the Outdoors

UNP 500/700 Study Abroad: Environmental Service Learning Project

This Environmental Education Certificate does not lead to teacher certification or to a professional teaching license, although some of these courses can be used towards licensure.

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.

**New Minor, Concentration, University Certificate
or Department Certificate Proposal Approval Form**
Graduate Certificate in Environmental Education

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?

A 12-hour Environmental Education P-12 Certification Endorsement program is already in place at ECU. However, the current endorsement program is only for graduate students who are also K-12 teachers. We intend to expand the reach of the existing endorsement through the creation of a **Graduate Certificate in Environmental Education**, which will appeal to current undergraduate students, as well as graduate students who already have degrees, but who wish to return to school to gain additional credentials.

The proposed certificate will attract students in fields beyond education, including majors in biology, wildlife management, chemistry, geosciences, recreation and park administration, among others. Many students in these majors seek careers in both formal and non-formal education upon graduation working for non-governmental organizations, governmental and extension offices, nature centers, and parks. A university certificate in environmental education will provide the training, skills, and credentials to

enhance these students' success on the job market. Job demand within environmental fields is expected to grow by 8% over the next decade nationally, and by 13% in Kentucky, according to the U.S. Bureau of Labor Statistics. This is rated as "faster than average" growth.

The marketing plan for this certificate includes:

- Creating an attractive informational brochure in cooperation with Shannon McCarthy in the ECU Department of Art and Design.
- Promoting the certificate at high schools, career fairs, and recruitment events throughout the state, in cooperation with the College of Science's STEM Recruitment and Outreach coordinator.
- Showcasing the certificate at Spotlight events and activities hosted by the Division of Natural Areas.
- Featuring the certificate on ECU webpages and social media platforms.
- Promoting the certificate in cooperation with the Kentucky Association of Environmental Education and the North American Association for Environmental Education, with which ECU's Center for Environmental Education is already a partner.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

Acquiring the skills and credentials to become a certified environmental educator is of great benefit to a diversity of majors at ECU. The certificate will provide a skillset that enhances and diversifies job marketability, especially as demand for knowledge in the environmental sciences continues to grow. Environmental topics like global climate change, natural resource management, water quality, and land use change will continue to increase in importance in the coming decades. Job demand within environmental fields is expected to grow by 8% over the next decade nationally, and by 13% in Kentucky, according to the U.S. Bureau of Labor Statistics. This is rated as "faster than average" growth.

The proposed environmental education certificate will be administered within the College of Science's Division of Natural Areas, which works closely with the Kentucky Association for Environmental Education (KAEE) and the Kentucky Environmental Education Council (KEEC). Likewise, the Division has an excellent and longstanding relationship with the North American Association for Environmental Education (NAAEE). The existing

environmental education endorsement for graduate students is accredited by the NAEE, and was one of only two environmental education programs nationally recognized by the National Council for the Accreditation of Teacher Education (NCATE).

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

The courses in the proposed certificate in environmental education already exist and are taught regularly by qualified and experienced faculty with graduate degrees in relevant fields. No new courses or additional faculty are required for the certificate. Courses in the certificate currently have enrollments allowing for growth.

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.

Rather than a cost, the proposed certificate will enhance efficiency by increasing enrollment in the courses already offered in support of the existing graduate-only environmental education endorsement. No new costs are anticipated in the creation of the certificate. If the program is highly successful, larger sections/additional sections of the required courses may need to be offered. However, there is currently room for increased enrollment in all of the courses in the proposed curriculum.

Graduate Certificate in Environmental Education (12 hours)

Core Requirements (6 hours):

BIO 590/790 Ecology for Teachers (3 hours)

EMS 561/761 Environmental Education Essentials (3 hours)

Content Area Requirements (6 hours from the following options):

BIO 500/700 Environmental Issues OR GEO 302W Global Environmental Problems

CHE 501/701 Chemtopics: Environmental Chemistry

EMS 563/763 Teaching Environmental Education

REC 590/790 Teaching in the Outdoors

UNP 500/700 Study Abroad: Environmental Service Learning Project

From the Dean

How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

A. New Resources. Explain.

Not applicable

B. Reallocation of resources. Explain.

Not applicable

I have thoroughly reviewed the proposal and the above responses and I support the proposal moving forward.



Dean's Signature

2/5/2020

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 checked="" type="checkbox"/> New (Certificate) (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.	Natural Areas Science Certificate in Environmental Education ± If Title is longer than 30 characters see Part IV to provide abbreviation
---	--	---

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	NA	Council on Academic Affairs	4/16/20
College Curriculum Committee	1/27/20	Faculty Senate**	5/4/20
General Education Committee*	NA	Board of Regents**	PENDING
Teacher Education Committee*	3/3/20	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.)

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

Create a new undergraduate certificate in environmental education

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

Fall 2021

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

B. The justification for this action:

A 12-hour Environmental Education P-12 Certification Endorsement program is already in place at ECU. However, the current endorsement program is only for graduate students who are also K-12 teachers. We intend to expand the reach of the existing endorsement through the creation of a university certificate in environmental education, which will appeal to current undergraduate students, as well as graduates who already have degrees, but who wish to return to school to gain additional credentials.

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

Personnel Impact: n/a

Operating Expenses Impact: Rather than a cost, the proposed certificate will enhance efficiency by increasing enrollment in the under-enrolled courses already offered in support of the existing graduate-only environmental education endorsement. No new costs are anticipated in the creation of the certificate. If the program is highly successful, larger sections/additional sections of the required courses may need to be offered. However, there is currently room for increased enrollment in all of the courses in the proposed curriculum.

Equipment/Physical Facility Needs: n/a

Library Resources: n/a

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.)

Certificate in Environmental Education (12 hours)**Core Requirements (6 hours):**

BIO 590/790 Ecology for Teachers (3 hours)

EMS 561/761 Environmental Education Essentials (3 hours)

Content Area Requirements (6 hours from the following options):

BIO 500/700 Environmental Issues OR GEO 302W Global Environmental Problems

CHE 501/701 Chemtopics: Environmental Chemistry

EMS 563/763 Teaching Environmental Education

REC 590/790 Teaching in the Outdoors

UNP 500/700 Study Abroad: Environmental Service Learning Project

This Environmental Education Certificate does not lead to teacher certification or to a professional teaching license, although some of these courses can be used towards licensure.

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.

**New Minor, Concentration, University Certificate
or Department Certificate Proposal Approval Form**
Undergraduate Certificate in Environmental Education

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?

A 12-hour Environmental Education P-12 Certification Endorsement program is already in place at ECU. However, the current endorsement program is only for graduate students who are also K-12 teachers. We intend to expand the reach of the existing endorsement through the creation of an **Undergraduate Certificate in Environmental Education**, which will appeal to current undergraduate students, as well as graduate students who already have degrees, but who wish to return to school to gain additional credentials.

The proposed certificate will attract students in fields beyond education, including majors in biology, wildlife management, chemistry, geosciences, recreation and park administration, among others. Many students in these majors seek careers in both formal and non-formal education upon graduation working for non-governmental organizations, governmental and extension offices, nature centers, and parks. A university certificate in environmental education will provide the training, skills, and credentials to

enhance these students' success on the job market.

The marketing plan for this certificate includes:

- Creating an attractive informational brochure in cooperation with Shannon McCarthy in the ECU Department of Art and Design.
- Promoting the certificate at high schools, career fairs, and recruitment events throughout the state, in cooperation with the College of Science's STEM Recruitment and Outreach coordinator.
- Showcasing the certificate at Spotlight events and activities hosted by the Division of Natural Areas.
- Featuring the certificate on ECU webpages and social media platforms.
- Promoting the certificate in cooperation with the Kentucky Association of Environmental Education and the North American Association for Environmental Education, with which ECU's Center for Environmental Education is already a partner.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

Acquiring the skills and credentials to become a certified environmental educator is of great benefit to a diversity of majors at ECU. The certificate will provide a skillset that enhances and diversifies job marketability, especially as demand for knowledge in the environmental sciences continues to grow. Environmental topics like global climate change, natural resource management, water quality, and land use change will continue to increase in importance in the coming decades. As a result, job demand within environmental fields is expected to grow by 8% over the next decade nationally, and by 13% in Kentucky, according to the U.S. Bureau of Labor Statistics. This is rated as "faster than average" growth.

The proposed environmental education certificate will be administered within the College of Science's Division of Natural Areas, which works closely with the Kentucky Association for Environmental Education (KAEE) and the Kentucky Environmental Education Council (KEEC). Likewise, the Division has an excellent and longstanding relationship with the North American Association for Environmental Education (NAAEE). The existing environmental education endorsement for graduate students is accredited by the NAAEE, and was one of only two environmental education programs nationally recognized by the National Council for the Accreditation of Teacher

Education (NCATE).

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

The courses in the proposed certificate in environmental education already exist and are taught regularly by qualified and experienced faculty with graduate degrees in relevant fields. No new courses or additional faculty are required for the certificate. Courses in the certificate currently have enrollments allowing for growth.

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.

Rather than a cost, the proposed certificate will enhance efficiency by increasing enrollment in the under-enrolled courses already offered in support of the existing graduate-only environmental education endorsement. No new costs are anticipated in the creation of the certificate. If the program is highly successful, larger sections/additional sections of the required courses may need to be offered. However, there is currently room for increased enrollment in all of the courses in the proposed curriculum.

Undergraduate Certificate in Environmental Education (12 hours)

Core Requirements (6 hours):

BIO 590/790 Ecology for Teachers (3 hours)

EMS 561/761 Environmental Education Essentials (3 hours)

Content Area Requirements (6 hours from the following options):

BIO 500/700 Environmental Issues OR GEO 302W Global Environmental Problems

CHE 501/701 Chemtopics: Environmental Chemistry

EMS 563/763 Teaching Environmental Education

REC 590/790 Teaching in the Outdoors

UNP 500/700 Study Abroad: Environmental Service Learning Project

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

2/25/2020
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 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%;">Computer Science</td> </tr> <tr> <td>College</td> <td>Science</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Master of Science in (M.S.) in Applied Computing</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	Computer Science	College	Science	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Master of Science in (M.S.) in Applied Computing	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	Computer Science														
College	Science														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	Master of Science in (M.S.) in Applied Computing														
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	01/15/2020	Council on Academic Affairs 2/20/20
College Curriculum Committee	1/27/20	Faculty Senate** 3/2/20
General Education Committee*	NA	Board of Regents** Pending
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***
Graduate Council*	Pending 2.21.20	

*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.)

Revise the title of the program and the concentrations in the 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 original title, Master of Science in Applied Computing, does not reflect the contents of the program, and people might confuse it with Computer Information Systems (Business School). The department believed it's necessary to correct and change the title of the program to Master of Science in Computer Science, revise its concentrations, and offer online courses for the concentrations. The department expects increasing enrollment after those revisions. E-campus is supportive of putting the entire MS program online. Each of the MS concentrations will also be Graduate level certificates.

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

Personnel Impact: n/a

Operating Expenses Impact: E-campus is providing financial support for course development and marketing.

Equipment/Physical Facility Needs: n/a

Library Resources: n/a

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 SCIENCE (M.S.)

~~Applied Computing~~ Computer Science

CIP Code: 11.0101

I. GENERAL INFORMATION

The Department of Computer Science offers the Master of Science degree in ~~Applied Computing~~ Computer Science with concentrations in Software Engineering and Computer Security, Business Intelligence, Industrial Computing, and Computational Data Science ~~Artificial Intelligence in Data Science, Cyber Security and Digital Forensics, and Game Design.~~

Program Objectives

The objectives of the Master of Science in ~~Applied Computing~~ Computer Science program are:

1. To provide an advanced degree accessible to computing professionals ~~(offered evenings and weekends).~~
2. To improve the technical skills of computing professionals.
3. To improve the business skills of computing professionals, especially those in contracting positions.
4. To teach the analysis and design skills needed to make wise technical choices.
5. To provide in-depth studies in specific areas of computing.
6. To provide capable computing consultants.
7. To provide teachers for community colleges and technical schools.
8. To teach legal, social, and ethical issues related to computer professionals. The legal issues include obligations and liabilities.

II. ADMISSION REQUIREMENTS

To be eligible for a clear admission to graduate standing applicants must have

- (1) a baccalaureate degree from an accredited institution with minimum grade point average (GPA) of 2.75 overall, or 3.0 on the last 60 semester hours of the baccalaureate program. and
- (2) one of the following:
 - (a) Satisfactory scores on GRE or GMAT. The expected satisfactory score is 149 or higher on Quantitative portion of the GRE or 37 points or higher on the Quantitative portion of the GMAT.
 - (b) A bachelor's, master's or PhD degree in Science, Technology, Engineering or Math with a GPA of at least 3.0.
- (3) at least a "C" in CSC 190 and 191, or equivalent courses.

III. PROGRAM REQUIREMENTS

Students must complete 30 graduate hours* in the program as outlined below, including 15 credit hours from 800-level courses and at least 15 credit hours from CSC courses.

~~For students concentrating in Software Engineering and Computer Security, Business Intelligence, Industrial Computing, and Computational Data Science, at least half of the course work (i.e., 15 credit hours) must be CSC courses. Additionally, all students must pass a written comprehensive examination designed to test the student's general knowledge of his/her program of study.~~

* Some graduate level courses may require undergraduate courses as prerequisites.

Curriculum for the ~~Applied Computing~~ Computer Science Program

Core Requirements.....15 hours

CSC 730, 745, 815, 834, 890.

Concentration in Software Engineering and Computer Security.....12 hours

CSC 825, 831, 835; one of CSC 720, 742, 744, 747, 748 or 749.

Concentration in Business Intelligence.....12 hours

Select 12 credits of 800-level MBA courses. Recommend the MBA Level 1 certificate courses.

Concentration in Industrial Computing.....12 hours

AEM 706, 801, 804, 805.

Concentration in Computational Data Science.....12 hours

Two courses selected from CSC 746, 781, 782, 783, 831; two courses selected from STA 700, 775, 780, 785, 840. (Must select at least 6 credits of 800-level courses in concentration and/or electives.)

Electives.....3 hours

Select 3 hours of electives from 700 or 800 level AEM, CSC, MAT, MBA, or STA courses. Credit in a student's declared concentration does not apply toward the elective requirements.

Exit Requirement

GRD 857d

Total Curriculum Requirements.....30 hours

Core Requirements12 hours

CSC 730, 815, 831, and 834.

Concentration in Artificial Intelligence in Data Science12 hours

CSC 746, 781, 782, and 783.

Concentration in Cyber Security and Digital Forensics12 hours

CSC 736, 737, 744, and 747.

Concentration in Game Design12 hours

INF 711, 712, 713 and 715.

Electives6 hours

Select 6 hours of electives from CSC 825, 835, 839 and 890.

Total Curriculum Requirements30 hours

IV. EXIT REQUIREMENTS

Comprehensive Examination Each candidate, near the end of the Master's program, must pass a two-hour written examination designed to test the student's general knowledge of his/her program of study.

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

Part I

(Check one)	Department Name	Department of Accounting, Finance, and Information Systems
<input type="checkbox"/> New Course (Parts II, IV)	College	Business and Technology
<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	B.B.A. Finance
<input type="checkbox"/> Program Suspension (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
<input checked="" type="checkbox"/> Program Revision (Part III)	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	2/4/2020	Council on Academic Affairs	2/20/20
College Curriculum Committee	2/6/2020	Faculty Senate**	3/2/20
General Education Committee*	N/A	Board of Regents**	Pending
Teacher Education Committee*	N/A	EFFECTIVE ACADEMIC TERM***	Fall 2020
Graduate Council*	N/A		

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

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

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Add a Business Finance Concentration to the Finance Curriculum.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2020</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>We are planning to add Finance as an e-Campus program to help generate credit hours and revenue. The two existing finance programs were designed for very specific career paths. We believe that a more general option is the best approach to putting Finance on e-Campus, that it will attract more students and make it easier for our students to schedule classes and graduate in four years.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

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

Finance B.B.A.
CIP Code: 52.0801

UNIVERSITY GRADUATION REQUIREMENTS

- General Education..... 36 hours
- Student Success Seminar..... 1 hour
- (BTO 100; waived for transfers with 30+ hrs)
- Writing Intensive Course (hours incorporated into Major/ Supporting/Gen Ed/Free Electives category)
- Upper division courses (42 hrs. distributed throughout Major/ Supporting/Gen Ed/Free Electives categories)
- ACCT -Finance majors will fulfill ACCT with GBU 480. (Credit hours may be incorporated into Major or Supporting requirements)
- Total Hours University Graduation Requirements..... 37 hours

MAJOR REQUIREMENTS

College Requirements:

BTS 300 (CR only, no hours) and BTS 400 (CR only, no hours).

Core Courses:

Pre-Business Core..... 12 hours

ACC 201, 202; GBU 204; QMB 200.

Business Core..... 21 hours

CCT 300W; CIS 300; FIN 300; GBU 480; MGT 300, 370;

MKT 300.

Finance Requirements.....30 hours

FIN 201, 301; and one of the following concentrations:

Business Finance Concentration:

FIN 304, 324, 420, RMI 370 and twelve hours of upper-division Finance classes or other upper-division classes as approved by the department.

Managerial Finance Concentration:

ACC 301, 302, 327; FIN 310, 330, 410, 424; three hrs from ACC 322, 425, 501, 525, FIN 311, 324, 349, 420.

Financial Planning Concentration:

ACC 322; FIN 311, 324, 420;RMI 370, 374, 474; three hrs from FIN 310, 330, 349, 410, 424, RMI 380.

Supporting Course Requirements..... 9 hours

CIS 212 or INF 104; ECO 230(^GElement 5B), 231; MAT 112

(^GElement 2) or 211(^GElement 2); PSY 200 or 200W or SOC131.

^G = Course also satisfies a General Education element.

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

Free Electives (non-business courses)..... 11 hours

TOTAL HOURS TO COMPLETE DEGREE..... 120 hours

Finance (BBA) Program's Curriculum Objective Map 1- introduce learning goals (update or initial reflection) 2- Reinforced learning goals 3 - Mastered learning goals 4- Assessed learning goals (assignments, etc.)		Critical Thinking: Students will use critical thinking skills to review, distinguish, organize, and evaluate information leading to their making sound decisions and solving problems.	Critical Reading: Students develop the critical reading skills needed for deep learning and read with purpose.	Communications: Students will communicate effectively in written, oral, and presentations.	Core Knowledge: Students will demonstrate a comprehensive foundation of global business principles, methods, issues, and technologies.	Professional Skills: Students will display the technical and professional skills necessary for success in financial services.
CORE REQUIREMENTS						
FIN 201	Personal Money Management	1	1	1	2	2
FIN 300	Business Finance I	2	2	2	2	N/A
FIN 301	Corporate Finance	3	3	3	3	N/A
BUSINESS FINANCE CONCENTRATION						
FIN 304	Financial Institutions	2	2	2	2	2
FIN 324	Principles of Investments	2	2	2	2	N/A
FIN 420	Investment and Portfolio Theory	4	3	4	3	N/A
RMI 370	Principles of Risk & Insurance	1	1	1	1	1
MANAGERIAL FINANCE CONCENTRATION						
ACC 301	Intermediate Accounting I	2	2	2	2	2
ACC 302	Intermediate Accounting II	2	2	2	2	2
ACC 322	Tax I	3	3	2	2	3
ACC 327	Cost Accounting	2	2	2	2	2
FIN 310	Entrepreneurial Finance	1	1	2	2	2
FIN 311	Personal Financial Planning	2	2	2	2	N/A
FIN 324	Principles of Investments	2	2	2	2	N/A
FIN 330	Principles of International Finance	3	3	3	3	N/A
FIN 349	Applied Learning in Finance	N/A	3	3	3	N/A
FIN 410	Financial Analysis and Valuation	4	4	4	3	N/A
FIN 420	Investment and Portfolio Theory	4	4	4	3	N/A
FIN 424	Derivatives Valuation and Accounting	4	3	4	3	N/A
FINANCIAL PLANNING CONCENTRATION						
FIN 310	Entrepreneurial Finance	1	1	2	2	2
FIN 311	Personal Financial Planning	2	2	2	2	N/A
FIN 324	Principles of Investments	2	2	2	2	N/A
FIN 330	Principles of International Finance	3	3	3	3	N/A
FIN 349	Applied Learning in Finance	N/A	3	3	3	N/A
FIN 410	Financial Analysis and Valuation	4	4	4	3	N/A
FIN 420	Investment and Portfolio Theory	4	4	4	3	N/A
FIN 424	Derivatives Valuation and Accounting	4	4	4	3	N/A
ELECTIVES						
FIN 304	Financial Institutions	2	2	2	2	2
FIN 315	Financial Statements and Loan Analysis	3	3	3	3	3
FIN 349 A-N	Cooperative Study: Finance	2	3	3	3	N/A
FIN 390S	Community Financial Literacy	3	3	3	3	N/A
FIN 437	Bank Management	4	4	4	3	4
FIN 450	Project in Finance	4	4	4	4	N/A
FIN 490	Special Problems in Finance	4	4	4	4	N/A

New Minor, Concentration, University Certificate or Department Certificate

Proposal Approval Form

Business Finance Concentration

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?

This concentration provides a more general option for our finance degree, which is a better approach for adding Finance as an eCampus option. Existing Finance programs were designed for very specific career paths. This more general program is a better fit for eCampus. It leverages courses already developed for eCampus, and the flexibility it provides will facilitate students' degree completion in four years. We believe this option will be an attractive option for on-campus students as well. ECU's eCampus will be responsible for marketing the program.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

Based on market research by eCampus, we have determined that a general Finance program will attract students to ECU's online program and contribute to enrollment growth.

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

This proposed concentration arose as part of a review of existing Finance concentrations. It will utilize the same resources as current Finance programs. Any adjunct faculty or facilitator positions will be funded by eCampus. Additional revisions are in process for existing Finance concentrations to better align resources with industry demand and student interest; these revisions will be moving through the curriculum change process in the near future.

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.

If growth in Finance online justifies, additional faculty and staff support will be needed, and will be funded by eCampus.

From the Dean

How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

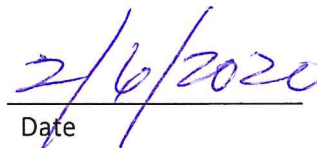
A. New Resources. Explain.

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 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%;">Agriculture</td> </tr> <tr> <td>College</td> <td>Business and Technology</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>B.S. Agriculture (Pre-Veterinary)</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	Agriculture	College	Business and Technology	*Course Prefix & Number		*Course Title (full title±)		*Program Title	B.S. Agriculture (Pre-Veterinary)	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	Agriculture														
College	Business and Technology														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	B.S. Agriculture (Pre-Veterinary)														
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	1/23/2020	Council on Academic Affairs 2/20/20
College Curriculum Committee	2/6/2020	Faculty Senate** 3/2/20
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.)

- A. 1. Specific action requested:** (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
1. Change name of major from Agriculture Pre-Veterinary to Animal and Veterinary Sciences
 2. Create a new concentration for Animal Science
 3. Change name of "Veterinary School Requirements" to "Pre-Veterinary"
 4. Combine "Core Courses Requirements" and "Core Requirements" to just one common core section for both concentrations
 5. Move some of the courses from the two original core sections to the appropriate concentration, such as Genetics with be an option for the Science elective in Pre-Veterinary and any requirements for Auburn.
 6. Delete BS AGR Pre-Veterinary Transfer Pathway
- 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:

1. Updating the title of the major allows for the new Animal Science concentration to be included. It also allows identification of to both Animal Sciences and Veterinary sciences.
2. The proposed Animal Science concentration will place more emphasis on higher level science and math courses than the original concentration under the BS in AGR major. It will allow more flexibility for students than the General Pre-Vet concentration which changes to meet the requirements for Auburn College of Veterinary Medicine as required. The concentration will prepare students for careers that have higher earning potential in veterinary medicine and animal science field such as graduate study, research and development, sales, and consulting in pharmaceuticals, nutrition, genetic selection and breeding, reproduction and artificial insemination to name a few.
3. The proposed changes for the Veterinary concentration updates our course requirements to reflect the changes Auburn has made. The partnership between ECU and Auburn College of Veterinary Medicine has been long standing which allows Kentucky students to apply for an allocated 37 seats making Kentucky students one-third of Auburn Vet Medicine students.
4. Changing the existing "Additional Veterinary School Requirements" to "Pre-Veterinary" concentration expands opportunities for more career specific focus while maintaining credit hours required for the degree.
5. Deleting the Transfer Pathway has no effect. There has only been one student complete this option.

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

Personnel Impact: N/A

Operating Expenses Impact: N/A

Equipment/Physical Facility Needs: Current equipment and facilities are adequate.

Library Resources: N/A

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.)

BACHELOR OF SCIENCE
AGRICULTURE PRE-VET
ANIMAL AND VETERINARY SCIENCES

CIP 01.1302

(Proposed for Fall 2020)

UNIVERSITY GRADUATION REQUIREMENTS

- General Education36 hours
- Student Success Seminar (BTO 100; 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 - Agriculture majors will fulfill ACCT with AGR 499 or AGR 509. (Credit hours are incorporated into major requirements below.)

Total Hours University Graduation Requirements37 hours

MAJOR REQUIREMENTS

College Requirements: Professional Skills Seminar1 hour
AGR 305(1).

Core Courses Requirements.....22-24 31-33 hours
AGR 125, 126(1), 304(4), 308, 321(4), 424 and 411(1); 3 hours from 301, 302, or 349; one of the following: AGR 310, 350, or 440; AGR 499 or 509; two production classes from AGR 255, 326, 327(4), 328(4), 329(4), 332, or 380(4); two animal science courses from AGR 373, 374, 375, or 376.

Core Requirements18 hours
AGR 125, 126(1), 304(4), 308, 349(3), and 411(1); one of the following: AGR 310, 350, or 440.

CONCENTRATIONS (select one):

Veterinary School Pre-Veterinary.....17-21 12-13 hours
AGR 421; select three animal science courses from AGR 312(4), 372, 373, 374, 375, 376, or 377.
CHE 361/361L and 362/362L; AGR 374 or BIO 315 (4); select two of the following science electives: BIO 320(4), 348, 546(4), CHE 430 or PHY 132(5). Courses listed are those required by Auburn School of Veterinary Medicine for students with a Baccalaureate degree prior to starting veterinary school.

Animal Science.....14-16 hours
AGR 225 or 330(2); select four animal science courses from AGR 312(4), 372, 373, 374, 375, or 376, 377, or 421. CHE 361/361L and 362/362L, AGR 374 or BIO 315 (4); select two of the following science electives from 320(4), 348, 546(4), CHE 430, or PHY 132(5). Courses listed are those required by Auburn School of Veterinary Medicine for students with a Baccalaureate degree prior to starting veterinary school.

Supporting Course Requirements

All Concentrations13-15 14 hours
BIO(^GElement 4) 111(4), 112(4), ~~334~~; CHE(^GElement 4) 111/111L, 112/112L, 361/361L; ECO 120 (^GElement 5B). ~~select one class from: MAT(^GElement 2) 120, 122 (5), 211, or 234(4); PHY 131(5).~~

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

Pre-Veterinary.....18-23 hours
Select one class from: MAT(^GElement 2) 120, 122 (5), 211, or 234(4); BIO 331; CHE 362/362L; PHY 131(5); select two of the following science electives: AGR 374 or BIO 315 (4), 320(4), 348, 546(4), CHE 430 or PHY 132(5). Courses listed will meet requirements for Auburn College of Veterinary Medicine for students with a Baccalaureate degree prior to starting veterinary school.

Animal Science.....9-16 hours
MAT(^GElement 2) 112A and 112B, 114, 120, 122 (5), 211, or 234(4); STA 215 or 270(4); select two science electives from AGR 374 or BIO 315, 320(4), 331, 348, 546(4), CHE 362/362L, CHE 430, PHY 131(5) or PHY 132(5).

Free Electives219 4-12 0-14 hours

TOTAL HOURS TO COMPLETE DEGREE120-121 hours

Agriculture (B.S.) Animal and Veterinary Sciences Program's Curriculum Objective Map 1- introduce learning goals (update or initial reflection) 2- Reinforced learning goals 3 - Mastered learning goals 4- Assessed learning goals		11-15 SLO Critical Thinking Students will demonstrate critical thinking	11-15 SLO Communication Students will demonstrate effective group and interpersonal skills	11-15 SLO Core Knowledge Students will successfully engage in applied learning and practical work experience activities.	11-15 SLO Pre-professional -Veterinary Science Prepare students for matriculation in a veterinary medicine program or other appropriate post baccalaureate program
COLLEGE REQUIREMENTS					
AGR 305	Professional Skills Seminar		2		1
CORE REQUIREMENTS					
AGR 125	Principles of Animal Science	1	1	1	1
AGR 126	Animal Science Laboratory	1	1	1	1
AGR 255	Companion Animal Management			1	2
AGR 301	Directed Work Experience	1		2	
AGR 302	Directed Work Experience Management	2		4	
AGR 304	Pest Management		2	1	1
AGR 308	Agricultural Economics	2		3	
AGR 310	Principles of Agribusiness Management	1		1	
AGR 321	Feeds and Feeding	2	2	2	2
AGR 326	Light Horse Production and Management	2		2,3	2
AGR 327	Beef Production	3		2,3	2
AGR 328	Swine Production	3	2	2,3	2
AGR 329	Sheep and Goat Production	3		2,3	2
AGR 332	Poultry Production and Management	3			2
AGR 349	Applied Learning in Agriculture	4		4	3
AGR 350	Agricultural Marketing			1	
AGR 380	Technical Management of Dairy Cattle	3		2,3	2
AGR 411	Senior Seminar		3,4		1
AGR 440	Agricultural Financing			1	
AGR 499	Agricultural Advocacy and Issues Capstone	4	3,4		
AGR 509	Agricultural Research Methods and Interpretation	4		1	
Pre-Vet Concentration					
AGR 312	Ecology and Management of Grasslands and	2			1
AGR 372	Topics and Laboratories in Animal Science		3	2	2
AGR 373	Animal Diseases	2			2
AGR 374	Genetics of Livestock Improvement	2			2
AGR 375	Reproduction and Artificial Insemination of	2			2
AGR 376	Anatomy and Physiology of Domestic Animals	2			2
AGR 377	Livestock Behavior and Welfare	2			1
AGR 421	Animal Nutrition	3		2	2

Agriculture (B.S.) Animal and Veterinary Sciences Program's Curriculum Objective Map 1- introduce learning goals (update or initial reflection) 2- Reinforced learning goals 3 - Mastered learning goals 4- Assessed learning goals		11-15 SLO Critical Thinking Students will demonstrate critical thinking	11-15 SLO Communication Students will demonstrate effective group and interpersonal skills	11-15 SLO Core Knowledge Students will successfully engage in applied learning and practical work experience activities.	11-15 SLO Pre-professional -Veterinary Science Prepare students for matriculation in a veterinary medicine program or other appropriate post baccalaureate program
Animal Science Concentration					
AGR 225	Evaluation and Selection of Livestock	2	2	2	2
AGR 312	Ecology and Management of Grasslands and	2			1
AGR 330	Animal Products	2		2	2
AGR 372	Topics and Laboratories in Animal Science		3	2	2
AGR 373	Animal Diseases	2			2
AGR 374	Genetics of Livestock Improvement	2			2
AGR 375	Reproduction and Artificial Insemination of	2			2
AGR 376	Anatomy and Physiology of Domestic Animals	2			2
AGR 377	Livestock Behavior and Welfare	2			1
AGR 421	Animal Nutrition	3		2	2
Supporting Course Requirements					
BIO 111	Cell and Molecular Biology				1
BIO 112	Ecology and Revolution				1
CHE 111	General Chemistry I				1
CHE 111L	General Chemistry Lab I				1
CHE 112	General Chemistry II				1
CHE 112L	General Chemistry Lab II				1
CHE 361	Organic Chemistry				2
CHE 361L	Organic Chemistry Lab				2
ECO 120	Economic Reasoning and Issues				1
Additional Pre-Vet Supporting Course Requirements					
AGR 374	Genetics of Livestock Improvement				2
BIO 315	Genetics				2
BIO 320	Principles of Microbiology				2
BIO 331	Cell Biology				2
BIO 348	Vertebrate Phisiology				3
BIO 546	Histology II				3
CHE 362	Organic Chemistry II				2
CHE 362L	Organic Chemistry II Lab				2
CHE 430	Biochemistry of Marcomolecules				2
MAT 120	Trigonometry				1
MAT 122	Precalculus Mathematics				1
MAT 211	Applied Calculus				1
MAT 234	Calculus I				1
PHY 131	College Physics				1
PHY 132	College Physics II				1

Agriculture (B.S.) Animal and Veterinary Sciences Program's Curriculum Objective Map 1- introduce learning goals (update or initial reflection) 2- Reinforced learning goals 3 - Mastered learning goals 4- Assessed learning goals		11-15 SLO Critical Thinking Students will demonstrate critical thinking	11-15 SLO Communication Students will demonstrate effective group and interpersonal skills	11-15 SLO Core Knowledge Students will successfully engage in applied learning and practical work experience activities.	11-15 SLO Pre-professional -Veterinary Science Prepare students for matriculation in a veterinary medicine program or other appropriate post baccalaureate program
Additional Animal Science Supporting Course Requirements					
AGR 374	Genetics of Livestock Improvement				2
BIO 315	Genetics				2
BIO 320	Principles of Microbiology				2
BIO 331	Cell Biology				2
BIO 348	Vertebrate Physiology				3
BIO 546	Histology II				3
CHE 362	Organic Chemistry II				2
CHE 362L	Organic Chemistry II Lab				2
CHE 430	Biochemistry of Macromolecules				2
MAT 112	Algebra and Applications				1
MAT 114	College Algebra				1
MAT 120	Trigonometry				1
MAT 122	Precalculus Mathematics				1
MAT 211	Applied Calculus				1
MAT 234	Calculus I				1
STA 215	Introduction to Statistical Reasoning				1
STA 270	Applied Statistics				1
PHY 131	College Physics				1
PHY 132	College Physics II				1
Agriculture Electives					
AGR 319	Renewable and Sustainable Energy Systems	2,3			
AGR 340	Conservation of Agricultural Resources			3	
AGR 345	Sustainable Agroecosystems	3	2		
AGR 409	Agriculture Business Records and Analysis			2	
AGR 410	Independent Study in Agriculture				2
AGR 501	Independent Study in Agriculture				2

AGR 105	Introductory Topics in Agriculture
AGR 130	Principles of Agronomy
AGR 131	Agronomy Laboratory
AGR 210	Agricultural Measurements
AGR 213	Principles of Agricultural Mechanics and Energy
AGR 215	Principles of Soils
AGR 216	Principles of Soils Laboratory
AGR 250	Introduction to Horses
AGR 300	Travel Study in Agriculture Technology
AGR 301	Directed Work Experience
AGR 302	Directed Work Experience Management Practicum
AGR 304	Pest Management
AGR 306	The Global Society's Food Supply
AGR 311	Agriculture Metal Fabrication
AGR 312	Ecology and Management of Grasslands and
AGR 318	Soil/Water Conservation Technology
AGR 319	Renewable and Sustainable Energy Systems
AGR 326	Light Horse Production and Management
AGR 330	Animal Products
AGR 340	Conservation of Agricultural Resources
AGR 345	Sustainable Agroecosystems
AGR 362	Hydraulic Systems
AGR 372	Topics and Laboratories in Animal Science
AGR 377	Livestock Behavior and Welfare
AGR 380	Technical Management of Dairy Cattle
AGR 381	Agriculture Structures
AGR 383	Diesel Power Systems
AGR 404	Advanced Pest Management
AGR 409	Agriculture Business Records and Analysis
AGR 410	Independent Study in Agriculture
AGR 416	Soil Fertility and Management
AGR 417	Plant Tissue Culture Techniques
AGR 430	Row and Biofuel Crops
AGR 499	Agricultural Advocacy and Issues Capstone
AGR 501	Independent Study in Agriculture
AGR 509	Agricultural Research Methods and Interpretation
AGR 570	Advanced Technical Agriculture

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?

The proposed **Animal Science concentration** on the Bachelors of Science degree in Animal and Veterinary Sciences (new name) will place more emphasis on higher-level science and math courses than the current Animal Science concentration and will allow more flexibility for students than the General Pre-Vet concentration that changes to meet the requirements for Auburn College of Veterinary Medicine.

According to projections from the United State Department of Agriculture (USDA), job opportunities for agriculture graduates in STEM areas such as animal science are expected to see continued growth with a strong employment market.

The concentration will be marketed by making information available to all prospective agriculture students. Information will be provided to secondary agriculture programs, Future Farmers of America (FFA) chapters statewide, as well as faculty and advisors of community and technical colleges.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

The proposed Animal Science concentration will provide students with a deeper knowledge in both science and math while maintaining a comprehensive animal science curriculum. Students will gain the skills needed to pursue careers that have higher earning potential in the veterinary medicine and animal science field such as graduate study, research and development, sales, and consulting in pharmaceuticals, nutrition, genetic selection and breeding, reproduction and artificial insemination to name a few.

The USDA forecasts that over the next 5 years the annual demand for college graduates in agriculture and food industries will be 57,900 jobs. Unfortunately, American agriculture colleges are only producing about 35,400 graduates per year. The agriculture industry demand and job market for graduates in animal science is very promising.

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

There are sufficient faculty resources in the Department of Agriculture to offer the proposed Animal Science Concentration. The concentration consists of courses taught by current faculty. There are no new courses proposed.

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.

There are no additional costs for the proposed Animal Science Concentration. While it is expected it will attract additional students and increase enrollments, it will not add new courses to the program. However, faculty who serve as advisors for the proposed revised B.S. degree in Animal and Veterinary Sciences will likely see an increase in advising responsibilities.

From the Dean

How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

A. New Resources. Explain.

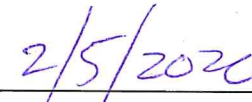
No new resources or reallocation of current resources are required for the proposed Animal Science Concentration on the Bachelors of Science degree in Animal Science and Veterinary Sciences (new name).

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 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%;">Agriculture</td> </tr> <tr> <td>College</td> <td>Business & Technology</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>AAS Technical Agriculture</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	Agriculture	College	Business & Technology	*Course Prefix & Number		*Course Title (full title±)		*Program Title	AAS Technical Agriculture	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	Agriculture														
College	Business & Technology														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	AAS Technical Agriculture														
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	1/23/2020	Council on Academic Affairs	2/20/20
College Curriculum Committee	2/6/2020	Faculty Senate**	3/2/20
General Education Committee*	N/A	Board of Regents**	Pending
Teacher Education Committee*	N/A	EFFECTIVE ACADEMIC TERM***	Fall 2020
Graduate Council*	N/A		

*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.) Revise program core and concentration requirements; Add a New Concentration.	
A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall Semester 2020	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Update and revise degree content and requirements to current agriculture industry standards.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: N/A Operating Expenses Impact: N/A Equipment/Physical Facility Needs: Current equipment and facilities are adequate. Library Resources: N/A	

A.A.S. Technical Agriculture

UNIVERSITY GRADUATION REQUIREMENTS

General Education.....19 hours
 BIO 111(4), 112(4), CHE 101/101L, or CHE 105/105L (^oElement 4); ECO 120 (^oElement 5B); ENG 101 OR 105 (^oElement 1A); ENG 102 (^oElement 1B); MAT 105 (^oElement 2); Select three hours in Element 3A, or three hours in Element 3B.

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

Total Hours University Graduation Requirements.....**20 hours**

MAJOR REQUIREMENTS

Core.....**30-26-29** hours
 AGR 125, 126(1), AGR 130 and 131(1), or OHO 131 and 132(1); AGR 210(2), 213, 215, and 216(1); AGR 304(4) or OHO 304(4); AGR 305(1), 308, ~~six~~ **three** hours of practicum, and ~~three~~ **0-3** hours departmental electives.

Select one of the following concentrations:

Agricultural Systems Management.....11 hours
 AGR 115(2), 301(1), 362(2), 381 and 383

Agribusiness Management.....12 hours
 AGR 310, 350, 409 and 349(3) or 440.

Greenhouse and Fruit/Vegetable Production.....14 hours
 OHO 372(2), 373, 374, 375 and 388.

Floriculture/Greenhouse Management.....11 hours
 OHO 362E(2), 362K(1), 364(2), 384 and 388.

Landscape Horticulture.....~~11~~ **13-14** hours
 OHO 365(4); OHO 368 (2), 370 or 372(2); OHO 391(4) & 392.

Livestock Management.....~~11~~ **12-12-14** hours
 AGR 125, 126(1) and 321(4); AGR 327(4), 328(4), 329(4), 332, or 380(4);
 AGR 225 or 330(2); and 321 (4); ANSCI Electives 3-4 or Production 3-4

Turfgrass Management.....~~12~~ **13** hours
 AGR 362(2), OHO 351(4), 353, 354, and 370.

TOTAL HOURS TO COMPLETE DEGREE.....**61-62-60** hours

Agriculture (A.A.S.) Program's Curriculum Objective Map

- 1- introduce learning goals
(update or initial reflection)
- 2- Reinforced learning goals
- 3 - Mastered learning goals
- 4- Assessed learning goals
(assignments, etc.)

16-20 SLO Critical Thinking. Students will demonstrate critical thinking skills.

16-20 SLO Communication. Students will demonstrate effective group and interpersonal skills

16-20 PLLO 3: Core Knowledge
Students will demonstrate knowledge in experiential learning environments.

CORE REQUIREMENTS

AGR 125	Principles of Animal Science	1		1
AGR 126	Animal Science Laboratory	1	1	1
AGR 130	Plant Science			1
AGR 131	Plant Science Laboratory		1	1
AGR 213	Principles of Agricultural Mechanics and Energy Systems	2		1
AGR 215	Principles of Soils	2		2
AGR 216	Principles of Soils Laboratory	2		2
AGR 304	Pest Management		2	1
AGR 305	Professional Skills Seminar		2	
AGR 308	Agricultural Economics	2		3
OHO 131	Horticulture Plant Science			1
OHO132	Horticulture Plant Science Laboratory		1	1
OHO 304	Horticulture Pest Management		2	1
Agriculture System Management Concentrations				
AGR 115	Operation of Agricultural Equipment	1		1
AGR 301	Directed Work Experience	1		2
AGR 362	Hydraulic Systems	2,3	2	2
AGR 381	Agriculture Construction	3	2	3
AGR 383	Diesel Power Systems	2	2	1
Agribusiness Mangement Concentrations				
AGR 310	Principles of Agribusiness Management	1		1
AGR 350	Agricultural Marketing			1
AGR 409	Agriculture Business Records and Analysis			2
AGR 440	Agricultural Financing			1
Greenhouse and Fruit/Vegetable Production				
OHO 372	Nursery Retail Technology		3	2
OHO 373	Fruit Production	2	2,3	2
OHO 374	Vegetable Production	2	2,3	2
OHO 375	Post Harvest Technology of Horticultural Crops	2	2,3	2
OHO 388	Greenhouse Operation and Management		2	2,3
Landscape Horticulture Concentrations				
OHO 365	Plant Identification I	2,3		2
OHO 368	Landscape Design Using CAD	3		2
OHO 370	Landscape Operations Management	3	2,3	2
OHO 372	Nursery Retail Technology		3	2
OHO 391	Landscape Design and Methods	2	2,3	2
OHO 392	Landscape Construction Techniques	2,3		2

Agriculture (A.A.S.) Program's Curriculum Objective Map

- 1- introduce learning goals
(update or initial reflection)
- 2- Reinforced learning goals
- 3 - Mastered learning goals
- 4- Assessed learning goals
(assignments, etc.)

16-20 SLO Critical Thinking. Students will demonstrate critical thinking skills.

16-20 SLO Communication. Students will demonstrate effective group and interpersonal skills

16-20 PLLO 3: Core Knowledge
Students will demonstrate knowledge in experiential learning environments.

Livestock Management Concentrations

AGR 225	Evaluation and Selection of Livestock	1		1
AGR 321	Feeds and Feeding	2	2	2
AGR 327	Beef Production	3		2,3
AGR 328	Swine Production	3	2	2,3
AGR 329	Sheep and Goat Production	3		2,3
AGR 330	Animal Products			1
AGR 332	Poultry Production and Management	3		
AGR 380	Technical Management of Dairy Cattle	3		2,3

Turfgrass Management Concentrations

OHO 351	Turfgrass Management	3	3	2
OHO 353	Sports Turf Management	3	3	
OHO 354	Irrigation Systems and Horticultural Equipment	2,3		2
OHO 370	Landscape Operations Management	3	2,3	2

Agriculture Electives

AGR 105	Introductory Topics in Agriculture			1
AGR 225	Evaluation and Selection of Livestock	1		1
AGR 250	Introduction to Horses			1
AGR 255	Companion Animal Management			1
AGR 300	Travel Study in Agriculture Technology	2		
AGR 302	Directed Work Experience Management Practicum	2		4
AGR 304	Pest Management		2	1
AGR 306	The Global Society's Food Supply	2	3	3, 4
AGR 311	Agriculture Metal Fabrication	3	2	3
AGR 312	Ecology and Management of Grasslands and Pastures	2	2	2
AGR 318	Soil/Water Conservation Technology			1
AGR 319	Renewable and Sustainable Energy Systems	2,3		
AGR 326	Light Horse Production and Management	2		2,3
AGR 330	Animal Products			1
AGR 340	Conservation of Agricultural Resources			3
AGR 345	Sustainable Agroecosystems		2	
AGR 349	Applied Learning in Agriculture	4		4
AGR 372	Topics and Laboratories in Animal Science		3	2
AGR 373	Animal Diseases	2		
AGR 374	Genetics of Livestock Improvement	2		
AGR 375	Reproduction and Artificial Insemination of Domestic Animals	2		
AGR 376	Anatomy and Physiology of Domestic Animals	2		
AGR 377	Livestock Behavior and Welfare	2		
AGR 404	Advanced Pest Management	3	3	
AGR 410	Independent Study in Agriculture	3	3	3

Agriculture (A.A.S.) Program's Curriculum Objective Map

- 1- introduce learning goals
(update or initial reflection)
- 2- Reinforced learning goals
- 3 - Mastered learning goals
- 4- Assessed learning goals
(assignments, etc.)

16-20 SLO Critical Thinking. Students will demonstrate critical thinking skills.

16-20 SLO Communication. Students will demonstrate effective group and interpersonal skills

16-20 PLLO 3: Core Knowledge
Students will demonstrate knowledge in experiential learning environments.

AGR 411	Senior Seminar			
AGR 416	Soil Fertility and Management	3		
AGR 417	Plant Tissue Culture Techniques			1
AGR 421	Animal Nutrition	3		2
AGR 430	Row and Biofuel Crops	3		
AGR 499	Agricultural Advocacy and Issues Capstone	4	3,4	
AGR 501	Independent Study in Agriculture	3	3	3
AGR 509	Agricultural Research Methods and Interpretation	4		1
AGR 570	Advanced Technical Agriculture	3	2	

AGR 105	Introductory Topics in Agriculture
AGR 225	Evaluation and Selection of Livestock
AGR 250	Introduction to Horses
AGR 255	Companion Animal Management
AGR 300	Travel Study in Agriculture Technology
AGR 302	Directed Work Experience Management Practicum
AGR 304	Pest Management
AGR 306	The Global Society's Food Supply
AGR 311	Agriculture Metal Fabrication
AGR 312	Ecology and Management of Grasslands and Pastures
AGR 318	Soil/Water Conservation Technology
AGR 319	Renewable and Sustainable Energy Systems
AGR 326	Light Horse Production and Management
AGR 330	Animal Products
AGR 340	Conservation of Agricultural Resources
AGR 345	Sustainable Agroecosystems
AGR 349	Applied Learning in Agriculture
AGR 372	Topics and Laboratories in Animal Science
AGR 373	Animal Diseases
AGR 374	Genetics of Livestock Improvement
AGR 375	Reproduction and Artificial Insemination of
AGR 376	Anatomy and Physiology of Domestic Animals
AGR 377	Livestock Behavior and Welfare
AGR 404	Advanced Pest Management
AGR 410	Independent Study in Agriculture
AGR 411	Senior Seminar
AGR 416	Soil Fertility and Management
AGR 417	Plant Tissue Culture Techniques
AGR 421	Animal Nutrition
AGR 430	Row and Biofuel Crops
AGR 499	Agricultural Advocacy and Issues Capstone
AGR 501	Independent Study in Agriculture
AGR 509	Agricultural Research Methods and Interpretation
AGR 570	Advanced Technical Agriculture

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?

The proposed **Greenhouse and Fruit/Vegetable Production Concentration** will, help grow ECU's horticulture program and provide the technical competencies for graduates to enter occupations in greenhouse, fruit and vegetable, or hemp production. Horticulture production graduates can go on to careers as managers (\$45,000 - \$105,000/yr. salary).

The marketing plan involves conversations with faculty, advisors and representatives of the Community and Technical Colleges offering Agriculture programs and business industry representations in horticulture. In addition, program information will be provided to secondary agriculture programs and Future Farmers of America (FFA) chapters statewide. The Department of Agriculture faculty advisors and student groups attend the National Future Farmers of America Convention annually where program showcasing opportunities are available during the trade show.

2. What is the justification for the proposed curriculum proposal? (i.e., industry demand, job market, accreditation requirement, etc.) Provide evidence.

The agriculture industry is in the midst of a significant shortage of qualified candidates. According to the U.S. Bureau of Labor Statistics, jobs in the production horticulture industry are expected to rise. Greenhouse management positions are expected to **rise by 7% (above average)** from 2014 to 2024.

3. What are the qualifications of the faculty to teach the curriculum? Are there sufficient faculty resources to teach the curriculum? Explain.

There are sufficient faculty resources in the Department of Agriculture to offer the proposed Departmental Greenhouse and Fruit/Vegetable Production Concentration. The Concentration consists of courses taught by current faculty. There are no new courses proposed.

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.

There are no additional costs for the proposed Departmental Greenhouse and Fruit/Vegetable Production Concentration. While it is expected it will attract additional students and increase enrollments, it will not add new courses to the program. However, faculty who serve as advisors for the Associate of Applied Science in Technical Agriculture and the B.S. in Agriculture degrees will likely see an increase in advising responsibilities.

From the Dean

How will costs of the proposed addition be covered? (Complete A or B, or both if applicable)

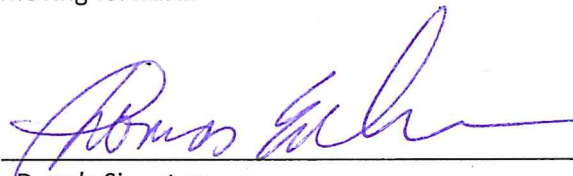
A. New Resources. Explain.

No new resources or reallocation of current resources are required for the proposed Greenhouse and Fruit/Vegetable Production Concentration.

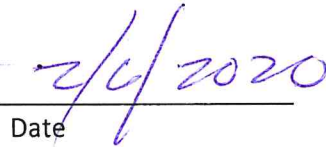
B. Reallocation of resources. Explain.

N/A

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 checked="" 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.	Curriculum and Instruction Education ALTERNATIVE ROUTES TO INITIAL CERTIFICATION (MAT) in Teacher Education ± If Title is longer than 30 characters see Part IV to provide abbreviation
---	--	---

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	11/07/19	Council on Academic Affairs	2/20/20
College Curriculum Committee	11/15/19	Faculty Senate**	3/2/20
General Education Committee*	N/A	Board of Regents**	Pending
Teacher Education Committee*	12/3/2019	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	1/24/2020		

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

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

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Add Deaf and Hard of Hearing (DHH) certification option to existing MAT 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: Frequent inquiries are made by professionals in related areas, such as interpreting, who already have a bachelor's degree and are interested in obtaining DHH certification. Currently the only routes available are to obtain a second bachelor's degree (a 130+ hour program) or to obtain an MAT in Elementary Education (44 hours) and then add DHH certification (30 hours), for a combined 74 credit hours. Offering the DHH certification as a direct option in the existing MAT program would cut the total number of hours for the degree to 51. There is no impact on personnel since the professional core courses are already in place, as are the supporting math, literacy, and DHH courses. Furthermore, this has the potential to increase enrollment in the existing DHH courses within the MAED and certification only programs also offered in the department of Curriculum and Instruction.
---	---

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:	
---	--

I. GENERAL INFORMATION

The Master of Arts in Teaching program is designed to allow degree candidates who have already completed an appropriate undergraduate major (determined by transcript review) to complete certification requirements while completing a master's degree.

II. ADMISSION REQUIREMENTS

Candidates seeking admission to the program must **meet all admission requirements for the Graduate School including:**

- 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 thirty (30) hours of credit completed, including undergraduate and graduate coursework.
- (EPSB regulation 16 KAR 5:020 requires a grade point average of 3.0 on a 4.0 scale in the last thirty (30) hours of credit completed, including undergraduate and graduate coursework.)

Admission to the Program:

- Must successfully complete the Praxis Core Academic Skills for Educators (CASE): Reading (156), Writing (162), Mathematics (150) exams OR Graduate Record Exam: Verbal Reasoning (150), Quantitative Reasoning (143), and Analytical Writing (4.0). Scores are good for five (5) years from the test date. Students who do not have a cumulative undergraduate GPA of 3.0 or 3.0 in the last 30 hours must complete the GRE to meet the Graduate School Entrance Exam requirement.
 - Must successfully complete the Praxis II content exam in the desired certification area with the exception of IECE, elementary, and music concentrations. For middle grades concentration, must successfully complete one of two required Praxis II content exams.
 - A professional resume
 - An autobiography documenting relevant life/work/educational experience
 - Three letters of reference
 - Demonstrate communication, creativity, critical thinking, and collaboration in two writing assignments given by the School.
 - An interview with the MAT Admission Committee
 - 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 (CA-1 Spring 2015) incorporated by reference in 16 KAR 2:010 and sign a COE Professional Character and Fitness Declaration form.
 - ECU College of Education requires a state criminal history background check approved by the College of Education 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.
- NOTE: Based upon applicant disclosure, an interview by the Professional Education Admission Committee may be required.*
- [Prerequisite courses for candidates seeking MAT with DHH certification: ASL 101, 102.](#)

• Candidates Seeking Option 6 Alternative Route:

- Candidates with clear admission to a traditional route MAT program may pursue an Option 6 route (Temporary Provisional Certification) with an offer of employment from a school district. Candidates seeking employment will be provided a 90 day eligibility letter to support their application for employment. The school district will initiate a CA-TP application as their intent to hire the candidate. A mentoring plan will be deployed that outlines responsibilities for direct observations from a university mentor with participation from a district assigned mentor.
- To seek and maintain a temporary provisional certification, candidates must be in good academic standing at the university and have concurrent enrollment each semester in the MAT program for the duration of the Option 6 placement. All program requirements and assessments must be completed during the initial and first renewal of the licensure prior to enrollment in practicum and the capstone course which will be completed during the KTIP year, the second renewal. Degree completion is recommended upon successful completion of KTIP and all program requirements.
- To begin the Option 6 route professional education admission process or to request a 90 day eligibility letter, please email the CPEP Office of Licensure and Certification at certification_alternative_routes@EKU.EDU or visit the Alternative Certification Specialist in Bert Combs, Room 425.

III. PROGRAM REQUIREMENTS

Professional Education Core.....24 hours

CED 810(.5), 820 (.5), 830 (1), 840 (1), and 897; EGC 820; EGC 830 and EGC 847(3); EMS 810, EMS 874, and SED 800.

Program Specific Coursework – Concentrations:

1. Interdisciplinary Early Childhood Education	19 hours
ELE 719, SED 825, 808, 837, 811(4), and OTS 715.	
2. Deaf and Hard of Hearing Education	27 hours
ELE 820, 822; SED 738, 780, 781, 825, 830, 845, 850 *	
23. Elementary Education P-5 Teaching	22 hours
ELE 820, 821, 822, 823, 824, 825, 826(2), and 827(2).	
34. Middle Grades 5-9 Teaching	9 hours
EGC 835; 6 hours of content with advisor approval.	
45. Agriculture (Grades 5-12)	9 hours
ESE 752; 6 hours of content with advisor approval	
56. Art (P-12)	12 hours
ESE 740; EME 861; 6 hours of content with advisor approval	
67. Biological science (8-12)	9 hours
ESE 761; 6 hours of content with advisor approval	
78. Business and Marketing* (5-12)	9 hours
ESE 773; 6 hours of content with advisor approval	
89. Chemistry (8-12)	9 hours
ESE 761; 6 hours of content with advisor approval	
910. Earth Science (8-12)	9 hours
ESE 761; 6 hours of content with advisor approval	
101. Engineering & Technology Education (5-12)	9 hours
ESE 752; 6 hours of content with advisor approval	
112. English (8-12)	9 hours
ESE 743; 6 hours of content with advisor approval	
123. Family and Consumer Sciences (5-12)	9 hours
ESE 753; 6 hours of content with advisor approval	
134. French (P-12)	9 hours
ESE 743; 6 hours of content with advisor approval	
145. Health Education (P-12)	12 hours
ESE 766; EME 786; 6 hours of content with advisor approval	
156. Mathematics (8-12)	9 hours
ESE 750; 6 hours of content with advisor approval	
167. Music (P-12)	12 hours
ESE 779; EME 878; 6 hours of content with advisor approval	
178. Physical Education (P-12)	12 hours
ESE 766; EME 786; 6 hours of content with advisor approval	
189. Physical Education & Health Dual Certification (P-12)	12 hours
ESE 766; EME 786; 6 hours of content with advisor approval	
1920. Physics (8-12)	9 hours
ESE 761; 6 hours of content with advisor approval	
201. Social Science (8-12)	9 hours
ESE 749; 6 hours of content with advisor approval	
212. Spanish (P-12)	9 hours
ESE 743; 6 hours of content with advisor approval	
223. Theatre (P-12)	9 hours
ESE 743; 6 hours of content with advisor approval	

Exit Requirement 1 hour

Successful completion of ETL 806 (Capstone Research. Repeatable for up to 3 hours.

GRD 878.....0 hours

Total Program Hours..... 34 -47 52 hours

The selected concentration subject is that in which the candidate will then request certification by the Education Professional Standards Board

- Candidates may obtain Rank 1 upon completion of the MAT DHH certification with the addition of the following coursework: ELE 821, SED 808, and SED 837

Option 6 Route: Submission of completed, verified Mentoring Plan.

IV. LICENSURE

Candidates seeking licensure and/or rank change in Kentucky must complete the appropriate PRAXIS content exam(s) and Praxis II Principles of Learning and Teaching exam.

IV. EXIT REQUIREMENTS

The following are the exit requirements for Master of Arts in Teaching:

- Program GPA: Candidates must earn an overall GPA of 3.0 or higher, with no grade lower than a C, and no grade lower than a B in CED courses
- Key Assessments: Candidates will have opportunities to demonstrate professional growth through key assessments covering major program components.
- A professional portfolio review and approval of the Capstone Research project by the candidate's advisor (GRD 878)
- Oral presentation of Action Research in ETL 806.
- Initial Certification Concentration: Successful completion of The Practicum Semester for the initial certification concentration.

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%; border-bottom: 1px solid black;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">Curriculum and Instruction</td> </tr> <tr> <td style="border-bottom: 1px solid black;">College</td> <td style="border-bottom: 1px solid black;">College of Education</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Prefix & Number</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Title (full title±)</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Program Title</td> <td style="border-bottom: 1px solid black;">Master of Arts in Education (M.A.Ed.)</td> </tr> <tr> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;">Special Education Teacher Leader Track</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	Curriculum and Instruction	College	College of Education	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Master of Arts in Education (M.A.Ed.)		Special Education Teacher Leader Track	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	Curriculum and Instruction																
College	College of Education																
*Course Prefix & Number																	
*Course Title (full title±)																	
*Program Title	Master of Arts in Education (M.A.Ed.)																
	Special Education Teacher Leader Track																
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	11-07-19	Council on Academic Affairs	2/20/20
College Curriculum Committee	11/15/2019	Faculty Senate**	3/2/20
General Education Committee*	N/A	Board of Regents**	Pending
Teacher Education Committee*	12/3/2019	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	1/24/2020		

*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.)

Update program name to eliminate "Teacher Leader Track". Eliminate Option A: Advanced Study, Response to Intervention. Revise Option A, Interdisciplinary Early Childhood Education. Update SED 850 to replace SED 710. This course is being re-numbered to separate it from the 500/700 course. Items within the description of the program were updated due to the restructuring of the college and programs in the COE. Drop SED 801. Remove SED 805, SED 810, and elective option from IECE Option A. Add SED 811 to IECE Option A with course name change. Revise prerequisite courses for Option A IECE Non-teaching. Remove OTS 715 and CDF 741 and add SED 802 and SED 827 to IECE Option B adding certification. Add MAED Option B with MSD certification.

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:

Revision to the IECE option A and Option B programs is necessary to eliminate low enrollment courses. By revising these along with the IECE certification more courses will be offered across different programs and no programs will have courses designed solely for one program. The RTI Option A is being dropped due to low enrolment. Courses will be temporarily suspended. MAED with MSD certification will take its place. We get numerous inquiries asking for this program. Currently MSD certification does not lead to change in rank from 3 to 2 which candidates often are seeking. There is no personnel impact in combining the existing MSD certification with the existing MAED degree courses. The change of SED 710 to 850 is moving through curriculum committees and the program needs to reflect these changes. Clean up the content of admission requirements and PRAXIS requirements to align with program approval documents through EPSB is also necessary.

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

Personnel Impact: Program revisions will not require additional personnel and, in fact, are intended to increase enrollment and alleviate the occasional need for course by special arrangement for some low enrollment classes in the Option A programs. The MAED MSD program will provide an additional choice for candidates and may increase enrollment in courses that are currently only offered in the MSD certification program

Operating Expenses Impact: N/A

Equipment/Physical Facility Needs: N/A

Library Resources: N/A

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.)

SPECIAL EDUCATION

Dr. Michelle Gremp, Graduate Coordinator

~~www.coe-special.ed.eku.edu Wallace 245, (859) 622-4442~~

The Department of Curriculum and Instruction also offers graduate programs leading to ~~the Master of Arts in Education in Communication Disorders~~, the Master of Arts in Education in Special Education ~~with Teacher Leader Endorsement~~, Rank I, and Director of Special Education. ~~Concentrations Options~~ for the Master of Arts in Education in Special Education include ~~with Teacher Leader Endorsement are~~ Advanced Study with Teacher Leader endorsement in ~~Response to Intervention, and~~ ~~or~~ Interdisciplinary Early Childhood Education, or ~~the Master of Arts in Education~~ Adding Certification in Learning and Behavior Disorders, Education of the Deaf and Hard of Hearing, ~~or~~ Interdisciplinary Early Childhood Education, or Moderate to Severe Disabilities. In addition, the Department offers ~~the Master of Arts in Education in Communication Disorders~~. ~~Concentrations for~~ certification only programs ~~are~~ in Learning and Behavior Disorders, Education of the Deaf and Hard of Hearing, Interdisciplinary Early Childhood Education, and Moderate and Severe Disabilities. The Master of Arts in Education, non-teaching option, is offered in Interdisciplinary Early Childhood Education. Candidates should consult with a graduate advisor for the desired certification program as early as possible.

MASTER OF ARTS IN EDUCATION (M.A.Ed.)
Special Education - Teacher Leader Track CIP Code: 13.1001

I. GENERAL INFORMATION

Options include the Master of Arts in Education in Special Education with Teacher Leader ~~Track with Endorsement for~~ Advanced Study, or Additional Certification in Learning and Behavior Disorders, Deaf and Hard of Hearing, or Interdisciplinary Early Childhood Education.

II. ADMISSION REQUIREMENTS

~~Graduate School Admissions:~~

For clear admission to all MAEd program options the student must ~~have:~~ meet admission requirements for the Graduate School plus the following program requirements:

- an undergraduate GPA of 3.0 overall or a 3.25 in the last **60 30** hours completed, or
- a verbal score of 150, a qualitative score of ~~140~~ **143**, and writing score of 4.0 on the GRE OR a Miller Analogies Test (MAT) scaled score of 389. ~~Those seeking probationary admission are required to submit target GRE scores. 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.~~

Program Admissions:

MAEd Option A: Advanced Study

~~a. Response to Intervention: Valid teaching certificate~~

~~b. a.~~ Interdisciplinary Early Childhood Education Teaching with Teacher Leader Endorsement: Valid teaching certificate in IECE

~~c. b.~~ Interdisciplinary Early Childhood Education Non-teaching: Prerequisites for entering the IECE non-teaching option are a bachelor's degree in ~~anspecial~~ education ~~or in a~~ related discipline from an accredited institution. Prerequisite course work (completed or equivalent): SED 104 or 800 826; SED 260, CDS 360 or SED 825; SED 837; SED 352, 372 or 812; SED 318 or 808; SED 375 or 574/774 or documented successful work experience with pre-school children with disabilities approved by the academic advisor. CDF 235 or 741.

MAEd Option B: Adding Certification

a. Learning and Behavior Disorders (LBD) Prerequisites: KY ~~Provisional~~ Teaching Certificate in P-5, P-12, 5-9, 5-12, or Secondary for Classroom Teachers. Successful completion of equivalent coursework for SED 104 or 800; ELE 302 or EMG 445, 447 or 806 or ELE 820; ~~MAT MAE 201, 202, and 302 and 202~~ or ELE 822.

b. Deaf and Hard of Hearing (DHH) Prerequisites: KY Provisional Teaching Certificate in P-5, P-12, 5-9, 5-12, or Secondary for Classroom Teachers; Successful completion of equivalent coursework for ELE 302 or EMG 445, 447 or 806 or ELE 820; MAT MAE 201, 202, and 302 and 202, or ELE 822; SED ~~826~~ 104 or 800; SED 260 OR 825 OR CDS 360; and ASL 101 and 102.

c. Interdisciplinary Early Childhood Education (IECE) Prerequisites: KY Provisional Teaching Certificate in P-5, P-12, 5-9, 5-12, or Secondary for Classroom Teachers; Successful completion of equivalent coursework for SED 104 or 800.

d. Moderate to Severe Disabilities (MSD) Prerequisites: KY Teaching Certificate in P-5, P-12, 5-9, 5-12, or Secondary for Classroom Teachers. Successful completion of equivalent coursework for ELE 302 or EMG 445, 447 or 806 or ELE 820; MAE 201, 202, and 302 or ELE 822; SED 104 or 800.

III. PROGRAM REQUIREMENTS

A. ~~Curriculum for students pursuing advanced special education~~

~~study:~~ Curriculum for students pursuing Advanced Study in Special Education:

Required for all concentrations in Option A.....15 hours

ETL 800, 801, 803, 805, 806(1) and EDF 804(2).

Advanced Study Areas:

1. Response to Intervention.....15 hours SED 837, 813, 815, 820, and 822

~~2. 1.~~ Interdisciplinary Early Childhood Education (IECE) (available as either teaching or non-teaching)

~~a) Teaching.....15 30 hours~~

ETL 800, 801, 803, 805, 806(1) and EDF 804(2).; SED ~~801, 802, 805, 810, and one elective as approved by advisor 811, 825, 827, 837.~~

b) Interdisciplinary Early Childhood Education (IECE) Non-teaching.....15 30 hours

SED 801, 802, 805, 810, and one elective as approved by advisor ~~811, 825, 827, 837.~~

ETL 800, 805, 806 (1) and EDF 804 (2), SED 802, 808, 811, 825, 827, 837; OTS 715

Comprehensive Written Exam: GRD 877m 0 hours

Total Requirements..... **30** hours

B. Curriculum for students pursuing additional certification: Required for all concentrations:

ETL 800, 805, 806 (1) and EDF 804 (2).....9 hours

Additional Certification Areas:

1. Learning and Behavior Disorders (LBD).....~~24~~21 hours

SED 812, 817, 825, ~~826~~, 837, 845, 856, 897

2. Deaf and Hard of Hearing (DHH).....30 hours

SED ~~710~~, 738, 780, 781, 808, 825, 830, ~~850~~, 897; ASL 101 and 102.

3. Interdisciplinary Early Childhood Education (IECE)22 hours

SED ~~802~~, 808, 811(~~4~~), 825, ~~827~~, 837, SED 897; ~~CDF 741; OTS 715~~

4. Moderate to Severe Disabilities (MSD)24 hours

SED 819, 821, 823, 825, 837, 845, 897; SED 808 or OTS 715

Comprehensive ~~Written-Oral~~ Exam: GRD ~~877m-878v~~.....0 hours

Total Requirements..... ~~3130~~39 hours

IV. ADDITIONAL INFORMATION REGARDING EXIT REQUIREMENTS

The following are exit requirements for Master of Arts in Education in Special Education candidates:

- Program GPA: Candidate must earn an overall GPA of 3.0 or higher, with no grade below a C.
- Key Assessments: Candidates will have opportunities to demonstrate professional growth through key assessments covering major program components. Successful completion of all key assessments and evaluation in the College's digital portfolio database is required.
- Oral presentation of Capstone Research project and approval by graduate faculty advisor in ETL 806.
- GRD 877m – Comprehensive Written Exam or GRD 878v – Comprehensive Oral Exam
- For Option B, adding certification and/or rank change candidates must pass the appropriate Praxis II Exam for new area of certification (<http://www.kyepsb.net/assessment/index.asp>)
Candidates seeking licensure in another state should follow the guidelines established by the state's licensing agency.

*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.epsb.ky.gov for current test requirements and current cut scores. You may also contact the Division of Professional Learning and Assessment at (502) 564-5846. ECU is not responsible for providing test codes to candidates.

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%;">Government</td> </tr> <tr> <td>College</td> <td>CLASS</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title <small>(full title±)</small></td> <td></td> </tr> <tr> <td>*Program Title</td> <td>M.P.A. Public Administration Program</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	Government	College	CLASS	*Course Prefix & Number		*Course Title <small>(full title±)</small>		*Program Title	M.P.A. Public Administration Program	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	Government														
College	CLASS														
*Course Prefix & Number															
*Course Title <small>(full title±)</small>															
*Program Title	M.P.A. Public Administration Program														
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														

	<u>Date</u>		<u>Date</u>
Proposal Approved by:			
Departmental Committee	10/23/19	Council on Academic Affairs	2/20/20
College Curriculum Committee	11/22/19	Faculty Senate**	3/2/20
General Education Committee*	NA	Board of Regents**	Pending
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.) 1. Revise program admission requirements 2. Revise concentration requirements 3. Add new Non-Profit Management concentration
A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2020
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA
B. The justification for this action: The catalog text had a couple of errors that needed to be corrected as well as to revisions in the admission requirements. Changes/additions to the concentration needed to also be reflected.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: The revisions will not impact personnel. Operating Expenses Impact: N/A Equipment/Physical Facility Needs: N/A Library Resources: N/A

Part III. Recording Data for Revised or Suspended Program

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

DEPARTMENT OF GOVERNMENT

Prof. Lynnette Noblitt, Chair
Dr. LeAnn Beaty, MPA Graduate Coordinator
www.government.eku.edu
Beckham 100
(859) 622-5931

The Department of Government offers work leading toward a Master of Public Administration and provides graduate level courses as support for graduate programs in related disciplines.

MASTER OF PUBLIC ADMINISTRATION (M.P.A.)

Public Administration

CIP Code: 44.0401

I. GENERAL INFORMATION

First of its kind in Kentucky when created in 1968, the Master of Public Administration program prepares qualified individuals, both entry level and mid career, for advanced professional positions in the administration of public and non-profit programs. The program also may be appropriate for individuals in the private sector who have responsibility for public sector contracts, regulatory compliance, or other liaison and oversight activities.

Special emphasis is placed on regional and local government. In addition to a general concentration, specialized programs of study are offered in community development, administration, community health administration, and environmental health administration, emergency management and disaster resilience, and nonprofit management.

The MPA program is accredited by the National Association of Schools of Public Affairs and Administration.

II. ADMISSION REQUIREMENTS

For admission to the program, students must meet both the general requirements of the Graduate School and the requirements of the MPA program. Applicants to the MPA program come from a variety of undergraduate degree programs, and admission decisions are based on an overall assessment of a student's application.

Applicants who meet the criteria listed below may qualify for "Clear Admission" to the MPA program:

1. A complete application;
2. Meets the general requirements of both the Graduate School and MPA program;
3. Achieves a cumulative grade point average (GPA) of 2.75 (on a 4.0 scale). In addition, applicants are expected to have verbal and quantitative scores of 145 or above on the Graduate Record Exam (GRE). Applicants with a cumulative undergraduate GPA of 3.0 or higher are exempt from the GRE requirement.
4. GRE or GMAT (not required);
5. Resume or curriculum vitae (CV);
4. 6. Evaluation of academic potential based on (Two) (2) letters of recommendation from persons familiar with the applicant's academic or employment experience;
5. 7. Evaluation of academic potential and appropriate interests based on a sStatement of career goals and objectives;
8. Affirm their character and fitness for graduate education in public administration.

Students who fail to meet the targeted GPA or GRE scores specified above may be granted a probationary admission.

The minimum condition for transfer from probationary admission status to clear admission status is the successful completion of at least nine hours of graduate course work with a grade point average of at least 3.0 and with no more than one grade, regardless of the number of course credit hours, of “C” or lower. Students must be removed from probationary admission prior to registering in any course work beyond an initial 12 hours. At least six hours of the first 12 hours must be in the common MPA core.

Students who cannot affirm their character and fitness must include a statement explaining their past actions to be reviewed by the program faculty.

III. PROGRAM REQUIREMENTS

The MPA Degree program requires satisfactory completion of a minimum of 36 credit hours. All students take a common program core of 24 21 credit hours. The program core consists of courses in:

Administration, Ethics and Public Policy

Administrative Law

Research Methods

Public Sector Leadership

Organizational Theory

Public Human Resources Management

Public Finance Administration

Policy Analysis and Program Evaluation.

In addition to these program core courses all students will enroll in and execute three semester hours of applied study. This requirement may be met through an internship, generally at a public or nonprofit organization, and the submission of a capstone paper, or through an applied analysis project resulting in the submission of a research report.

While observing the above requirements, students may choose to complete the general degree program or may choose from three concentrations within the program. Curriculum requirements for the general program and concentrations are as follows:

MASTER OF PUBLIC ADMINISTRATION (M.P.A.)

Public Administration

CIP Code: 44.0401

M.P.A. PUBLIC ADMINISTRATION PROGRAM REQUIREMENTS

MPA Core **21 hours**

POL 800, 801, 874, 875, 876, 877, and 879.

Select one concentration below.....**12-~~15~~ hours**

Community Development Concentration..... **12-~~15~~ hours**

POL 835, 845, 846, 847, and POL 765 or LAS 735

Emergency Management & Disaster Resilience Concentration.....**12 hours**

HLS 810, 830, 831, 835

Interdisciplinary Studies Concentration.....**12 hours**

Students in this concentration will take Choose 12 hours of courses from the following approved by the e-Campus M.P.A. Advisor:

POL 835, 845, 846, 847, 880
HLS 810, 830, 831, 835,
PSY 779, 804, 820, 837, 853, 859

Nonprofit Management Concentration.....12 hours
POL 846, 847, 880, PSY 873

Program Plan — During the first term, graduate students must meet with their advisor to develop a planned program. Students for whom program plans have not been appropriately filed will not be eligible for a second registration.

IV. EXIT REQUIREMENTS

Internship or Applied Analysis in Public Administration.....3 hours

POL 870 or 871.

Applied Field Study – All students will satisfactorily complete 3 hours of POL 870 (or) POL 871 near or after the completion of all core MPA course requirements in a manner that synthesizes central elements of the student’s graduate program and aligns with the ECU Graduate Student Learning Outcomes and NASPAA accreditation standards for professional master’s degree programs in public affairs, policy and administration.

Total Requirements 36-39 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)	Department Name Education Leadership, Counselor Education and Communication Disorders College College of Education *Course Prefix & Number *Course Title (full title±) *Program Title MA Ed in Education Leadership 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	4-15-2019	Council on Academic Affairs	2/20/20
College Curriculum Committee	10-16-2019	Faculty Senate**	3/2/20
General Education Committee*	N/A	Board of Regents**	Pending
Teacher Education Committee*	11-05-2019	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	01-24-2020		

*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.)

Redesign the MAEd in Instructional Leadership to include preparation for a principal certification (level 1) to align with new certification regulations required by Kentucky Department of Education (EPSB).

Change course requirements from:

ETL 800, 801, 803, 805, EAD 811, 812, (18 hours)
 EME 866, EME 843, or EMS 878 (Course selection with advisor approval).(3 hours)
 ELE 871, EMG 806, or ESE 884 (Course selection with advisor approval). ...(3 hours)
 SED 775, 800, or 810 (Course selection with advisor approval) ...(3 hours)
Exit Requirement 3 hours ETL 806 & GRD 878Q

Change course requirements to:

EAD 801, 819, 827, 828, 829, 840, 851, 852, 856 (27 hours)
Exit Requirement 3 hours EAD 857 & GRD 878Q
Total Program Hours 30 hours

A. 2. Proposed Effective Academic Term:
 Fall 2020

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

B. The justification for this action:

KY Regulation 16 KAR 3:090 became regulation on July 5, 2019. This KAR removes the master's degree requirement for admission to a principal preparation program and moves the principal preparation programs to the Masters level. The new regulation will also require Education Leadership programs to be aligned to the new Professional Standards for Educational Leaders (2015) PSEL Standards. The EPSB board adopted the new PSEL standards for all school administrator programs in May 2019.

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 strikethrough for deletions and underlines for additions.)

MASTER OF ARTS IN EDUCATION (M.A.Ed.)

in Instructional Leadership

CIP Code: 13.0401

I. GENERAL INFORMATION

The Instructional Leadership program is designed to prepare teachers to be educational leaders, essential contributors to the shared leadership in the school. Teacher leadership is a ground-level collaborative to strengthen teacher performance. Teacher Leadership for Student Learning will provide the proficiency knowledge base for teachers who may later choose to pursue a school principal master's degree. ~~Teacher Leader Endorsement~~ The specific goal is to provide additional preparation needed for principal certification. The 30 hour minimum requirement is a structured program. Candidates will be eligible to apply for the ~~Teacher Leader Endorsement~~ level I principal certification and/or rank change upon completion of this program and passing state required licensure exams.

II. ADMISSION REQUIREMENTS

Candidates must meet the admissions requirements of the Graduate School and have completed an initial teaching certification program. Admission to the Masters of Arts in Instructional Leadership degree program includes:

1. documentation of three (3) years teaching experience,
2. provision of three letters of support from school/district representatives,
3. provision of a written statement indicating ability to improve student achievement, to lead, and possession of advanced knowledge of curriculum, instruction, and assessment, and
4. completion of an interview.

In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.25 in the last 60 hours completed and a Verbal score of 150, a Quantitative score of 143, an Analytical Writing score of 4.0 on the GRE or a score of 375 on the Miller Analogies Test (MAT). Scores on the GRE/MAT are used in conjunction with the undergraduate GPA and other criteria in selecting candidates for admission. 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.

III. PROGRAM REQUIREMENTS

Curriculum Requirements

~~Teacher Leader Core~~ ~~12 hours~~ 27 hours

~~ETL 800, 801, 803, 805:~~ EAD 801, 819, 827, 828, 829, 840, 851, 852, 856

Candidates will be eligible to apply for the Teacher Leader Endorsement upon completion of these 15 hours.

~~Teacher Leadership for Student Learning~~ ~~15 hours~~

~~EAD 811, 812~~ ~~6 hours~~

~~EME 866, EME 843, or EMS 878 (Course selection with advisor approval)~~ ~~3 hours~~

~~ELE 871, EMG 806, or ESE 884 (Course selection with advisor approval)~~ ~~3 hours~~

~~SED 775, 800, or 810 (Course selection with advisor approval)~~ ~~3 hours~~

IV. EXIT REQUIREMENTS

Exit Requirement **3 hours**

~~ETL 806~~ EAD 857, GRD 878Q

Total Program Hours **30 hours**

Program GPA: Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C. A field-based research project, which culminates in a technology-enhanced presentation, is required in the Capstone Seminar ~~ETL 806~~, EAD 857, GRD 878Q

*CERTIFICATION REQUIREMENTS:

To be recommended for principal certification and/ or rank change, all candidates must meet the requirements for admission to professional education, complete the approved leadership curriculum, and pass the required Kentucky Instructional Leadership exams (School Leaders Licensure Assessment & Kentucky Specialty Test of Instructional and Administrative Practices). Kentucky educator certification requirements are subject to change. Before registering for the test(s), please check the Education Professional Standards Board website at www.epps.ky.gov for current test requirements and current cut scores. You may also contact the Division of Professional Learning and Assessment at (502) 564-5846.

EDUCATIONAL LEADERSHIP & POLICY STUDIES

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 Engineering & Technology
<input type="checkbox"/> New Course (Parts II, IV)	College	Business & Technology
<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	Aviation B.S.
<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

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee		Council on Academic Affairs	2/20/20
College Curriculum Committee		Faculty Senate**	3/2/20
General Education Committee*		Board of Regents**	Pending
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	
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.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)</p> <ol style="list-style-type: none"> 1. Change ACCT requirement from AVN 402 to AVN 401. 2. Drop AVN 192, 192A and 193A from professional flight concentration. 3. Increase credit hours for AVN 301A and AVN 204A to two (2) hours. 4. Remove STA 215 from supporting courses and move to Aerospace Management concentration. 5. Add AVN 415A – Instructor Pilot-SEL: Flight 6. Replace ACC 201 and ACC 202 with ACC 200. 7. Add CMS 210 to supporting course requirements. <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2020</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) Not applicable</p>
--

B. The justification for this action:

1. ACC 401 is taken by all aviation students and will serve as the capstone course for the BS in Aviation.
2. AVN 192, 192A and 193A have been replaced by AVN 161, 161A and 162A respectively.
3. Credit hour increase is to reflect the flight training contact hours for AVN 301A (32 hours) and AVN 304A (39 hours).
4. STA 215 is not a relevant course for Professional Flight concentration students, but is relevant for Aerospace Management students. The solution is to move STA 215 from Supporting Course Requirements into the Aerospace Management concentration.
5. By adding AVN 415A, all students will graduate from ECU with the Certified Flight Instructor (CFI) certificate to allow for employment by ECU or another flight training operation.
6. ACC 200 better meets the needs of the Aerospace Management concentration.
7. CMS 210 has been added to the FAA Letter of Authorization (LOA) for the 1000 Restricted Air Transport Pilot (ATP) and provides the aviation majors with additional options in Element 1C.

Supporting course substitutions allow more flexibility and accomplish the same objective.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

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

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.

Bachelor of Science (B.S.)

Aviation

CIP Code: 49.0101

UNIVERSITY GRADUATION REQUIREMENTS

General Education (9 supporting hours are included within the 36 hours of General Education requirements) 36 hours

- Orientation Course (BTO 100; 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 (Credit hours may be incorporated into Major or Supporting requirements) Capstone course for aviation majors is AVN 401402

Total Hours University Graduation Requirements 37 hours

MAJOR REQUIREMENTS

College Requirement: Professional Skills Seminar

BTS 300 (CR only, no hours) and BTS 400 (CR only, no hours).

Core Courses 36 hours

AVN 150, 315, 325, 329W, 340, 350, 370, 390, 401, 402, 410, 460. Majors must also select one of the following concentrations.

Concentrations (select one):

Professional Flight..... ~~36~~ ~~33~~ hours

AVN 161 ~~or 192~~ (4), 161A (1) ~~or 192A~~ (1), 162A (1) ~~or 193A~~ (1), 220 (4), 221A (1), 222A (1), 300 (2), 301A (~~4~~2), 302A (1), 303A (1), 304A (~~4~~2), 305 (1), 305A (1), 330, 415, 415A (1), 425, 435, and 480 (1).

Aerospace Management..... 33 hours

ACC ~~200~~~~201~~, ~~202~~, AVN 341, 360, ECO 231, GBU 204, MKT 301, and ~~15~~~~4~~2 hours free electives. * Note: selecting only lower division courses may result in additional course work being needed to meet the university requirement of 42 hours of upper division credits. Students are referred to DegreeWorks to check for course pre-requisites and monitor upper division course.

Aerospace Technology..... ~~33~~~~31~~ hours

AVN 360, 435, and twenty-seven~~five~~ credit hours of aviation technical electives.

Supporting Course Requirements. ~~9~~~~4~~2 hours

AVN 335 or GEO 315; ECO 230 (^GElement 5B); MAT 112 or higher (^GElement 2); BIO 307 or MGT 300 or 301; PHY 101 or higher (^GElement 4); ~~and STA 215 or QMB 200~~; and CMS 100 or CMS 210 or EES 250 (^GElement 1C), TEC 161.

Aerospace Management (in addition)..... 3 hours

STA 215

(^G = Course also satisfies a General Education element. Supporting hours are included within the 36 hours of General Education requirements).

Free Electives 2-~~5~~ **4** hours

Exit Exam Requirement:

Students must take an aviation exit examination before graduation

AVN 467 (CR only).....0 hours

Total hours to complete Degree120 hours

Aviation (B.S.) Program's Curriculum Objective Map 1- introduce learning goals (update or initial reflection) 2- Reinforced learning goals 3 - Mastered learning goals 4- Assessed learning goals (assignments, etc.)		BS-AVN-Aerospace Mgmt-1 Critical Thinking - Graduates of the B.S. Aviation Aerospace Management option will demonstrate the ability to apply critical thinking.	BS-AVN-Aerospace Mgmt-2 Communication - Graduates of the B.S. Aviation Aerospace Management option will demonstrate the ability to communicate effectively both orally and written.	BS-AVN-Aerospace Mgmt-3 - Students will demonstrate knowledge of the varying aspects of corporate aviation as it pertains to managing aviation assets.	BS-AVN-Pro Flight-1 Critical Thinking- Students will demonstrate the ability to apply critical thinking.	BS-AVN-Pro Flight-2 Communication- Students will demonstrate the ability to communicate effectively both orally and written.	BS-AVN-Pro Flight-3 - Students will complete the Instrument Flight practical examination.	BS-AVN-Pro Flight-3 - Students will complete the Commercial Flight practical examination.	BS-AVN-Pro Flight-3 - Students will complete the Certified Flight instructor practical examination.	
CORE REQUIREMENTS										
AVN 150	Introduction to Aviation	1	1		1	1				
AVN 315	Aviation Safety Programs	2	2		2	2	1			
AVN 325	Aircraft Systems	2	2		2	2		2	2	
AVN 329W	Aviation Human Factors	3	4		3	4			3	
AVN 340	Airport Management	3	3		3	3				
AVN 350	Air Transportation	3	3	1	3	3				
AVN 370	Aviation Supervision and Leadership	3	3	2	3	3				
AVN 390	Aviation Decision Making	3	4	2	3	4	2	2	3	
AVN 401	Airline Management	3	4		3	4				
AVN 402	Corporate and Business Aviation	4	4	4	4	4				
AVN 410	Air Traffic Control	3	3		3	3	3	3	3	
AVN 460	Aviation Legislation.	3	3	3	3	3				
Professional Flight										
AVN 161	Private Pilot: Ground	1			1		2	1	1	
AVN 161A	Private Pilot-SEL: Flight I.	2	2		2	2	2	2	2	
AVN 162A	Private Pilot-SEL: Flight II	2	2		2	2	2	2	2	
AVN 220	Instrument Pilot: Ground	3	3		3	3	3	3		
AVN 221A	Instrument Pilot: Flight I	3	3		3	3	3	3		
AVN 222A	Instrument Pilot: Flight II	3	3		3	3	4	3		
AVN 300	Commercial Pilot: Ground	3	3		3	3	2	4	3	
AVN 301A	Commercial Pilot-SEL: Flight I	3	3		3	3	3	3	2	
AVN 302A	Commercial Pilot-SEL: Flight II	3	3		3	3	3	3	2	
AVN 303A	Commercial Pilot-SEL: Flight III	3	3		3	3	3	3	2	
AVN 304A	Commercial Pilot-SEL: Flight IV	3	3		3	3	3	4	2	
AVN 305	Multi-Engine Pilot (MEL): Ground	3			3					
AVN 305A	Multi-Engine: Flight	3			3					
AVN 330	Crew Resource Management	3	4		3	4	2	3	3	
AVN 415	Instructor Pilot-SEL: Ground	3			3				3	
AVN 415A	Instructor Pilot-SEL: Flight	3			3				3	
AVN 425	Applied Aerodynamics	3			3			3	3	
AVN 435	Turbine Aircraft Systems	3			3					
AVN 480	Glass Cockpit Technologies	3	3		3	3				
Aerospace Management										
AVN 341	Airport Management II: Planning &	3	3		3	3				
AVN 360	General Aviation Management	3	3	2	3	3				
Aerospace Technology										
AVN 360	Problems In Aviation	3	3	2	3	3				
AVN 435	Turbine Aircraft Systems	3			3					
Exit Exam Requirement										
AVN 467	Comprehensive Exam for BS in Aviation	4			4					
Aviation Electives										
AVN 170	Introduction to Unmanned Aircraft Systems	1			1					
AVN 335	Weather Reporting/Analysis	3			3		2	2	2	
AVN 349	Applied Learning in Aviation									
AVN 495	Internship									
AVN 498	Independent Study									

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%; border-bottom: 1px solid black;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">Curriculum and Instruction</td> </tr> <tr> <td style="border-bottom: 1px solid black;">College</td> <td style="border-bottom: 1px solid black;">College of Education</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Prefix & Number</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Title (full title±)</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Program Title</td> <td style="border-bottom: 1px solid black;">Special Education</td> </tr> <tr> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;">Certification Preparation Programs</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	Curriculum and Instruction	College	College of Education	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Special Education		Certification Preparation Programs	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	Curriculum and Instruction																
College	College of Education																
*Course Prefix & Number																	
*Course Title (full title±)																	
*Program Title	Special Education																
	Certification Preparation Programs																
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	11/07/2019	Council on Academic Affairs	2/20/20
College Curriculum Committee	11/15/2019	Faculty Senate**	3/2/20
General Education Committee*	N/A	Board of Regents**	Pending
Teacher Education Committee*	12.3.19	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.) Updates to the Interdisciplinary Early Childhood Education Certification (IECE) certification program: Revise SED 811. Remove SED 821. Add SED 802 which was previously a course in the MAED advanced study option. Replace SED 826 with SED 800 for all certifications. 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: In an effort to make course content more effective in the IECE certification program, SED 821 is being replaced with SED 802 to provide more in-depth content in intervention planning for IECE certification. SED 811 is being revised to provide more in-depth content related to assessment. Currently the assessment and intervention planning are delivered in one course (SED 811) which does not provide the time required for graduate level study of content. The revision of SED 811 and addition of SED 802 will provide the needed time to address content. SED 826 is an introduction to Special Education course whose content is often addressed in undergraduate teacher education programs. As a result, enrollment in this class has been low. By replacing this course with SED 800 which is the special education course for the MAT program, candidates who need this content will be able to obtain it without the need to offer low enrollment course.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: N/A Operating Expenses Impact: N/A Equipment/Physical Facility Needs: N/A	

CERTIFICATION PREPARATION PROGRAMS

These are programs of study which do not lead to a degree or to an ECU awarded recognition but instead prepare the student, upon recommendation from ECU, for professional certification by the Commonwealth of Kentucky Education Professional Standards Board.

I. GENERAL INFORMATION

Candidates pursuing special education certification in Learning and Behavior Disorders, Interdisciplinary Early Childhood Education, and Deaf and Hard of Hearing must hold at least provisional teaching certification in a teaching field. The certification options are listed below. Additional hours may apply toward a sixth year program (Rank I). It is very important that candidates seek early advisement from the department.

II. ADMISSION REQUIREMENTS

To be eligible for admission into any special education nondegree graduate program (Rank II, ~~I, Director of Special Education~~), a candidate must have a minimum undergraduate GPA of 2.75 overall or 3.0 in the last ~~60~~ 30 hours of course work. In addition, applicants for certification as Director of Special Education must have a master's degree or planned fifth-year program; a valid Kentucky certificate for teachers of exceptional children (including speech-language pathologist) or for school psychologist; three years' experience (full-time) as a teacher of exceptional children, speech-language pathologist, or school psychologist.

III. PROGRAM REQUIREMENTS

CERTIFICATION PREPARATION PROGRAMS

Deaf and Hard of Hearing Certification

The prerequisites are an ~~under graduate~~ undergraduate degree and ~~a KY Kentucky Provisional~~ Teaching Certificate in IECE, P-5, P-12, 5-9, 5-12, or High School Secondary for classroom teachers. Also, candidates must have completed the following or equivalent prerequisite course work.

Prerequisite Courses12 hours

ELE 445 or EMG 445; ELE 446 or EMG 447 or EMG 806; ELE 820. ~~MAT~~ MAE 201, 202, and 302 or ELE 822.

Required Courses33 hours

ASL 101, SED 710, 738, 745, 780, 781, 808, 825, 826, 830, and 897.

Note: Completion of the above program will not suffice for completion of a Rank program. For DHH Certification, the PRAXIS test in the area of specialty must be passed.

Interdisciplinary Early Childhood Education Certification (IECE)

The prerequisites are an undergraduate degree in early childhood or related field and a Kentucky Teaching Certificate or meet all requirements for admission to professional education.

Program Requirements~~31~~ 30 hours

Core requirements~~25~~ 24 hours

CDF 741; SED 800, 802, 808, 811, 825, ~~824~~, 826, 837, ~~811~~ (4) and 897 (3).

Supporting Courses6 hours

OTS 715; and SED 827.

Course Requirements for Admission to Professional EducationTBD hours

Based upon individual transcript analysis.

Candidates entering the Graduate Certification Program in IECE without a prior Kentucky teaching certification must contact the College of Education Office of Licensure and Certification at 859- 622-~~6852~~ 1829 for additional requirements. ~~Note: A Master's Degree is required for completion of Rank II.~~

Note: Completion of the above program will not suffice for completion of a Rank program. For ~~DHH~~ IECE Certification, the PRAXIS test in the area of specialty must be passed.

Learning and Behavior Disorders Certification

The prerequisites are an undergraduate degree and KY ~~Provisional~~ Teaching Certificate in IECE, P-5, P-12, 5-9, 5-12, for ~~High School~~ Secondary classroom teachers. Candidates must also have completed the following or equivalent prerequisite course work:

Prerequisite Courses12 hours

ELE 445, or ELE 302 or EMG 445; ELE 446 or ELE 820; EMG 447
or EMG 806 or EMS 874; MAE 201, 202, and 302 or ELE 822.

Required Courses24-27 hours

SED 774*. 812, 817, 825, 826, 837, 845, 356 or 856,
897.

Note: Completion of the above program will not suffice for completion of a Rank program. For LBD Certification, the PRAXIS test in the area of a specialty must be passed.

*SED 774 can be waived with one year of successful teaching of students with LBD.

Moderate and Severe Disabilities Certification

The prerequisites are an undergraduate degree and KY ~~Provisional~~ Teaching Certificate in IECE, P-5, P-12, 5-9, 5-12, or ~~High School~~ Secondary for classroom teachers. Candidates must also have completed the following or equivalent prerequisite course work:

Prerequisite Courses6 hours

ELE 445 or EMG 445; ELE 446 or EMG 447 or EMG 806;
ELE 820. MAE 201, 202, and 302 or ELE 822.

Required Courses 30-33 hours

SED 774*, 819, 821, 823, 825, 826, 837, 845, 897,
OTS 715 or SED 808.

*SED 774 can be waived with one year of successful teaching of students with MSD.

Note: Completion of the above program will not suffice for completion of a Rank program. For MSD Certification, the PRAXIS test in the area of a specialty must be passed.

*SED 774 can be waived with one year of successful teaching of students with LBD.

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)	Department Name Education Leadership, Counselor Education and Communication Disorders <hr/> College College of Education <hr/> *Course Prefix & Number <hr/> *Course Title (full title±) <hr/> *Program Title SPECIALIST IN EDUCATION (Ed.S.) Educational Administration and Supervision <hr/> If Certificate, indicate Long-Term (University) or Short-Term (Departmental) <hr/> * Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation <hr/>
---	---	--

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	4-15-2019	Council on Academic Affairs	2/20/20
College Curriculum Committee	10-16-19	Faculty Senate**	3/2/20
General Education Committee*	N/A	Board of Regents**	Pending
Teacher Education Committee*	11-05-2019	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	01-24-2020		

*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.)
 Redesign the SPECIALIST IN EDUCATION (Ed.S.) Educational Administration and Supervision to go beyond preparation for a principal certification (which is being moved to the master's program) to include the Supervisor of Instruction, Director of Pupil Personnel and Superintendent of Schools coursework.

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: KY Regulation 16 KAR 3:090 was approved and went into effect on July 5, 2019. . This legislation removes the master's degree requirement for admission to a principal preparation program and moves the principal preparation programs to the Masters level. The Kentucky administrative regulation does remove the post masters requirement for supervisor of instruction, director of pupil personnel, superintendent of schools, or director of special education. The new regulation will also require Education Leadership programs to be aligned to the new Professional Standards for Educational Leaders (2015) PSEL Standards. The EPSB board has already adopted the new PSEL standards for all school administrator programs.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

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

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)

SPECIALIST IN EDUCATION (Ed.S.) Educational Administration and Supervision

CIP Code: 13.0401

I. GENERAL INFORMATION

The Specialist in Education degree is a professional degree designed for those preparing for positions that call for a level of study and specialization beyond the master's degree. The specific goal is to provide the additional preparation needed for ~~principal certification~~ beyond the principal (i.e., Supervisor of Instruction, Director of Pupil Personnel and Superintendent of Schools). The 30 hour minimum requirement is a structured program oriented toward the candidate's professional objectives. For superintendent certificate candidates must have two years administrative experience.

II. ADMISSION REQUIREMENTS

Admission to the specialist in education degree program includes the following requirements, beyond a master's degree.

1. Documentation of three (3) years teaching experience.
2. Provision of a written statement of support from a district representative.
3. Provision of a written statement indicating ability to improve student achievement, to lead, and to possess advanced knowledge of curriculum, instruction, and assessment.
4. Completion of an interview ~~and assessment process.~~

III. PROGRAM REQUIREMENTS

Core* **21 hours**

EAD 808, 821, 849, 853, 854, 858, and 859 ~~827, 828, 851, 852, 853, 856, and EAD 840.~~

~~Electives~~ Supporting Courses **6 hours**

Choose 2 ~~elective~~ supporting courses (6 hours) from the following: EAD 807, 808, 821, 849, 857, 858, 859, 896, or EMS 850 EAD 839, EDL 944, 950, or 954

IV. EXIT REQUIREMENT

~~EAD 854~~ **EAD 879, GRD 878T** **3 hours**

~~Capstone Project~~—Candidates must successfully complete and defend a field-based project **professional portfolio**.

Total Program Requirements:.....30 hours

The **Supervisor of Instruction** program prepares instructional supervisors for district-wide leadership. Initial certification for supervisor of instruction requires completion of an approved master's degree, the courses required for Level II principal certification, and three years of teaching experience.

Supervisor of Instruction15 hours

EAD 849, 853, ~~851~~, ~~856~~, 859, 879, and ~~EMS 850~~ EDL 944

(Level I principal courses required.)

The **Director of Pupil Personnel** program prepares directors and assistant directors of pupil personnel services for school district-wide leadership. Initial certification for director of pupil personnel services requires completion of an approved master's degree, the courses required for Level I principal certification, and three years of teaching experience.

Director of Pupil Personnel Services15 hours

EAD 808, 821, 849, ~~851 and 856~~, EDL 950, and 954

(Level I principal courses required.)

The **Superintendent of Schools** program prepares highly qualified candidates for district-wide leadership. Initial certification for school superintendent requires completion of an approved master's degree, the courses required for Level II principal certification, three years of teaching, and two years of administrative experience.

Superintendent of Schools12 hours

EAD 839, 849, 859, 879.

(Level II principal courses required.)

***CERTIFICATION REQUIREMENTS:**

***CERTIFICATION REQUIREMENTS:**

To be recommended for principal education administrative certification and/ or rank change, all candidates must meet the requirements for admission to professional education, complete the approved leadership curriculum, and pass the required Kentucky Instructional Leadership Principal exams. (School Leaders Licensure Assessment & Kentucky Specialty Test of Instructional and Administrative Practices).

Kentucky educator certification requirements are subject to change. Before registering for the test(s), please check the Education Professional Standards Board website at www.epsb.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~~ 5846.

The Supervisor of Instruction program prepares instructional supervisors for district-wide leadership. Initial certification for supervisor of instruction requires completion of an approved master's degree, the courses required for Level I principal certification, and three years of teaching experience.

The Director of Pupil Personnel program prepares directors and assistant directors of pupil personnel services for school district-wide leadership. Initial certification for director of pupil personnel services requires completion of an approved master's degree, the courses required for Level I principal certification, and three years of teaching experience.

The Superintendent of Schools program prepares highly qualified candidates for district-wide leadership. Initial certification for school superintendent requires completion of an approved master's degree, the courses required for Level II principal certification, three years of teaching experience, and two years of administrative experience.

--	--	--	--	--

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%;"> <tr> <td style="width: 50%;">Department Name</td> <td>ANSW</td> </tr> <tr> <td>College</td> <td>CLASS</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>BA Sociology</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	ANSW	College	CLASS	*Course Prefix & Number		*Course Title (full title±)		*Program Title	BA Sociology	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	ANSW														
College	CLASS														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	BA Sociology														
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	11/21/19	Council on Academic Affairs	2/20/20
College Curriculum Committee	1/27/20	Faculty Senate**	3/2/20
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.)

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

Revise Sociology program to add one 200-level course (205, 235, or 245W) to the major and to reduce additional Sociology hours from 15 to 12.

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 Sociology Program historically has had two 200-level courses, Social Statistics (SOC 232) and Social Problems (SOC 235). While Statistics was (and remains) a required course, a student could major in the program and not take Social Problems, as it is an elective (though a Gen Ed 5B class) and, as currently stated, our major requirements focus mainly on all upper-division classes outside of Introductory Sociology (SOC 131) and Social Statistics. That is, a student could take Social Problems for major credit, as we require that at least 15 of 18 elective credit hours come from upper-division classes, but they could also skip it as well—i.e., all 18 elective credit hours could come from upper-division courses. Recently, in order to better serve the broader student population as well as our own student majors, we have added two new 200-level courses, Sexualities and Social Issues (SOC 205) and Sociology of the Family (SOC 245W). However, if we do not change our requirements so that students have to take at least one of our 200-level elective courses, the result would be that a Sociology major could complete a degree from our program without ever having taken a class in sociology problems, sexuality, or the family. We believe that in order to make sure a student receives a satisfactory coverage of the breadth of the discipline, at least one of these courses should be taken, as they are key facets of traditional sociological inquiry as well as contemporary subject matter.

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

Personnel Impact: Program revisions will not require additional personnel.

Operating Expenses Impact: NA

Equipment/Physical Facility Needs: NA

Library Resources: NA

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

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

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)

Bachelor of Arts (B.A.)

SOCIOLOGY

CIP Code: 45.1101

UNIVERSITY GRADUATION REQUIREMENTS

• General Education36 hrs.

• Student Success Seminar.....1 hr.

(waived for transfers with 30+ hrs.)

• Writing Intensive Course

(hours incorporated into Major/ Supporting/Gen Ed/Free Electives category)

• Upper division courses

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

• ACCT - Sociology majors will fulfill the ACCT with SOC 470. (Credit hours may be incorporated into major requirements below.)

Total hours University Graduation Requirements.....37 hours

MAJOR REQUIREMENTS

Core Courses30 hours

SOC 131, 232, 395, 462, and 470; 205, 235, or 245W (choose one); and 15 additional hours of upper-division sociology electives, 12 of which must be upper division hours.

Free Electives.....53 hours

TOTAL HOURS TO COMPLETE DEGREE120 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%;">Government</td> </tr> <tr> <td>College</td> <td>CLASS</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>BA Globalization & International Affairs</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	Government	College	CLASS	*Course Prefix & Number		*Course Title (full title±)		*Program Title	BA Globalization & International Affairs	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	Government														
College	CLASS														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	BA Globalization & International Affairs														
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	11/20/19	Council on Academic Affairs 2/20/20
College Curriculum Committee	1/27/20	Faculty Senate** 3/2/20
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.)**A. 1. Specific action requested:** (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)**CORE:**

- Remove ANT 120 & 200, ECO 231, HIS 370
- Add ECO 120, POL 325 & 451

MAJOR ELECTIVES:

- Remove following:
 - FCC 220, 222, 226, 227
 - HIS 300B, 300C, 305, 319, 321, 324, 331, 336, 339, 343, 351, 359, 361, 365, 374, 376, 379, 385
 - POL 312, 315, 316, 321, 325, 327, 451
 - REL 315, 320, 335, 340, 345, 350
- Add following:
 - Notation of "no more than six hours of a singular prefix"
 - ECO 231
 - POL 346, 451

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:**

A newly hired faculty member with significant academic background in the area of Globalization reviewed the program and noted gaps in the current curriculum. The new curriculum fulfills all major topics and themes within the current Globalization field. Advisors for the program have noted that several classes are not offered frequently enough to fulfill student needs. Courses that are no longer offered or offered infrequently have been removed.

C. The projected cost (or savings) of this proposal is as follows:**Personnel Impact:** Personnel will not be impacted.**Operating Expenses Impact:** N/A**Equipment/Physical Facility Needs:** N/A**Library Resources:** N/A

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

Bachelor of Arts (B.A.)
GLOBALIZATION AND INTERNATIONAL
AFFAIRS
CIP Code: 30.2001

The intent of the Globalization and International Affairs (GLO) major is to create an interdisciplinary major that focuses on the nature of globalization and its impacts on individuals, communities, regions, and nations, and to assist in broadening the international horizons of EKU students. The program will graduate culturally aware students who are comfortable in a variety of international public-sector, private-sector, and non-profit positions. GLO students will possess an enhanced awareness of worldwide economic and political events and will be able to assess their impacts on international affairs. Upon completion of the GLO degree, graduates will be able to: (1) analyze cultural, economic, geographical, historical, political and social forces affecting globalization, (2) identify factors which impede or encourage globalization, (3) evaluate the impacts of increasing globalization on individuals, communities, regions, and nations, (4) integrate globalization ideas and concepts from the various disciplines into a unified whole, and (5) compete well for international positions or for domestic positions requiring international expertise.

UNIVERSITY GRADUATION REQUIREMENTS

General Education.....36 hours

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

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

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

ACCT - Globalization and International Affairs majors will fulfill ACCT with 6 credits selected from Study Abroad, POL 280 and POL 400W, or GLO-Approved Coop/Internship (Credit hours are incorporated into Major requirements.)

Total hours University graduation requirements....37 hours

MAJOR REQUIREMENTS

A minimum grade of "C" is required in all courses counted toward this major.

Core Courses:.....18 hours

ANT 120 or 200; ECO 120 231, GEO 100, HIS 370, POL 212, and POL 220, 325 and 451.

Major Electives:.....12 hours

Select 12 hours from the following courses: (no more than six hours of a single prefix.)

CMS 375, ECO 230, 231, FCC 220, 222, 226, 227, HIS 300B, 300C, 305, 319, 321, 322, 324, 331, 336, 339, 343, 351, 359, 361, 365, 370, 374, 376, 379, 384, 385, 386, POL 310, 312, 314, 315, 316, 318, 321, 325, 327, 346, 412, 415, 451, REL 301, 301W, 315, 320, 335, 340, 345, 350, SOC 425, all spoken world languages (not Latin, English, or ASL). Students may apply for ONE exception to the above list. The course must have significant global content and be approved by the program director.

Capstone Requirement:.....6 hours

6 hours of GLO-Approved Study Abroad, or POL 280 and POL 400W, or 6 hours of GLO-Approved Coop/Internship

Free Electives:.....47 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%;">Government</td> </tr> <tr> <td>College</td> <td>CLASS</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Globalization & International Affairs Minor</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	Government	College	CLASS	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Globalization & International Affairs Minor	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	Government														
College	CLASS														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	Globalization & International Affairs Minor														
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	11/20/19	Council on Academic Affairs	2/20/20
College Curriculum Committee	1/27/20	Faculty Senate**	3/2/20
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.)

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

Revise minor requirements and electives.

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:

A newly hired faculty member with significant academic background in the area of Globalization reviewed the program and noted gaps in the current curriculum. The new curriculum fulfills all major topics and themes within the current Globalization field. Advisors for the program have noted that several classes are not offered frequently enough to fulfill student needs. Courses that are no longer offered or offered infrequently have been removed.

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

Personnel Impact: No personnel will be impacted by these revisions

Operating Expenses Impact: N/A

Equipment/Physical Facility Needs: N/A

Library Resources: N/A

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.)

Minor in Globalization and International Affairs

Minor Requirements.....18 hours

POL 220 plus ~~48~~ 15 Hours of the following with no more than six hours of a single prefix:

~~ANT 120 or 200; CMS 375; ECO 120, 230, 231, GEO 100, HIS 322, 370, 384, 386, POL 212, POL 220 310, 314, 318, 325, 346, 412, 415, 451, SOC 425, Study Abroad~~ (^gElement 6 by approval), 200-level or higher spoken world languages not including Latin, English, or ~~ALS~~ ASL (^gElement 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 checked="" type="checkbox"/> Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td>School of Music</td> </tr> <tr> <td>College</td> <td>Letters, Arts, & Social Sciences</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Minor in Music</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	School of Music	College	Letters, Arts, & Social Sciences	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Minor in Music	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	School of Music														
College	Letters, Arts, & Social Sciences														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	Minor in Music														
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	12/06/2019	Council on Academic Affairs	2/20/20
College Curriculum Committee	1/27/20	Faculty Senate**	3/2/20
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.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Reduce the total credits on the Minor in Music required (from 20 to 18 credits). Include four-semesters of Applied Lessons on an individual's instrument or voice. Musicianship I/II and Music Theory I/II have been combined to create MUS 117 Applied Music Theory I and MUS 118 Applied Music Theory II. MUH 275 Western Music Traditions and MUH 276W Western Music Traditions II have replaced Western Musical Traditions I/II as 2 credit class. A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2020 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	B. The justification for this action: The Bachelor of Music (BM) degree is being revised to better align our curricula with the School of Music and University mission statements, modernize the course offerings to focus on applied and career skills, and improve retention by lowering the overall credit totals in the remaining concentrations. The changes in the BM require revisions to the minor in music resulting in a reduction from 20 to 18 total credits. C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None
---	---

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

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

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)

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.)

Minor in Music Requirements.....18 hours

~~MUS 110, 111, 161, 162, 181, 182, MUH 371, 372, and four hours of electives in music.~~

MUS 110 (1), 111(1), 116(3), 117(3), MUH 275(2), 276W(2); two hours of applied lessons at the 100 level; two hours of applied lessons at the 200 level; two hours of electives in music.

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>PSYCHOLOGY</td> </tr> <tr> <td>College</td> <td>Letters, Arts, & Social Sciences</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>MS Psychology</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	PSYCHOLOGY	College	Letters, Arts, & Social Sciences	*Course Prefix & Number		*Course Title (full title±)		*Program Title	MS Psychology	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	PSYCHOLOGY														
College	Letters, Arts, & Social Sciences														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	MS Psychology														
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	11/6/2019	Council on Academic Affairs	2/20/20
College Curriculum Committee	11/18/20	Faculty Senate**	3/2/20
General Education Committee*	NA	Board of Regents**	Pending
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.) 1. Replace PSY 820 with PSY 833 in the core 2. Add PSY 816 (new course) to ABA Concentration and Certificate 3. Revise hours in certificate from 18 to 21 B. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2020 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA
B. The justification for this action: The program required revision to reflect the creation of new course PSY 816, for the ABA concentration and certificate.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Current faculty are sufficient to meet course needs. Personnel will needed Operating Expenses Impact: Current resources are sufficient Equipment/Physical Facility Needs: Current resources are sufficient Library Resources: Current resources are sufficient

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.)

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.)

MASTER OF SCIENCE (M.S.)

General Psychology

CIP Code: 42.0101

Information about the Master's Degree

- To obtain a BCBA Certification students must (1) hold a Master's or Doctoral degree in Psychology, Education, or Behavior Analysis; (2) have completed Board approved ABA coursework; (3) have completed the required and documented supervised practical experience; and (4) pass an examination administered by the Behavioral Analyst Certification Board.
- The **M.S. General Psychology Degree with ABA Concentration** is designed for students interested in earning a Master's degree that will provide expertise in applied behavior analysis, and allow them to work toward eligibility to sit for the BCBA Certification Exam.
- The M.S. General Psychology Degree with ABA Concentration provides (1) the required Master's degree and (2) the required approved ABA coursework.
- Students are responsible for finding their own practical experiences in order to accumulate the required hours of supervised experience, and for scheduling and paying for the BCBA Certification Exam. Information can be found at www.bacb.com

Information about the ABA Certificate

- To obtain a BCBA Certification students must (1) hold a Master's or Doctoral degree in Psychology, Education, or Behavior Analysis; (2) have completed Board approved ABA coursework; (3) have completed the required and documented supervised practical experience; and (4) pass an examination administered by the Behavioral Analyst Certification Board.
- The **ABA Certificate** is designed for students who already have an appropriate Master's or Doctoral degree, and who want to work toward eligibility to sit for the BCBA Certification Exam.
- The ABA Certificate provides the required approved ABA coursework.
- Students are responsible for finding their own practical experiences in order to accumulate the required hours of supervised experience, and for scheduling and paying for the BCBA Certification Exam. Information can be found at www.bacb.com

ADMISSION REQUIREMENTS

M.S. General Psychology: ABA Concentration

- Minimum overall undergraduate grade point average of 2.5, or 2.75 for the last 60 hours
- Minimum of one research course and one statistics course
- Minimum of three additional courses in psychology or related discipline
- GRE: If undergraduate GPA is below 3.0, then satisfactory performance on the general sections of the Graduate Record Examination (GRE) is required.
- Personal statement must address the following areas: A) What personal characteristics do you possess that you believe are important to the practice of applied behavior analysis? Do you possess any particular strengths that you feel will be an asset to you in graduate school? What about any personal challenges that you think might hinder your progress? B) What are your professional goals? C) Describe any experiences that have particularly prepared you for graduate study in applied behavior analysis (e.g., co-op/ internships, work experiences, life experiences. D) If you feel that any portion of your application does not accurately reflect your academic skills or preparation for graduate school in psychology (e.g., GRE, GPA, etc.), please explain.

M.S. General Psychology: Experimental Concentration

- Minimum overall undergraduate grade point average of 2.5, or 2.75 for the last 60 hours
- Minimum of five undergraduate courses in psychology, including general psychology, statistics, experimental psychology, and two other courses acceptable to the departmental admissions committee.
- Satisfactory performance on the general sections of the Graduate Record Examination. Analytical Writing scores of 4.0 or higher are expected.
- Three letters of recommendation (sent directly to the department); two letters must be related to the undergraduate major, with at least one from psychology faculty.
- Applications should be received by March 1. Notification regarding admission normally will be made in April. Students applying later may be accepted as space is available
- Admission is competitive and limited to available space. Meeting the minimum requirements, therefore, does not guarantee admission.

ABA Certificate Only

- Note that persons planning to apply for BCBA Certification are required by the Behavior Analyst Certification Board to hold a Master's or Doctoral degree in Psychology, Education, or Behavior Analysis, to have completed the Board approved ABA coursework, to have completed the required and documented supervised practical experience, and to pass an examination administered by the Behavioral Analyst Certification Board.
- The ABA Certificate from EKU provides the required ABA coursework. Students are responsible for finding their own practical experiences in order to accumulate the required hours of supervised experience, and for scheduling and paying for the BCBA Certification Exam. Information can be found at www.bacb.com
- For students with a Master's degree, admission requirements are minimum overall graduate grade point average of 2.75, and a personal statement.
- For students without a Master's degree, admission requirements are minimum overall undergraduate grade point average of 2.5, or 2.75 for the last 60 hours, and a personal statement.
- Personal statement must address the following areas: A) What personal characteristics do you possess that you believe are important to the practice of applied behavior analysis? Do you possess any particular strengths that you feel will be an asset to you in graduate school? What about any personal challenges that you think might hinder your progress? B) What are your professional goals? C) Describe any experiences that have particularly prepared you for graduate study in applied behavior analysis (e.g., co-op/internships, work experiences, life experiences. D) If you feel that any portion of

your application does not accurately reflect your academic skills or preparation to complete this certificate.

II. PROGRAM REQUIREMENTS

A total of 33 credit hours is required for candidates for the Master of Science in General Psychology.

CORE COURSES in Psychological Foundations.....15 hours

PSY ~~820~~ 833, 837, 849, 853, 859.

Students Must Select One Concentration to complete the M.S. Degree

Experimental Concentration.....18 hours

PSY 862.....3 hours

Electives (approved by graduate advisor).....9 hours

Thesis (PSY 898).....6 hours

Exit Requirements*

GRD 857j, 858j.....0 hours

Total Requirements for Experimental Concentration.....33 hours

***Exit Requirements:** Students in the Experimental Concentration must complete the following: (1) Comprehensive Examination: register for a written comprehensive examination in their area of study (GRD 857j) (0 credit hours), and pass this examination; (2) **Thesis Defense:** register for an oral defense of the thesis (GRD 858j) (0 credit hours), and pass the oral defense of the thesis.

Applied Behavior Analysis Concentration (Online Only)..... 18 hours

PSY 817, 813, ~~833~~ 816, 855, 89515 hours

Capstone Requirement:

PSY 866.....3 hours

Total Requirements for ABA Concentration.....33 hours

CERTIFICATE

- To obtain a BCBA Certification students must (1) hold a Master's or Doctoral degree in Psychology, Education, or Behavior Analysis; (2) have completed Board approved ABA coursework; (3) have completed the required and documented supervised practical experience; and (4) pass an examination administered by the Behavioral Analyst Certification Board.
- The ABA Certificate is designed for students who already have an appropriate Master's or Doctoral degree, and who want to work toward eligibility to sit for the BCBA Certification Exam.
- The ABA Certificate provides the required approved ABA coursework.
- Students are responsible for finding their own practical experiences in order to accumulate the required hours of supervised experience, and for scheduling and paying for the BCBA Certification Exam. Information can be found at www.bacb.com

ABA Certificate (Online Only).....~~18~~ **21** hours

PSY 817 (Must be taken before other ABA courses), 813, 833 ~~816~~, 855, 895.....~~15~~ **18** hours

Capstone Requirement: PSY 866.....3 hours

Total Requirements for ABA Certificate only~~18~~ **21** 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>Psychology</td> </tr> <tr> <td>College</td> <td>CLASS</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Veterans Studies Minor</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	Psychology	College	CLASS	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Veterans Studies Minor	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	Psychology														
College	CLASS														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	Veterans Studies Minor														
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	10/2/19	Council on Academic Affairs	1/23/20
College Curriculum Committee	11/18/19	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		

*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:** Modify the requirements for the minor.

1. Revise description
2. Revise core:
from 3 to 9 hours and
add PSY 405 and VTS400, VTS 401 or other VTS approved capstone
3. Add Cultural Competency Elective section
4. Add Applied electives section

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: The minor in its current format lacks structure and focus. The proposed changes are designed to reduce the number and breadth of electives and create a minor that can serve to support the career plans of majors in the helping professions (e.g., psychology, social work, child and family studies, recreation and park administration/therapeutic recreation concentration, occupational therapy, physical fitness/wellness management) who plan to work with veterans and their families.

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

Personnel Impact: courses in program are already being taught so there should be no personnel impacts.

Operating Expenses Impact: N/A

Equipment/Physical Facility Needs: N/A

Library Resources: Current resources are sufficient

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.

Minor in Veterans Studies

The Veterans Studies (VTS) ~~is an academic applied minor or certificate program that prepares students to identify and understand the often unique experiences and challenges faced by veterans of military service~~ explores the unique identities, cultures, and experiences of military veterans. VTS offers a multi-disciplinary program that provides ~~This first-of-its-kind program teaches veteran and non-veteran students a foundation of understanding regarding military structure, culture, combat, and the psychological and physiological changes resulting from military service. This first of its kind program is dedicated to educating non-veterans and veterans alike about Veteran issues. to apply an interdisciplinary set of skills and perspectives in examining combat, veteran social groups, representations of veterans, and especially the psychological and physiological changes resulting from military service.~~

~~The VTS Program facilitates an environment of inquiry about the transformative nature of military service and provides students the knowledge necessary to improve services for veterans and their interaction and relations with veterans. AGS students may obtain a concentration in Veterans Studies. VTS acknowledges both the benefits of military service and the challenges faced by service members. The minor allows students to analyze the veterans' role in society and provides a form of cultural competency that complements major fields of study, enabling students to more effectively provide services to veterans in non-profit, government, healthcare, and other helping professions.~~

Core Requirement ~~3~~ **9** hours

VTS 200 — ~~Intro to Veterans Studies (Gen Ed E-6)~~, PSY 405, and VTS 400 or VTS 401 or VTS Program-approved capstone in the student's major)

~~Electives~~.....15 hours

~~Students should take VTS 200 before beginning elective studies. Students must take a minimum of five courses from the list below: CDF 331; CDF 437; ENG 386W; MSL 303; PLS 375; POL 320; POL 415; PSY 308; PSY 320; SWK 440; WGS 304; VTS 350.~~

Cultural Competency Elective (selected from the list below)..... 3 hours

ENG 386W; HIS 300A: War and American Society; MSL 303; PLS 375; VTS 300; VTS 350 Special Topics; other VTS program-approved course (e.g., HIS 300A: War and American Society, WGS 300: Gender and War).

Applied Electives (selected from the list below)..... 6 hours

PSY 308; PSY 314; PSY 476; SWK 201; other VTS program-approved elective

Total Curriculum Requirements 18 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>Biological Sciences</td> </tr> <tr> <td>College</td> <td>Science</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Wildlife Management 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	Biological Sciences	College	Science	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Wildlife Management 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	Biological Sciences														
College	Science														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	Wildlife Management 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														

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	Jan. 31, 2020	Council on Academic Affairs	3/19/20
College Curriculum Committee	2.17.20	Faculty Senate**	4/6/20
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.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Current program requires all students, regardless of what concentration they are pursuing, to take two classes from the following list: BIO 553 Mammalogy, BIO 554 Ornithology, BIO 556 Herpetology. Action requested is to require students pursuing the Game Management Concentration to take BIO 553 and BIO 554; and require students pursuing the Conservation Management Concentration to have the option of taking two classes from the following list: BIO 553, BIO 554 and BIO 556.</p> <p>Current program requires BIO 335 (Plant Systematics). Requested action will allow students to take either BIO 335 or 536 (Dendrology).</p>	<p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016)</p> <p>Fall 2020 contingent upon Board of Regents meeting and approval dates</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p>	

Students majoring in Wildlife Management have two degree concentrations they can pursue; Game Mgt. Concentration (for students whose career goal is likely to include working with a fish and wildlife agency in a job focusing on management of game mammals and game birds) and Conservation Mgt. Concentration (for students whose career goal is more likely to focus on the management of species not subject to sport hunting, e.g., songbirds, reptiles and amphibians, raptors, endangered species). The current Wildlife Management curriculum requires students to take two of the following classes: mammalogy, ornithology, or herpetology. Because the mammalogy and ornithology courses discuss aspects of the biology and ecology of species of game mammals and game birds, students in the Game Mgt. Concentration are advised to take mammalogy and ornithology (not herpetology). For various reasons, some Game Mgt. students have ignored the recommendations of their advisor and have taken herpetology instead of either mammalogy or ornithology. Faculty in the Wildlife Management degree program are concerned that lacking a fundamental background in game mammals and game birds may adversely impact the employment potential of students in the Game Mgt. Concentration. The proposed program revision would ensure that students in the Game Mgt. Concentration would take mammalogy and ornithology.

We routinely allow substitution of BIO 536 (Dendrology) for 335 (Plant Systematics) in the Wildlife Management major. Either course will satisfy the requirements of The Wildlife Society (TWS) for certification as a wildlife biologist. This change will give students another option for fulfilling the plant taxonomy requirement of TWS (335 is a spring offering; 536 is an even-fall offering).

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

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

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.

Bachelor of Science (B.S.)
WILDLIFE MANAGEMENT
CIP Code: 03.0601

MAJOR REQUIREMENTS

Core Courses.....~~56~~ 50 hours

BIO 111 (4), 112 (4), 316 (4), 318 (4), 319 (4), 335 or 536, 495 (1), 532, 557; 558 or 561; ~~two courses from BIO 553, 554, or 556~~; WLD 381, 382 (4), 489W, 585, 586 (4).

Supporting Course Requirements14-16 hours

AGR 215 (AGR 216 not required), CHE 101/101L (4) (^G Element 4), 102/102L (4); MAT 120 (^G Element 2) or 211 (^G Element 2) or 234 (4) (^G Element 2), ~~or 234H (^G Element 2)~~; GEO 210 (^G Element 4), 353; STA 215 (^G Element 2) or STA 270 (4) (^G Element 2).

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

Concentration Requirements (must select at least one; courses used for one concentration may not count toward another concentration):

Game Management.....~~9~~ 15 hours

AGR 115 (2); BIO 553, 554; WLD 583, 584 (4)

Conservation Management.....~~9~~ 15 hours

BIO 520, two courses from BIO 553, 554, or 556; and two courses from GEO 325, GEO 453, WLD 587.

Free Electives.....2-4 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%; border-bottom: 1px solid black;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">School of Music</td> </tr> <tr> <td style="border-bottom: 1px solid black;">College</td> <td style="border-bottom: 1px solid black;">Letters, Arts, & Social Sciences</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Prefix & Number</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Title <small>(full title±)</small></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Program Title</td> <td style="border-bottom: 1px solid black;">Bachelor of Music (BM)</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	School of Music	College	Letters, Arts, & Social Sciences	*Course Prefix & Number		*Course Title <small>(full title±)</small>		*Program Title	Bachelor of Music (BM)	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	School of Music														
College	Letters, Arts, & Social Sciences														
*Course Prefix & Number															
*Course Title <small>(full title±)</small>															
*Program Title	Bachelor of Music (BM)														
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	4/10/19	Council on Academic Affairs	3/19/20
College Curriculum Committee	1/27/20	Faculty Senate**	4/6/20
General Education Committee*	NA	Board of Regents**	Pending
Teacher Education Committee*	3/3/20	EFFECTIVE ACADEMIC TERM***	Fall 2021
Graduate Council*	NA		

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

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

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

1. Align the requirements for the Music Performance/Instrumental and Music Performance/Vocal concentrations to create a unified Music Performance concentration.
2. Align the requirements for the Music Education/Instrumental and Music Education/Vocal concentrations to create a unified Music Education concentration.
3. Suspend Bachelor of Music with a concentration in Performance/Vocal Pedagogy and Performance/Piano Pedagogy.
4. Revise the 4 semester, 16-credit Music Theory and Musicianship sequence to a 5 semester, 15-credit Applied Music Theory sequence.
5. Revise the 6 credit Survey of Music History I and II courses to include three 2 credit Music History classes that include MUH 275 Western Musical Traditions I, MUH 276W Western Musical Traditions II, and MUH 373 Diverse Worlds of Music.
6. Add MUS 149 Freshman Entrepreneurship (1 credit) to the BM core requirements.
7. Add MUS 549 Career Development (2 credits) to the BM core requirements.
8. Reduce the total number of Applied Lesson Credits to 12 for Music Performance and Music Theory and Composition concentrations.
9. Reduce the total credits in the Music Industry and Recording Arts concentration from 122 to 120 credits.
10. Reduce the MUS 349 Cooperative Learning Credits from 3 to 2 in the Recording Arts concentration.
11. Reduce the MUS 349 Cooperative Learning Credits from 4 to 2 in the Music Industry concentration.
12. Require MUS 192 History of Recording in the Music Industry concentration.
13. Add the following requirements to the Music Performance concentration: MUS 249 Musician's Health, MUS 373 Stylistic Composition or MUS 484 Composition in Digital Media, MUS 501/701 Music Leadership, MUS 482 Music Since 1900, MUS 519/719 Performance Temperament, MUS 190 Music Industry I, MUS 285 Jazz Improvisation (Instrumentalists), MUS 221 Diction for Singers II (Vocalists); MUS 557 – Symphonic and Wind Band Literature (2 cr.)
14. Require 2 credits of chamber ensembles in the BM core and an additional 2 credits of chamber ensembles for Music Performance concentration and Music Theory and Composition concentration.
15. Add the following requirements to the Music Theory and Composition concentration: MUS 112 Applied Piano, MUS 373 Stylistic Composition, MUS 484 Composition in Digital Media.
16. Add 1 credit of MUS 384 Beginning Composition to the Music Theory and Composition curriculum, which will result in composition lessons beginning Freshman year.
17. Require 2 credits of chamber ensembles for Music Performance concentration.
18. Reduce credits for MUS 399 from 1 to 0.
19. Reduce credit hours of MUS 550 and 551 from 2 credits to 1 credit
20. Increase credits (from 1 to 2) of conducting (MUS 366) for major core.
21. Diversify teaching techniques courses for education majors by adding MUS 113 – Vocal Teaching Techniques and MUS 116 – Classroom Instrument Techniques.
22. Combine existing instrumental methods courses. New courses will include, MUS 215 – Woodwind Teaching Techniques (eliminates MUS 351a & b, and MUS 352 a & b), and MUS 216 (eliminates MUS 251a & b, and MUS 252a & b).
23. Reduce MUS 256 requirement in Music Education from 3 to 2.
24. Revise music-specific Professional Education coursework to allow for an equal distribution of paired music education methods courses. These will serve as the hubbed music coursework, aligning with current professional education requirements. New classes will include MUE 302 Classroom Music Methods, MUE 402 Performing Ensemble Methods, and MUE 502 Music Technology Teaching Methods.
25. Align Music Education concentration to reflect updated coursework, and eliminate redundant offerings.

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

Fall 2021

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

Performance/Vocal Pedagogy and Performance/Piano Pedagogy will be phased out by Fall 2021. All suspended courses will be systematically phased out by Fall 2023.

B. The justification for this action:

The Bachelor of Music (BM) degree is being revised to better align our curricula with the School of Music and University mission statements, modernize the course offerings to focus on applied and career skills, and improve retention by lowering the overall credit totals in the remaining concentrations. This revision better aligns our BM with the National Association of Schools of Music (NASM) accreditation standards by diversifying our offerings and lowering the total number of credits required.

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

Personnel Impact: Since the credit totals in the concentrations are being decreased, we expect that these revisions will have no impact on personnel.

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: Resources are sufficient

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.)

Part III. Recording Data for Revised or Suspended Program

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

Revised* Program Text

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

Bachelor of Music (B.M.)

MUSIC

CIP Code: 50.0901

Program Objectives

Upon successful completion of the Bachelor of Music program, graduates will be able to perform a recital in their major applied area, communicate effectively about theoretical concepts in music, and identify and analyze musical works from diverse cultures and historical periods.

In addition, all music education majors will demonstrate the ability to sing, play a variety of instruments, develop lesson plans, and engage in effective teaching during a student teaching semester. All theory and composition students will demonstrate composition skills and present original compositions in public recitals as well as identifying an area of advanced analysis of musical works through a senior project. All music industry students will demonstrate music technology skills, identify trends in the many facets of this business field, and demonstrate an ability to work with professionals through cooperative learning experiences. All performance majors will prepare two performance recitals and analyze repertoire presented on those recitals, in addition to identifying different pedagogical approaches in their area.

Admission to the Music Major Program

Admission to the Bachelor of Music programs requires a successful audition for the applicable applied teacher. The student is expected to demonstrate acceptable levels of achievement in performance in terms of intonation, tone quality and rhythmic accuracy. Incoming students will be expected to perform two selections of contrasting styles. Students may be accepted on probationary status at the discretion of the applied teacher and the School of Music chair. Students seeking to opt out of one of more semesters of class piano (MUS 110, 111, 210, 211) may complete a placement exam prior to the start of the semester of study.

Bachelor of Music Core Requirements

Applied Music

All music majors must complete a minimum of seven semesters of applied lessons with at least three of the semesters at the upper division levels (numbered 300 or 400). Applied students must complete a jury examination at the end of each semester. Each major is required to enroll in applied music every semester of full-time enrollment.

Solo Recital Performance

Each major is required to perform the equivalent of a half recital (MUS 399) during the course of study.

Ensemble Requirements

Each major is expected to enroll in a major ensemble reflecting the major applied area of study every semester of fulltime enrollment. Wind and percussion majors will enroll in MUS 256 (Marching Band), MUS 255A/455A (Symphonic Band), MUS 255B/455B (Concert Band), or MUS 235/435 (Symphony Orchestra). With permission of the Department Chair of the School of Music, MUS 254/454 (Jazz Ensemble) may be submitted for the major ensemble requirement for wind and percussion majors. Orchestral string majors will enroll in MUS 235/435 (Symphony Orchestra) or MUS 236/436 (String Orchestra). Some string bass majors may be assigned to MUS 255A/455A (Symphonic Band) pending based on auditions results. Guitar majors will enroll in MUS 257/457 (Guitar Ensemble) and MUS 250 (Electric Guitar Ensemble). Vocal majors will enroll in MUS 228A/428A (EnChor SSAA Choir) or MUS 228B/428B (Koros TTBB Choir) (Concert Choir) or MUS 226/426 (University Singers). Keyboard majors may substitute accompaniment (MUS 313 or 513) for ensemble credits. Even if the student plans to study in two or more applied areas, one of them must be declared the major. Students enrolling in more than three ensembles should must receive permission for such participation from their applied teacher, ensemble director, and advisor. All wind and percussion majors have required corequisite small and large ensembles with their applied lessons. Voice/string majors have a corequisite large ensemble required with applied lessons and must demonstrate experience in small choral/string ensembles.

Recital Attendance

All majors are required to attend 16 recitals including the Friday departmental recitals and other departmental School of Music concerts and recitals held throughout the semester (MUS 101) for at least six semesters. Performances off campus must receive approval by department chair the Chair of the School of Music.

Music Education

All wind and percussion majors must complete at least three two semesters of MUS 256. All Music Education majors must elect MUS 383. Music Performance Non-marching instruments/voice may choose an advisor approved ensemble in lieu of MUS 256.

Music Performance

All Music Performance majors must pass an audition beyond the entrance audition. They will be on probationary status for one to four semesters. At the end of the probationary period, the student may re-audition for full candidacy. The Audition Committee will consist of at least three members of the music faculty including the applied teacher. All performance majors must give a full recital (MUS 499) in addition to the half recital required of all majors. Vocal Performance majors must elect foreign language as part of their General Education studies.

Music Industry and Music Industry Recording Arts

All music industry and music industry recording arts Music Industry and Music Industry-Recording Arts majors must complete 3 or 4 credit hours of Co-op (MUS 349) and 2 credit hours of Music Industry Senior Capstone (MUS 449). All Co-op projects must be approved by the Co-op office, School of Music Chair, and Co-op coordinator.

Music Theory and Composition

Music Theory and composition Composition majors must complete two 3 credits of beginning composition (MUS 283) and eight 8 credits of advanced composition (MUS 483). Beginning composition (MUS 283) is open to all music students with permission of the instructor. Students wishing to move on to advanced composition (MUS 483) must receive the approval of the theory/composition faculty based on their performance in MUS 283. Students seeking to apply for entry into advanced composition study will submit a portfolio of their compositions. All theory and composition majors, whose major applied area is not piano, must elect two semesters of additional piano studies (MUS 112). Music Theory and Composition students will complete a senior project (MUS 499) consisting of a theory project and a half recital of original compositions as part of this degree program.

UNIVERSITY GRADUATION REQUIREMENTS

- General Education..... 36 hours
- Student Success Seminar (ASO 100; 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 – Music majors will fulfill ACCT with MUS 349, 482, 499, 550, or 551, or CED 499. (Credit hours may be incorporated into Major or Supporting requirements)

Total Hours University Graduation Requirements 37 hours

MAJOR REQUIREMENTS

Core Courses 38 hours 46 hours

MUS 110(1), 111(1), 117(3), 118(3), 149 (1), 210(1), and 211(1), 217(3), 218(3), 317(3), or MUS 114 (2) and 115 (2); MUS 161(1), 162(1), 181, 182, 261(1), 262(1), 281, 282, 366(4 2), 399(4 0), and 549(2); 480, MUH 371 and 372 MUH 275 (2), 276W(2), and 373(2); a minimum of 7 hrs of applied primary instrument or voice over 7 semesters (2 credits at 100 level, 2 credits at 200 level, 2 credits at 300 level and 1 credit at 400 level); 7 semesters of major ensembles; 2 credits of chamber ensembles; 6 six-semester of MUS 101 (0 credit course).

Degree Concentrations:

Music Performance/Instrumental..... 43 37 hours

MUS 285 or 383 or 481, 367(2) or 368(2), 384(2), 499 (1), 550 (2), 551 (2) MUS 190(2), 249(2); 220(1) and 221(1) or 285(2); 384(2), 373(2) or 481(2), 499(1), 482(2), 501(2), 516 (1), 517(2), 519(2), 550(1), and 551(1); additional 17 5 hrs of applied primary instrument (2 hrs at 100 and 200 levels, 6 hrs (2 hrs at 300 level, and 7 hrs 3 hrs at 400 level); a minimum of 8 hrs 1 additional hour of ensembles over 8 semesters; 2 additional credits of chamber ensembles; 4 hrs of music performance electives; 3 hrs of upper division music theory electives; 3 hrs 2 hrs of upper division music history electives.

Performance/Piano Pedagogy..... 43 hours

MUS 285 or 383 or 481, 201(1), 299(1), 303(1), 348(1), 355(1), 367(2) or 368(2), 384(2), 448(1), 451(1), 499(1), 513(1), 550(2), 551(2); additional 9 hrs of applied primary instrument (2 hrs at 100, 200 and 300 levels, and 3 hrs at 400 level); a minimum of 8 hrs of ensembles over 8 semesters; 3 hrs of upper division music theory electives; 3 hrs of upper division music history electives.

Performance/Vocal..... 43 hours

MUS 220 (1), and 221(1); 285 or 383 or 481; MUS 367(2) or 368(2); 384(2), MUS 499 (1), 550 (1), 551 (1); additional 17 hrs of applied primary instrument (2 hrs at 100 and 200 levels, 6 hrs at 300 level, and 7 hrs at 400 level); a minimum of 8 hrs of ensembles over 8 semesters; 3 hrs upper division music theory electives; 3 hrs upper division music history electives.

Performance/Vocal Pedagogy..... 43 hours

MUS 202(1), 220(1), 221(1), 285 or 383 or 481, 299(1), 303(1), 348(1), 355(1), 367(2) or 368(2), 384(2), 448(1) 452(1), 499(1), 550(1), 551(2); additional 9 hrs of applied primary instrument (2 hrs at 100, 200 and 300 levels, and 3 hrs at 400 level); a minimum of 8 hrs of ensembles over 8 semesters; 3 hrs of upper division music theory electives; 3 hrs of upper division music history electives.

Emphasis in Music Industry 37 hours

MUS 190(2), 191(2), 192(2) 285 or 383 or 481, 290(2), 300(0), 349(4 2), 390(3), 391(3), and 449(2); MUH 273(3); 9 hrs from: ACC 200 or 201, MGT 301, PUB 375, 385 or 415S; a minimum of 7 hrs of ensembles over 7 semesters; 7 elective credits in MUS/MUH courses.

Emphasis in Music Industry-Recording Arts..... 47 37 hours

MUS 190(2), 191(2), 192 (2), 285 or 383 or 481, 290(2), 292 (2), 300(0), 349(3 2), 390(3), 391(3), 392(2), 492(2), and 449(2); MUH 273(3); 9 credits chosen from: ACC 200 or 201, MGT 301, PUB 375, PUB 385, PUB 415S; a minimum of 7 hrs of ensembles over 7 semesters. 1 elective credit in MUS/MUH courses.

Music Theory and Composition 37 hours

MUS 112(2), MUS 190(2), MUS 283(2), 283(3), 285 or 383 or 481, 373(2), 384(2), 482(2), 483(8), 484(2), 499

(2), 511(2), and 517(2); 557(2) 555 or 556; additional 1 hr of applied primary instrument (at 400 level); a minimum of 8 hrs of ensembles over 8 semesters; 1 additional credit of ensembles; 2 additional credits of chamber ensembles; 3 hrs upper division theory electives; 3 hrs 2 hrs music history electives.

Music Education/Instrumental.....23- 13 hours

MUS 113 (1)*, 116(1), 215(1), 216(1), 230(1), 256(2)**, 354(1), 365(1), 369(2), and 384(2)

**vocal majors will take MUS 210 instead of MUS 113.*

***non-marching instruments/voice may choose an advisor approved ensemble instead of MUS 256*

MUS 230(1), 251A(.5), 251B(.5), 252A(.5), 252B(.5), 320(1), 330(1), 351A(.5), 351B(.5), 352A(.5), 352B(.5), 354(1), 364(1), 365(1), 367(2), 383, 384(2); a minimum of 7 hrs of ensembles over 7 semesters, of which 3 hours of MUS 256 must be elected by wind and percussion majors. Instrumental students will be excused from taking the methods course that includes their major applied instrument.

Music Education/Vocal.....23 hours

MUS 220(1), 230(1), 251A(.5), 251B(.5), 313(2) 351A(.5), 351B(.5), 354(1), 364(1), 365(1), and 368(2), 383, 384(2); a minimum of 7 hrs of ensembles over 7 semesters.

Supporting Course Requirements:

Performance/Vocal

Vocal Performance majors must elect 3 hrs of foreign language (^GElement 6) as part of their General Education studies.

Performance/Vocal Pedagogy

Vocal Performance/Pedagogy majors must elect 3 hrs of foreign language (^GElement 6) as part of their General Education studies.

Music Theory and Composition

Music Theory and Composition majors must elect 3 hrs of foreign language (^GElement 6) as part of their General Education studies.

Professional Education Requirements for Music Education.....35 hours

EDC 300, EDF 203, 219, and 413(2); EDF 204(2) or MUS 384(2); EMS 300W(1), 474, and 490(1); EME 378 or MUE 378; ESE 579 or MUE 579 MUE 302(2) or ELE 303(2); MUE 402(2) or ESE 402(2); MUE 502(2) or EMS 502(2); SED 104 (^GElement 6), and 11 credit hours of Clinical Experiences: CED 100(0), 200(0), 300(0.5), 400(0.5), 450(1), 499(9). ^G = Course also satisfies a General Education element. Hours are included within the 36 hr. General Education requirement above.

Free Electives.....0-8 hours

EXIT REQUIREMENT.....0 hours

PRAXIS EXAMINATION Students must register for and take the PRAXIS exam which correlates to their degree program, per College of Education requirements. Refer to DegreeWorks for exam details. The PRAXIS exam must be taken prior to student teaching.

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.epsb.ky.gov for current test requirements and current cut scores. You may also contact the Division of Educator Preparation, Assessment, and Internship at (502) 564-5789.

TOTAL HOURS TO COMPLETE DEGREE120-133 127 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%; border-bottom: 1px solid black;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">School of Music</td> </tr> <tr> <td style="border-bottom: 1px solid black;">College</td> <td style="border-bottom: 1px solid black;">Letters, Arts, & Social Sciences</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Prefix & Number</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Title (full title±)</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Program Title</td> <td style="border-bottom: 1px solid black;">Master of Music (all concentrations-MM)</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	School of Music	College	Letters, Arts, & Social Sciences	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Master of Music (all concentrations-MM)	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	School of Music														
College	Letters, Arts, & Social Sciences														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	Master of Music (all concentrations-MM)														
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	8/30/19	Council on Academic Affairs	3/19/20
College Curriculum Committee	1/27/20	Faculty Senate**	4/6/20
General Education Committee*	NA	Board of Regents**	Pending
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	Fall 2021
Graduate Council*	2/21/20		

*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.)	<ol style="list-style-type: none"> 1. Revise Master of Music (MM) program to reflect 3 concentrations, eliminating Vocal Performance/Pedagogy, Piano Performance/Pedagogy, Music Theory, Music Composition, and combining the Conducting tracks. 2. Reduce credit hours of MUS 750 and 751 from 2 credits to 1 credit 3. Create new courses including MUS 701-Music Leadership (2 cr), MUE 702 – Music Technology Teaching Methods (2 cr), MUS 802 – Assessment in Music (2 cr), MUS 803 – Learning & Behavior Modification in Music (2 cr), MUS 844 – Applied Conducting (1 cr), MUS 749 – Career Development (2 cr), MUS 719 – Performance Temperament (2 cr), MUS 881 – Seminar in Choral Conducting (1 cr), MUS 882 – Seminar in Instrumental Conducting (1 cr), MUS 717 – Arranging (2 cr), MUS 757 – Symphonic and Wind Band Literature (2 cr.); MUS 873 – Music in Society (3 cr), and MUS 854 – Jazz Ensemble (1 cr).
B. 2. Proposed Effective Academic Term: FALL 2021	A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) Choral Conducting – Spring 2019; Instrumental Conducting – Spring 2020; Vocal Performance/Pedagogy – Spring 2020; Piano Performance / Pedagogy – Spring 2020; Music Theory – Spring 2020; Music Composition – Spring 2020
B. The justification for this action: The School of Music wishes to better align the course offerings with the mission of the department and university. Suspending four programs and merging another will allow us to more efficiently recruit students and provide a streamlined set of course offerings. In addition, we have lowered the required credits from 32 to 30, which we believe will help attract students to a more cost effective program.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None – this proposal reduces the number of total credits in each concentration, and reduces the total number of MM concentrations from 8 to 3 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.)

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.)

MASTER OF MUSIC (M.M.)

Music — All Concentrations

CIP Code: 50.0901

II. ADMISSION REQUIREMENTS

Applicants for admission to the Master of Music program must:

1. Meet all admission requirements of the Graduate School;
2. **2.** Hold a bachelor's degree in music or certification in music from an accredited institution;
3. Have a 2.5 overall undergraduate GPA;
4. Submit 2 letters of recommendation;
5. Demonstrate competent applied music skills through a performance audition for either applied study or for admission to music ensembles.
6. ~~Complete departmental diagnostic exams in music theory and music history within first semester, as determined by the department~~

Applicants who do not meet the GPA requirement for admission must submit official GRE scores to be considered for Probationary Admission. Expected target scores on the GRE for Probationary Admission are 144 on the Verbal and 3.0 on the Analytical Writing sections of the exam.

Admission Requirements for Individual Concentrations Performance Concentration

Candidates must audition before a committee of music faculty (recorded auditions may be allowed); and must possess an undergraduate degree in music from an accredited institution.

Note: Voice candidates in their audition must include works in French, Italian, and German and must have either a demonstrated competency or at least two semesters of undergraduate course work in any one language— French, Italian, or German. Candidates will also show two semesters of diction study and a vocal pedagogy course at the undergraduate level. Those who have not completed undergraduate foreign language, diction or pedagogy requirements will complete them as part of the Masters degree. The undergraduate language credits will not count as credit toward the MM degree, diction and pedagogy (MUS 720 and 750) may count toward the MM degree electives.

Pedagogy & Performance Concentration

~~The pedagogy/performance concentration is offered in piano and voice. Candidates must audition before a committee of music faculty (recorded auditions may be allowed); and must possess an undergraduate degree in music from an accredited institution.~~

Note: 1) Voice candidates must include works in French, Italian, and German in their audition, and must have either a

demonstrated competency or at least two semesters of diction study and a minimum of one semester of vocal pedagogy at the undergraduate level. Those who have not completed undergraduate foreign language, diction or pedagogy requirements will complete them as part of the Masters degree. The undergraduate language credits will not count as credit toward the MM degree.

2) Piano candidates must include works representative of Baroque, Classical and Romantic style periods in their audition. Those who have not completed a minimum of one semester of piano pedagogy at the undergraduate level must complete MUS 550 (1 credit) in their first semester.

Choral-Conducting Concentration

Candidates who pass a pre-screening video audition will be invited to campus for a live audition with a university ensemble before a committee of music faculty, and must possess either an undergraduate degree in music from an accredited institution or equivalent course work. Candidates must also demonstrate competency in foreign language including 2 semesters of undergraduate coursework in one language: French, Italian, or German, and 2 semesters of diction courses. Those who have not completed undergraduate foreign language or diction requirements will complete them during the Masters degree. The undergraduate language and diction credits will not count toward the degree. MUS 720 may be used as an elective course within the MM degree. Choral conducting candidates are also required to take at least one course in vocal pedagogy (MUS 750) as part of the degree electives unless vocal pedagogy courses were completed at the undergraduate level.

Note: Students must earn an “A” in Advanced Choral Conducting.

Theory Composition Concentration

Candidates must submit examples of compositions and/or analytical papers for review by music faculty; and must possess either an undergraduate degree in music theory/composition from an accredited institution or course work equivalent to Eastern Kentucky University’s undergraduate theory/composition requirements. Instrumental Conducting Concentration Candidates who pass a pre-screening video audition will be invited to campus for a live audition with a university ensemble before a committee of music faculty, and must possess either an undergraduate degree in music from an accredited institution or equivalent course work.

Note: Students must earn an “A” in Instrumental Conducting.

Music Education Concentration

Candidates must submit either passing Praxis II specialty area exam in music, undergraduate papers in music, or an undergraduate music portfolio. Candidates must possess either an undergraduate degree in music from an accredited institution or equivalent course work.

III. PROGRAM REQUIREMENTS

The general format of the program appears below:

Core Courses12 hours

MUS 873 (Music in Society) 755 or 756 (Music Literature)* 3 hours
 MUS 898 (Research in Music) 872 (Music History) 3 hours
 MUS 887 (Music Theory)..... 3 hours
 MUS 896, 897, or 899 (Project, Recital, or Thesis).3 hours

Concentration Courses.....10-11 12 hours

Concentrations are available in performance, pedagogy/ performance, theory/composition, choral conducting, instrumental conducting and music education.

Electives9-10 6 hours

Exit Requirement

GRD 857i or 858i

Total Requirements.....32-30 hours

*Students who have completed MUS 555 or 556 or an equivalent course as part of their undergraduate degree program should substitute three additional hours of MUS 872.

Concentration in Performance

Core Courses12 hours

Performance Concentration will elect MUS 897.

Concentration Courses.10 12 hours

Applied Music Courses Lessons.....4 hours

Ensembles2 hours

MUS 750 (Teaching Techniques).....1 hour

MUS 751 (Performance Literature).....1 hour

MUS 757 or 756 (Symphonic and Wind Band Literature(or) Choral Literature ...2 hours

MUS 701 (Music Leadership).....2 hours

Electives*10 6 hours

* Electives will include 4 credits of pedagogy or literature courses (MUS 750/751) based upon advising and previous coursework.

Exit Requirement

GRD 857i or 858i

Total Requirements.....32 30 hours

Concentration in Pedagogy/Performance

Concentration in Vocal Pedagogy/Performance

Core Courses12 hours

Will elect MUS 897 Recital

Concentration Courses20 hours

MUS 822 (Applied).....10 hours

MUS 811 (Vocal Pedagogy).....2 hours (repeatable 1 credit at a time)

MUS 815 (Vocal Teaching Repertoire).....2 hours (repeatable 1 credit at a time)

MUS 816 (Studio Management).....1 hour

MUS 821 (Advanced Vocal Pedagogy).....2 hours (repeatable 1 credit at a time)

MUS 896 (Special Project in Pedagogy).....3 hours

Exit Requirement

GRD 857i or 858i

Total Requirements32 hours

Concentration in Piano Pedagogy/Performance

Core Courses12 hours

Will elect MUS 897 Recital

Concentration Courses20 hours

MUS 812 (Applied).....10 hours

MUS 810 (Piano Pedagogy).....2 hours(repeatable 1 credit at a time)

MUS 814 (Piano Teaching Repertoire).....2 hours (repeatable 1 credit at a time)

MUS 816 (Studio Management).....1 hour

MUS 820 (Advanced Piano Pedagogy).....2 hours (repeatable 1 credit at a time)

MUS 896 (Special Project in Pedagogy).....3 hours

Exit Requirements

GRD 857i or 858i

Total Requirements32 hours

Concentration in Theory/Composition

Core Courses12 hours

Must elect MUS 899 for an emphasis in theory or MUS 896 for an emphasis in composition.

Choose either the theory concentration or the composition concentration below.

Concentration with an Emphasis in Theory.....13 hours

MUS 886 (Counterpoint)3 hours

MUS 888 (Analytical Techniques II)3 hours

MUS 889 (Advanced Composition)2 hours
MUS 788 (Pedagogy of Theory).....2 hours
MUS 710 (Special Topics in Music).....3 hours

Concentration with an Emphasis in Composition.....12 hours

MUS 889 (Advanced Composition I).....2 hours
MUS 890 (Advanced Composition II).....4 hours
MUS 886 (Counterpoint)3 hours
MUS 888 (Analytical Techniques II)3 hours

Electives*..... 7-8 hours

— 4 credits of MUS electives in performance, pedagogy or musicology, 3-4 credits of free electives

Exit Requirement

— GRD 857i or 858i

Total Requirements32 hours

*Electives will be determined by the student's primary concentration in either theory or composition. Several plans are available.

Concentration in Choral Conducting

Core Courses12 hours

Choral Conducting concentration must elect MUS 756 and MUS 896.

Concentration Courses..... 11-12 hours

MUS 765 (Advanced Choral Conducting).....2 hours
MUS 844 (Applied Conducting Lessons)..... 4 hours
MUS 757 (Symphonic & Wind Band Lit).....2 hours
MUS 756 (Choral Music Lit).....2 hours
MUS 881 (Seminar in Choral Conducting).....1 hour
MUS 882 (Seminar in Instrumental Conducting)...1 hour
MUS 880 (Advanced Choral Procedures).....2 hours
MUS 883 (Seminar in Choral /Instrumental Conducting).....2 hours
MUS 825 or 826 (Choir or University Singers)..... 1 hour
MUS 898 (Research in Music and Music Education) ...3 hours
Applied Music 1 hour
MUS 701 (Music Leadership)2 hours

Electives9-6 hours

Exit Requirement

GRD 857i or 858i

Total Requirements.....32-30 hours

Concentration in Instrumental Conducting

Core Courses12 hours

Instrumental Conducting concentration must elect MUS 755 and MUS 896.

Concentration Courses11 hours

MUS 764 (Advanced Instrumental Conducting)....2 hours
MUS 883 (Seminar in Choral/Instrumental Conducting).....2 hours
MUS 751 (Performance Literature) or MUS 754 (Band Lit.)...2 hours
MUS 835 or 855 (Orchestra or Band) 1 hour
Applied Music 1 hour
MUS 898 (Research in Music and Music Education).....3 hours

Electives9 hours

Exit Requirement

GRD 857i or 858i

Total Requirements.....32 hours

Concentration in Music Education

Core Courses12 hours

Music Ed concentration will elect MUS 896 or 899.

Concentration Courses10 12 hours

MUS 878 (Foundations of Music)3 hours

MUS 885 (Psychology of Music)3 hours

MUE 702 (Music Technology Teaching Methods)...2 hours

MUS 802 (Assessment in Music)2 hours

MUS 803 (Learning and Behavior Modification in Music)...2 hours

MUS 712 or 750 (Piano or Teaching Tech)1 hour

MUS 898 (Research in Music and Music Education)3 hours

Electives*.....10 6 hours

Exit Requirement

GRD 857i or 858i

Total Requirements.....32 30 hours

~~*Elective credits must include at least 4 credits of applied music courses.~~

IV. EXIT REQUIREMENTS

Comprehensive Examination — The program will be culminated by a written or oral comprehensive examination testing the candidate's general knowledge of music (GRD 857i or 858i). Performance or Pedagogy/ Performance majors must have their recital hearing forms complete at the time the comprehensive exam is scheduled.

Thesis — The thesis is optional in this program.

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%;"> <tr> <td style="width: 50%;">Department Name</td> <td>Computer Science</td> </tr> <tr> <td>College</td> <td>Science</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>BS in Computer Science</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	Computer Science	College	Science	*Course Prefix & Number		*Course Title (full title±)		*Program Title	BS in Computer Science	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	Computer Science														
College	Science														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	BS in Computer Science														
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	02/03/2020	Council on Academic Affairs	3/19/20
College Curriculum Committee	2.17.20	Faculty Senate**	4/6/20
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.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) A. 2. Proposed Effective Academic Term: (Example: Fall 2016) A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	Revise statements in the catalog, and make some changes to the courses needed for the Interactive Multimedia concentration. Drop computer forensics concentration and make minor changes to the computer technology option. Fall 2020 contingent upon Board of Regents meeting and approval dates (if applicable)
--	---

B. The justification for this action: The major changes include <ul style="list-style-type: none"> - adding new INF courses to the Interactive Multimedia concentration to help students to learn more modern game design techniques and tools (to help them later in the capstone course), and - adjusting some non-CSC/INF courses based on the recommendations from the advisory board committee members. - The new degree in Cybersecurity eliminates the need for the computer forensics concentration. Some statements about course requirements of different concentrations were not consistent. They have been revised.	
--	--

C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: n/a Operating Expenses Impact: n/a Equipment/Physical Facility Needs: n/a Library Resources: n/a	
--	--

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.

Bachelor of Science (B.S.)
COMPUTER SCIENCE
CIP Code: 11.0101

MAJOR REQUIREMENTS

Core Courses25 hours

CSC 185¹, 190, 191, 195, 310, 313, and 340; CSC 308; CSC 499(1).

Concentrations:

Computer Science (General)25 hours

(Accredited by the Computer Science Accreditation Commission of ABET, <http://www.abet.org>) CSC 311, 320, 360, 400, 440, 460, 541, 545; and 1 credit hour of CSC 494, 495, or 496.

Computer Technology22 hours

CSC 360, 440, 460, 545, 3 hours of CSC 349²; CSC 330 or 544; 1 additional 3 credit course from: CSC courses 300 level or above except CSC 349, ~~490~~, and 1 credit hour of 494, 495, 496.

Interactive Multimedia~~22~~ 25 hours

CSC 140, 315, 316, ~~491~~, 550, one of 520 or 555, six hours of CSC 491, and 1 additional CSC course 300 level or above except CSC 349, ~~490~~, and 1 credit hour of 494, 495, 496.

~~Computer Forensics and Security24 hours~~

~~CSC 332, 360, 400, 520, 542, 547, 548, and 549.~~

Artificial Intelligence in Data Science22 hours

CSC 311, 320, 545, 546, 581, 582, 583; and 1 credit hour of CSC 494, 495, or 496.

Supporting Course Requirements:

Computer Science (General)23-27 hours

EET 252; MAT 234(4) ~~or 234H(4)~~ (^oElement 2), MAT 239, 244(4) ~~or 244H(4)~~; STA 270(4).

Choose One of the following sequences:

a) BIO 111(4) (^oElement 4), 112(4) (^oElement 4)

b) CHE 111/111L(4) (^oElement 4), 112/112L(4) (^oElement 4);

c) GLY 108 (^oElement 4), and 109 (^oElement 4)

d) PHY 201(5) (^oElement 4); PHY 202(5) (^oElement 4)

And Choose 2 courses from a, b, c, or d not taken as part of the sequence.

Computer Technology24-25 hours

EET 252; NET 302, 303, and 343; NET 344 or 395; NET 354, 403, 454; and one course from the following: MAT 234(4) (^oElement 2), ~~234H(4)~~ (^oElement 2), or 211(^oElement 2).

Interactive Multimedia~~34~~ 25-28 hours

BEM 200 (^oElement 5B), EET 252, INF 123, INF 391, MAT 234(4) ~~or 234H(4)~~ (^oElement 2); MAT 239, 244(4) ~~or 244H(4)~~; MUS 290(2), PHY 201(5) (^oElement 4), STA 270(4), and two one courses from ART 100 or ART 200 (^oElement 3A), and either ARH 392 or 393; one course from ART 100, TEC 190, or GCM 313; one of the following sequences:

a) MKT 301, 310, or

b) MGT 301, 465, or

c) GEO 353⁴, 453.

~~Computer Forensics and Security31-32 hours~~

FOR 301, 401, INF 318, 321, 322, NET 303, 354, and STA 270(4); MAT 234(4) ~~or 234H(4)~~ (^oElement 2); ~~choose two courses from the following: BIO 111(4) (^oElement 4), CHE 111/111L(4) (^oElement 4), and PHY~~

~~201(5) (^GElement 4); 3 credit hours of CSC 349 or INF 495.~~

Artificial Intelligence in Data Science30-34 hours

MAT 234(4) or ~~234H(4)~~ (^GElement 2); MAT 244(4) or ~~244H(4)~~; STA 270(4), 340, 375, 380, 575, 580, 585, and one of the following sequences:

- a) AEM 202 and (332, 336, or 506);
- b) BIO 315(4)³, 533;
- c) ECO 230, 231 (^GElement 5B);
- ~~d) ECO 320, 420;~~
- d) INS 370 and (372, 374, or 378);
- e) STA 520, 521;
- f) CSC 332 and (542, 547, or 548);
- g) GEO 353⁴ and 453;
- h) Two courses from HLS 401, 402, 403.

Free Electives0-12 hours

TOTAL HOURS TO COMPLETE DEGREE120-121 hours

¹Students without a 25 ACT or 590 SAT will be advised to take CSC 170 as preparation for CSC 185 and 190.

²Under special circumstances, a student may seek an administrative waiver of the CSC 349 requirement from the Computer Science Curriculum Committee and the department chair. Waiver recipients are required to complete three semester hours of additional course work approved by the Computer Science Curriculum Committee.

³BIO 315 has a prerequisite of BIO 111 or 112.

⁴GEO 353 has a prerequisite of one course from: AGR 216, GEO 100, 210, 220, GLY 102, 107, or 108.

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 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.	Curriculum and Instruction Education Non-Degree Program Providing Services to the Deaf/Hard of Hearing ± If Title is longer than 30 characters see Part IV to provide abbreviation
---	--	---

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	11-07-19	Council on Academic Affairs	2/20/20
College Curriculum Committee	11/15/19	Faculty Senate**	3/2/20
General Education Committee*	N/A	Board of Regents**	Pending
Teacher Education Committee*	12/3/19	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	1/24/2020		

*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 Non-Degree Providing Services to the Deaf/Hard of Hearing from Graduate School program offerings. We have not had individuals working on this non-degree program in the last several years.

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 program has had no enrolled students for at least 5 years and is not something that current faculty wish to continue offering.

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

Personnel Impact: none

Operating Expenses Impact: none

Equipment/Physical Facility Needs:

Library Resources:

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

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

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.)

(p. 72 in the current graduate catalog)

~~NON-DEGREE PROGRAM~~

~~Providing Services~~

~~to the Deaf/Hard of Hearing~~

~~The following course work cluster is designed to meet the needs of individuals trained in a variety of paraprofessional and professional programs who, upon graduation, are interested in the provision of services to deaf and hard of hearing children, youth, and adults. The program provides an introduction to culture awareness and the development of communication skills through the following course work cluster:~~

~~Prerequisite Courses*15 hours~~

~~ASL 101, 102, 201, 202; ITP 115.~~

~~* These courses or the equivalent of these courses demonstrated through proficiency in American Sign Language and an equivalent orientation to deafness.~~

~~Required Courses.....9 hours~~

~~SED 774**, SED 830, PSY 845.~~

~~**Practicum assignments will be interfaced with the individual's specialty area, and placement will be in a setting serving deaf or hard of hearing children, youth, and adults~~

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 Science
<input type="checkbox"/> New Course (Parts II, IV)	College	Health Science
<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	Bachelor of Science (B.S.) APPAREL DESIGN AND MERCHANDISING
<input checked="" type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	
	* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	2/6/2020	Council on Academic Affairs	3/19/20
College Curriculum Committee	03/04/20	Faculty Senate**	4/6/20
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.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Suspend B.S Apparel Design & Merchandising degree</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2020</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) Fall 2022</p>
<p>B. The justification for this action:</p> <p>Due to inadequate faculty resources, this program is being proposed for suspension. Traditionally, ADM has had two faculty assigned to teach courses and direct the program. One faculty member was lost to ERTTP in Spring 2019. This individual had specialty training and education in apparel and textile design and construction. The design component is a unique and critical element of the program and the only one in the State. Without this essential faculty position it is impossible to adequately and ethically teach and grow this program. The faculty line was swept in the budget reduction of Spring 2018 and will not be replaced. Current enrollment is 46.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: 1 Tenure Track Faculty</p> <p>Operating Expenses Impact: The minimal operating expenses saved will be used to support other department programs that are lacking adequate resources.</p> <p>Equipment/Physical Facility Needs: Equipment will continue to be used to teach other department programs.</p> <p>Library Resources:</p>

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 Science (B.S.)~~
~~APPAREL DESIGN AND MERCHANDISING~~
~~CIP Code: 52.1902~~

Program Objectives

Upon completion of a degree in Apparel Design and Merchandising graduates will demonstrate critical/creative thinking by: 1) identifying cultural influences on the apparel/ textile industry and consumer; 2) applying design principles to visual merchandising and/or apparel design projects; 3) developing apparel and textile products based on target customer need; and 4) communicating ideas and information effectively to the target audience. Graduates are prepared to work in a variety of merchandising and design positions. Recent graduates have been employed in retail management, technical design, visual merchandising, and theatrical costume design. Metropolitan areas provide the most job opportunities. Entry level positions include management trainee, assistant manager, and design assistant.

~~Two years after graduation students can expect to be employed in positions such as retail manager, district supervisor of stores, technical designer, design journeyman, and visual merchandiser.~~

UNIVERSITY GRADUATION REQUIREMENTS

- ~~▲ General Education.....36 hours~~
- ~~▲ Student Success Seminar (HSO 100; 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—Apparel Design and Merchandising majors will fulfill ACCT with ADM 414. (Credit hours are incorporated into major requirements below.)~~

~~Total Hours University Graduation Requirements37 hours~~

MAJOR REQUIREMENTS

~~Core Courses50 hours~~

~~ADM 102, 119, 201, 210, 300, 302, 310, 313, 349 or FCS 330A, 413, ADM 414 (6), CDF 132, FCS 400 or 400W, FRM 352; ADM 319 and 339 or ADM 312 and 412. (ADM 349/ FCS 330A—two hours at sophomore level)~~

~~Supporting Course Requirements.....10 hours~~

~~CHE 101/101L(⁶Element 4); ECO 230(⁶Element 5B); PSY 200; MGT (300 or 301) and MKT (300 or 301) or THE (220 and 320).~~

~~⁶—Course also satisfies a General Education element.~~

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

~~Free Electives.....23 hours~~

~~TOTAL HOURS TO COMPLETE DEGREE.....120 hours~~

~~**ADM 349/FCS 330A—two hours at sophomore level.~~

Teach Out Plan for B.S. in Apparel Design and Merchandising

Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022
ADM 414 – 7 students (summer or fall)	ADM 102 – 19 students ADM 119 – 15 students ADM 201 – 29 students ADM 300 – 12 students ADM 319 * - 7+? ADM 349 – 18 students ADM 412 * - 3+? ADM 414 – 7 students (summer or fall)	ADM 210 – 14 students ADM 302 – 26 students ADM 310 – 20 students ADM 312 * - ? students ADM 313 – 12 students ADM 339 * - ? students ADM 349 – 2 students ADM 413 – 4 students ADM 414 – 9 students	ADM 414 – 2 students (summer or fall)	ADM 300 – 26 students ADM 319 * - 1+? students ADM 349 – 18 students ADM 412 * - ? students ADM 414 – 2 students (summer or fall)	ADM 310 – 7 students ADM 312 * - ? students ADM 313 – 4 students ADM 339 * - ? students ADM 413 – 29 students	ADM 414 – 29 students (summer or fall)	ADM 414 – 29 students (summer or fall)

* The number of students is currently unknown because some students have yet to choose the DESIGN OPTION (ADM 312 and 412) or MERCHANDISING OPTION (ADM 319 and 339). We will gather this information during advising.

NOTE: Several freshmen may decide to change their major.

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 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 style="width: 50%;">Safety and Security</td> </tr> <tr> <td>College</td> <td>Justice and Safety</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Minor in Security Operations</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	Safety and Security	College	Justice and Safety	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Minor in Security Operations	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	Safety and Security														
College	Justice and Safety														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	Minor in Security Operations														
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	2/11/2020	Council on Academic Affairs
College Curriculum Committee	2/12/20	Faculty Senate**
General Education Committee*	NA	Board of Regents**
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.)

A. 1. Specific action requested: Remove/suspend the Minor in Security Operations. A. 2. Proposed Effective Academic Term: Fall 2020 A. 3. Effective date of suspended programs for currently enrolled students: N/A	<p>B. The justification for this action: On January 24, 2020, the Homeland Security Program faculty met and decided, unanimously, to remove/suspend the Minor in Security Operations. ECU offers a separate university Certificate in Security Management, which provides students interested in pursuing careers in security with a more extensive and enriching curriculum. As a result, there is a lack of student interest in the Minor in Security Operations. Students currently enrolled in the minor will be able to complete it as this change doesn't impact the course offerings associated with the minor.</p> <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>
--	---

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

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

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.)

Minor in Security Operations

CIP Code: 43.0112

~~Students seeking the Security Management Certificate may not minor in Security Operations.~~

~~A student may minor in Security Operations by completing, with a grade of "C" or better, a total of 18 semester hours as follows:~~

~~Requirements..... 12 hours~~

~~HLS 210, 310, 350, and 391.~~

~~Electives..... 6 hours~~

~~HLS 301, 320, 349, 402, 445, or 455.~~

~~Total Curriculum Requirements..... 18 hours~~

I. Approve Recommendations for Promotion and Tenure

II. Issue

The recommendation for promotion and/or tenure for 2020 – 2021.

III. Background and Press

Candidates for Promotion and Tenure at Eastern Kentucky University are evaluated in accordance with University Policy 4.6.4: Tenure and Promotion. The policy applies the principals contained within with the American Association of University Professors and the Association of American Colleges and Universities "1940 Statement of Principles on Academic Freedom and Tenure", respects the uniqueness of disciplines within the University, and provides for appropriate professional flexibility at college and department levels. Candidates for promotion and tenure undergo a rigorous review process at the level of the department, the college and the Office of the Provost to assure that they meet the standards set forth under the policy. Upon the recommendation of the Provost, and further recommendation of the President, these candidates are presented to the Board for its review and approval pursuant to the Board's exclusive statutory authority in KRS 164.360(1)(a) to set the tenure of faculty.

IV. Alternatives

The Board has the discretion to accept the recommendation of the President to approve these candidates or request that they be returned for additional review and consideration.

V. President's Recommendation

Based on recommendations by the department, college, and Provost, the President recommends approval.

PROMOTION AND TENURE RECOMMENDATIONS FOR 2020 - 2021

COLLEGE OF BUSINESS & TECHNOLOGY

Dr. Jacob Cody Domenghini	Tenure and Promotion to Associate Professor
Dr. Michael McDermott	Promotion to Full Professor
Dr. Ni Wang	Tenure

COLLEGE OF EDUCATION

Dr. James Dantic	Promotion to Associate Professor
Dr. Michelle Gremp	Tenure
Dr. Connie Hodge	Tenure and Promotion to Associate Professor
Dr. Stacey Korson	Promotion to Associate Professor
Dr. Todd McCardle	Promotion to Associate Professor
Dr. Peggy Petrilli	Tenure and Promotion to Associate Professor
Dr. Kwan Yi	Promotion to Full Professor
Dr. Stella Ann Burns	Tenure and Promotion to Associate Professor
Dr. Charles Myers	Tenure and Promotion to Associate Professor
Prof. Allison Noland	Promotion to Assistant Professor and Tenure

COLLEGE OF HEALTH SCIENCES

Dr. Dana Keller Bush	Promotion to Full Professor
Dr. Karina Christopher	Promotion to Associate Professor
Dr. Mary Sciaraffa	Tenure
Dr. Catherine Edwards	Promotion to Associate Professor
Dr. Rachael Hovermale	Tenure
Dr. Keri New	Tenure
Dr. Nancy Owens	Promotion to Full Professor
Dr. Margaret Zoellers	Promotion to Associate Professor
Dr. Michael Lane	Tenure
Dr. Jim Larkin	Promotion to Full Professor
Dr. Leslie Hardman	Tenure and Promotion to Associate Professor

COLLEGE OF JUSTICE & SAFETY

Dr. Avi Brisman	Promotion to Full Professor
Dr. Ryan Baggett	Promotion to Full Professor
Dr. Ron Dotson	Promotion to Full Professor
Dr. Troy Rawlins	Tenure and Promotion to Associate Professor
Dr. Barry Spurlock	Tenure and Promotion to Associate Professor
Dr. William Sullivan	Promotion to Associate Professor

COLLEGE OF LETTERS, ARTS, & SOCIAL SCIENCES

Dr. Ann Callahan	Tenure
Dr. Jon Endonino	Tenure and Promotion to Associate Professor
Dr. James Maples	Tenure
Dr. Karen Martin	Tenure and Promotion to Associate Professor
Dr. Erin Meiners	Promotion to Full Professor
Dr. Russell Carpenter	Promotion to Full Professor
Prof. Nancy Jensen	Promotion to Full Professor
Dr. Jeongwoo Kim	Tenure
Dr. Carolyn Dupont	Promotion to Full Professor
Dr. Joseph Carucci	Tenure and Promotion to Associate Professor
Dr. Shane Hoose	Tenure and Promotion to Associate Professor
Dr. Timothy Wiggins	Promotion to Associate Professor
Dr. Theresa Botts	Promotion to Associate Professor
Dr. Hung-Tao Michael Chen	Promotion to Associate Professor
Dr. Dan Florell	Promotion to Full Professor
Dr. Melinda Moore	Tenure and Promotion to Associate Professor
Dr. Jennifer Wies	Tenure

<u>COLLEGE OF SCIENCE</u>	
Dr. Luke Dodd	Tenure
Dr. Cy Mott	Promotion to Associate Professor
Dr. Jamie Fredericks	Tenure
Dr. Judith Jenkins	Tenure and Promotion to Associate Professor
Dr. Shi Buchang	Promotion to Full Professor
Dr. Jeffrey Neugebauer	Promotion to Full Professor
Dr. Atilla Sit	Tenure and Promotion to Associate Professor
Dr. Michelle Smith	Promotion to Full Professor

<u>LIBRARIES</u>	
Ms. Lucinda Judd	Promotion to Full University Librarian
Ms. Trenia Napier	Promotion to Full University Librarian
Ms. Kelly Smith	Promotion to Full University Librarian

College of Business & Technology

DEPARTMENT OF AGRICULTURE

Dr. Jacob Cody Domenghini – *tenure and promotion to Associate Professor*

The Department of Agriculture is pleased to recommend Dr. Cody Domenghini for tenure and promotion to Associate Professor. Dr. Domenghini has served the department for six years as an Assistant Professor in the horticulture program. He is student centered and an excellent teacher in the classroom receiving high student evaluations in all courses assigned to him. Dr. Domenghini is current in the discipline, staying on the cutting edge of technology and innovation in the horticulture field of agriculture. He continuously revises and updates course content and horticulture concentration of the agriculture degree program to reflect current trends in agriculture business and industry.

Dr. Domenghini is an effective advisor and makes himself available to students for academic guidance, career goals and related student issues. He is also very active with student organizations and Future Farmers of America (FFA) events hosted by the department. Dr. Domenghini makes himself available to students outside of the classroom to mentor and provide additional real-life experiences related to careers in agriculture business and industry.

In addition to teaching excellence in the classroom, Dr. Domenghini has established an impressive record of scholarly contributions to the profession, including peer reviewed journal publications and presentations at the state, regional and national levels. He is currently involved in on-going research entitled “EKU’s Red Barn Garden Specialty Crop Community Outreach”, a research grant funded by the Kentucky Department of Agriculture.

Dr. Domenghini is an excellent addition to the Department of Agriculture. His contributions have made a significant impact in moving the department forward.

Dr. Michael McDermott – *promotion to Full Professor*

The Department of Agriculture is pleased to recommend Dr. Mike McDermott for promotion to Professor. Dr. McDermott has served the department for 18 years as an Assistant and Associate Professor in the agriculture mechanics, agriculture power and energy and agriculture teacher education program areas in the department. Dr. McDermott is very student centered and effective in the classroom. He has command of the subject matter, is well planned and organized and consistently receives high evaluations from his students. Dr. McDermott makes every effort to stay current in his field and be on the cutting edge of technology and its impact on agriculture industry. He continuously makes the appropriate revisions and updates to course content to reflect the current trends in the agriculture industry. Dr. McDermott provided the leadership and was instrumental revising the B.S. degree in Agriculture to include the new Agriculture Engineering Technology concentration. He collaborated with faculty in the Department of Applied Engineering and Technology to make this new program possible.

Dr. McDermott does an outstanding job as an academic advisor and makes himself available to students to provide direction on program goals, career goals and related student issues that may have an impact on the student’s degree program. He is also very active in department student organizations and Future Farmers of America (FFA) student events hosted by the department. Dr. McDermott is very active and has a leadership role in FFA at the state, regional and national levels. He works closely with state and national FFA leaders in organizing, sponsoring and hosting FFA student events. Dr. McDermott makes himself available to students outside of the classroom to mentor and provide real life experiences related to careers in agriculture including agriculture education and becoming a teacher.

In addition to being an effective and successful teacher in the classroom, Dr. McDermott has established an impressive record of scholarly contributions to the profession, including peer reviewed journal publications and presentations at the state, regional and national levels. He is currently involved in on-going research on industrial hemp working with undergraduate and graduate students in the department.

Dr. McDermott is a valued faculty member and has made numerous contributions that have made an impact moving the department forward during his 18-year tenure at Eastern Kentucky University.

Dr. Ni Wang – tenure

Since joining ECU in August 2015, Dr. Ni Wang has excelled in her role as an educator and scholar. In her recent application for tenure, Dr. Wang provided abundant evidence demonstrating her key role in the Department of Applied Engineering and Technology. As an instructor, she continuously works to improve courses by integrating the most recent technology and preparing our students for the workforce. Not only does Dr. Wang perform at the highest level in the classroom, she also makes herself available to students outside of the classroom to mentor and provide additional value added learning opportunities.

In addition to her excellent teaching, Dr. Wang has engaged her students in undergraduate research opportunities. Dr. Wang's research project involves the platform creation on robotic end effector design and simulation. This grant provides for undergraduate and graduate research assistants as well as capital expenditures. This research project along with a number of conference presentations and published proceedings shows Dr. Wang's dedication to and active role in shaping her discipline.

Dr. Wang has proven to be an outstanding faculty member who has made a significant impact on the Engineering Technology Management program as well as the Applied Engineering and Technology department.

College of Education

DEPARTMENT OF CURRICULUM & INSTRUCTION

Dr. James Dantic – *promotion to Associate Professor*

Dr. Dantic holds graduate degrees in Educational Leadership and Policy (Ed.D.) and History (M.A., B.A.). Dr. Dantic came to ECU with a variety of teaching and administrative experiences, having worked as a Secondary teacher and Assistant Director and Director at ECU's Model Lab School (K-12) before joining the Curriculum & Instruction faculty at ECU.

Dr. Dantic has demonstrated success with teaching, having been recognized as an award nominee for First Year Programs. Students appreciate his quick feedback; they find him to be both knowledgeable and responsive to their needs as learners. He also has held multiple leadership roles, including Associate Director for Clinical Placements as well as Coordinator of Master of Arts in Teaching program.

Dr. Dantic is also a well-respected colleague, one whose scholarly work reflects collaboration across state and national levels. Dr. Dantic's scholarship has primarily explored clinical partnerships and elements of clinical education.

Dr. Michelle Grempe – *tenure*

Dr. Grempe holds degrees in Deaf Education and in Speech and Hearing Services. Her undergraduate and graduate education, experiences, and expertise in the DHH field are further supported by her serving as a research associate for the Center on Literacy and Deafness (CLAD), Institute of Education Sciences grant from Georgia State University.

ECU boasts the only Deaf/Hard of Hearing program of its kind in the region. Dr. Grempe's students appreciate her advocacy, expertise, and enthusiasm for this area of study. In addition to her outstanding teaching, Dr. Grempe provides essential service as the Special Education Graduate Coordinator. That role situates her on many department and college level leadership teams, where she has assisted with program design and accreditation reporting. She has also served on Graduate Council and Faculty Senate.

Dr. Grempe has served the university and profession through her scholarship as well. Within the last few years, she has received over \$30,000 in grants to support student scholarships as well as instructional technology. Dr. Grempe's scholarly presence in national journals, within book chapters, and in multiple conferences reflects her contributions to a wide audience on best practices in deaf/hard of hearing education.

Dr. Connie Hodge – *tenure and promotion to Associate Professor*

Dr. Hodge holds graduate degrees in Administration and Supervision (M.Ed.). She also holds an Ed.D. in Educational Leadership. Her expertise and experiences in curriculum and instruction, along with her training in administration, provide her with an excellent background to teach content-specific pedagogy courses in addition to a host of "generalist" classes.

In addition to being quite versatile, Dr. Hodge is an exceptional instructor, one whose students consistently rank her among the highest in the department. Students and colleagues both note the way she establishes personal rapport with students, her creative and fun instructional techniques, and her ability to challenge students.

Dr. Hodge has served an essential role as Extended Campus Coordinator. Because of her recruitment efforts and relationship building, we are able to fully offer an elementary education degree at the Corbin campus. Her service to that region specifically allows ECU to be well represented in the area, and her work with the Clinical Apprenticeship and Partnerships for Teaching grant has been recognized state-wide as a model for clinical partnerships. Her scholarship through publications and presentations has focused on the success of that program.

Dr. Stacey Korson – *promotion to Associate Professor*

Dr. Korson holds graduate degrees in Curriculum and Instruction (Ph.D.), Literacy Education (M.S.Ed.), and Elementary Education (B.S. Ed.). Dr. Korson came to ECU with a variety of teaching experiences, having worked as a public school

teacher (2006-2011) and as a university Teaching Assistant (Univ. of Illinois, Urbana-Champaign, 2010-2016) and adjunct faculty (Milliken University, Jan. 2015-Dec. 2015) prior to joining the faculty at ECU.

Dr. Korson is a recent recipient of the College of Education Teaching Award. Colleagues and students alike note her effective modeling of instructional techniques in literacy education. They appreciate her focus on real-world situations and the way she promotes deep understanding and application.

Dr. Korson has served the department well as the Undergraduate Coordinator. Within this role, she leads undergraduate advising efforts and is responsible for assessment and reporting of program success. Dr. Korson is an active scholar, serving as Co-Editor of the Kentucky Reading Journal and presenting and publishing on a range of topics, from pre-service teachers' views on advocacy within the profession to effective literacy instructional practices.

Dr. Todd McCardle – *promotion to Associate Professor*

Dr. McCardle holds graduate degrees in Curriculum & Instruction (Ph.D., M.Ed.) and Secondary English Education (B.S.). He also came to ECU with a variety of experiences in working as both a classroom teacher for 12 years and as an Instructor at the University of Florida (2013-2017). He also has completed an Instructional Coach Training certification (Aug. 2016) and works as an Exam Scorer for the Educational Placement Service (Advanced Placement). These varied experiences provide Dr. McCardle with expertise at both the scholarly and practitioner levels.

Dr. McCardle is an enthusiastic and knowledgeable instructor. Students appreciate his communication style, his ability to extend their understanding through deep discussion, and his organization of the class. He is committed to developing his students as thinkers, learners, and practitioners. His investment in his students is noteworthy.

Dr. McCardle has also provided important service at ECU. Most recently, he served the college as organizer of the CAEP Impact Study, which is a critical requirement for accreditation. Dr. McCardle also served in leadership roles on the college's Scholarship Committee and is the chair of the Faculty Senate Committee on Elections and University Nominations. Dr. McCardle is an outstanding scholar. His commitment to diversity, social justice, and multiculturalism with a special focus on educational access, social and political movements, and culturally responsive teaching practices are evident throughout his record of scholarship. He was recently awarded the college's Scholarship Award.

Dr. Peggy Petrilli – *tenure and promotion to Associate Professor*

Dr. Petrilli holds graduate degrees in Educational Leadership and Policy (Ed.D, M.A.) and a Bachelor's degree (B.A.) in Elementary Education. Dr. Petrilli came to ECU with a variety of teaching and administrative experiences, having worked as a teacher and Fayette County Public School Principal (K-12) before joining the faculty at ECU.

In addition to being quite versatile, Dr. Petrilli's classes are well-organized and well-designed. She is a strong student advocate, demonstrating flexibility when it is needed and holding students accountable as well. Students confirm that Dr. Petrilli is an effective communicator whose courses are both informative and relevant.

Dr. Petrilli has served in a variety of roles while at ECU, notably as the Director of Clinical Placements at one time. In this role, she worked with students, faculty, districts, and other community stakeholders to establish and maintain positive partnerships. Dr. Petrilli's scholarship has largely focused on the clinical model of teacher education. She and her colleagues were awarded a "Best Paper Award" and a "Best Presentation Award" for their contributions to the International Conference on Learning and Administration in Higher Education.

Dr. Kwan Yi – *promotion to Full Professor*

Dr. Yi holds graduate degrees in applied mathematics, computer science, and library and information science. He stays involved in learning communities in the areas of technology, organization of information, and partially because he is an active researcher in his areas of organization of information and informational literacy.

Students recognize Dr. Yi's deep knowledge of subject matter. He is adept at online instruction, demonstrating well-organized and precise instruction. Dr. Yi is committed to his online teaching success, as he continually seeks professional

development to improve his practice. Students appreciate his meaningful feedback and his ability to promote deep thinking.

While Dr. Yi has served the department, college, and university capably and consistently on many committees and task forces, his scholarship is preeminent. His scholarship focuses on data analysis, semantic analysis of electronic communication and collaboration, and library science curriculum. His activity through presentations and publications ensures that he contributes to a wide scholarly community.

DEPARTMENT OF EDUCATIONAL LEADERSHIP, COUNSELOR EDUCATION AND COMMUNICATION DISORDERS

Dr. Stella Ann Burns – tenure and promotion to Associate Professor

Teaching: Dr. Burns has held varied administrative roles in the College of Education throughout her employment, including Director of Clinical Experiences and Interim Director of Model Laboratory School. Dr. Burns has taught several courses in the College of Education, including undergraduate and graduate coursework. Her teaching responsibilities have included teaching academic and clinical education courses. Dr. Burns has developed and taught both face-to-face and online courses. She has independently and collaboratively designed courses with skill in integrating professional standards, accreditation standards, and research-based practices in her field. Student comments from Dr. Burns' course evaluations included numerous statements in which students described Dr. Burns' professionalism, strong leadership skills, and knowledge about the field. This student feedback speaks to Dr. Burns' dedication to teaching.

Scholarship: Dr. Burns has publications in national and state journals. Her scholarly presentation record is substantial. Additionally, she has had success in the area of funded grant applications from external funding sources (Educational Professional Standards Board). Her time for administrative and leadership duties was substantial.

Service: Dr. Ann Burns has actively participated in service to the Department, College, University, the field and to the community through a variety of valuable activities and projects which have included: the Model Lab School Planning Committee, Director of Clinical Experiences for the College of Education, a member of the COE Committee on Equity and Inclusion, A member of the Embracing Change COE Annual Conference Planning Committee. Dr. Burns' contribution to the College as the Director of Clinical Experiences was a critical contribution to the College of Education. Dr. Burns' has also served as the COE representative to the Kentucky Southeast- South Central Education Cooperative meetings and the Kentucky Education Development Cooperative meetings.

Dr. Charles Myers – tenure and promotion to Associate Professor

Teaching: Dr. Myers approaches his teaching from a student-centered perspective where he creates an inviting learning environment where students feel respected, encouraged, and valued. He has been instrumental in aligning the objectives of not only his courses, but also all counseling courses to meet the field's CACREP standards, as well as CAEP, CPE, EPSB, and other standards. In his four years with ECU, Dr. Myers has taught a majority of the counseling coursework in the M.A. in Clinical Mental Health Counseling, M.A.Ed. in School Counseling, and Ed.D. in Counselor Education and Supervision programs. He developed three courses, revised another, and taught the inaugural sections of two other courses, all being highly received by students. Students honored Dr. Myers through nominating him for both the 2018 Critical Reading Thinking Awards and Critical Teaching Thinking Awards, which he was awarded by the university. He is also very active in chairing and serving on several doctoral dissertations and the only counseling master's thesis.

Research: Dr. Myers is a strong researcher, speaker, and author. He has made 31 of his 141 presentations while at ECU, including 11 international presentations and one international keynote presentation in Geneva Switzerland. Seventeen of his 56 publications occurred during his four years at ECU. Dr. Myers's publications include 18 peer-reviewed journal articles, two edited books, 24 book chapters, and a training video. Some of his publications have been translated into Korean and Spanish and some of his presentations have been simultaneously translated into French. His reputation as a scholar has resulted in him being named the clinical editor for the Association for Play Therapy's *Play Therapy* magazine and the Senior Editor of the *Kentucky Journal of Excellence in College Teaching and Learning*.

Service: Dr. Myers has given himself to the service to both the university and his profession. He has held every administrative position in the counseling program, including serving as the Program Coordinator for counseling for the past three years and chairing three successful faculty searches. He has played instrumental roles in reaccreditation processes. Dr. Myers has served on numerous college and university committees, including College Curriculum Coordinating Committee; Departmental Program, Assessment, and Curriculum Committee; Departmental Academic Practices Committee; Embracing Change conference; Instructional Review Board (alternate), Kentucky Journal for Excellence in College Teaching and Learning (Senior Editor); Suicide Awareness and Focus on Education (EKU SAFE) Grant Advisory Group; Teacher Education Committee; and more. In the profession, Dr. Myers has served in many leadership roles and on several committees for national, regional, and state professional organizations. This year, the College of Education honored Dr. Myers with the Excellence in Service Award.

MODEL LABORATORY SCHOOL

Prof. Allison Noland – *tenure and promotion to Assistant Professor*

Mrs. Noland has completed her 6th year of teaching at Model with five years in a 3rd grade classroom. When walking into Mrs. Noland's classroom, it is obvious that students are aware of expectations and are prepared to learn. Instruction time is extremely efficient, Mrs. Noland has materials prepared in advance for students to use and is well organized. All students are expected to keep up with rigorous content and all are expected to complete assignments. Students are provided with checklists so that they can self-assess their work, and are given quick feedback by Mrs. Noland once they complete an assignment. Mrs. Noland has been commended by Mr. Naylor, the elementary principal as "having created an environment of respect and rapport with the students, establishing a culture for learning, managing classroom procedures, organizing the physical space and communicating with the students." She has established a culture for learning where all students take responsibility for their work and are willing to take risks without fear of failure.

The committee is pleased to recognize Mrs. Allison Noland as an outstanding educator in her field. Her contagious energy and dedication to her students is evident throughout her commitment to their education. Mrs. Noland has given much of her time and energy to serve her profession through School, Department, University, and Community Committees. She has applied for and received two grants to enhance Model students' learning. Mrs. Noland has presented at a single juried national presentation where she shared her findings on twice-exceptional students. Mrs. Noland has proven herself Accomplished in the all areas of her work and Exemplary in her Classroom Environment as evidenced in her documentation and observations.

College of Health Sciences

DEPARTMENT OF APPLIED HUMAN SCIENCES

Dr. Dana Bush – promotion to Full Professor

Dr. Dana Bush clearly meets, and exceeds, the teaching, scholarship, and service criteria of the department, college, and university for promotion to full professor. Dr. Bush is a masterful, knowledgeable, and confident professor. Students appreciate her open and relaxed style and respect her professional expertise. She has demonstrated exploration of novel teaching strategies and on-going efforts to improve her teaching practices. Most recently, Dr. Bush has spearheaded the development of an eCampus Child Development program that has recently been ranked one of the best in the nation and has seen significant growth in enrollment. Furthermore, for the past six years, she has been the principal faculty on the successful study abroad program to Florence, Italy during winter term. The course has been highlighted in the Alumni magazine and provides a life changing experience for the students that travel with her. Faculty and students alike remark with admiration on the positive, kind attitude that Dr. Bush possesses. She clearly exceeds the promotion criteria in teaching.

Dr. Bush has a well-developed and sustained scholarship agenda. She has numerous refereed presentations at the state, regional, national, and international level as well as publications in well-respected early childhood scholarly journals. Recently, Dr. Bush was awarded a \$980,000 grant from the U.S. Department of Higher Education, Child Care Means Parents in School, for the expansion of the Burrier Child Development Center and to provide child care vouchers for student parents. She, along with the chairs of OT and Nursing, was awarded the \$92,000 Innovation grant from the ECU Board of Regents. The grant will be used for a program that utilizes a holistic care approach for the whole family using a coordinated care model that imbeds intervention strategies within daily routines. Dr. Bush's scholarly and creative achievements exceed the criteria for promotion to professor.

Dr. Bush is a committed servant to the University, Profession, and Community. Dr. Bush has excelled in her position as department chair and used this as an opportunity to become even more involved in university service. Her service to the university is extensive and encompasses all areas of the campus. As department chair, Dr. Bush has the unique role of being the chair for three distinct program areas and has worked to maintain accreditation in all areas. She attends conferences and serves on committees outside her area of expertise in order to keep abreast of current research in all program areas. Dr. Bush has served in numerous leadership roles outside the university including, President of the National Coalition for Campus Children's Centers, Associate Editor to the scholarly journal *The Voice for Young Children*, program accreditation reviewer for NAEYC/CAEP, as well as being appointed to the KEI International Fashion Board as a curriculum specialist and as a member of the World Forum on Early Care and Education. Dr. Bush has made a significant positive impact on many lives and far exceeds the requirements for promotion to professor.

It gives me much pleasure to recommend Dr. Dana Keller Bush for promotion to professor at Eastern Kentucky University in the Department of Applied Human Sciences. Dr. Bush has demonstrated competency and growth in teaching, scholarship, and service since her hire at ECU. She is a valued member of the College of Health Sciences, and I am honored to call her a colleague.

Dr. Karina Christopher – promotion to Associate Professor

Dr. Karina Christopher clearly meets, and exceeds, the teaching, scholarship, and service criteria of the department, college, and university for promotion to Associate Professor.

Since her first year as a faculty member at ECU, Dr. Christopher has demonstrated consistent growth in teaching. In her efforts to be a masterful teacher, she has successfully experimented with various course delivery methods to engage students and encourage active learning. Students respect Dr. Christopher and rely on her expertise and knowledge. Dr. Christopher is approachable and shows a genuine interest in her students and their success. She consistently receives excellent evaluations from students related to her pedagogy and interactions. She utilizes her scholarly activities within interprofessional education to enhance student learning. These interprofessional collaborations have not only fostered

relationships with other faculty across the College of Health Sciences but in the College of Education as well. She clearly exceeds the criteria in teaching.

Dr. Christopher has steadily developed, and is sustaining, a scholarship agenda. She has successfully published and presented her research. In addition, she is involved in several research projects and is active with graduate students in the MPH program. Dr. Christopher is well respected by her peers as demonstrated by numerous invitations to speak to professional groups and by her collaborations with colleagues in other disciplines. Dr. Christopher meets the criteria for scholarship.

Dr. Christopher committed servant to the University, Profession, and Community. Her work in this area is most impressive and respected by faculty, staff, and students. Dr. Christopher has contributed significantly to the department, college, and University with her service. She has served on the department and college recruitment committees for over five years. In that role for the department, she organizes volunteers and student ambassadors for recruiting events and social media accounts. For the past eight years she has served as the nutrition consultant for the athletic department, providing nutrition counseling, cooking demonstrations, grocery store tours, and nutrition education for athletes and coaches. She also has extensive service in the community and with the dietetic profession through leadership roles on various boards at the local and regional level. Dr. Christopher is an excellent example to future and current professionals of the importance of service and far exceeds the criteria for service.

It gives me much pleasure to recommend Dr. Karina Christopher for promotion to Associate Professor at Eastern Kentucky University in the Department of Applied Human Sciences. Dr. Christopher has demonstrated competency and growth in teaching, scholarship, and service since her hire at EKU. She is a highly valued member of the AHS Department, and I am honored to call her a colleague.

Dr. Mary Sciaraffa – tenure

Dr. Sciaraffa clearly meets, and exceeds, the teaching, scholarship, and service criteria of the department, college, and university for tenure. Dr. Sciaraffa is a masterful teacher. She has successfully experimented with various course delivery methods to engage students and encourage active learning. Due to lack of faculty resources, Dr. Sciaraffa has repeatedly taught an overload as needed within the Child and Family Studies program. Her positive attitude and can-do spirit are admired by all program faculty. Dr. Sciaraffa has a great desire to be available and is willing to serve her students, colleagues and university. She is to be commended for this. Overall, her student evaluations indicate that her teaching methods and response to student needs are good. She is excellent at linking theory to practice by providing students with "real world" examples and activities that mimic service provider's "real world" duties. She clearly exceeds the AHS Department's criteria in teaching.

Dr. Sciaraffa has a well-developed and sustained scholarship agenda. Dr. Sciaraffa is tireless in her scholarship contribution. She has successfully published and presented numerous times during her time at EKU. In addition, she is involved in several research projects and has secured several grants. Through her scholarly work and collaborations at the national and regional level, she has been recognized as an expert in Adverse Childhood Experiences (ACEs), Strengthening Families Protective Factors (SFPF), and the outcomes of ACEs. Thus, she has been asked by national and regional organizations to develop and implement professional development to make connections for professionals to assist their clients in discovering ways to increase the quality of life for themselves and their children. Dr. Sciaraffa is well respected by her peers as demonstrated by numerous invitations to speak to professional groups and by her collaborations with colleagues in other disciplines. Dr. Sciaraffa meets the AHS Department's criteria for scholarship.

Dr. Sciaraffa is a committed servant to the University, Profession, and Community. Her work in this area is most impressive and respected by faculty, staff, and students. She engages in service without sacrificing teaching and scholarship, but rather complimenting them as they each contribute to one another. Her service includes work at the national, state, regional, and local level. Dr. Sciaraffa serves in many ways from sitting on National Exam committees to being on the Kentucky Strengthening Families Leadership team. Locally, Dr. Sciaraffa serves as a board member for the Court Appointed Special Advocates (CASA) of Madison & Clark Counties. Dr. Sciaraffa's service aligns with her scholarly

work on Adverse Childhood Experiences (ACEs) and building resilient families. Dr. Sciaraffa is an excellent example to future and current professionals of the importance of service.

DEPARTMENT OF BACCALAUREATE & GRADUATE NURSING

Dr. Catherine Edwards – promotion to Associate Professor

Dr. Catherine Edwards meets the criteria for promotion to Associate Professor. She completed her Doctorate in Nursing Practice at the University of Kentucky (2018) along with a graduate certificate in Teaching and Learning. Her Master of Science in Nursing degree was in nursing education. She has been nominated for the Critical Thinking Teacher of the Year three times and has won the Golden Apple Award at ECU. She is truly a master educator and serves as a mentor/role model for novice educators in the School of Nursing.

Dr. Racheal Hovermale – tenure

Dr. Rachael Hovermale meets the criteria for tenure. She is the coordinator of the 100% online Rural Health Psychiatric Mental Health Nurse Practitioner (PMHNP) program. Dr. Hovermale's leadership lead her PMHNP faculty to receive the regional online Program of Excellence Award presented by the University Professional and Continuing Education Association. Dr. Hovermale has increased enrollment in the PMHNP program from approximately 40 students to 160 for the Spring 2021 class.

Dr. Keri New – tenure

Dr. Keri New meets the criteria for tenure. She is the School of Nursing's simulation expert. She develops and coordinates simulation experiences across the curriculum. She collaborates with other departments (Athletic Training and EMS) for simulation activities. She has had two recent publications in professional journals related to the use of simulation in the classroom. She is also the course leader for our BSN capstone course, NSC 492 Complex Clinical Health Care. This is a critical synthesis course the semester of graduation.

Dr. Nancy Owens - promotion to Full Professor

Dr. Nancy Owens meets the criteria for promotion to Full Professor. She will be assisting with the new start of our ASN program this Fall! She comes to ECU with over 20 years of teaching experience in ASN programs. She has experience as an item writer for the National Council Licensure Examination. This national exam is taken by all nursing graduates post-graduation in order to obtain their nursing license. Dr. Owens is also a doctorally prepared family nurse practitioner, thus she is able to teach across all of our nursing programs (ASN, BSN, MSN, DNP).

Dr. Margaret Zoellers – promotion to Associate Professor

Dr. Margaret Zoellers meets the criteria for promotion to Associate Professor. She is the coordinator of the 100% online Rural Health Family Nurse Practitioner (FNP) program. Dr. Zoellers' leadership lead her team of FNP faculty to receive the International Blackboard Catalyst Award for Online Teaching and Learning (July, 2019). She has been selected for podium presentations several times at national conferences related to online teaching/learning methods.

DEPARTMENT OF EXERCISE & SPORTS SCIENCE

Dr. Mike Lane – tenure

Dr. Mike Lane is an outstanding member of the Exercise & Sport Science Faculty, who has been a strong educator as the departmental evaluations of his teaching have shown has exceeded the department requirements during his time at ECU. This teaching assessment is made based on Departmental evaluation scores from every course taught by a faculty member

Dr. Lane currently has several completed several research studies occurring in the exercise physiology, and has received externally funded grant by the Impedimed which provided up to approximately \$100,000 in funding for a joint research study, this research project has allowed also ECU Graduate and undergraduate students to assist in data collection and learn how to utilized various research equipment, including new equipment in the lab funded by the research grant. Dr. Lane has received both internal and external grants in addition to this grant and including one in collaboration with Dr.

Sciaccia and Dr. Sabin in the department and was awarded full funding of an 8,000.00-dollar student technology grant for a collaborative research project on Blood Flow Restricted Therapy and pain response. As we move forward in current budget times having faculty like Dr. Lane who have a demonstrated ability to secure external funding will be a significant asset to the department, college and University.

Additionally, Dr. Lanes collaboration with students has produced multiple poster presentations and manuscripts that have been accepted at state regional and national conferences including American College of Sports Medicine Annual Meeting, Dr. Lane is an outstanding faculty who works hard to ensure that the students are involved and part of the various research projects and publications. Over 50% of Dr. Lane's abstract poster or oral poster presentation have had students as second and third authors. Dr. Lane has published articles in a national refereed national publication, has completed a book in area of expertise, has multiple invited presentation at a regional level, multiple invited state publications, numerous poster presentations at the national & international level, which have occurred in collaboration with student research projects in the Exercise Physiology lab. Dr. Lane is a very strong mentor for our departments undergraduate and graduate students which is evidenced in his multiple research collaborations with students leading to national and regional paper, poster or presentations as documented in his supporting materials over multiple years including several this past summer and fall 2019. Additionally, Dr. Lane was recognized and appointed by the ECU Graduate School as a Graduate Faculty Member.

Dr. Jim Larkin – promotion to Full Professor

Dr. Jim Larkin is an outstanding faculty member in the Department of Exercise & Sport Science. Dr. Larkin has works with and mentors several of the Departments Graduate Assistants with over the years, leading to several completed thesis and published work by these students. Dr. Larkin has worked hard to improve and implement various technology and on-line learning tools with not only his on-line courses, but also integrating various tools he has learned from taking online professional development courses to enhance his more traditional campus courses making them more educational and dynamic for students within his courses. Dr. Larkin has also served the university very well through service on various committees, but most recently having served on the Faculty Committee on Dismissal during times of significant budget constraints, where he served well the interests of the university and faculty. Dr. Larkin has also served on the Drafting Team to review the policy which created the Faculty Committee on Dismissal and provided invaluable insight and service to this committee to work to improve the policy for the university moving forward. Dr. Larkin is a highly valued member of the Department of Exercise & Sport Science, he is very involved within the professional association of National Strength and Conditioning Association (NSCA) HAPE America at the national level and the state association affiliated KAPHERD. Dr. Larkin has been active as a presenter and within various levels of professional services in leadership and committee roles within these professional organizations. Dr. Larkin strived to get students from the department programs involved in these organizations as well from our undergraduate and graduate programs.

DEPARTMENT OF OCCUPATIONAL SCIENCE & OCCUPATIONAL THERAPY

Dr. Leslie Hardman – tenure and promotion to Associate Professor

Dr. Leslie Hardman is an experienced clinician with specialized skills in pediatric occupational therapy who transitioned to academia six years ago. Since that time, she has been a respected instructor capable of effectively teaching both in person and online classes. She routinely incorporates experiential and service learning into her classes. For example, she embedded learning experiences for her students to interact with children with and without disabilities at the Kentucky Adaptive Physical Education (KAPE) program, the Burrier Child Development Center, and the ECU Scholar's House. Dr. Hardman is tireless in her ability to provide service for the university, community, and profession of occupational therapy. She has served on a multitude of department, college, and university committees. She chaired the Faculty Development Committee, Marketing Committee, and Competency Committee.

In terms of community service, she has a long history of accomplishments. After many years as a volunteer, she is now the KAPE Program Coordinator. She secured two grants from WHAS to support the KAPE program so that therapy services could be provided to several children with disabilities and their families in the Richmond community. She has been a coordinator and volunteer with the Transition to Preschool Services (ToPS) and interdisciplinary Early Childhood

group. She serves as an advisory board member for the PREPaRE program, the KY Division of Early Childhood Council, and the Children's Advocacy Network (CAN) Coordinator. She maintains memberships to state and national professional organizations as well as membership to the KY Council on Exceptional Children. Dr. Hardman has also provided consultation for the Eastern Scholar's House, facilitating educational experiences for our occupational therapy students. She is also very active in her community providing service as the community meal ministry coordinator and she assists with Camp Horsin Around and Shriner's Hospital Camp Fez.

Dr. Hardman has published three peer reviewed publications. One of these publications, "Perceptions of Assistive Technology Education from Occupational Therapy Practitioners Certified as Assistive Technology Professionals" (Dishman, Duckart, & Hardman) was published in the *American Journal of Occupational Therapy*, which is the preeminent occupational therapy journal in the US. In addition, her scholarship related to critical reading has culminated in a peer-reviewed publication in the *2018 Proceedings of Pedagogicon* and another in the upcoming *2019 Proceedings of Pedagogicon*. Dr. Hardman has an impressive record of 14 peer-reviewed presentations and 16 non-peer reviewed presentations during the review period. She is a strong student mentor and has chaired multiple capstone and thesis committees. Dr. Hardman has been awarded two QEP grants and one university grant to support her scholarship.

College of Justice & Safety

DEPARTMENT OF CRIMINAL JUSTICE & POLICE STUDIES

Dr. Avi Brisman – promotion to Full Professor

Teaching: Since his arrival at Eastern Kentucky University, Dr. Brisman has taught extensively in our undergraduate and graduate programs—across a range of formats (in-person, online and hybrid) and in both small seminars and larger lectures. At the undergraduate level, Dr. Brisman has taught core required courses for our majors, spanning introductory (Introduction to Criminal Justice) and upper-division levels (Perspectives on Crime and Deviance). He has also developed and taught six (6) innovative elective courses within our majors that are informed by his research (Climate Change and Crime; Deviant Knowledge; Environmental Harm and Eco-Justice; Globalization and Crime; Policing and Wildlife; Sports Criminology). A seventh course is being developed for undergraduate students for Fall 2020: Wildlife Crime. Dr. Brisman also teaches regularly within our graduate program, having developed and taught specialty seminars, such as Green Criminology; Narrative Criminology; Resisting Criminologies; Sports, Crime and Society; and Sports Criminology. (Some of these courses are the first of their kind to be offered in the United States.) Dr. Brisman's courses are frequently overenrolled and his teaching evaluations, at both undergraduate and graduate levels, consistently rank among the best in our School of Justice Studies. As part of his engagement in our instructional missions, Dr. Brisman has chaired three master's thesis committees and served as a reader on another. He has provided independent study opportunities for both undergraduate and graduate students, and has served as a Faculty Mentor for the McNair Scholars Program. Dr. Brisman has exceeded every School of Justice Studies teaching benchmark for promotion to full professor.

Scholarship: Dr. Brisman is an internationally-recognized leader in the area of green criminology (the study of environmental crimes and harms). He has authored four books and has edited seven others (all of which have been reviewed in academic journals). Dr. Brisman has published more than one hundred (100) articles, book chapters and reviews in top journals. These include thirty-three (33) peer-reviewed journal articles, twenty (20) articles in law journals/law reviews, fifty-two (52) book chapters, twenty-five (25) book reviews, seven (7) editorial introductions, four (4) film reviews, fifteen (15) encyclopedia entries, and numerous non-peered pieces. As a testament to his reputation as a top-tier scholar, Dr. Brisman has considerable editing experience and serves on four prestigious, international editorial boards. Since January 2019, Dr. Brisman has been Editor-in-Chief of *Critical Criminology: An International Journal*, which is the flagship journal of the American Society of Criminology's Division on Critical Criminology and Social Justice. The respect for Dr. Brisman's scholarly expertise is also demonstrated by the fact that he has been invited by student from other institutions to serve on Ph.D. committees (in the United States) and as external examiner (in Australia and the United Kingdom). Dr. Brisman has exceeded every School of Justice Studies scholarship benchmark for promotion to full professor.

Service: Dr. Brisman has provided service and leadership for our discipline, university, college, and school. With respect to service to the discipline, Dr. Brisman has served on the Program Committee of the American Society of Criminology as the Area Chair for Critical Criminology and as the Sub-Area Chair for Cultural Criminology; as both the chair and a member of the Best Journal Article Award Committee for the American Society of Criminology, Division on Critical Criminology and Social Justice; as member of the Student Paper Award Committee and Membership Committee of for the American Society of Criminology, Division of International Criminology; as both the chair and a member of the Awards Committee for the American Society of Criminology, Division on Critical Criminology and Social Justice; as a member of Elections Committee for the American Society of Criminology, Division on Critical Criminology and Social Justice; and as a member of the Publications Committee for the Western Society of Criminology. He has also served as a reviewer for numerous grant proposals, journal article subscriptions, and other manuscripts. At the university level, Dr. Brisman has served on the Academic Affairs Sub-Committee, the Academic Technology Advisory Committee, the Anti-Bullying and Civility Drafting Team, the ENV Curriculum Committee, Faculty Senate, the Institutional Review Board, the Post-Tenure Review Committee, the Research Committee, the Responsible Environmental Stewardship Committee, the Student Disciplinary Council, and the University Library Committee. For the College of Justice and Safety, Dr. Brisman has served on the Academic Integrity Committee, the Curriculum Committee, the Grievance Committee, the Institutional Review Board, the Promotion and Tenure Committee, and the Strategic Planning Committee. For the School of Justice

Studies, Dr. Brisman has served on the Academic Practices and Integrity and Awards (APIA) Committee, the Ad hoc Law Curriculum Committee, the Annual Review of Tenured Faculty School of Justice Studies Drafting Team, the Graduate Comprehensive Examination Subcommittee, Graduate Faculty Council, the School of Justice Studies Faculty Search Committee, and the School of Justice Studies Research Program Committee. Dr. Brisman has served as chair on many of these key committee assignments. Dr. Brisman has exceeded every School of Justice Studies service benchmark for promotion to full professor.

In sum, I believe that our College and School sets exceptionally high standards for the promotion of faculty to the rank of Full Professor. Dr. Brisman has excelled in every aspect and exceeded the highest of expectations

DEPARTMENT OF SAFETY, SECURITY, & EMERGENCY MANAGEMENT

Dr. Ryan K. Baggett – promotion to Full Professor

Teaching: Dr. Baggett has a sustained record of superior teaching as demonstrated through his exceptional course evaluations and peer observations. Dr. Baggett has been awarded numerous teaching related honors including, but not limited to, the High Impact Practice Teaching Award (2019) and Award for Teaching Excellence (2014). Dr. Baggett has been instrumental in creating and expanding teaching innovations, both online and traditional campus courses, and has been actively involved in directed student learning through serving on nine (9) undergraduate Honor's Thesis committees and nine (9) Master's Thesis and Doctoral Dissertation committees. In addition to being an outstanding teacher, Dr. Baggett has developed six (6) new or redeveloped online undergraduate courses and three (3) online graduate courses.

Scholarship: Dr. Baggett has a sustained record of successful peer-reviewed scholarly/creative activities at the state, regional, national and international levels including, but not limited to, two (2) peer-reviewed textbooks, two (2) peer-reviewed journal articles, six (6) peer-reviewed textbook chapters as well as four (4) state professional presentations and ten (1) national/international professional presentations.

Service: Dr. Baggett has a sustained and broad record of effective professionally related service at all levels at EKU as well as in his profession and the community. Since 2011, Dr. Baggett has successfully served on twenty-one (21) university committees, six (6) college committees, nine (9) school, department and program committees as well as eight (8) professional service boards, memberships and committees. Within the community, Dr. Baggett has served in five (5) leadership roles including Kingston Elementary School Future Problem-Solving program coach. Dr. Baggett has also successfully served as the Homeland Security program coordinator where he has substantially increased student enrollments and retention.

Dr. Ronald G. Dotson – promotion to Full Professor

Teaching: Dr. Dotson has a sustained record of superior teaching as demonstrated through his exceptional course evaluations. Dr. Dotson has developed and taught nine (9) undergraduate courses in the Occupational Safety and Health program (including the Capstone course) and has developed and delivered four (4) graduate level courses in the MSSSEM program. Dr. Dotson also served as the OSH coordinator from 2012-2017 where he was instrumental in the development of the curriculum and online teaching methodology for the online OSH program. Dr. Dotson received the Distinguished Educator Award from KSHN (2012) and was nominated by his students for the ECU Critical Teaching Award in 2018.

Scholarship: Dr. Dotson has a sustained record of successful scholarly/creative peer reviewed and published texts within his professional field. Dr. Dotson publications includes "Zero to Culture", nine (9) chapters in "Principles of Occupational Safety Management", five (5) published articles and nine (9) chapters in peer-reviewed text. Dr. Dotson's professional and peer-reviewed presentations on a regional, national and international basis include three (3) peer-reviewed national presentations and he served as a reviewer for Det Norske Verita.(DVN-GL).

Service: Dr. Dotson has a sustained record of service at the program, department, college and university levels. Dr. Dotson has served on seven (7) thesis committees and one (1) dissertation committee. On the department level, Dr. Dotson has served as the program coordinator (2012-2017) and on two (2) committees, including the Promotion and

Tenure committee. On the college level, Dr. Dotson has served one four (4) important committees, including the Program Review Committee. Dr. Dotson's service to the profession includes work with the Kentucky Safety and Health Network and Kentucky Trucking Association.

Dr. Troy A. Rawlins – tenure and promotion to Associate Professor

Teaching: Dr. Rawlins has a sustained record of outstanding teaching as demonstrated through his course evaluations and peer observations. Dr. Rawlins has taught twenty (22) different campus and online courses as well as re-developing four (4) online and campus courses (OSH 261, 367, 305 and 489) and conducting five (5) independent studies. Dr. Rawlins has integrated new technology and teaching methodologies into his courses. Dr. Rawlins, serving as the OSH coordinator, has integrated new strategies and methodologies into the OSH curriculum.

Scholarship: Dr. Rawlins has a sustained record of successful scholarly/creative activities at the state, regional and national including, but not limited to, chapters in three (3) textbooks, three (3) published and two (2) grant proposals. Dr. Rawlins has also be active in the development of three (3) blogs, two (2) webinars, the acquisition of the Qualified Academic Program (QAP), and five (5) regional and national presentations. Dr. Rawlins was instrumental in acquiring the Memorandum of Agreement (MOA) between ECU and Gateway Community College.

Service: Dr. Rawlins has a sustained and broad record of effective professionally related service including five (5) department-level committees, three (3) college level committees and two (2) university committees. Dr. Rawlins has an outstanding record of service to the profession including, but not limited to, the Whitney M. Young Workforce Relations Committee and Blacks in Safety Engineering (BISE). Dr. Rawlins has spearheaded the partnership with Toyota Motor Manufacturing and Harley Davidson Motorcycles. Dr. Rawlins was instrumental in the establishment of a dual credit program with the Shelby County Public Schools Area Technology Center (ATC) and Jefferson County Public Schools Technology Center.

Dr. Barry S. Spurlock – tenure and promotion to Associate Professor

Teaching: Dr. Spurlock has a sustained record of elevated teaching while consistently teaching on an overload basis and summers as demonstrated through his course evaluations and peer observations. Dr. Spurlock is actively involved with his students and has provided opportunities for students, including but not limited to, the ASSE Future Safety Leaders Conference. Dr. Spurlock re-developed two (2) courses (OSH 390 and OSH 350) and spearheaded the Board of Certified Safety Professionals (BCSP) and ABET accreditation efforts for the OSH and MSSSEM programs. Dr. Spurlock served as the chair of two (2) thesis committee, served on eleven (11) other thesis committees, directed multiple independent studies and supervised graduate assistants.

Scholarship: Dr. Spurlock has a sustained record of successful scholarly/creative activities at the state, regional, national and international levels including, but not limited to, presentations at the National Safety Congress and the BLS – Safety Summit. Dr. Spurlock has presented forty-six (46) times on a myriad of safety and health related topics ranging from evaluating the efficacy of leading and lagging safety metrics to the impact of legalization of marijuana has on occupational safety and employer-employee legal rights and considerations concerning occupational safety. Dr. Spurlock has one (1) published text ("Physical Hazards in the Workplace"), two other texts under contract and eight (8) published articles including "Measuring Safety: Maxims and Strategies for a Successful Systematic Approach" (Cover Story) BLR Safety Decisions Magazine (Winter/Spring 2019) and "Legal Landmines with Occupational Injuries and Illnesses" Bloomberg BNA (2019).

Service: Dr. Spurlock has a sustained and broad record of effective professionally related service including serving on nine (9) departmental committees, four (4) college committees and one (1) university committee. Dr. Spurlock also serves as the faculty advisor for the ECU Student Section of the American Society of Safety Engineers (ASSE/P). Dr. Spurlock is very active in the profession serving on the National Government Affairs Committee for American Society of Safety Engineers (ASSE), the National Workgroup for American Society of Safety Engineers (ASSE), executive board member for the Louisville Chapter of American Society of Safety Engineers (ASSE) and chair of the Bluegrass Section of American Society of Safety Engineers (ASSE). Dr. Spurlock received the Exemplary Service Award/Commendation from the Louisville American Society of Safety Engineers (ASSE) in 2016.

Dr. William J. Sullivan – promotion to Associate Professor

Teaching: Dr. Sullivan has a sustained record of superior teaching as demonstrated through his exceptional course evaluations and peer observations. Dr. Sullivan served as an adjunct faculty member in Homeland Security and SSEM from 2008 thru 2015 before joining the Homeland Security program as an assistant professor in 2015. Dr. Sullivan's professional training includes thirty-one (31) specialized training programs from a myriad of sources included the U.S. Department of Homeland Security, Central Intelligence Agency and the Israel Military Institute. Dr. Sullivan has chaired a Master's degree thesis committee and served on the thesis committee. Dr. Sullivan has successfully taught in the Homeland Security Program, Occupational Safety and Health program and the Master of Science in Safety, Security and Emergency Management program.

Scholarship: Dr. Sullivan has assembled a record of successful research and publications including six (6) published articles addressing Rural School Resource Officers, Kentucky High School SROs, Active Shooters as well as Team Based Learning (TBL). Dr. Sullivan has presented on the topic of "Rural School Resource Officers: An Examination of Impact on Reported Criminal violations and Board Violations," "Active Shooter & Mass Murder" and "School Resource Officers." Dr. Sullivan is a former Major/Commander in the Kentucky State Police, has also authored grant proposal to the National institute of Justice and worked with DOJT in addressing Nalaxone Training and Reporting.

Service: Dr. Sullivan has been actively involved in program, department, college and university committees including service on the department Grade Appeal and Academic integrity committee, college Program of distinction committee, university Campus Security committee and the University Academic Planning and Assessment Committee. Dr. Sullivan has served his profession through work with the American Education Research Association, Kentucky Law Enforcement Council and the Department of Criminal Justice Training. Dr. Sullivan also serves as the advisor for the ECU Pistol Club. Working with his students, Dr. Sullivan has been active in the community conducted safety assessments for the Daniel Boone National Forest (National Forest Service) and security assessments for Clark Moore Middle School (Madison County) and other numerous locations.

College of Letters, Arts, & Social Sciences

DEPARTMENT OF ANTHROPOLOGY, SOCIOLOGY, & SOCIAL WORK

Dr. Ann Callahan – tenure

Dr. Ann Callahan received her Ph.D. in Social Work at the University of Tennessee, Knoxville in August 2004. She received her Licensed Clinical Social Work from the State of Tennessee in 2000. She has been at ECU since 2017.

Dr. Callahan regularly teaches courses in advanced organizational theory, substance misuse, social welfare policy, and social injustice. Other courses include social work research methods, spiritual caregiving and helping people in crisis. She was recently named Director of ECU's Online Master of Social Work Program.

Dr. Callahan has been the primary author of nine refereed journal articles, one book, four book contributions, and 28 book reviews. She has been the primary presenter on 30 juried presentations at national conferences. In addition, she has had multiple teaching and research grants funded at over \$14,000 dollars.

Dr. Callahan serves on the Council on Social Work Education. She previously served as the MSW Program Director for the Mid-Tennessee Collaborative MSW Program at Middle Tennessee State University.

Dr. Jon Endonino – tenure and promotion to Associate Professor

Dr. Jon Endonino received his Ph.D. from the University of Florida in 2010 and began working at ECU in 2014. Dr. Endonino has designed and taught five new courses for the Anthropology Program since arriving at ECU. He participates in high impact teaching practices through the ECU Archaeology field school. In addition, he regularly leads a group to Florida to participate in research at the Tomoka Mound Complex near Daytona Beach. Dr. Endonino was awarded the Critical Thinking Teacher of the Year for 2014 and 2015.

Dr. Endonino has served on 14 different committees at department, college, and university levels. He has been a Faculty Senator for the Department of Anthropology, Sociology and Social Work from 2017-present. In addition, he has served on the Research and Faculty Development Committee from 2017-present. Dr. Endonino also has served on the Kentucky Board of Professional Archaeologists.

Dr. Endonino has authored multiple peer-reviewed publications and archaeological technical reports. He has secured six grants for archaeological research in Kentucky and Florida totaling approximately \$67,500.00. He designed and implemented a research partnership with the US Forest Service for Daniel Boone National Forest. He is currently collaborating as a co-author and editor on several different book projects.

Dr. James Maples – tenure

Dr. James Maples received his Ph.D. from The University of Tennessee, Knoxville in 2012 and began working at ECU in 2014. He currently serves as Coordinator for the Sociology Program. Dr. Maples regularly teaches research methodology, capstone thesis seminar, and introductory sociology courses. In addition, he loves to teach about social problems, social change in Appalachia, and a special topics course on oral history methodology.

In his time at ECU, Dr. Maples has published 22 journal articles on economic impacts, transitional economies, and development in Appalachia. He has completed 50 economic impact studies examining outdoor recreation across the nation and events on the ECU campus such as the All A Classic. Dr. Maples' new book on the oral history of climbing in the Red River Gorge will be available August 2021 (West Virginia University Press). He recently received a national award from Access Fund celebrating his research on climbing in Appalachia.

This fall, Dr. Maples is starting a division dedicated to conducting affordable economic impact research in the Commonwealth. This project was supported by an Innovation Fund grant. Dr. Maples serves as the archivist and newsletter editor for the Southern Sociological Society, which is the largest regional sociological association in the nation.

Dr. Karen Martin – tenure and promotion to Associate Professor

Dr. Karen Martin has been with ECU since 2014 and received her Ph.D. in Social Work from the University of Kentucky in 2017. Since arriving at ECU, she has served as a crucial faculty member for instruction in Social Work, teaching seven unique courses as well as designing several classes for our new BSW Online in Social Work through e-Campus. Her classroom activities reveal a skill of teaching across the curriculum, including courses in introduction to social work, social welfare policy, human behavior in the social environment, crisis intervention, social work practice, addictions, and assessing older adults. She will soon start teaching for our new MSW Online program in Social Work.

Dr. Martin has served the university on Faculty Senate, participated in multiple Spotlight events, and has sat on several department and program committees. In addition, she co-chaired the Kentucky Association of Social Work Educators (KASWE) Conference and regularly participates in ECU Social Work Day events since 2014.

Dr. Martin's areas of research interest are human rights, social and environmental justice, and gerontology and hospice. She has published works on the impact of hospice payment reform on social service visits in the last week of life and on the guardianship and predatory crimes among incapacitated persons in Kentucky. At professional conferences she has presented on the use of technology in the classroom and research on incapacitated persons with criminal behaviors served by Kentucky's Guardianship Program.

Dr. Jennifer Wies – tenure

Dr. Jennifer Wies was previously awarded tenure at ECU in 2016 in the Department of Anthropology, Sociology, and Social Work, where she served as a full-time faculty member. During her time at Eastern, Dr. Wies also co-chaired ECU's University Planning and Assessment Committee. She returns to ECU from Ball State University (where she was Director of Accreditation and Assessment and Professor of Anthropology) to serve as ECU's Associate Provost for Academic Programs.

DEPARTMENT OF COMMUNICATION

Dr. Eric Meiners – promotion to Full Professor

Dr. Eric Meiners earned his B.A. from the University of Kentucky, his M.A. from the University of Arizona and his Ph.D. in communication from Michigan State University. He began as a lecturer in the Department of Communication at Eastern Kentucky University in Fall 2009. He has taught a wide variety of subjects including Introduction to Communication, Small Group Communication, Organizational Communication, and Leadership, and is known for his progressive teaching strategies and engaged class discussion.

Dr. Meiners' research interests include organizational communication and instructional communication. He is a two-time recipient of ECU's University Fellows award for research. Author of 12 peer-reviewed articles and nearly 30 refereed conference papers, he has won top paper awards at annual conventions of both the National Communication Association and Southern States Communication Association. His research has appeared in such journals as *Journal of Applied Communication Research* and *Communication Teacher*.

He has recently completed a three-year term as editor-in-chief of the *Kentucky Journal of Communication*. Dr. Meiners has also been a reviewer for journals in the communication discipline, including *Management Communication Quarterly*. He has also served the ECU community as a member of the Faculty Innovators, a cross-disciplinary team devoted to promoting new teaching strategies, and through his participation in events such as the ECU Pedagogicon, Faculty Scholars Institute, and the University Fellows Showcase.

DEPARTMENT OF ENGLISH

Dr. Russell Carpenter – promotion to Full Professor

Professor Carpenter's commitment to excellence is reflected in every aspect of his work across the areas of teaching, scholarship, and service at Eastern Kentucky University. As Executive Director of the Noel Studio for Academic Creativity, Carpenter has co-designed and co-chaired the annual Faculty Leadership Institute, designed custom support for classes,

trained consultants and tutors, and managed a large, complex physical space. Carpenter is a skilled and committed faculty member in the classroom, having taught sections of first-year writing courses, which are critical to the success of ECU students. Carpenter's student evaluations commend him on his commitment to learning and success in the classroom.

Professor Carpenter has produced a rich portfolio of scholarship. He has written or edited numerous books and collections in prominent venues, including *Sustainable Learning Spaces* (Utah State University Press/University Press of Colorado) and *Writing Studio Pedagogy* (Rowman & Littlefield). His many scholarly articles and chapters are also featured in the most highly regarded peer-reviewed venues in the fields of writing studies, faculty development, and pedagogy, including the University of Michigan Press and journals such as *Computers and Composition: An International Journal*; *WLN: A Journal of Writing Center Scholarship*; *Journal on Excellence in College Teaching*; *Across the Disciplines: Interdisciplinary Perspectives on Language, Learning, and Academic Writing*; and the *Journal on Centers for Teaching and Learning*. His scholarship also led to multiple grants, which enhanced writing support for students and faculty at the University. He has received national recognitions for his scholarship from organizations such as the National Communication Association and his expertise is commonly invoked by regional, national, and international organizations.

Professor Carpenter's commitment to service is apparent in his many contributions to committees and his leadership roles at the national, regional, university, college, and department levels. At the department level, Carpenter has served as chair of the Department of English Promotion & Tenure Committee and member of the Professional Development Committee. Among his many leadership roles at the University level, Professor Carpenter served as President of the ECU chapter of Phi Kappa Phi, as a member of the Faculty Senate, and on multiple policy drafting teams. In addition, he has coordinated major University initiatives, such as New Faculty Orientation. His contributions to the University have been recognized with the 2018 Provost Distinguished Service Award for exemplary leadership and innovation in support of ECU summer and the 2017 Provost Distinguished Service Award for exemplary service in support of professional development and academic excellence. At the national level he has been recognized with the 2017 Turner Award for Advocacy through the National Association of Communication Centers, which is only given on those occasions that an appropriate candidate is identified. Without a doubt, Professor Carpenter has shown his commitment to the service mission of the University at all levels.

Prof. Nancy Jensen – promotion to Full Professor

Professor Nancy Jensen has been a dynamic member of the ECU English faculty since 2011. She has made major contributions to her program, her department, and her university, and she has excelled in all three areas of academic endeavor—teaching, service, and scholarship.

It is as a writer that Professor Jensen has made her most impressive contributions. She has published three books, two since she came to ECU. Her novel *The Sisters* (St. Martin's, 2011) was selected by the Independent Booksellers Association as a #1 Indie Next Pick and included by Kirkus Reviews on its list for Best Fiction of 2011. Her most recent work, *In Our Midst*, was published by Dzanc Books just this year. She has been awarded an Artist Enrichment Grant from the Kentucky Foundation for Women and an Al Smith Fellowship from the Kentucky Arts Council. In 2016, she took over the editorship of *The Chaffin Journal*, moving submissions online, and she now assesses 400 submissions annually in fiction, poetry, and creative nonfiction. She has given dozens of public readings and lectures related to her creative work and has met with more than forty reading groups, in person and online, to discuss her novel *The Sisters*.

Since coming to ECU in 2011, she has created and taught twenty-five distinct courses, undergraduate and graduate, two-thirds of them online. Her teaching has been principally in support of the Bluegrass Writers Studio (the MFA in Creative Writing) where she served on thirty-eight thesis committees for students and directed eight of those. In addition, she has read and evaluated approximately 250 admissions portfolios for the MFA program (25-30 per year).

DEPARTMENT OF GOVERNMENT

Dr. Jeongwoo Kim – tenure

Dr. Jeongwoo Kim has completely changed the way our MPA students learn research methods. The course used to have a high DFW rate and was a source of great fear and anxiety for our graduate students. Dr. Kim painstakingly developed a series of online lectures that break down the process of research methods into steps that students find helpful and accessible. Dr. Kim is also always available for his students, spending hours reviewing material with students until they master it. Dr. Kim has used the same combination of carefully-designed pedagogy and supplemental tutoring to assist students to be successful in undergraduate economics as well.

Outside the classroom, Dr. Kim has dedicated hours to service to the institution and public administration field. He began a research scholar exchange program with local South Korean government officials. This program has fostered a partnership between FEMA, South Korea, and ECU. It has also led to over \$25,000 in scholarship and research funds for department students and faculty. Additionally, Dr. Kim has worked tirelessly to serve on various college and university committees while maintaining an active scholarly agenda in the field of public budget and finance.

DEPARTMENT OF HISTORY, PHILOSOPHY, & RELIGIOUS STUDIES

Dr. Carolyn Dupont – promotion to Full Professor

Professor Carolyn Dupont is a model teacher, scholar, and colleague who has enriched the Department of History, Philosophy, and Religious Studies since she first started teaching at ECU as a lecturer in 2004. Students have consistently benefited from her content expertise and innovative teaching style. Most important, even as she consistently receives high evaluations she has not stopped learning and trying out new teaching methods. Most recently she took courses on Process-Oriented Guided Inquiry Learning, a technique utilized in the natural sciences, and adapted it to her courses in U.S. History with great results.

Professor Dupont has also produced award-winning scholarship during her years at ECU. Her monograph, *Mississippi Praying: Southern White Evangelicals and the Civil Rights Movement, 1945-1976*, won the 2013 Frank S. and Elizabeth Dr. Brewer Prize presented by the American Society of Church History. And in the years since publishing her book she has published three chapters in edited volumes and a refereed journal article. This scholarly engagement reaches beyond academia as well, as Professor Dupont has frequently added her voice to public discourse on civil rights and politics in op-eds for newspapers and other media.

In the area of service, Professor Dupont has contributed generously to the department, the ECU campus, and the larger community. She has long been a member of the advisory boards of the Women and Gender Studies and African/African American Studies programs. Most notably, Professor Dupont is one of the driving forces behind the continuing series on the 19th amendment that airs as part of WEKU's show, Eastern Standard, on a monthly basis in 2020. We are fortunate to have a professor of Carolyn Dupont's caring and caliber at ECU.

SCHOOL OF MUSIC

Dr. Joseph Carucci – tenure and promotion to Associate Professor

Dr. Joseph Carucci serves as Chair of the School of Music. He is truly an asset to the School and Institution. He leads the Music Industry area and has been responsible for the expansion of the more "commercial" subareas within the School of Music. Under Dr. Carucci's leadership, we have expanded interest in areas outside of traditional classical training and are pairing performance skills with very marketable applied areas. Dr. Carucci is an accomplished performer and his creative work is both excellent and prolific, as evidenced by his materials. His work with Joslyn and the Sweet Compression has resulted in multiple performances in larger cities, as well as music videos. His engagement in this work sets a fine example for students and his skill has also benefitted campus audiences.

As a faculty member, Associate Chair, and then Chair, Dr. Carucci brings particular skill in curriculum development. He has led a comprehensive, pre-accreditation review of the School of Music curricula and secured faculty support for significant change.

We are very fortunate to have Dr. Carucci as a colleague and I enthusiastically support his candidacy for tenure and promotion to the rank of Associate Professor.

Dr. Shane Hoose – *tenure and promotion to Associate Professor*

Dr. Shane Hoose has made significant contributions to the Music Industry and Recording Arts curricula since arriving at Eastern Kentucky University. He has designed a four-course recordings arts sequence that prepares our graduates for careers as audio engineers and recording artists. The sequence culminates with a Music Industry Senior Capstone class where students record and release music on a student run record label called *First Contact Records*. His class preparation, course design, and student interaction are consistently excellent, as documented in his student and peer evaluations. Dr. Hoose has attended professional development conferences to inform his pedagogical approach and to stay current on music technology, which is important in his role as Director of Recording Arts.

Dr. Hoose contributes to the field of recording arts at a local, national, and international level. He has presented papers at the Art of Record Production in Boston, MA, International Association for the Study of Popular Music Conference in Huddersfield, UK, the Kentucky Music Educators Association Conference in Louisville, KY, and others. He has produced multiple published audio recordings as well as episodes of Essential Eastern Public Television Broadcast on KET. Dr. Hoose's collaboration with School of Music faculty as a recording engineer is particularly notable, producing full-length audio-releases with Joseph Carucci, Nathan Siler, and Bernardo Scarambone.

As an active member of the School of Music community, Dr. Hoose has served on search committees, as a faculty advisor for the Student Audio Engineering Society, member of the appeals committee, and many recital hearing committees. He organizes and archives the recordings of all School of Music student and faculty performances. At a University level, Dr. Hoose has served as an ECU Faculty Senator and a member of the Information Technology Committee.

Dr. Timothy Wiggins – *promotion to Associate Professor*

Dr. Timothy Wiggins has made significant contributions to the School of Music in both the area of music education and athletic bands. Dr. Wiggins' peer and student evaluations reference energized teaching, quality communication, and use of technology. He has attended professional development conferences to inform his pedagogical approach as both a band director and music education professor. Dr. Wiggins has been responsible for redesigning the ECU athletics band program and has increased the participation in the ensembles. As a member of the School of Music Curriculum Revisions Committee, Dr. Wiggins has been integral in the planning and implementation a music curriculum that streamlines the offerings, aligns with our mission statement, and better prepares our graduates for roles as professional musicians and educators. In 2019, under the direction of Dr. Wiggins, the Marching Colonels were honored to be invited to perform at the "Thurby" celebration at Churchill Downs.

Dr. Wiggins' scholarship includes sustained activities in the area of instrumental music education. He has presented papers at the College Band Directors National Association Conference, Kentucky Music Education Association Professional Development Conference, and Connecticut Music Educators Association Conference. He contributes as Assistant Coordinator of the Kentucky Intercollegiate Band and Secretary of the College Band Directors Association. Since 2018 he has served as the Music Director of the Lexington Community Orchestra. Dr. Wiggins serves as an active clinician and guest conductor throughout the region.

DEPARTMENT OF PSYCHOLOGY

Dr. Theresa Botts – *promotion to Associate Professor*

Dr. Theresa Botts worked with Dr. Melinda Moore on ECU SAFE (Suicide Prevention) Grant (until fall 2019, when the grant ended), but now work through the **ECU Psychology Clinic** to continue the mission. Dr. Moore, Dr.

Michael McClellan, and Dr. Botts continue researching and providing campus trainings in the following DBT, QPR, and Suicide / Trauma in addition to working with doctoral students in the Psy. D. Clinical program to provide outreach training programs for the ECU campus and surrounding communities through the **ECU Trauma and Suicide Prevention Clinic** (now offers telehealth services).

Dr. Botts has served on the **SAFE Grant Advisory Group**, which also works to make the ECU Campus better suicide prevention and trauma informed. She served as a co-host and presenter at **Clinician-Clergy Suicide Prevention training: How to Understand and Address Suicide in Your Communities and Congregations: A WORKSHOP FOR ALL BEHAVIORAL HEALTH PROVIDERS, CLERGY, AND SEMINARIANS** on January 8, 2018. Dr. Botts took a new position as the **ECU Psychology Clinic Director**, effective January 2019.

Dr. Botts was elected to serve as the **Kentucky Psychological Associations Regional Clinical Representative**, effective January 2020.

Dr. Hung-Tao Michael Chen – promotion to Associate Professor

Research: Dr. Chen has published eight research articles and conference proceedings papers in the past four years. Dr. Chen is the first author on six of the eight publications. Dr. Chen has also completed 24 professional posters or oral presentations between 2017 and 2020. He will be presenting two more studies this fall at the national Human Factors conference on the topics of semi-autonomous driving and student learning through computer-generated speech. Dr. Chen has mentored 24 undergraduate students and four graduate students in the past four years at ECU through his research program. One of his undergraduate students received the 2nd place poster award at the 2019 annual conference of the Kentucky Academy of Science. Six of his former students were recipients of the Outstanding Senior Award in the Department of Psychology. Dr. Chen is a recipient of a University-Funded Scholarship Grant in 2019.

Teaching: Dr. Chen is the recipient of the 2018 Faculty Innovation in Teaching Award. Dr. Chen has been nominated five times for various teaching awards in the past four years, including the Critical Reading Teaching Award, the Critical Thinking Teaching Award, the Excellence in Online Teaching Award, and the Excellence in Online Course Design Award. Dr. Chen has an overall course evaluation of 4.35/5

Service: Dr. Chen is the recipient of the 2018 University Diversity Mini-Grant and has hosted several campus-wide events to promote Chinese culture awareness. Dr. Chen has served as a speaker at numerous university events including the 2017 Diversity Breakfast and the 2018 and the 2019 New Student Convocation.

Dr. Dan Florell – promotion to Full Professor

Dr. Dan Florell received the 2016 Kentucky Psychology Foundation Outstanding Graduate Mentor Award, which underscores the work he has done with graduate students assisting their research and making them become better professionals. He was honored with the 2011 National Association of School Psychologists Presidential Award given in recognition for his volunteer work with the association.

In 2015, Dr. Florell helped ECU become the location for the National Association of School Psychologist Archive and the home of numerous other historical items related to school psychology. From 2015 to 2020, Dr. Florell was part of the NASP Archive Project Grant series that assisted ECU in converting school psychology documents into digital format and providing broader access of these important documents.

From 2009 to 2020, Dr. Florell served as a Technology columnist (8 columns per year) for *Communique* (NASP professional publication) and was able to influence the use of technology in the field of school psychology, which led to writing several book chapters and giving numerous national presentations on the topic over the years.

Dr. Melinda Moore – tenure and promotion to Associate Professor

Dr. Melinda Moore served as Principal Investigator on a three-year federal campus suicide prevention grant, ECU Suicide Awareness and Focus on Education (ECU SAFE), bringing state-of-the-art, suicide-focused training to ECU students,

faculty, staff, and regional clinical community. Dr. Moore was also Principal Investigator on Tragedy Assistance for Survivors (national military non-profit serving all military bereaved) grant investigating posttraumatic growth and broad range of military-related bereavement experiences.

Dr. Moore instituted Suicide Prevention Services in the ECU Psychology Clinic, now known as “Trauma and Suicide Prevention Clinic,” which incorporates clinical training specific to suicide assessment, intervention, management, and postvention for ECU, community, and region. She served as Clinical Division Director of the American Association of Suicidology and continues to serve as a private sector co-leader of The National Action Alliance for Suicide Prevention’s Faith Communities Task Force. Dr. Moore has co-edited “The Suicide Funeral (or Memorial Service): Honoring their Memory, Comforting their Survivors” and authored numerous op-eds for The Lexington Herald Leader and Louisville Courier Journal on the topic of ECU’s leadership in suicide-focused treatment.

College of Science

DEPARTMENT OF BIOLOGICAL SCIENCES

Dr. Luke Dodd – tenure

Dr. Luke Dodd has taught a variety of courses in the Department of Biological Sciences, from introductory laboratories, to majors' courses for the wildlife program, to senior/graduate courses for wildlife and biology majors. He is recognized as a demanding, and very good, teacher. Dr. Dodd emphasizes comprehension of scientific literature and communication about that literature both orally and in writing in his classes. He also values quantitative analysis, and he has worked to incorporate use of the statistical language R into his upper division courses. These are efforts that take time and energy for the instructor. Dr. Dodd does these things in his classes, when he could get by with much less effort, because he recognizes that students need this kind of mentoring and because he is committed to giving them the very best experience that he can.

Dr. Dodd is a willing and effective member of the Eastern community and of the professional community beyond ECU's walls. He has more than done his duty in the service arena, having organized the department's seminar series for 2.5 years and served on other departmental committees. He has served on college and university committees. He has accepted leadership roles in his professional organizations, as exemplified by his service as the treasurer and on the executive board for the Southeastern Bat Diversity Network. He is also an "easy mark" for community groups needing a talk or a nature hike. And, he is a careful advisor of students in the Wildlife Management major.

Dr. Dodd's accomplishments in the scholarly arena are significant. He has published nine papers since coming to ECU in 2014, with over half of those including a student author. He and his students have delivered 35 papers and 30 posters. He has been awarded over \$600,000 in grant money and he has another \$370,000+ in grant proposals under review. Perhaps most important from Eastern's perspective is the amount of mentoring that he folds into his research: three masters students have completed their degrees with him and he has another four in the pipeline. He's served on thesis committees for six additional students who have completed their degrees and he is serving on six more who are in progress. He is generous with his time in supervising undergraduate research in WLD 489W, special projects, Honors theses, and a Research Experiences for Undergraduates (NSF) grant-supported project run by two of his ECU colleagues.

Dr. Cy Mott - promotion to Associate Professor

Dr. Cy Mott has taught five different courses for the department and he has taught laboratory sections for two others - a dizzying array in just 3.5 years. He is an innovative teacher who seeks feedback from students and colleagues, and then acts upon that input to help students become more successful in his courses. Dr. Mott is an innovative teacher who uses techniques such as laying out broad concepts early in a course and then returning to those broad concepts again and again throughout the semester; using tiered exams, in which early exams are weighted less than later exams, and in which later exams incorporate earlier material in addition to new material; and frequent think-pair-share activities to break up lectures and foster active processing of information during class periods in order to increase the engagement of his students and to foster true comprehension and integration of course material.

Dr. Mott serves on a variety of departmental committees. He has also been a willing participant in on a number of ad hoc work groups, such as the small group of faculty who totally restructured BIO 316 (Ecology) several years ago. Dr. Mott has taken on the responsibility for curation of the department's herpetology collection. This included preparing the collection for the move into the new Science Building in the summer of 2017. In addition, Dr. Mott has been the "point person" as the department has set up operating procedures and policies for use of the "wild caught" side of its new animal care facility. Beyond the department, Dr. Mott serves on the Division of

Natural Areas Advisory Board. Dr. Mott is generous with his time serving the profession as well. He has served as a science fair judge several times and as a peer reviewer of manuscripts for professional journals.

Dr. Mott has established an active and productive research program since arriving at Eastern in 2016. He has supervised 26 students in his lab who were either pursuing their own research projects or who were working as technicians on his projects. He has been able to monetarily support 23 of those students. He came to ECU as a Co-PI on an NSF REU grant. He has added an REU supplement to that grant, and has been awarded funding by the Kentucky Academy of Science twice, and has earned ECU grants twice. He and his students have presented eight papers (all include student co-authors) and 20 posters (most include student co-authors) in 3.5 years. He has also published two papers in highly respected peer-reviewed journals.

DEPARTMENT OF CHEMISTRY

Dr. Jamie Fredericks – tenure

Dr. Jamie Fredericks uses an interactive learning process EDIP (Explanation, Demonstration, Imitation, and Practice) and prefers to use real-life scenarios. As an expert in the field of forensic DNA analysis, he used his own research experience with South African Police Force in the classroom as real-life examples. He created the courses FOR 311 and FOR331L which are good examples of his teaching philosophes and practice of EDIP. He taught these two courses and received positive comments from students and colleagues. He redesigned ASO 100 to significantly improve students' leaning by shifting on bilaterally integrating tools and skills which would benefit students wanting to pursue a forensic science career. He is good at delivering knowledge to students by organizing lecture notes in a proper PowerPoint format combining interacting activities, real-life examples, and lab experiences to make his classes more interesting and more attractive. In 2017, he was nominated for the Distinguish Educational Leander and Outstanding first Year Instructor awards. He has made a positive impression in his role as Forensic Science Director by spearheading the Forensic Science Education Programs Accreditation Commission (FEPAC) site visit in Fall 2018. Based on his efforts and those teaching in the forensic science program, both the forensic chemistry and forensic biology concentrations were accredited by FEPAC.

Dr. Fredericks received the Junior Faculty Summer Research Award in the summer of 2016 and an ECU University-Funded Scholarship Grant in 2017. As a co-investigator, Dr. Fredericks submitted a patent in 2017 but the Center for Economic Development, Entrepreneurship & Technology (CEDET) decided not to file the patent. During his time at ECU, he has published a paper in *Science & Justice* with two undergraduate researchers. Dr. Fredericks recruited and mentored two graduate students (thesis track) and seventeen students for their independent research projects. He also served as honors thesis mentor to Shelby Banks on the project of "Quantitative and Qualitative analyses of DNA Swabs and Genomic DNA Kits in Spring 2016.

Dr. Fredericks has served ECU well through both membership and leadership of a number of committees at all levels. At the departmental level, he is the Forensic Program Director, Forensic Steering Group chair, Assessment Coordinator, forensic science Co-op Coordinator, and Living Learning Community chair. He also chaired two search committees and the safety committee. In addition, he has served as member or contact person for ten regular or ad hoc committees in the past 5 years. It is notable that Dr. Fredericks has established the Crime Scene House, which is now a training base for Forensic majors and a focal point of university attractions. At the college level, he is a member of the Strategic Planning & Budget committee and served in the STEM summer camp curriculum workgroup. At the university level, he served on the President's research and scholarship fellows committee, University Research Committee as well as the Institutional Review Board Committee. Dr. Fredericks is an active member of Council of Forensic Science Educators and American Academy of Forensic Science. He also served as reviewer of the journals *Science & Justice*, *Austin Journal of Forensic Science and Criminology*, and *Journal of Forensic and Legal Medicine*. In addition, Dr. Fredericks also serves as an advisory committee member of a PhD candidate at Virginia Commonwealth University. All these services are not only contributions to the profession but also promoting reputations of the ECU Forensic Science Program among the profession.

Dr. Judith Jenkins – tenure and promotion to Associate Professor

Dr. Jenkins has taken full responsibility to design several courses including CHE 250, CHE 450, CHE 502/702 as well as initiating the separation of CHE 515 into a separate lecture (CHE 515/715) and lab course (CHE 515L/715L). It should be noted that both CHE 250 and CHE 502 were created to fulfill deficiencies outlined by the American Chemical Society for the ACS accredited B.S. Chemistry and Biochemistry degrees. She helped students recognize their own responsibilities in the learning process through different strategies such as classroom management and diverse evaluation methods to engage students' learning. Dr. Jenkins has been teaching different level courses, and designed special topics "Chemistry of Functional Materials" in Fall 2017. She mixed previewing, in-class activities and critical reading strategies in her lectures for different learning purposes, so her efforts on teaching have been echoed by the nominations of Golden Apple Awards (2015), Outstanding Instructor for first-year courses (2016), and ECU Faculty Innovator (2019). Dr. Jenkins has team taught with Joe Bequette and Andrew Garrett in CHE 515/715. Dr. Jenkins has mentored 16 students in their independent research projects, which has demonstrated her good relationship with students as well. She worked with Quality Enhancement Plan (QEP) team and designed a chemistry-specific critical reading workshop in Spring 2018.

Dr. Jenkins has two papers "Identifying Misconceptions that Limit Student Understanding of Molecular Orbital Diagrams" and "Implementation of Modeling Instruction in High School Chemistry Unit on Energy and States of Matter" published in *Science Education International* in Spring 2019. Each paper includes an ECU student as co-author. Dr. Jenkins' lab was granted by start-up funds, Kentucky Science and Engineering Foundation (KSEF) grant, Junior Faculty Summer Research Award (2016 and 2019), Kentucky Academy of Science (KAS), as well as KY NSF EpSCoR (2016) for the synthesis of catalysts to convert sunlight energy into chemical energy, and all of the grants are state-level funding source. Dr. Jenkins has recruited and mentored 25 students including eight graduate students (two thesis, two internships, and four coursework) and two honors students. Her students have given both oral and poster presentations at local, regional and national meetings. She has also served on MS thesis committees in the department. In addition, she was invited to review manuscripts and presented her research at University of Kentucky twice. Dr. Jenkins has been facilitating students' independent experiences as undergraduate coordinator in the department since 2016. The Kentucky Advanced Manufacturing Partnership for Enhanced Robotics and Structures (KAMPERS) grant received funding in which Dr. Jenkins serves as a sub-PI (\$66,000) in Spring 2019, which will provide funding support for future students in chemistry department.

As the Chemistry undergraduate program coordinator, she used assessment data to build degree paths and courses. In addition, she served as a chair of Lecturer Search Committee in Spring 2019. She has been vital in recruiting efforts as well. In 2015, she organized Lab Day and helped organize STEM-H Expos. Both events successfully attracted high school students to our ECU campus. In 2017 - 18, she led committee members in our college to set up camp daily schedule, activities, and goals. Dr. Jenkins demonstrated strong service at the university level by serving on 8 university committees. Her services are widely spread out from education-related to summer school committee plus Sustainability Network committee. As a leader at the university service level, she used her expertise in chemistry to lead the Professional Core Leadership Team and to establish guidelines for high school chemistry teaching. She used seed funds to establish a functional system for fellowship and to build solar panels on Richmond campus to save more energy for our university. Lastly, her proposal "Enabling Infrastructure for Solar Energy" was funded with \$30,000 in Spring 2019.

Dr. Buchang Shi – promotion to Full Professor

Dr. Shi has taught various undergraduate and graduate including the organic chemistry courses (CHE 361/L, 362/L, 501/701, 560/760/860), and CHE 105. He developed and taught a new course in bio-organic chemistry and significantly revised the advanced organic chemistry course. He also reformed and coordinated the independent studies courses with major revision of the research course and addition of practicum. In his courses, Dr. Shi uses a combination of standard lectures, problem solving on the blackboard, and PowerPoint with animations. He introduces a pre-lecture practice which requires students to read and attempt problems prior to lecture. He has interactive activities including reviews and in-class practices.

Dr. Shi has been an active researcher since he came to ECU. In the past 5 years, Dr. Shi published two articles, one in a peer-reviewed journal and one in a peer-reviewed book. Since his last promotion, he has given 27 presentations at local, regional, national, and international meetings. Eighteen were oral and the remaining were poster presentations in the five years. Additionally, he gave 11 invited oral presentations, in which two were invited keynote presentations. Among

five poster presentations, three were at national and international conferences and two at local Kentucky conferences. Dr. Shi has built his reputation for his research both nationally and internationally from his publications, and presentations. Dr. Shi has mentored a large number of graduate and undergraduate students in Chemistry Department. Dr. Shi has mentored seven graduate students (five thesis track and two course track) and served on Graduate Advisory Committees in the department. Several of his research students won presentation awards and co-authored publications. Dr. Shi exceeded the expectations in grant writing. One proposal as PI was funded by Kentucky National Science Foundation Experimental Program to Stimulate Competitive Research program (EPSCOR) for \$25,000. In 2013, Dr. Shi submitted six grant proposals ranging from \$1,000 to \$120,000. Among them, five were external proposals, in which he served as PI for four of those grants.

Dr. Shi has served department, college and University with great effort. In the department, Dr. Shi chaired the Awards Committee, Annual Evaluation Committee, P&T committee, Organic Working Group, Graduate Committee, and multiple search committees. As the previous graduate coordinator, he helped the graduate program grow dramatically and secured funding to double the number of graduate assistantships in the department. Additionally, Dr. Shi assisted the purchase of NMR with his expertise. In terms of college service, Dr. Shi was a member of the Strategic Planning and Budget Committee. Dr. Shi served as a mentor for Dr. Karim Abdelhay in the college's junior faculty mentoring program to assist our junior faculty members to reach their goals in pursuing tenure. In the University, Dr. Shi was the member of Pre-medical Advisory Committee, ECU Senate IT Committee, ECU Senate, and International Education Committee. He was selected as a member of organizing committee for the Global Conference on Catalysis and Reaction Engineering (2016) and helped review abstracts and present certificates. He chaired multiple sections in 240th ACS national meeting, 100th KAS meeting and Global Conference on Catalysis Chemical Engineering & Technology (2019) in Rome. Additionally, Dr. Shi has been serving profession by reviewing proposals and manuscripts and judging for the Kentucky Academy of Science. From 2014-2019, he reviewed 4 proposals and 19 manuscripts, which is above the departmental average.

DEPARTMENT OF MATHEMATICS & STATISTICS

Dr. Jeffery Neugebauer – promotion to Full Professor

Teaching: Dr. Neugebauer has shown great strength in teaching. Students frequently recommend him to other students and his performance in courses taken by students from other majors has had an effect in students adding a mathematics minor or second major after taking his courses. Students often comment on how accessible he is, and students can often be seen in his office receiving assistance or working on problems. Students comment on the purpose and meaning of his course assignments, indicating that they are “not just busy work.”

Scholarship: Dr. Neugebauer's scholarly activity is outstanding – he has published extensively and produces quality work (cited over 100 times). He has frequently been an invited speaker at multiple research conferences. His research is not limited to a single “narrow” topic but includes a variety of venues to pursue, providing evidence that his scholarly productivity is likely to continue. Much of his work is accessible to graduate and advanced undergraduate students, indicating that he passes on his passion to his students. Dr. Neugebauer has received the College of Science Research Award, and has been recognized with a University Scholar Award.

Service: Dr. Neugebauer makes regular, valuable service contributions at all levels: department, college, university, community, and profession. To quote his promotion application narrative, “I want to make a significant positive impact in the department, the college, and the university. He has excelled in this endeavor with an impressive portfolio of service contributions at all levels. For example;

- he provides valuable leadership to the Math Symposium;
- he successfully mentored junior faculty member, Atilla Sit through the P&T process;
- he has served on Faculty Senate;
- he has served on department, college and university-level committees;
- he excels in service to the profession as a guest judge, session moderator at research conferences;
- reviewer of journal article submissions; and
- as a guest editor of a scholarly research journal.

Dr. Atilla Sit – tenure and promotion to Associate Professor

Teaching: Dr. Atilla Sit regularly teaches a wide variety of classes, from graduate-level classes to general education courses. He has developed a teaching style that includes guided notes with specified time for students to work on relevant problems during class. He treats students, and their questions, with respect, and genuinely displays a clear mastery of the subject matter in each class that he teaches. Some examples of students comments include: “Excellent professor; made the course seem simple with his teaching; I liked how we would receive email reminders about upcoming deadlines, etc.; one of the best classes I have had; he is one of the most dedicated professors I have had; his notes and questioning kept students on task and engaged.

Scholarship: Dr. Sit had two peer-reviewed articles accepted for publication in quality journals in 2019. He has directed student research, leading to presentations at professional research conferences. He administered an NSF grant of over \$100,000. Dr. Sit’s efforts to continue to work on getting his software packages published demonstrates a commitment and drive to be a successful, contributing researcher in his specific arena of work. Dr. Sit has established a solid concentration in his subfield of research.

Service: Dr. Sit provides regular service on department committees, especially the Graduate Committee and the Math Programs Committee, both of which are essential to the department’s mission and goals, and demonstrate his commitment to the ongoing work of the department. He also served as the Chair of the Math Programs Committee this past year. Much of his service activity centers on students, as he has directed several student research projects and has served on thesis defense committees. He works with the Math Club, showed initiative in starting and maintaining the weekly “Math Challenge” problems. He serves as a student advisor for math majors. Dr. Sit serves as the Treasurer of the Kentucky Section of the Mathematical Association of America, and he assisted with the College of Science Summer STEM Camp in 2019.

Dr. Michelle Smith – promotion to Full Professor

Teaching: Dr. Smith regularly teaches a variety of statistics courses for the department, including several that she designed or updated to reflect current advances in statistical methodology and research. She promotes a classroom atmosphere that encourages students to ask questions and ensures continued, ongoing student engagement. To accomplish and maintain this instructional environment she keeps students engaged by utilizing hands-on activities with real data, requiring students to do computations in class, and demonstrating the use of technology to generate statistical analyses. In recognition of her high-quality teaching, Dr. Smith received the ECU Critical Thinking Teacher of the Year Award in April of 2019. Her recent peer evaluations rated her teaching as “Exemplary,” with comments such as, “her enthusiasm was palpable and helped hold students’ attention,” “she did a nice job of interweaving lecture, question-answer interactions with students, and utilizing active learning. Faculty evaluations also noted the valuable contributions Dr. Smith has made to course revisions and re-designs in recent years.

Scholarship: Dr. Smith’s primary area of research interest is in statistical quality control and reliability. She has also worked jointly with colleagues on examining aspects of common statistical methodological concerns and in the area of sports statistics. She has published several journal articles in both of these areas in recent years and has presented her research findings at professional conferences.

Service: Dr. Smith has actively served the department, college, university, and the community in a variety of capacities. She has been an integral part of the activities of the department’s Statistics Curriculum Committee, serving as chair of this committee from 2014 through 2017. She also serves as an academic advisor for statistics majors. Dr. Smith served on the College of Science Promotion and Tenure Committee and the Strategic Planning and Assessment Committee. She has served the department, university and community through the Statistical Consulting Center operated by the department that provides design and analysis assistance to those in need of this assistance. She helped organize and serves as faculty advisor, of the Sports Analytics Club and has worked with the STEM Solutions Camp. She co-developed and hosted the WISE workshop for high school students in statistics classes, and has facilitated several probability games for high school students attending various campus events. Dr. Smith also serves as the Archery Club’s faculty advisor and is the Archery Coach at Model Laboratory School.

Libraries

Lucinda Judd – promotion to University Librarian

Teaching and Professional Responsibilities: Ms. Judd's work in the area of information literacy instruction is highly commendable. She is a passionate educator and librarian. Her approach to information literacy pedagogy is highly flexible and collaborative. Further, she constantly seeks opportunities to continue to grow professionally in her teaching, internalizing and putting to use the things that she learns at conferences and other professional development opportunities, and her teaching expertise is constantly sought out by other librarians who wish to learn from her. Ms. Judd uses innovative technology and creative teaching strategies in her library instruction sessions to enhance learning. Her partnerships with each faculty member that she works with are deep and meaningful, and she sees each teaching interaction with students and faculty members as a way to maximize student success. She constantly advises faculty members, both at ECU and beyond (she was invited to provide professional development about teaching information literacy to librarians at WKU) about both educational technology and information literacy pedagogy and is the model of an effective academic librarian. She has taken on many leadership roles related to teaching and learning, not least of all her role as a Faculty Innovator for the Faculty Center for Teaching and Learning, where she positively impacts faculty members and represents librarians, helping them understand how knowledgeable and important to the teaching process librarians are.

Scholarship: Ms. Judd's contributions to the scholarship of the library profession demonstrate her awareness of the intersections of information literacy and disciplinary knowledge, representing the value she places on all areas of librarianship, including public service, technical services, and information literacy. Ms. Judd is an active presenter at the state, regional and national levels. A sample of her scholarship is below

- Judd C., Jones, K., Samson, S., and Gilbert, K. (2011) Hot to PROT: Enhancing instruction skills through peer-review. Association of College and Research Libraries (ACRL) Conference Workshop.
- Beirne, H. & Judd, C. (2016). Tech training and library advocacy: Linking the academic library with the school library and turning pre-service teachers into lifelong library users. In C. Smallwood & L. Sanborn (Eds.), *Teaching technology in libraries: Creative ideas for training staff, patrons, and students* (pp. 205-212). North Carolina: McFarland.
- Cole, A., Judd, C., & Marcum, B. (2016). Partner in the process: Redefining reference to create an integrated educational experience. In L.A. Ellis (Ed.), *Teaching reference today: New directions, novel approaches* (33-48). Lanham: Rowman & Littlefield.

Service: The definition of service is as diverse as the mission and goals of our university. Service comprises a broad mixture of activities ranging from participation in committees; specialty task forces or search committees; programming; involvement in professional organizations and involvement in community activities. Ms. Judd's documentation reflects exceptional service to the University and Profession and active service to the Libraries and the Community. Within the Libraries, she has served on and chaired several cross-departmental committees and workgroups and Ms. Judd's service to the University is extensive and exceptional. In service to the profession, Ms. Judd has been an active member in many library associations. Ms. Judd's service to the community is representative of her dedication to improving multiple literacies in K-12 as well as higher education.

Trenia Napier – promotion to University Librarian

Professional Responsibilities: Ms. Trenia Napier has worked as Assistant University Librarian from 2010-2014, when she was promoted to Associate University Librarian. She serves a dual role for the Libraries and the Noel Studio for Academic Creativity, working as the Noel Studio Coordinator of Research/ECU Libraries Reference & Instruction Librarian from 2010-2016, and as the Noel Studio Associate Director, Outreach & Programs/ECU Libraries Public Services Librarian since 2016. Ms. Napier's work in these positions has been exceptional, making a significant positive impact directly relating to the mission, vision, and values of both departments. She has provided leadership and outstanding contributions in the

areas of instruction and resource development, liaison and campus outreach, mentoring and supervision, and unit planning. Ms. Napier has formed strong partnerships and excelled in providing instruction for courses such as ENG 102, FCS 400W, ENG 310, and CMS 495. Her work with the Quality Enhancement Plan (QEP) Curriculum, First-Year Courses, and the Graduate School has all been outstanding. She regularly draws upon her vast knowledge of pedagogy, and frequently integrates ideas from professional conferences and respected scholars in the disciplines of both education and library and information science. She also regularly designs curriculum and lesson plans that directly relate to the ACRL Framework for Information Literacy in Higher Education, an important theoretical framework for librarians who teach. More specifically, Ms. Napier's expertise and collaborations have been crucial in ensuring the success of our current QEP, *Read with Purpose*. Ms. Napier also played a critical role in collaborations between First-Year Courses (GSD), the Noel Studio, and the Libraries. Ms. Napier has also completed outstanding work in the areas of mentoring/supervising, unit planning, and professional development and growth

Scholarship: Ms. Napier's scholarship illustrates passionate devotion to successful student learning through teaching and effective institutional practices. Ms. Napier's co-authored chapter, "Generation Z: Information Facts and Fictions," reveals that while Gen-Z students have lived their entire lives with instant access to information on nearly any topic imaginable, they also continue to exhibit some of the same fundamentally flawed ideologies about information as their predecessors. This publication was the 2016 recipient of the Ilene F. Rockman Instruction Publication of the Year Award. It has also elicited attention from other librarians who wish to replicate the study on their own campuses and has been cited in several publications since its 2015 publication. The following year, Ms. Napier presented an innovative participant-led session that encouraged librarians to explore instructional applications of the newly implemented Framework for Information Literacy for Higher Education from the Association of College and Research Libraries. She incorporates the results of her research into her daily practice, which demonstrates her passion to improve information literacy practices and how it contributes to student success. A sample of her scholarship is below:

- Cole, Ashley, Trenia Napier, & Brad Marcum. (2015). Generation Z: Information facts and fictions. In T. Swanson and H. Jagman (Eds), *Not Just Where to Click: Teaching Students How to Think About Information* (pp. 107-137). Chicago, IL: Association of College and Research Libraries.
- Napier, Trenia & Ashley Cole. (2016, March). Instruction on the fly: Crafting creative solutions. The Collective 2016: Adopt, Adapt, Evolve: Reinvigorating & Rejuvenating Our Libraries. Knoxville, TN.
- Napier, Trenia, Jill Parrot, Erin Presley, & Leslie Valley. (2018). A collaborative, trilateral approach to bridging the information literacy gap in student writing. *College & Research Libraries*, 79(1), 120-145.

Service: Ms. Napier's documentation reflects exceptional service to the Libraries, University, Profession, and Community. Ms. Napier's service to the University is commendable, and of particular note is her work on the Faculty Center for Teaching & Learning Space Planning Taskforce and Implementation Workgroup, where she helped develop a mission and vision, establish a baseline for programming, envision the physical layout, and select furniture/finishing for the new center. In service to the profession, Ms. Napier has been an active member in both library and writing center associations and publications, serving as Associate Editor (Information Literacy) for the Communication Center Journal, Peer Reviewer for Perspectives on Writing Series Diverse Approaches to Teaching, Learning, and Writing Across the Curriculum, and a member of the Editorial Advisory Board for Establishing and Evaluating Digital Ethos and Online Credibility. Ms. Napier has also been invited as a guest speaker to the Maryland Chapter of ACRL and the ACRL Student Learning and Information Literacy Committee to share her research.

Kelly Smith – promotion to University Librarian

Professional Responsibilities: Ms. Smith's role as a library faculty member covers many areas of differing responsibilities. In her position as Coordinator of Collections and Discovery, she oversees the work of Acquisitions, Library Express, Metadata and Discovery, and Scholarly Communication and directly supervises two librarians and two staff members in a division of 12, while also managing other requirements as a technical services librarian. She excels in her leadership of the division. Ms. Smith has devoted considerable attention to workflows within her division in order to streamline processes where possible, which in turn has led to improved services to patrons. Another aspect of Ms. Smith's achievements in division work includes electronic resources management and systems wrangling. Ms. Smith was also extensively involved in the setup and initial maintenance of the Libraries' institutional repository, Encompass Digital

Archive. Of particular note are her efforts to develop and implement the Electronic Theses and Dissertations (ETD) series, which replaced the university's print-only thesis workflow.

Scholarship: Ms. Smith's contributions to the scholarship of the library profession reflect her keen awareness of the impact of library services on student success and faculty initiatives. Ms. Smith's scholarship reflects her power in influencing other librarians by providing novel ideas, proposing creative solutions to issues facing libraries today, and leading others to a strategy of action. This aspect of her scholarship helps provide a base upon which others can take action to solve problems that students and faculty experience when using complex information systems and sources.

A sample of her scholarship is below

- Farb, Sharon E.; Glushko, Robert; Orfanco, Stephanie; and Kelly Smith: "Problem Solved! Reducing the Costs of Course Materials." *Serials Review*, 43:2, 2017. <https://doi.org/10.1080/00987913.2017.1316628>
- Smith, Kelly; Irvin, Matthew; Arneson, Jens; and Yi, Kwan. Poster presentation, *Library Resource Usage and Student Success at Eastern Kentucky University*. Annual Conference, American Library Association, San Francisco, CA, Jun 2015. <<https://apply.ala.org/aia/docs/project/10207>>
- Edwards, Laura, Linda Sizemore, and Kelly A. Smith. "Publishing Open Access e-Journals: Leveraging an Outreach Opportunity." *Library Publishing Toolkit*. Ed. Allison Brown, Cyril Oberlander, Katherine Pitcher, and Patricia Utarl, Genesco: IDS Project Press, 2013, p. 197-206. <http://www.publishingtoolkit.org>

Service: The librarian profession is by its nature a service profession. Ms. Smith's service record proves that point to be true due to her extensive service to the library, the university, and her profession. The impact of her service contributions are similar to the impact she has had in her professional responsibilities and scholarship. She sees a need, thinks of a solution, finds key players for collaboration, and provides strategies to solve the need or problem. Her contributions to service affect how the library responds to the needs of the faculty and staff in a positive way. Ms. Smith's service contributions to EKU Libraries and the University Community are numerous and varied. Ms. Smith's service is commendable and represents what matters most about being a service-oriented librarian at EKU: helping people navigate the multiple aspects of being a student and a faculty member. In service to the profession, Ms. Smith has been an active member in library associations and conference committees. Ms. Smith's community service reflects her passion for education. As a member of the tax justice committee of KFTC, she participated in ongoing advocacy activities regarding the impact of tax policy in higher education.

I. Recommended Sabbatical Program Participants ADDENDUM 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 Sabbatical adjustments for the fiscal year 2020-2021.

ADDENDUM to Recommended 2020-2021 Sabbatical Leaves

<u>Name</u>	<u>Department</u>	<u>Timeframe</u>	<u>ADJUSTED</u>
<u>College of Education</u>			
Danny Roush	American Sign Language & Interpreter Education	Fall 2020, Full Pay	Spring 2021 Full Pay
John C. White	Geosciences	Fall 2020, Full Pay	Spring 2021 Full Pay

I. Faculty Emeritus Nominations for 2020-21

II. Issue

Nominations for faculty emeritus status for retiring faculty members.

III. Background

Retiring faculty meeting specific criteria are nominated by the retiree's immediate supervisor in the academic unit in which he/she is completing service. Nominations are submitted to the Executive Vice President for Academic Affairs and Provost for review and recommendation. Approved nominations are presented to the President for submission to the Board of Regents for final action.

IV. Alternatives

Not to approve Faculty Emeritus nominees.

V. President's Recommendation

Based upon approval of the Executive Vice President for Academic Affairs and Provost, the President recommends approval of nominations for Faculty Emeritus.

Recommendations for Faculty Emeritus

College of Business & Technology

Oliver Feltus	Accounting, Finance, & Information Systems
Judy Spain	Management, Marketing, & International Business

College of Education

Laurence Hayes	American Sign Language & Interpreter Education
Norman Powell	Educational Leadership, Counselor Education, & Communication Disorders
Melinda Wilder	Curriculum & Instruction

College of Health Sciences

Darryl Barnett	Environmental Health Science
Derek Holcomb	Health Promotion & Administration
Kathy Splinter-Watkins	Occupational Science & Occupational Therapy

College of Letters, Arts, & Social Sciences

Gay Sweely	Art & Design
Neil Wright	Languages, Cultures & Humanities

2020 Policy Update (#43) Checklist

District: Model Laboratory Schools at Eastern Kentucky University

To enable KSBA to track and store your District's policies in our policy database, please indicate below what action you have taken on the new/revised policies enclosed for your review. We will forward printed or reproducible copies of the policies when we receive this form and update your online manual if you belong to that service.

Policy Number	Adopt as Written	Adopt with Modification*	Adoption Date	Order Number	Keep Current Policy	Rescind Policy
02.31	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
03.11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
03.121	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
03.19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
03.21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
03.29	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
03.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
04.312	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
05.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
05.48	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
06.221	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.1312	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.1223	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.126	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.2211	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.227	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.33	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
01.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
01.111	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

Policy Number	Adopt as Written	Adopt with Modification*	Adoption Date	Order Number	Keep Current Policy	Rescind Policy
02.214	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>	<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
03.115	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>	<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
08.1	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>	<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
08.1131	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>	<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
08.132	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>	<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
08.133	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>	<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
08.1345	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>	<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
08.13451	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>	<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
08.221	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>	<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
08.222	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>	<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
08.232	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>	<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
08.3	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>	<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
09.111	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>	<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
09.12	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>	<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
09.122	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>	<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
09.124	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>	<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
09.3	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>	<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
09.36	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>	<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
09.4281	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>	<hr/>	<input type="checkbox"/>	<input type="checkbox"/>

_____			_____	_____		
_____			_____	_____		

*Please attach a copy of the modified policy. DO NOT RETYPE A DRAFT - simply indicate the district-initiated changes by writing in colored ink, circling, highlighting, etc.

Board Chair's Signature

Date

Superintendent's Signature

Date

**Please return this completed form to KSBA at your earliest opportunity.
Please contact your KSBA Consultant IF you need KSBA to completely reprint all policy pages or to order additional new manuals, instead of just getting copies of the updated policies.**

LEGAL: SB 8 REVISES THE DEFINITION OF AN SRO, TRAINING REQUIREMENTS, AND ADDS A FIREARM REQUIREMENT.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

ADMINISTRATION

02.31

- VOLUME 12-

School Resource Officers (SROs)

DEFINITION

"School resource officer" or "SRO" means an officer whose primary job function is to work with youth at a school site who has specialized training to work with youth at a school site and is:

- (a)
 - 1. A sworn law enforcement officer; or
 - 2. A special law enforcement officer appointed pursuant to KRS 61.902; and
- (b) Employed:
 - 1. Through a contract between a local law enforcement agency and a school district;
 - 2. Through a contract as secondary employment for an officer, as defined in KRS 16.010, between the Department of Kentucky State Police and a school district; or
 - 3. Directly by a local Board of Education.¹

TRAINING REQUIREMENTS

All School Resource Officers (SROs) with active SRO certification shall successfully complete forty (40) hours of annual in-service training that has been certified or recognized by the Kentucky Law Enforcement Council for SROs. Any SRO who fails to successfully complete training requirements within the specified time periods, including approved extensions, shall lose his/her SRO certification and shall no longer serve in the capacity of an SRO in a school.

FIREARM REQUIREMENT

Each SRO shall be armed with a firearm, notwithstanding any provision of local board policy, local school council policy, or memorandum of agreement.²

SUPERINTENDENT TO REPORT

No later than November 1 of each year, the Superintendent shall report to the Center for School Safety the number and placement of SROs in the District. The report shall include the source of funding and method of employment for each position.

REFERENCES:

¹KRS 158.441

²KRS 158.4414

KRS 61.902

KRS 158.4415

RELATED POLICY:

09.4361

LEGAL: SB 79 AMENDS KRS 160.380 REPLACING “SUBSTANTIATED” FINDING OF CHILD ABUSE OR NEGLECT WITH “ADMINISTRATIVE” FINDING OF CHILD ABUSE OR NEGLECT.

FINANCIAL IMPLICATIONS: COST OF PRINTING NEW APPLICATIONS AND STAFF TIME TO TRACK THE STATUS IF REPORT INDICATES SUBSTANTIATED FINDING IS ON APPEAL

DRAFT 6/22/2020

PERSONNEL

03.11

- VOLUME 12-

- FACULTY-

Hiring

Full-time, tenure-track vacancies shall be advertised for fifteen (15) days.

When a vacancy needs to be filled in less than fifteen (15) days to prevent disruption of necessary instructional or support services of the school, the Superintendent may seek a waiver of the fifteen (15)-day advance notice requirement.

Part-time teachers who are employed by the University in another capacity and who teach less than .50 FTE may be appointed by the Superintendent without posting.

QUALIFICATIONS

The Superintendent shall employ only individuals who are qualified for the positions they will hold, except in the case where no individual applies who is properly certified and/or who meets qualifications set by Superintendent.

Employees shall be chosen with reference to their certification and their personal, educational, physical, moral and emotional fitness for the position. Other factors which shall be considered include undergraduate and graduate academic performance, prior experience, and strength of references.

The following shall not be considered for employment by the School:

- Applicants who have been terminated and/or non-renewed by a school district for cause;
- Those who have resigned in lieu of termination; and
- Applicants who have ever had their certification suspended or revoked.

Hiring of certified personnel who have previously retired under TRS shall be in compliance with applicable legal requirements.²

All teachers shall meet applicable certification or licensure requirements as defined by state and federal regulation.³

Applicants, employees, and student teachers assigned within the School shall undergo records checks and testing as required by applicable statutes and regulations.¹

CRIMINAL BACKGROUND CHECK AND TESTING

Each application form provided by the employer to an applicant for a certified position shall conspicuously state the following:

"FOR THIS TYPE OF EMPLOYMENT, STATE LAW REQUIRES A NATIONAL AND STATE CRIMINAL HISTORY BACKGROUND CHECK AND A LETTER, PROVIDED BY THE INDIVIDUAL, FROM THE CABINET FOR HEALTH AND FAMILY SERVICES STATING THE APPLICANT HAS NO ADMINISTRATIVE FINDINGS OF CHILD ABUSE OR NEGLECT FOUND THROUGH A BACKGROUND CHECK OF CHILD ABUSE AND NEGLECT RECORDS MAINTAINED BY THE CABINET FOR HEALTH AND FAMILY SERVICES."

Hiring

CRIMINAL BACKGROUND CHECK AND TESTING (CONTINUED)

Initial employment shall be contingent on receipt of records documenting that the individual does not have a conviction for a felony sex crime or as a violent offender as defined in KRS 17.165 or other conviction determined by the Superintendent to bear a reasonable relationship to the ability of the individual to perform the job. Employment shall also be contingent on receipt of a letter from the Cabinet provided by the individual documenting that the individual does not have an administrative finding of child abuse or neglect in records maintained by the Cabinet.

“Administrative finding of child abuse or neglect” means a substantiated finding of child abuse or neglect issued by the Cabinet for Health and Family Services that is:

1. Not appealed through an administrative hearing conducted in accordance with KRS Chapter 13B;
2. Upheld at an administrative hearing conducted in accordance with KRS Chapter 13B and not appealed to a Circuit Court; or
3. Upheld by a Circuit Court in an appeal of the results of an administrative hearing conducted in accordance with KRS Chapter 13B.¹

Probationary employment shall terminate on receipt of a criminal history background check documenting a conviction for a felony sex crime or as a violent offender.

Link to DPP-156 Central Registry Check and more information on the required CA/N check:

<http://manuals.sp.chfs.ky.gov/chapter30/33/Pages/3013RequestfromthePublicforCANChecksandCentralRegistryChecks.aspx>

Criminal records checks on persons employed in Head Start programs shall be conducted in conformity with 45 C.F.R. § 1302.90.

In the event an emergency exists whereby a position must be filled before the criminal records check has been completed, the Superintendent is authorized to fill the position on a probationary basis until the criminal records report has been completed. Final disposition of employment status shall be determined once the criminal records report has been completed.

SELECTION COMMITTEE

The selection committee for full-time tenure-track faculty positions will be appointed by the Superintendent/designee and will be comprised of the following:

- One (1) or two (2) teachers;
- One (1) or two (2) Model Laboratory School parents;
- One (1) member of the EKU community; and
- In some cases, a student.

Hiring**SELECTION COMMITTEE (CONTINUED)**

The Selection Committee shall:

- Be provided training required by ECU Human Resources;
- Develop or review requirements, attributes, dispositions, and/or interview protocols;
- Assist with recruiting, conduct interviews, and check references of the candidates; and
- Provide recommendations to the Superintendent with feedback about the candidates;

The Superintendent, after consulting with the Selection Committee Chair and supervising administrator, will make the final selection.

ACADEMIC RANK

Full-time, tenure-track faculty hired prior to May 15, 2019, are employed as University, Tenure-Track Faculty. These faculty members are subject to the University's Academic Affairs Policies and Procedures (Volume 4, Chapter 6). Academic rank and conditions for promotion and/or reappointment are determined at the time of hire.

Full-time, tenure-track faculty hired after May 15, 2019, shall be employed as University Lab School Tenure-track Faculty. These faculty members are subject to the Policies and Procedures for Model Laboratory School (Volume 12). Academic rank and specific conditions for reappointment are determined at the time of hire. These faculty members shall hold the academic rank and title "Instructor." Tenured Model Lab Teachers earn the title "Faculty Associate."

EXTRACURRICULAR ACTIVITIES

Using a process approved by the Superintendent and required by the University, the designated supervisor (e.g. Athletic Director, Principal) shall recruit, interview, and recommend for hire athletic coaches and club/activity sponsors. The Superintendent will approve the recommendation.

VACANCIES POSTED

Under procedures developed by the Superintendent, a listing of all School job openings shall be posted on the University website in a timely basis and shall refer interested persons to the Central Office for additional information.

Notice of all job openings shall be sent to each school for posting in appropriate locations.

Hiring**VACANCIES POSTED (CONTINUED)**

When a vacancy for a teaching position occurs in the school, the Superintendent shall conduct a search to locate minority candidates to be considered for the position.

JOB DESCRIPTION

All employees shall receive a copy of their job description and responsibilities.

EVALUATION INFORMATION

Upon employment, the individual shall be furnished with a copy of the evaluation procedure and given the opportunity to review the procedure and ask questions about it.

LETTER OF INTENT

By March 1 of each year, each employee shall submit to the Superintendent a letter of intent signifying his/her desire to be re-employed.

EMPLOYEES SEEKING A JOB CHANGE

Other than the routine transmission of administrative and personnel files, school employees are prohibited from assisting a school employee, contractor, or agent in obtaining a new job if the individual knows, or has probable cause to believe, that such school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law and such school employee, contractor, or agent does not meet the exceptions outlined in 20 U.S.C. § 7926.

REFERENCES:

KRS Chapter 13B
KRS 17.160; KRS 17.165
KRS 156.106; KRS 160.380; KRS 160.390
KRS 161.042; KRS 161.605; KRS 161.611; KRS 161.750
KRS 335B.020; KRS 405.435
16 KAR 9:080; 702 KAR 1:150; 702 KAR 3:320; 704 KAR 7:130
P. L. 114-95, (Every Student Succeeds Act of 2015)
20 U.S.C. § 7926; 42 U.S.C. § 9843a(g)
45 C.F.R. § 1302.90
OAG 18-017; OAG 73-333; OAG 91-10; OAG 91-149; OAG 91-206
OAG 92-1; OAG 92-59; OAG 92-78; OAG 92-131; OAG 97-6
Records Retention Schedule, Public School District

RELATED POLICIES:

03.1161; 03.132; 03.18

LEGAL: SB 174 AMENDS KRS 157.395 TO PROVIDE THAT FOR TEACHERS OBTAINING NBCT CERTIFICATION AFTER JULY 1, 2020, IF THE AMOUNT APPROPRIATED BY THE GENERAL ASSEMBLY IS LESS THAN \$2,000, THE BOARD MAY PROVIDE AN ADDITIONAL SUPPLEMENT TO THE TOTAL ANNUAL SUPPLEMENT OF \$2,000 FOR THE LIFE OF THE CERTIFICATE.
FINANCIAL IMPLICATIONS: POSSIBLE COST SAVINGS IF A BOARD DOES NOT CHOOSE TO PROVIDE THE FULL \$2000 AMOUNT

DRAFT 3/26/2020 REVISED 6/17/2020

PERSONNEL

03.121

- VOLUME 12-

- FACULTY -

Salaries

SALARY

All teachers must hold a properly authorized Kentucky teaching certificate and will be paid based on rank (as determined by Education Professional Standards Board {EPSB}), experience, role, date of hire and FTE.

SALARY SCHEDULES

The Superintendent shall develop salary schedules for all positions by May 1 annually. These schedules shall be made available upon request.

Part-time faculty are those who are employed as a teacher for less than .60 FTE.

EXTENDED EMPLOYMENT

Compensation for employment contracted beyond the minimum number of working days required by law shall be prorated.

EXPERIENCE

The rank and experience of faculty personnel shall be determined at time of hire. The Superintendent shall determine experience based on relevant employment history and/or employment verification. Only relevant experience completed after a four-year has been earned may be considered.

Salaries**EXPERIENCE (CONTINUED)**

Experience earned as of last day of school for the 2018-2019 school year shall be used as the maximum experience level going forward for all full-time, tenure-track faculty serving as regular classroom teachers hired before May 15, 2019.

When a faculty member assumes a new role as a counselor, administrator, coordinator, director, or any other leadership positions, experience will be reevaluated.

RANK

The faculty member's rank is determined by EPSB. Changes in rank must be submitted to the Superintendent prior to September 15 of the current school year. Rank changes received on or after September 15 will be applied to the following school year.

Doctoral Degree – A supplement may be awarded for earned, recognized, and relevant doctoral degrees (i.e., Ed. D, Ph.D, in a relevant discipline).

SALARY ENHANCEMENTS

National Board Certified Teacher (NBCT) Supplement - Upon completion of the NBCT certification requirements, employees must submit documentation in writing prior to the last day of school in the first semester to receive the salary increase for the current school year.

As provided under law, teachers who attain certification from the National Board for Professional Teaching Standards on or before July 1, 2020, shall be given an annual salary supplement of \$2000 for the life of the certificate. A teacher who attains certification after July 1, 2020, shall be given an annual salary supplement for the life of the certificate, in accordance with the amount appropriated for this purpose by the General Assembly. If an annual supplement amount appropriated by the General Assembly is less than two thousand dollars (\$2,000), the University may provide an additional supplement up to the amount required for the total annual supplement to equal two thousand dollars (\$2,000).

Teaching Overload – Faculty members who work an overload may receive additional compensation.

Exceptional Experience – When an employee has exceptional experience, a one-year or on-going supplement may be issued.

Master Teacher Program – A full-time, tenure-track regular classroom teacher may receive additional compensation as part of the Master Teacher program.

Leadership/Administrative Supplements – Counselors, administrators, coordinators, directors, and any other leadership roles may receive extra duty/leadership supplement(s).

Recruitment Incentive – A one-time supplement may be added only during the first year of employment.

Extra Service/Duty – Stipends may be paid to employees who coach or sponsor school-sanctioned clubs and activities.

Salaries

REFERENCES:

KRS 157.075; KRS 157.320; KRS 157.350; KRS 157.360
KRS 157.390; KRS 157.395; KRS 157.397; KRS 157.420
KRS 160.290; KRS 160.291; KRS 161.1211; KRS 161.134
KRS 161.168; KRS 161.760; KRS 164.380
KRS 337.070; KRS 424.120; 16 KAR 1:040; OAG 97-25
702 KAR 3:060, 702 KAR 3:070; 702 KAR 3:100; 702 KAR 3:310
29 C.F.R. Section 541.303; 29 C.F.R. Section 541.602; 29 C.F.R. Section 541.710

RELATED POLICIES:

03.4

LEGAL: SB 8 CHANGES THE ACTIVE SHOOTER TRAINING REQUIREMENT TO PROVIDED OR PREPARED BY THE KY DEPARTMENT OF CRIMINAL JUSTICE TRAINING IN COLLABORATION WITH KDE INSTEAD OF PROVIDED OR PREPARED BY KDE.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

PERSONNEL

03.19

- VOLUME 12-

- FACULTY -

Professional Development

SCHOOL RESPONSIBILITIES

The school shall plan professional development. In addition, each school's PD division plan shall be submitted to the Superintendent/designee for review and comment.

EMPLOYEE RESPONSIBILITIES

Unless on leave, employees shall attend staff meetings and earn twenty-four (24) hours annually in activities that enhance professional practice and:

- Aligns with Kentucky Academic Standards in 704 KAR 3:303, educator effectiveness standards, individual professional growth goals, and school, district, and state goals for student achievement;
- Focuses on content and pedagogy, as specified in certification requirements, and other related job-specific performance standards and expectations;
- Occurs among educators who share responsibility for student growth;
- Is facilitated by school and district leaders, including curriculum specialists, principals, instructional coaches, competent and qualified third-party facilitators, mentors, teachers or teacher leaders;
- Focuses on individual improvement, school improvement, and plan implementation; and
- Is on-going.

Professional development occurring off-site (including out-of-state) requires the approval of the school PD Coordinator and the Principal/supervisor at least two (2) weeks in advance of the absence.

In addition, out-of-state travel requires University's approval. Forms can be found on the University's Form website: <https://forms.eku.edu/>.

Employees may be credited with flexible, professional development upon completion and submission of a certificate, the attached professional development form and agenda to the PD Coordinator.

Faculty must develop a professional development plan aligned to the school's strategic plan and individual needs.

DOCUMENTATION

The school PD plan shall include the method for evaluating impact on student learning and using evaluation results to improve professional learning.

Documentation of completed professional development, including a written evaluation, shall be required and must be submitted to the school's PD Coordinator by the end of the school year in which they were earned. Unless an employee is granted leave under an appropriate policy, failure to complete and document the twenty-four (24) hours of professional development during the academic year shall result in a reduction in salary and may be reflected in the employee's evaluation

Professional Development**EDUCATIONAL STUDY SEMINARS**

All certified staff must complete six (6) Educational Study Seminars within the first three (3) years of employment. Completion of the Educational Study Seminars program is a condition of continued employment.

ACTIVE SHOOTER SITUATIONS

By November 1, annually, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training in collaboration with the Kentucky Law Enforcement Council, the Kentucky Department of Education, and the Center for School Safety and may be included in the four (4) days of professional development under KRS 158.070. When a staff member subject to the training requirements of this subsection is initially hired after the training has been provided for the school year, the school shall provide materials on how to respond to an active shooter situation.

REFERENCES:

KRS 156.095; KRS 156.553
KRS 158.070; KRS 158.645; KRS 158.6451
704 KAR 3:035; 704 KAR 3:325
P. L. 114-95 (Every Student Succeeds Act of 2015)

RELATED POLICIES:

09.22

LEGAL: SB 79 AMENDS KRS 160.380 REPLACING “SUBSTANTIATED” FINDING OF CHILD ABUSE OR NEGLECT WITH “ADMINISTRATIVE” FINDING OF CHILD ABUSE OR NEGLECT.

FINANCIAL IMPLICATIONS: COST OF PRINTING NEW APPLICATIONS AND STAFF TIME TO TRACK THE STATUS IF REPORT INDICATES SUBSTANTIATED FINDING IS ON APPEAL

PERSONNEL

03.21

- VOLUME 12-

- STAFF -

Hiring

The hiring of staff will follow the University’s posting requirements, based on the position.

Employees shall be chosen with reference to their certification and their personal, educational, physical, moral and emotional fitness for the position. Other factors which shall be considered include undergraduate and graduate academic performance, prior experience, and strength of references.

The following shall not be considered for employment by the School:

- Applicants who have been terminated and/or non-renewed by a school district for cause;
- Those who have resigned in lieu of termination; and
- Applicants who have ever had their certification suspended or revoked.

CRIMINAL BACKGROUND CHECK AND TESTING

Applicants and employees shall undergo records checks and testing as required by applicable statutes and regulations. Bus drivers and applicants requiring a Commercial Driver’s License (CDL) must undergo additional background and substance use checks per Board Policy 06.221.

Each application form provided by the employer to an applicant for a classified position shall conspicuously state the following:

“FOR THIS TYPE OF EMPLOYMENT, STATE LAW REQUIRES A NATIONAL AND STATE CRIMINAL HISTORY BACKGROUND CHECK AND A LETTER, PROVIDED BY THE INDIVIDUAL, FROM THE CABINET FOR HEALTH AND FAMILY SERVICES STATING THE APPLICANT HAS NO ADMINISTRATIVE FINDINGS OF CHILD ABUSE OR NEGLECT FOUND THROUGH A BACKGROUND CHECK OF CHILD ABUSE AND NEGLECT RECORDS MAINTAINED BY THE CABINET FOR HEALTH AND FAMILY SERVICES.”

Initial employment shall be contingent on receipt of records documenting that the individual does not have a conviction for a felony sex crime or as a violent offender as defined in KRS 17.165 or other conviction determined by the Superintendent to bear a reasonable relationship to the ability of the individual to perform the job. Employment shall also be contingent on receipt of a letter from the Cabinet provided by the individual documenting that the individual does not have an administrative finding of child abuse or neglect in records maintained by the Cabinet.

“Administrative finding of child abuse or neglect” means a substantiated finding of child abuse or neglect issued by the Cabinet for Health and Family Services that is:

1. Not appealed through an administrative hearing conducted in accordance with KRS Chapter 13B;

Hiring

CRIMINAL BACKGROUND CHECK AND TESTING (CONTINUED)

2. Upheld at an administrative hearing conducted in accordance with KRS Chapter 13B and not appealed to a Circuit Court; or
3. Upheld by a Circuit Court in an appeal of the results of an administrative hearing conducted in accordance with KRS Chapter 13B.¹

Probationary employment shall terminate on receipt of a criminal history background check documenting a conviction for a felony sex crime or as a violent offender.

Link to DPP-156 Central Registry Check and more information on the required CA/N check:

<http://manuals.sp.chfs.ky.gov/chapter30/33/Pages/3013RequestfromthePublicforCANChecksandCentralRegistryChecks.aspx>

In the event an emergency exists whereby a position must be filled before the criminal records check has been completed, the Superintendent is authorized to fill the position on a probationary basis until the criminal records report has been completed. Final disposition of employment status shall be determined once the criminal records report has been completed.

SELECTION COMMITTEE

The Superintendent/designee will name a selection committee comprised of at least two (2) Model Laboratory School employees and chaired by a School Administrator. The chair shall determine the candidates to be interviewed.

SEARCH COMMITTEE

The search committee shall:

- Be provided training required by ECU Human Resources;
- Develop or review requirements, attributes, dispositions, and/or interview protocols;
- Assist with recruiting, conduct interviews, and check references of the candidates; and
- Provide recommendations to the Superintendent with feedback about the candidates.

The Superintendent, after consulting with the committee chair and supervising administrator, will make the final selection.

EDUCATIONAL REQUIREMENTS

No person shall be initially hired unless s/he holds at least a high school diploma or high school certificate of completion or High School Equivalency Diploma or unless s/he shows progress, as defined by Administrative Regulations of the State Board for Adult, and Technical Education, toward obtaining a High School Equivalency Diploma. Employees shall hold the qualifications for the position as established by the Commissioner of Education.

VACANCIES POSTED

Under procedures developed by the Superintendent, a listing of all School job openings shall be posted on the University website in a timely basis and shall refer interested persons to the Central Office for additional information.

Hiring**VACANCIES POSTED (CONTINUED)**

When a vacancy for a teaching position occurs in the school, the Superintendent shall conduct a search to locate minority candidates to be considered for the position.

JOB DESCRIPTION

All employees shall receive a copy of their job description and responsibilities.

LETTER OF INTENT

By March 1 of each year, each employee shall submit to the Superintendent a letter of intent signifying his/her desire to be re-employed.

REASONABLE ASSURANCE OF CONTINUED EMPLOYMENT

Each year all full-time and part-time faculty shall be notified in writing by the last day of school if they have reasonable assurance of continued employment for the following school year.

EMPLOYEES SEEKING A JOB CHANGE

Other than the routine transmission of administrative and personnel files, school employees are prohibited from assisting a school employee, contractor, or agent in obtaining a new job if the individual knows, or has probable cause to believe, that such school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law and such school employee, contractor, or agent does not meet the exceptions outlined in 20 U.S.C. § 7926.

REFERENCES:

KRS 160.380
702 KAR 5:080
KRS 161.011
P. L. 114-95, (Every Student Succeeds Act of 2015)
20 U.S.C. § 7926; 42 U.S.C. § 9843a(g)
34 C.F.R. § 200.58; 45 C.F.R. § 1302.90
49 C.F.R. § 382.701; 49 C.F.R. § 382.703
KRS Chapter 13B
KRS 17.160; KRS 17.165; KRS 156.070; KRS 160.390
KRS 335B.020; KRS 405.435
OAG 18-017; OAG 91-10; OAG 91-149; OAG 91-206
OAG 92-1; OAG 92-59; OAG 92-78; OAG 92-131; OAG 97-6
Kentucky Local District Classification Plan
13 KAR 3:030; 702 KAR 3:320
Records Retention Schedule, Public School District

RELATED POLICIES:

03.232; 03.5; 06.221

LEGAL: SB 8 CHANGES THE ACTIVE SHOOTER TRAINING REQUIREMENT TO PROVIDED OR PREPARED BY THE KY DEPARTMENT OF CRIMINAL JUSTICE TRAINING IN COLLABORATION WITH KDE INSTEAD OF PROVIDED OR PREPARED BY KDE.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

PERSONNEL

03.29

- VOLUME 12-

- STAFF -

Staff Development

The Superintendent/designee shall develop and implement a program for continuing training for selected staff personnel.

EMPLOYEE RESPONSIBILITIES

Unless on leave, employees shall attend staff meetings, at which their attendance has been requested.

Employees shall complete two (2) weeks in advance an absence form for all professional development trips. Forms can be found on the University's Form website: <https://forms.eku.edu/>

ACTIVE SHOOTER SITUATIONS

By November 1, annually, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training in collaboration with the Kentucky Law Enforcement Council, the Kentucky Department of Education, and the Center for School Safety and may be included in the four (4) days of professional development under KRS 158.070. When a staff member subject to the training requirements of this subsection is initially hired after the training has been provided for the school year, the school shall provide materials on how to respond to an active shooter situation.

REFERENCES:

KRS 156.095; KRS 158.070

P. L. 114-95, (Every Student Succeeds Act of 2015)

34 C.F.R. 200.58

LEGAL: SB 79 AMENDS KRS 160.380 REPLACING “SUBSTANTIATED” FINDING OF CHILD ABUSE OR NEGLECT WITH “ADMINISTRATIVE” FINDING OF CHILD ABUSE OR NEGLECT.
FINANCIAL IMPLICATIONS: COST OF PRINTING NEW APPLICATIONS AND STAFF TIME TO TRACK THE STATUS IF REPORT INDICATES SUBSTANTIATED FINDING IS ON APPEAL

PERSONNEL

03.4

- VOLUME 12-

Substitute Teachers

QUALIFICATIONS

All substitute teachers shall meet background records check requirements (including a letter from the Cabinet for Health and Family Services provided by the individual documenting that the individual does not have an administrative finding of child abuse or neglect in records maintained by the Cabinet) and medical examination requirements as specified by University policy. In addition, substitutes serving in a position on a long-term/extended basis must meet all certification requirements established by the Education Professional Standards Board.

Link to DPP-156 Central Registry Check and more information on the required CA/N check:

<http://manuals.sp.chfs.ky.gov/chapter30/33/Pages/3013RequestfromthePublicforCANChecksandCentralRegistryChecks.aspx>

SUBSTITUTE LIST

The Superintendent or designee shall maintain a list of qualified substitute teachers. The Superintendent or designee shall engage substitutes from this list. Refusal of assignment as a substitute shall be documented, along with any reason provided.

RETIRED TEACHERS

Retired teachers may be reemployed as a part-time, temporary, or substitute teacher in keeping with requirements of the Teachers’ Retirement System.

LENGTH OF DUTY

Substitute teachers shall observe the same hours of duty as the regular teacher. The substitute will continue to report for duty until relieved by the Superintendent or designee.

LESSON PLANS

Substitute teachers shall follow daily lesson plans as outlined by the regular teacher and leave a written record of the work completed during their length of duty.

POLICIES AND PROCEDURES

Substitute teachers will follow policies and procedures for classroom teachers. Information related to classroom supervision, discipline, dress code, procedures will be provided annually.

SUBSTITUTE SALARY AND PAYMENT SCHEDULE

Substitutes shall be paid in accordance with the Model Laboratory School Salary Schedule.

REFERENCES:

KRS 17.160; KRS 17.165; KRS 156.106; KRS 160.380; KRS 161.605; KRS 161.611
16 KAR 2:030; 16 KAR 2:120; 102 KAR 1:030
702 KAR 1:035; 702 KAR 3:075; OAG 69-296

Substitute Teachers

RELATED POLICY:

03.121; 03.1326; 09.221; 09.438

LEGAL: REQUIREMENTS FOR BOOSTER CLUBS AND SCHOOL ACTIVITY FUNDS HAVE BEEN UPDATED IN THE REVISED ACCOUNTING PROCEDURES FOR KENTUCKY SCHOOL ACTIVITY FUNDS (REDBOOK) ISSUED BY THE KENTUCKY DEPARTMENT OF EDUCATION, WHICH WENT INTO EFFECT AUGUST 2019. THE BOARD HAS DISCRETION DETERMINING DONATION VALUE TO BE RETAINED AT SCHOOL LEVEL.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

FISCAL MANAGEMENT

04.312

- VOLUME 12-

School Activity Funds

School activity funds may be expended for purposes which contribute generally to the benefit of the students, provided expenditures are consistent with requirements set out in Accounting Procedures for Kentucky School Activity Funds (Redbook).

DEFINITION OF SCHOOL ACTIVITY FUNDS

School activity funds refer to all school funds including funds derived from fund-raising activities and Board approved fees sponsored under the auspices of the school by student clubs or student organizations. Funds raised or received by organizations that do not come under the direct supervision of school authorities shall not be considered school activity funds.

DONATIONS

With the Superintendent or University President's approval, schools may receive donations, including gifts of personal property, for the benefit of the school or for the students of the school, that are valued at an amount as determined by Policy 04.61 and hold and use as requested. Donations valued at more than that amount must be approved by the Superintendent.

Donations valued at \$250 or more require a Donation Acceptance Form be completed.

A listing of all donations shall be submitted to the Board of Regents at the end of each fiscal year.

UNIFORM ACCOUNTING

All personnel shall comply with the uniform financial accounting system¹ and activity fund accounting procedures set out in Kentucky Administrative Regulation.²

PURCHASE ORDERS

Activity funds may only be expended as authorized in the Accounting Procedures for Kentucky School Activity Funds. Activity fund purchases will follow the University's procurement process.

Because no school activity fund is permitted to end the fiscal year with a deficit balance, the school shall not expend or commit to expend any activity fund in excess of revenue received for the fiscal year. Should this occur, the employee(s) responsible shall be subject to appropriate disciplinary action, and the Superintendent may require the Principal or school to present a plan for reimbursement of any deficit amount.

FINANCIAL REPORTS

Each month the Principal shall provide the Superintendent with a financial report for activity fund accounts. On or before July 25, following the end of the fiscal year, the Principal shall submit to the Superintendent an annual financial report for those accounts.

School Activity Funds**AUDIT OF FUNDS**

All school activity funds shall be audited following University policy. All audit reports shall be reviewed and appropriate action taken as required by Kentucky Administrative Regulation.¹

FUND-RAISING PROJECTS

All schoolwide fund-raising activities, including the proposed use of the funds, must be approved by the Superintendent. Requests must be channeled through the Principal.

All other fund-raising activities, including the proposed use of the funds, shall be approved by the Principal/designee.

Proof of general liability insurance for external support/booster organizations must be submitted to the Principal prior to commencing any fund-raising activities.

All fund-raising activities conducted by school-sponsored groups shall be for the benefit of the entire school or group or stated purpose and be approved by the Principal.

SUPPORT/BOOSTER CLUBS

Parent-teacher associations and booster club funds are not subject to deposit and accounting procedures as school activity funds.³ However, each year the Principal shall be provided the following from all support/booster club organizations as required by state activity fund accounting procedures:

1. Within the first thirty (30) days of the school year or within thirty (30) days of the first transaction for the group:
 - a. Names of club officers;
 - b. Federal Employer Identification Number (FEIN); and
 - c. A copy of the annual budget.
2. An annual financial report by July 25 for the year ending June 30 reporting receipts, expenditures, and beginning and ending balances;¹ and
3. All other information required by Accounting Procedures for Kentucky School Activity Funds.

External support/booster organization officers are solely responsible for ensuring that their group is in compliance with School policies, external support/booster organization guidelines in the Redbook, and state and federal regulations. The School, including any School employee, shall not be held responsible for any deficiencies by the external support/booster organization.

All support/booster organizations wishing to be recognized by and/or affiliated with the School shall comply with the following:

- Adhere to applicable state and federal laws, including taxable income reporting requirements, when conducting fund-raising activities to benefit the school; and
- Conduct fund-raising activities to benefit the entire group and not permit credit to be earned through fund-raising for an individual student.
- Secure/possess appropriate licenses and approval for any event or activity.
- Provide proof of liability insurance.

School Activity Funds**SUPPORT/BOOSTER CLUBS (CONTINUED)**

External support/booster organizations shall obtain prior Superintendent approval to establish and lend support, seek assistance, and/or raise funds in the name of the School or students or a school program.

All funds expended by a support/booster organization shall be from their fund-raising activities and donations. No dues, fees, or charges shall be assessed to students or parents, except for the PTA forwarding membership fees to national/state/district/local chapters.

External support/booster organizations cannot reimburse School employees for personal and booster club purchases.

Although they may be general members, School and University employees shall not serve as the treasurer or any other officer with check-signing authority on a bank account for an external support/booster organization. Employees may serve as a member of the executive board of an organization.

REFERENCES:

¹702 KAR 3:130; Accounting Procedures for Kentucky School Activity Funds

²702 KAR 3:120

³OAG 79-556

KRS 158.290

KRS 139.497; KRS 156.070; KRS 160.290; KRS 160.340

RELATED POLICY:

04.12; 04.61; 09.33

SCHOOL FACILITIES

CF05.4

- VOLUME 12-

Safety

EASTERN KENTUCKY UNIVERSITY EMERGENCY PLANNING

The Principal shall implement an emergency management plan for the school that has been developed by the ECU Office of Emergency Management that shall include procedures to be followed in cases of fire, severe weather, earthquake or a building lockdown as defined in KRS 158.164. A copy of the emergency plan, including a diagram of the facilities shall be given to first responders, including local fire, police, and emergency medical personnel.

Following the end of each school year the Principal and first responders shall review the emergency plan and revise it as needed.

The school emergency plan shall address staff responsibilities for safely evacuating students needing special assistance during safety drills and actual emergency situations, including students with disabilities and those with 504 plans. The Principal shall discuss the emergency plan with all school staff prior to the first instructional day annually and shall document the date and time.

Whenever possible, first responders shall be invited to observe emergency response drills.

In addition, the Principal shall:

1. Establish and distribute primary and secondary evacuation routes in each room by any doorway used for evacuation;
2. Identify the best available severe weather safe zones, in consultation with local and state safety officials and informed by guiding principles set forth by the National Weather Service and the Federal Emergency Management Agency, and post the location of the safe zones in each room;
3. Develop school procedures to follow during an earthquake; and
4. Develop and adhere to practices to control access to the school. As soon as practicable but no later than July 1, 2022, practices shall include but not be limited to:
 - Controlling outside access to exterior doors during the school day;
 - Controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system;
 - Controlling access to individual classrooms;
 - Requiring classroom doors to be equipped with hardware that allows the door to be locked from the outside but opened from the inside;
 - Requiring classroom doors to remain closed and locked during instructional time, except in instances when only one (1) student and one (1) adult are in the classroom or when approved in writing by the State School Security Marshal;
 - Requiring classroom doors with windows to be equipped with material to quickly cover the window during a building lockdown;
 - Requiring all visitors to report to the front lobby of the building, provide valid identification, and state the purpose of the visit; and
 - Providing a visitor's badge to be visibly displayed on a visitor's outer garment.

Safety**EASTERN KENTUCKY UNIVERSITY EMERGENCY PLANNING (CONTINUED)**

No later than November 1 of each school year, the Superintendent shall send verification to the Kentucky Department of Education that all schools are in compliance with school emergency planning requirements.

PRECAUTIONS

Precautions will be taken for the safety of the students, employees, and visitors.

- Check and lock doors and windows when exiting your room.
- Close and lock all outside exits when you leave after school hours.
- Do not leave keys in your office unprotected.
- Do not loan keys to students.
- Do not keep money or valuables in your office or classroom.

REPORTING HAZARDS

Each employee observing a potential safety or security hazard shall report such hazard in writing to his/her immediate supervisor who shall cause the situation to be remedied or reported to the proper authority for remedy.

COMMUNICATION SYSTEM

The School shall establish a process for a two-way communication system for employees to notify the Principal, supervisor or other administrator of an existing emergency. The process may include, but is not limited to, use of intercoms, telephones, and two-way radios.

DEFIBRILLATORS

The School maintains automatic external defibrillators (AED) in designated locations throughout the buildings. All forms documenting certification training, report of use, and inspection shall be kept in the nurse's office for each location an AED is available.

REFERENCES:

KRS 158.148; KRS 158.162; KRS 158.164; KRS 158.445
KRS 160.290; KRS 160.445
KRS 311.667; KRS 411.148

RELATED POLICIES:

05.21; 05.41; 05.411; 05.42; 05.45; 05.47
09.22; 09.221; 09.4 (entire section); 10.5

SCHOOL FACILITIES

05.48

- VOLUME 12-

Weapons

This policy applies to students, staff members, and visitors to the school.

WEAPONS PROHIBITED

Except where expressly and specifically permitted by Kentucky Revised Statute, the carrying, bringing, using, or possessing any weapon or dangerous instrument in any school building, on school grounds, in any school vehicle or at any school-sponsored activity is prohibited.

Violation of this policy by staff members shall constitute reason for disciplinary action, including possible termination.

Violation of this policy by students shall require that the Principal immediately make a report to the Superintendent, who shall determine if charges for expulsion from the School should be filed under Policy 09.435. In addition, when they have reasonable belief that a violation has taken place, principals shall immediately report to law enforcement officials when an act has occurred on school property or at a school-sponsored function that involves student possession of a firearm in violation of the law or assault involving the use of a weapon.

Violations by visitors shall be reported to a law enforcement agency.

Exceptions:

- Each School Resource Officer (SRO) shall be armed with a firearm, notwithstanding any provision of local board policy, local school council policy, or memorandum of agreement.²
- An exception may be made for students participating in an authorized curricular or extracurricular activity or team involving the use of firearms and to those persons listed in KRS 527.070.
- Law enforcement officials, including peace officers and police as provided in KRS 527.070 and KRS 527.020, are authorized to bring weapons onto school property in performance of their duties.

FEDERAL REQUIREMENTS REGARDING STUDENTS

The penalty for students possessing a firearm at school or bringing a firearm or other deadly weapon, destructive device, or booby trap device to school or onto the school campus/property under jurisdiction of the School shall be expelled for a minimum of twelve (12) months under Policy 09.435. However, the Board may modify expulsions on a case-by-case basis. Any case-by-case modification of the one (1)-year expulsion requirement, including those made for students with disabilities to meet the requirements of IDEA and Section 504, shall be in writing and may be based upon a recommendation of the Superintendent/designee.

Any student who possesses a firearm at school or brings to school a firearm or other deadly weapon, destructive device, or booby trap device shall be referred to the criminal justice or juvenile delinquency system.

Weapons**STATE POSTING REQUIREMENTS**

The Superintendent shall post the following notice in prominent locations in the schools, including, but not limited to, sports arenas, gymnasiums, stadiums, and cafeterias. The notice shall be at least six (6) inches high and fourteen (14) inches wide and shall state:

STATE POSTING REQUIREMENTS (CONTINUED)

UNLAWFUL POSSESSION OF A WEAPON ON SCHOOL PROPERTY IN KENTUCKY IS A FELONY PUNISHABLE BY A MAXIMUM OF FIVE (5) YEARS IN PRISON AND A TEN THOUSAND DOLLAR (\$10,000) FINE.¹

The above criminal penalty shall not apply to those persons listed in KRS 527.070 (3).

STATE REPORTING REQUIREMENTS

Employees of the School shall promptly make a report to the local police department, sheriff, or Kentucky State Police, by telephone or otherwise, if they know or have reasonable cause to believe that conduct has occurred which constitutes the carrying, possession, or use of a deadly weapon on the school premises or within one thousand (1,000) feet of school premises, on a school bus, or at a school sponsored or sanctioned event.

For state reporting purposes, a deadly weapon shall be defined as:

1. a weapon of mass destruction;
2. any weapon from which a shot, readily capable of producing death or serious physical injury, may be discharged;
3. any knife other than an ordinary pocket knife or hunting knife;
4. billy, nightstick or club;
5. blackjack or slapjack;
6. nunchaku karate sticks;
7. shuriken or death star; or
8. artificial knuckles made from metal, plastic, or other similar hard material.

Employees who receive information from a student or other person regarding conduct required to be reported shall report the conduct in the same manner as stated above.

ENFORCEMENT

In the enforcement of this policy, principals may authorize, if they have reasonable suspicion, searches in compliance with applicable Board policies.

REFERENCES:

¹KRS 527.070; KRS 158.150; 20 U.S.C. §7141 (Gun-Free Schools Act)

²KRS 158.4414

18 U.S.C. §921(a)

KRS 158.154

KRS 158.155; KRS 160.290; KRS 160.340; KRS 161.790

KRS 237.106; KRS 237.110; KRS 237.138 to KRS 237.142

KRS 500.080; KRS 508.075; KRS 508.078; KRS 527:020

20 U.S.C. § 1400 et seq. Individuals with Disabilities Education Act (IDEA)

Section 504 of the Rehabilitation Act of 1973, as amended

SCHOOL FACILITIES

05.48
(CONTINUED)

Weapons

RELATED POLICIES:

09.435; 09.436; 09.4361

LEGAL: FEDERAL MOTOR CARRIER SAFETY ADMINISTRATION (FMCSA) REGULATIONS REQUIRE THAT AS OF JANUARY 6, 2020 DISTRICTS ARE TO COMPLY WITH FEDERAL BUS DRIVER "CLEARINGHOUSE" RULES REQUIRING CHECKS ON APPLICANTS, ANNUAL CHECKS ON CURRENT DRIVERS, INFORMING DRIVERS OF REPORTABLE CONDUCT, AND REPORTING OF DISQUALIFYING INCIDENTS TO THE FMCSA DATABASE.

FINANCIAL IMPLICATIONS: COST OF CLEARINGHOUSE CHECKS

TRANSPORTATION

06.221

- VOLUME 12-

Bus Drivers' Use of Tobacco and Other Substances

TOBACCO, ALTERNATIVE NICOTINE, OR VAPOR PRODUCTS

The use of any tobacco product, alternative nicotine product, or vapor product as defined in KRS 438.305 is prohibited for all persons and at all times on or in all property, including any vehicle, that is owned, operated, leased, or contracted for use by the University and while attending or participating in any school-related student trip or student activity and is in the presence of a student or students.¹

Adequate notice shall be provided to students, parents and guardians, school employees, and the general public.

Signage shall be posted on or in all property, including any vehicle that is owned, operated, leased, or contracted for use by the University, clearly stating that the use of all such products is prohibited at all times and by all persons on or in the property.

School employees shall enforce the policy.

DEFINITIONS

The following definitions apply for purposes of drug and alcohol testing required by federal and state law:

"Drugs" refers to controlled substances as prohibited by the Omnibus Act, including but not limited to, marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP).

"Alcohol" refers to the intoxicating agent in beverage alcohol, ethyl alcohol, or other low molecular weight alcohols, including but not limited to, methyl and isopropyl. Alcohol use includes the consumption of any beverage, mixture, or preparation, including any medication containing alcohol.

USE PROHIBITED

All employees subject to commercial driver's license (CDL) requirements shall be prohibited from:

1. The use of any drugs, that may affect the employee's ability to safely drive a school bus or perform other job responsibilities;
2. The use of alcohol:
 - a. While on duty;
 - b. Four (4) hours before driving;
 - c. Eight (8) hours following an accident; or
 - d. Consumption resulting in prohibited levels of alcohol in the system.

Bus Drivers' Use of Tobacco and Other Substances**REQUIRED REPORTS**

- Drivers taking medication either by prescription or without prescription shall report to the immediate supervisor and shall not drive if that medication may affect the driver's ability to safely drive a school bus or perform other driver responsibilities.²
- Drivers shall immediately report to the Superintendent or designee any traffic violation specified in Kentucky Administrative Regulation.²

FEDERAL MOTOR CARRIER SAFETY ADMINISTRATION (FMCSA) DRUG AND ALCOHOL CLEARINGHOUSE

The Clearinghouse is a secure online database that gives employers, the FMCSA, State Driver Licensing Agencies (SDLAs), and State law enforcement personnel real-time information about commercial driver's license (CDL) and commercial learner's permit (CLP) holders' drug and alcohol program violations. The Clearinghouse enables employers to identify drivers who commit a drug and alcohol program violation while working for one employer, but who fail to subsequently inform another employer (as required by current regulations).

<https://www.fmcsa.dot.gov/>

The District must not employ a driver subject to controlled substances and alcohol testing to perform a safety-sensitive function without first conducting a pre-employment query of the Clearinghouse to obtain information about whether the driver has a verified positive, adulterated, or substituted controlled substances test result; has an alcohol confirmation test with a concentration of 0.04 or higher; has refused to submit to a test in violation of law; or that an employer has reported actual knowledge, as defined by federal regulation, that the driver used alcohol on duty, used alcohol before duty, used alcohol following an accident, or used a controlled substance, in violation of federal regulations.

The District must conduct a query of the Clearinghouse at least once per year for information for all CDL drivers subject to controlled substance and alcohol testing to determine whether information exists in the Clearinghouse about those employees. The District shall not allow a driver to perform any safety-sensitive function if the results of a Clearinghouse query on the driver demonstrate a disqualification as provided by regulation and described above and such driver may be subject to personnel action up to and including termination.

Reporting of the following information on individual drivers to the federal Clearinghouse is required: verified positive, adulterated, or substituted test results; confirmed alcohol tests at .04 or higher; refusal to submit to required tests; the reporting of actual knowledge (as defined by federal regulation) of Department of Transportation (DOT) regulatory violations, including violations based on prohibited on duty, pre-duty, or post-accident alcohol use and controlled substance use; and regulatory return to duty and follow-up testing information as applicable.

TESTING

All covered applicants and employees shall be subject to pre-employment testing (controlled substances only), and reasonable suspicion, random and post-accident testing for drugs and alcohol. Return-to-duty and follow-up testing shall also be required.

Bus Drivers' Use of Tobacco and Other Substances**TESTING (CONTINUED)**

All offers of employment with the University shall be made contingent upon testing results. An applicant who tests positive shall not be employed.

Current employees who test positive shall be subject to immediate disciplinary action up to and including dismissal in accordance with policy and administrative procedures. A school bus driver, substitute driver, school bus mechanic or anyone performing safety-sensitive pupil transportation duties who tests 0.02 percent or higher on the confirmation alcohol test immediately before, during, or immediately following the performance of these duties shall be relieved of these duties immediately. (Drivers found under the influence of alcohol or any illegal drugs while on duty or with remaining driving responsibilities that same day shall be dismissed from employment in accordance with Kentucky Administrative Regulation and University policy and shall not be eligible for reemployment for five [5] years.)

Employees who test positive shall be notified of referral services. Additionally, employees shall be subject to CDL prohibitions and penalties under the Omnibus Act and applicable Federal Motor Carrier Safety Regulations.

Applicants who refuse drug testing shall be eliminated immediately from employment consideration. Current employees who refuse to comply with testing requirements will be regarded as insubordinate and shall be subject to disciplinary action, up to and including dismissal.

Refusal to submit to an alcohol or controlled substance test means that the individual demonstrated noncompliance, including but not limited to the following actions:

- Failed to appear for any test within a reasonable period of time as determined by the employer and consistent with applicable Department of Transportation agency regulation;
- Failed to remain at the testing site until the testing process was completed;
- Failed to provide a sample specimen for any required test;
- Failed to provide a sample in an amount sufficient for testing without an adequate medical reason for the failure;
- Failed to undergo a medical examination as directed by the Medical Review Officer as part of the verification process for the previous listed reason;
- Failed or declined to submit to a second test that the employer or collector has directed the driver to take;
- Failed to cooperate with any of the testing process; and/or
- Adulterated or substituted a test result as reported by the Medical Review Officer.

TESTING COSTS

Pre-employment drug testing costs shall be paid for by the University. All current employee drug and alcohol testing including reasonable suspicion, random and post-accident testing costs shall be paid for by the University.

Bus Drivers' Use of Tobacco and Other Substances**MATERIALS TO BE PROVIDED**

The Superintendent/designee shall distribute educational materials to explain state and federal legal requirements for alcohol and controlled substance testing of CDL drivers and the University's policies and procedures to implement it and answer questions about the materials. Materials shall meet content requirements of state and federal regulations, including information on required reporting to the federal Clearinghouse, and shall be distributed to each driver prior to the start of alcohol and controlled substances testing each year and to each driver subsequently hired or transferred into a position requiring driving a commercial motor vehicle. Each employee is required to sign a statement certifying that s/he has received a copy of these materials. If the University recognizes an organization to represent bus drivers, the University shall provide written notice to representatives of the organization of the availability of this information.¹

REFERENCES:

¹KRS 438.050; KRS 438.305; KRS 438.345

²702 KAR 5:080

³49 C.F.R. Part 382

49 C.F.R. § 382.701; 49 C.F.R. § 382.703; 49 C.F.R. § 390

Omnibus Employee Testing Act of 1991, Public Law 102-143, Title V

RELATED POLICIES:

03.13251; 03.1327

03.23251; 03.2327

09.4232; 10.5

LEGAL: HB 458 REPEALS KRS 157.270 AND CREATES A NEW SECTION OF KRS CHAPTER 158 AS IT RELATES TO HOME/HOSPITAL INSTRUCTION.
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

CURRICULUM AND INSTRUCTION

08.1312

- VOLUME 12-

Home/Hospital Instruction

PURPOSE

Home/hospital instruction provides educational services to students who cannot attend school for extended periods due to temporary or recurring conditions, including fractures, surgical recuperation, or other physical, health, or mental conditions. An “extended period” refers to an absence for more than five (5) consecutive school days.

For purposes of KRS 157.360, a student who receives home/hospital instruction for a minimum of two (2) instructional sessions per week, with a minimum of one (1) hour of instruction per session, by a certified teacher provided by the Board, shall equal the student attending five (5) days in school. An instructional session may be delivered in person, electronically, or through other means established in regulation. A parent/guardian or responsible adult must be present in the home/hospital room during the time the home/hospital teacher is present or is otherwise delivering instruction.

ELIGIBILITY

Determination of a student’s eligibility and provision of services for home/hospital instruction shall be made in compliance with applicable statutes and regulations. In accordance with KRS 159.030(2), the Superintendent/designee shall require evidence for students exempted from school attendance more than six (6) months. An exemption shall be reviewed annually.

At any time based on changes in the student’s condition, the home/hospital review committee may schedule a review of the student’s continued eligibility for home/hospital instruction.

The Admissions and Release Committee (ARC) shall determine placement in home/hospital instruction for a student with disabilities. The 504 Team for a student may facilitate submission of an application to the review committee.

SECONDARY STUDENTS

A high school student placed on home/hospital instruction for extended periods may carry all appropriate credits during the first semester of placement. Except for students with an Individual Education Plan (IEP) or a 504 plan, the number of credits to be carried during all subsequent semesters of placement shall be determined on a case-by-case basis by the review committee, based on the following criteria:

1. The student's ability to work independently during extended periods without direct assistance.
2. The student's capacity to complete assignments within a reasonable time frame.
3. The likelihood that the student will be able to complete course criteria required for graduation, as required by the Kentucky Academic Standards.
4. When considering the student's condition, should s/he take a full or reduced course load? (If a reduced course load is appropriate, the committee shall determine the number of courses the student may take.)

Home/Hospital Instruction**STUDENTS WITH DISABILITIES**

Based on documentation of student need, including medical or mental health evaluation information, a student with disabilities may be placed in the home/hospital instructional program if his/her individual education plan (IEP) specifies such placement is the least restrictive environment for providing services. The ARC Chair shall provide written notice of eligibility and documentation to the Superintendent for purposes of program enrollment.

The Admissions and Release Committee (ARC) or 504 Team shall determine on a case-by-case basis the type and extent of home/hospital services for a student, including the number of credits a student at the secondary level will be permitted to earn while on home/hospital instruction.

REFERENCES:

KRS 157.360
New Section of KRS 158
KRS 159.030
704 KAR 3:303
704 KAR 7:120
707 KAR 1:320
707 KAR 1:350
20 U.S.C. § 1400 et seq. Individuals with Disabilities Education Act (IDEA)
Section 504 of the Rehabilitation Act of 1973
34 C.F.R. 104.35

RELATED POLICIES:

09.122
09.123

LEGAL: HB 312 AMENDS KRS 158.140 RELATING TO CHILDREN IN FOSTER CARE TO REQUIRE COLLABORATION BETWEEN CHILD-CARING FACILITIES, CHILD-PLACING AGENCIES, A CHILD'S STATE AGENCY CASEWORKERS, SCHOOL DISTRICTS, AND FOSTER PARENTS TO ENSURE THE EDUCATIONAL STABILITY OF EACH CHILD, AND TO ASSIST ONE ANOTHER WITH MEETING THE EDUCATIONAL NEEDS OF EACH CHILD.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

DRAFT 3-27-2020

STUDENTS

09.12

- VOLUME 12-

Admissions and Attendance

ADMISSION

The School offers tuition-supported enrollment for students Kindergarten through twelfth (K-12) grades through an admission process, designed to promote fairness and non-discrimination. Offers of acceptance are based on the date the application was received with limited exceptions. If the number of admission applications exceed the student capacity of the school, a wait list will be established, and students will be placed in accordance with procedures developed by the Superintendent.

DEFINITIONS

Seat – an available opening for a student within the class section maximums established for that graduating class.

Graduating Class – the entire population of a grade level expected to graduate in a projected year with students making normal progression. The number of seats available for a graduating class is determined annually.

Class Section – a group of students assigned to an individual teacher or faculty member for the day (in elementary grades) or for an instructional period (secondary).

Class Section Maximum (or cap) – class section maximums are defined in KRS 157.360. Except for vocal and instrumental music and physical education classes, the maximum number of pupils enrolled in a class shall be as follows:

Primary (K-3)	24 students
Grade 4	28 students
Grades 5-6	29 students
Grades 7-12	31 students

Application – an application is considered complete and submitted when the form is completed in its entirety and the application fee is remitted. Applications are accepted on an ongoing basis beginning when the prospective student is age two (2).

Disenrolled – removed from the active list of enrolled students.

NONRESIDENTS

Nonresident pupils may be admitted to the school in accordance with the School policy and upon approval of the Superintendent.

Admissions and Attendance**NONRESIDENTS (CONTINUED)**

Written nonresident pupil contract information shall be kept on file at both the attending school and the resident district.

Nonresident students designated as homeless or foster children may be required to be enrolled consistent with the “best interest of the child” or “school of origin” requirements under the Every Student Succeeds Act (ESSA) and the McKinney-Vento Act as amended by ESSA.

TRANSFER OF ADA

Nonresident pupils may be admitted to the School upon payment of tuition and/or transfer of the pupil's average daily attendance as defined under Kentucky's public school fund.

EXPELLED/CONVICTED STUDENTS

The parent, guardian, Principal, or other person or agency responsible for the student shall provide to the school prior to admission, a sworn statement or affirmation concerning any of the following that have occurred in or outside Kentucky:

1. If a student has been expelled from school; or
2. If a student has been adjudicated guilty/convicted of, homicide, assault, or an offense in violation of state law or school regulations relating to weapons, alcohol, or drugs.

Assault shall mean any physical assault, including sexual assault.

The sworn statement or affirmation shall be on a form provided by the appropriate state agency and shall be sent to the receiving school within five (5) working days of official notification that a student has requested enrollment in the new school.¹

If a student is suspended or expelled for any reason, or faces charges that may lead to suspension or expulsion, but withdraws prior to a hearing from any public or private school in Kentucky or any other state and then moves and seeks to enroll, the Superintendent/designee shall review the details of the charges, suspension, or expulsion and determine if the student will be admitted, and if so, what conditions may be imposed upon the admission. Prior to a decision to deny admission, the School shall offer the student, parent/guardian, or other persons having legal custody or control of the student a hearing.

REINSTATEMENT

The Superintendent may reinstate a student disenrolled for cause and may require one or more of the following:

- Prepayment of tuition/fees;
- Behavioral contract; and/or
- Agreement of parental engagement.

Admissions and Attendance

REFERENCES:

¹KRS 158.155; KRS 157.330; KRS 158.150
KRS 158.140
KRS 157.320; KRS 157.360; KRS 158.120
702 KAR 7:125; 704 KAR 7:090
OAG 80-47; OAG 79-327; OAG 75-602; OAG 91-171
8 U.S.C. Sections 1101 and 1184; 8 C.F.R. Section 214
Plyler v. Doe, 457 U.S. 202 (1982)
Equal Educational Opportunities Act of 1974 (EEOA)

RELATED POLICIES:

09.121; 09.1223; 09.123; 09.124
09.126 (re requirements/exceptions for students from military families)
09.14; 09.211; 09.435

LEGAL: SB 63 AMENDS 158.100 TO ALLOW VIRTUAL HIGH SCHOOL COMPLETION PROGRAMS; GIVES THE BOARD AUTHORITY TO ESTABLISH PROGRAM, OUTLINE ENROLLMENT ELIGIBILITY/GRADUATION REQUIREMENTS, CHARGE STUDENTS TUITION/FEES; REQUIRES ENROLLEES TO BE AT LEAST 21, ESTABLISH SCHOOL REQUIREMENTS FOR ELIGIBILITY; ALLOWS DISTRICT TO CHOOSE BETWEEN REQUIRING COMPLETION OF GRADUATION REQUIREMENTS AT THE TIME OF DROP OUT OR THE REQUIREMENTS IN PLACE CURRENTLY.
FINANCIAL IMPLICATIONS: COST OF PROVIDING INSTRUCTION

STUDENTS

09.1223

- VOLUME 12-

Persons Over Compulsory Attendance Age

PROHIBITIONS

Persons over twenty-one (21) years of age shall not be admitted to or served by the elementary or secondary school.

Students under age twenty-one (21) who already have graduated from an accredited or four (4) year high school shall be considered to have completed high school and shall not be permitted to enroll in the Schools. Students who have earned a High School Equivalency Diploma shall be permitted to enroll to work toward completion of graduation requirements.

EXCEPTIONS

The School may provide an approved high school program to a student who is a refugee or legal alien until the student graduates or until the end of the school year in which the student reaches the age of twenty-one (21), whichever comes first. The School may provide a virtual high school completion program for persons twenty-one (21) years of age or older as permitted by KRS 158.100.

STUDENTS WITH DISABILITIES

In cases which involve students with disabilities, the procedures mandated by federal and state law for such students shall be followed.¹

REFERENCES:

¹20 U.S.C. § 1412
KRS 157.200
KRS 157.360
KRS 158.100
KRS 158.140
KRS 159.010
KRS 159.030
704 KAR 3:305
707 KAR 1:290

RELATED POLICY:

08.4

LEGAL: HB 266 AMENDS KRS 159.075 TO INCLUDE PARENTS OR GUARDIANS WHO ARE TRANSFERRING TO A RESERVE COMPONENT OR SEPARATING FROM THE MILITARY UNDER HONORABLE CONDITIONS; INCLUDE A HOME UNDER CONTRACT TO BE BUILT AS A QUALIFYING RESIDENCE; ALLOWS QUALIFYING STUDENTS TO TEMPORARILY RESIDE OUTSIDE OF DISTRICT IF THE HOUSING IS UNAVAILABLE, REMOVES TUITION BUT STUDENT TO BE INCLUDED IN THE ATTENDING DISTRICT'S AVERAGE DAILY ATTENDANCE.
FINANCIAL IMPLICATIONS: STUDENT INCLUDED IN THE ATTENDING DISTRICT'S ADA

STUDENTS

09.126

- VOLUME 12-

Students of Military Families

The following are key provisions that apply to students from military families that are based on the compact agreed upon by states belonging to the Interstate Commission on Educational Opportunity for Military Children:

ENROLLMENT

A child of a military family may pre-enroll or participate in pre-admission in the School if the parent or guardian of the child is transferred to or is pending transfer to a military installation:

- a) Is transferred to or is pending transfer to a military installation or to a reserve component within the state while on active military duty pursuant to an official military order.
- b) Is returning to the state after within one (1) year of being separated from the military with an honorable discharge, discharge under honorable conditions, or a general discharge under honorable conditions.

The School shall accept an application for enrollment and course registration by electronic means for the child, including enrollment in a specific school or program within the School.

The parent or guardian of a child of a military family shall provide proof of residence to the School within ten (10) days after the arrival date provided on official documentation. The parent or guardian may use, as proof of residence, the address of:

1. A temporary on-post billeting facility;
2. A purchased or leased home or apartment;
3. Any federal government housing or off-post military housing, including off-post military housing that may be provided through a public-private venture; or
4. A home under contract to be built.

Until actual attendance or enrollment in the School, the child of a military family shall not:

1. Count for the purposes of average daily attendance; or
2. Be included in the state assessment and system.

To accommodate for temporary housing, if a child utilizes this section to enroll in the School, but the residence identified above has not yet become available, then the School shall allow the child to enroll and begin attending the School regardless of the child's temporary residence and subsequently be included in the School's calculation of average daily attendance under KRS 157.320, for a period of up to one (1) year from the parent's or guardian's reporting for duty date or separation date before being considered a resident of another District.¹

Students of Military Families**ENROLLMENT (CONTINUED)**

Students from a household of an active duty service member who are moving shall be enrolled and appropriately placed as quickly as possible based on information provided in the student's unofficial records pending validation by the official record that the School shall request from the sending school.

Special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent. A transitioning child of a military family who is placed in the care of a non-custodial parent or other person standing in loco parentis and living in a jurisdiction other than that of the custodial parent may continue to attend the school in which s/he was enrolled while residing with the custodial parent.

IMMUNIZATION REQUIREMENTS

Students from military families shall have thirty (30) days from the date of enrollment to obtain required immunizations or additional time as may be determined by the Interstate Commission Compact rules.

PLACEMENT

Kindergarten and first grade students from a household of an active duty service member from an accredited school in another state shall be allowed to continue placement at their current grade level, regardless of age.

Decisions about placement of students from military families in educational programs shall be based on current educational assessments conducted at the sending school or participation/placement in like programs in the sending state. Such programs include, but are not limited to the following programs:

1. Gifted and talented; and
2. English as a second language (ESL).

This shall not preclude the school from performing subsequent evaluations to ensure appropriate placement of a student.

SPECIAL EDUCATION SERVICES

The School shall initially provide comparable services to a student with disabilities based on his or her current Individualized Education Program (IEP).

The School shall make reasonable accommodations and modifications to address the needs of incoming students with disabilities, subject to an existing Section 504 (Title II) Plan*, to provide the student with equal access to education. This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.

* In Kentucky, a student Title II Plan is the same as a Section 504 Plan.

DEPLOYMENT-RELATED ABSENCES

Students whose parent or legal guardian is an active member of the uniformed services, as defined by this compact, and has been called to active duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of the Superintendent to visit with their parent or legal guardian relative to such leave or deployment.

Students of Military Families**EXTRACURRICULAR PARTICIPATION**

The School shall facilitate the opportunity for transitioning children of military families to participate in extracurricular activities to the extent they are otherwise qualified, regardless of application deadlines.

GRADUATION REQUIREMENTS

The School shall waive specific courses required for graduation if similar course work has been satisfactorily completed in another school or shall provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school, the School shall provide alternative means of acquiring required coursework so that graduation may occur on time. Otherwise, the School shall ensure receipt of a diploma from the sending school district if the student completed graduation requirements of that district.

Exit exam scores from sending schools shall be accepted in accordance with the Interstate Commission Compact.

CHILDREN OF CIVILIAN MILITARY EMPLOYEES

Children of civilian military employees shall be afforded the same rights as children of military families under KRS 156.730 if the parents are required to move to perform their job responsibilities resulting in the students having to change schools.

REFERENCES:

¹KRS 159.075

KRS 156.730; KRS 156.735; KRS 157.320; KRS 158.020

20 U.S.C. § 1400 et seq. Individuals with Disabilities Education Act (IDEA)

Section 504 of the Rehabilitation Act; District 504 procedures

Americans with Disabilities Act

RELATED POLICIES:

08.113; 08.131; 08.132; 08.13452; 08.222

09.12; 09.121; 09.123; 09.124; 09.211; 09.3; 09.313

LEGAL: SB 8 AMENDS KRS 158.070 TO CHANGE SUICIDE PREVENTION TRAINING FROM EVERY OTHER YEAR TO EVERY YEAR.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

LEGAL: SB 42 CREATES A NEW SECTION OF KRS 158 TO REQUIRE ANY STUDENT ID BADGE ISSUED TO A PUBLIC MIDDLE/HIGH SCHOOL STUDENT TO CONTAIN THE CONTACT INFO FOR NATIONAL CRISIS HOTLINES RE: DOMESTIC VIOLENCE, SEXUAL ASSAULT, AND SUICIDE.

FINANCIAL IMPLICATIONS: COSTS OF NEW ID BADGES

STUDENTS

09.22

- VOLUME 12-

Student Health and Safety

PRIORITY

Student health, welfare and safety shall receive priority consideration by the Board.

Rules and regulations on health and safety promulgated by the Kentucky Board of Education under Kentucky statute and by local and state boards of health relating to student safety and sanitary conditions shall be implemented in each school.

HEALTH SERVICES TO BE PROVIDED

In keeping with applicable legal requirements, only licensed medical professionals or school employees who have been appropriately trained and authorized to do so shall provide health services to students.

Employees to whom health service responsibilities have been delegated must be approved in writing by the delegating physician or nurse. The approval form shall state the employee consents to perform the health service when the employee does not have the administration of health services in his/her contract or job description as a job responsibility, possesses sufficient training and skills, and has demonstrated competency to safely and effectively perform the health service. The approval form shall be maintained as required by law. Delegation of health service responsibilities shall be valid only for the current school year.¹

If the delegation involves administration of medication, the School will maintain proof that the employee has completed the required training provided by the Kentucky Department of Education (KDE) or as allowed under KRS 158.838.

Employees to whom health service responsibilities have been delegated shall notify their immediate supervisor by April 15 of each year if they are not willing to perform the service(s) during the next school year.

SAFETY PROCEDURES

The Superintendent shall develop procedures designed to promote the safety of all students. Said procedures shall specify specific responsibilities for line positions having responsibility for student supervision.

STUDENT IDENTIFICATION BADGES

Any student identification badge issued to a student in grades six (6) through twelve (12) by the School shall contain the contact information for:

- a) A national domestic violence hotline;
- b) A national sexual assault hotline; and
- c) A national suicide prevention hotline.⁴

Student Health and Safety**SUICIDE PREVENTION**

All employees with job duties requiring direct contact with students in grades six (6) through twelve (12) shall annually complete a minimum one (1) hour of high-quality suicide prevention training, including the recognition of signs and symptoms of possible mental illness. Such training shall be in-person, by live streaming, or via video recording and may be included in the four (4) days of professional development required by statute. The District shall provide suicide prevention materials for review by any employee subject to training hired during a year in which the in-person, live streaming, or video recording training is not required.³

By September 15 of each year, each public school shall provide suicide prevention awareness information to students in grades six (6) through twelve (12), as provided by the Cabinet for Health and Family Services or a commercially developed suicide prevention training program.²

SEIZURE DISORDER MATERIALS

All principals, guidance counselors, and teachers shall complete at least one (1) hour of self-study review of seizure disorder materials no later than July 1, 2019. At least one (1) hour of self-study review of seizure disorder materials shall also be required for all principals, guidance counselors, and teachers hired after July 1, 2019.³

REFERENCES:

¹KRS 156.501; KRS 156.502; 702 KAR 1:160

²KRS 156.095

³KRS 158.070

⁴New Section KRS 158

KRS 156.160

KRS 158.836; KRS 158.838

702 KAR 5:030

RELATED POLICY:

09.2241

LEGAL: SB 72 AMENDS KRS 620.030 TO ADD A VICTIM OF FEMALE GENITAL MUTILATION TO REQUIRED REPORTING.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

STUDENTS

09.2211

- VOLUME 12-

Employee Reports of Criminal Activity

To promote the safety and well-being of students, the School requires employees to make reports required by state law in a timely manner. Supervisors and administrators shall inform employees of the following required reporting duties:

KRS 158.154

When the Principal has a reasonable belief that an act has occurred on school property or at a school-sponsored function involving assault resulting in serious physical injury, a sexual offense, kidnapping, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a controlled substance in violation of the law, or damage to the property, the Principal shall immediately report the act to the appropriate local law enforcement agency. For purposes of this section, "school property" means any public school building, bus, public school campus, grounds, recreational area, or athletic field, in the charge of the Principal.

KRS 158.155

An administrator, teacher, or other employee shall promptly make a report to the local police department, sheriff, or the Department of Kentucky State Police, by telephone or otherwise, if:

- 1 The person knows or has reasonable cause to believe that conduct has occurred which constitutes:
 - a. A misdemeanor or violation offense under the laws of this Commonwealth and relates to:
 - i Carrying, possession, or use of a deadly weapon; or
 - ii Use, possession, or sale of controlled substances; or
 - b. Any felony offense under the laws of this Commonwealth; and
- 2 The conduct occurred on the school premises or within one thousand (1,000) feet of school premises, on a school bus, or at a school-sponsored or sanctioned event.

KRS 158.156

Any employee of a school who knows or has reasonable cause to believe that a school student has been the victim of a violation of any felony offense specified in KRS Chapter 508 committed by another student while on school premises, on school-sponsored transportation, or at a school-sponsored event shall immediately cause an oral or written report to be made to the Principal of the school attended by the victim. The Principal shall notify the parents, legal guardians, or other persons exercising custodial control or supervision of the student when the student is involved in an incident reportable under this section. The Principal shall file a written report with the University and the local law enforcement agency or the Department of Kentucky State Police or the county attorney within forty-eight (48) hours of the original report.

Employee Reports of Criminal Activity**KRS 209A.100**

Upon the request of a victim, school personnel shall report an act of domestic violence and abuse or dating violence and abuse to a law enforcement officer. School personnel shall discuss the report with the victim prior to contacting a law enforcement officer.

KRS 209A.110

School personnel shall report to a law enforcement officer when s/he has a belief that the death of a victim with who s/he has had a professional interaction is related to domestic violence and abuse or dating violence and abuse.

KRS 620.030

Any person who knows or has reasonable cause to believe that a child is dependent, neglected, or abused, or is a victim of human trafficking, or is a victim of female genital mutilation, shall immediately cause an oral or written report to be made to a local law enforcement agency or the Department of Kentucky State Police; the cabinet or its designated representative; the Commonwealth's Attorney or the County Attorney; by telephone or otherwise. Any supervisor who receives from an employee a report of suspected dependency, neglect, or abuse shall promptly make a report to the proper authorities for investigation.

REFERENCES:

KRS 158.154
KRS 158.155
KRS 158.156
KRS 209A.100
KRS 209A.110
New Section of KRS 508
KRS 525.070; KRS 525.080
KRS 527.070; KRS 527.080
KRS 620.030

RELATED POLICIES:

03.13251; 03.23251
03.13253; 03.23253
05.48
09.227
09.422
09.423
09.425
09.426
09.438

LEGAL: SB 72 AMENDS KRS 620.030 TO ADD A VICTIM OF FEMALE GENITAL MUTILATION TO REQUIRED REPORTING.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

STUDENTS

09.227

- VOLUME 12-

Child Abuse

REPORT REQUIRED

Any teacher, school administrator, or other school personnel who knows or has reasonable cause to believe that a child under age eighteen (18) is dependent, abused or neglected¹, or a victim of human trafficking, or is a victim of female genital mutilation, shall immediately make a report to a local law enforcement agency or the Kentucky State Police, the Cabinet for Health and Family Services or its designated representative, the Commonwealth's Attorney or the County Attorney in accordance with KRS 620.030.²

After making the report, the employee shall notify the Principal of the suspected abuse, who then shall also promptly make a report to the proper authorities for investigation. If the Principal is suspected of child abuse, the employee shall notify the Superintendent/designee who shall also promptly report to the proper authorities for investigation.

Only agencies designated by law are authorized to conduct an investigation of a report of alleged child abuse. Therefore, the School shall not first investigate a claim before an employee makes a report to the proper authorities. However, in certain situations, reports involving claims made under state and federal laws, such as Title IX, shall require the School, after making the required report, to conduct an independent investigation of the allegations in order to determine appropriate personnel action.

WRITTEN REPORT

The person reporting shall, if requested, in addition to the report required above, file with the local law enforcement agency or the Kentucky State Police or the Commonwealth's or County's Attorney or the Cabinet for Health and Family Services or its designated representative within forty-eight (48) hours of the original report a written report containing specific information regarding the child, the child's parents or guardians, and the person allegedly responsible for the abuse or neglect.

WRITTEN RECORDS

Copies of reports kept by the School that are submitted to authorities in compliance with the child abuse law are educational records and subject to inspection by the parents of the alleged victim of child abuse. Whether the records are considered "internal records", and not maintained with the students' "permanent records", is immaterial if such records are directly related to students and are maintained by the School.

INTERVIEWS

If the student is an alleged victim of abuse or neglect, school officials shall follow directions provided by the investigating officer or Cabinet for Health and Family Services representative as to whether to contact a parent³ and shall provide the Cabinet access to a child subject to an investigation without parental consent.⁴

Child Abuse**AGENCY CUSTODY**

If, as a result of dependency, neglect, or abuse, a child has been placed in the custody of the Cabinet, the Principal, or any Assistant Principal, of the school in which the child is enrolled, and the Superintendent shall be notified of the names of persons authorized to contact the child at school, in accordance with school visitation or communication policy, or remove the child from school grounds.

The notification shall be provided to the school by the Cabinet:

- a) By written notice via email or fax on the day that a court order is entered and again on any day that a change is made with regard to persons authorized to contact or remove the child from school. Verbal notification shall occur on the next school day immediately following the day a court order is entered or a change is made if the court order or change occurs after the end of the current school day; and
- b) By email, fax, or hand delivery of a copy of the court order within ten (10) calendar days following the Cabinet's receipt of the court order of a change of custody or change in contact or removal authority.

REQUIRED TRAINING

All current school administrators, faculty personnel, office staff, instructional assistants, coaches, and extracurricular sponsors shall complete School selected training on child abuse and neglect prevention, recognition, and reporting by January 31, 2017, and every two (2) years thereafter. School administrators, faculty personnel, office staff, instructional assistants, coaches, and extracurricular sponsors hired after January 31, 2017, shall complete the training within ninety (90) days of being hired, and every two (2) years thereafter.

OTHER

Each school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services and the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services. The telephone numbers are also listed in the employee handbook.

REFERENCES:

- ¹KRS 600.020
- ²KRS 620.030; KRS 620.040
- ³OAG 85-134; OAG 92-138
- ⁴KRS 620.072
- KRS 17.160; KRS 17.165; KRS 17.545; KRS 17.580
- KRS 156.095; KRS 199.990; KRS 209.020
- New Section of KRS 508; KRS 620.050; KRS 620.146
- OAG 77-407; OAG 77-506; OAG 80-50; OAG 85-134
- 34 C.F.R. 106.1-106.71, U.S. Department of Education Office for Civil Rights
- Regulations Implementing Title IX

RELATED POLICIES:

09.1231; 09.3; 09.31; 09.42811; 09.4361; 10.5

LEGAL: REQUIREMENTS FOR BOOSTER CLUBS AND SCHOOL ACTIVITY FUNDS HAVE BEEN UPDATED IN THE REVISED ACCOUNTING PROCEDURES FOR KENTUCKY SCHOOL ACTIVITY FUNDS (REDBOOK) ISSUED BY THE KENTUCKY DEPARTMENT OF EDUCATION, WHICH WENT INTO EFFECT AUGUST 2019.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

STUDENTS

09.33

- VOLUME 12-

Fund-Raising Activities

DEFINITION

Fund-raising is an organized activity of soliciting and collecting money for school or student organizations. Contributions and collections derived from school-sponsored fund-raising activities shall be deposited in the school's activity fund bank account or the District bank account.³

APPROVAL REQUIRED

All schoolwide fund-raising activities, including the proposed use of the funds, must be approved by the Superintendent. Requests must be channeled through the Principal.

Schoolwide fundraisers are defined as fundraisers benefiting all students of a school, not a specific class, group, club, organization or team.

All other school fund-raising activities, including the proposed use of the funds, shall be approved by the Principal or a designee.

All funds raised for a specific purpose shall be used for that purpose.

SUBSCRIPTION SALE OF PRINTED MATERIAL

The Superintendent shall provide written approval to the county clerk for all subscription sales of printed materials. This approval shall identify the product(s) being sold, the students involved as solicitors and the duration of sales.¹

GAMING ACTIVITIES LICENSE

Schools and individual classes planning to conduct charitable gaming activities, as defined by law and Accounting Procedures for Kentucky School Activity Funds, shall obtain and display the appropriate license.²

PUPIL NOT COMPELLED

No student shall be compelled to participate in or meet any kind of quota in a fund-raising activity.¹ Students choosing not to participate in a fund-raiser shall not be excluded from benefitting from the fund-raiser or otherwise penalized in any way.³

CONDUCT OF ACTIVITIES

- All school-sponsored groups shall conduct fund-raising activities to benefit the entire group and shall not permit credit to be earned through fund-raising for an individual student in lieu of participation fees or related activity costs.
- Any support/booster organization wishing to be recognized by and/or affiliated with the District shall conduct fund-raising activities to benefit the entire group and shall not permit credit to be earned through fund-raising for an individual student. No dues, fees, or charges shall be assessed to students or parents.
- Employees shall not collect money from students for non-school sponsored activities.

Fund-Raising Activities

REFERENCES:

¹KRS 367.515 (3)

²KRS 238.505; KRS 238.535; KRS 238.540

³Accounting Procedures for Kentucky School Activity Funds

KRS 156.160; KRS 158.290; KRS 158.854; OAG 78-508; OAG 79-330; OAG 79-556

RELATED POLICY:

04.312

- VOLUME 12-**Legal Status of the School****PURPOSE**

Model Laboratory Schools at Eastern Kentucky University is defined by KRS 164.380 as an educational laboratory school under the supervision of thoroughly trained and certified education professionals for the purpose of piloting and testing Kindergarten through high school educational pedagogies, practices, programs, assessments, and innovations to further the educational mission of the Commonwealth.

Model Laboratory Schools at Eastern Kentucky University 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 Superintendent and the Commissioner of Education shall collaborate on the identification of research initiatives for the school that may be relevant to the Commonwealth.

GOVERNANCE

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 Council.

ADVISORY COUNCIL

Other than the Superintendent, all members of the Advisory Council shall be appointed by the President of the University for two (2) year terms beginning on July 1 and any vacancy shall be filled in the same manner for the balance of the unexpired term.

The Advisory Council shall be composed of:

1. The Superintendent of the school, who shall serve as chair;
2. One (1) member who shall be a faculty member working at the school;

Legal Status of the School**ADVISORY COUNCIL (CONTINUED)**

3. Two (2) members who shall be faculty working outside the school;
4. Two (2) members who shall be residing in counties in which students attending the school reside;
5. Two (2) members who shall be parents of students attending the school;
6. One (1) member who shall be a secondary student at the school:and
7. Two ex-officio members.

The Advisory Council shall advise the Superintendent, President, and Board of Regents on matters relating to the function of the school and shall:

1. Meet at least quarterly, electing a vice-chair at the first meeting of the school year;
2. Review and provide feedback on the strategic plan of the school;
3. Review and provide feedback on the results of student performance, programs and initiatives, and the implementation of the strategic plan;
4. Provide recommendations on programming and research; and
5. Provide feedback to the President on the performance of administrative team members of the school.

ENROLLMENT: AGREE TO PARTICIPATE

Enrollment at Model Laboratory Schools at Eastern Kentucky University 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, pedagogies, 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.

Legal Status of the School**EXTERNAL RESEARCH**

Requests for research studies and piloting of programs within Model Laboratory Schools at Eastern Kentucky University 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

RELATED POLICIES:

03.162; 03.262; 05.3
09.13; 09.14; 09.3211; 09.42811; 10.5

- VOLUME 12-

School Report Card

REPORT CARD

The School shall post the School report card on its website, as required by ESSA. School report cards shall be widely accessible to the public, in an understandable and uniform format, and when possible, written in a language that parents can understand.

As outlined in KRS 160.463, a copy of the report card is to be publicized by placing an electronic link on the website of the School.

The Superintendent shall cause notification to be published in the newspaper with the largest circulation in the county that includes the electronic address of the website or the address of the library where the report card can be viewed by the public.

The School shall send a School report card to parents containing information about performance as outlined in KRS 158.6453 and 703 KAR 5:140, and information on electronic access to a summary of the results for the School shall be published in the newspaper with the largest circulation in the county.

REFERENCES:

KRS 158.6453; KRS 160.463; KRS 164.380
703 KAR 5:140
P. L. 114-95, (Every Student Succeeds Act of 2015)

RELATED POLICIES:

04.1; 09.21

6/17/20 DRAFT TO RESCIND POLICY

- VOLUME 12-**- FACULTY-****Tenure****ELIGIBILITY FOR TENURE**

All tenure-track faculty are eligible to apply for tenure. Tenure may be earned based on the requirements outlined in governing policy. The applicable policy is determined by hire date or eligible election.

Instructors are eligible to apply for tenure after their fourth year at Model but must apply for tenure no later than the beginning of their sixth (6th) year at Model.

Instructors who apply for tenure early (e.g., in years four or five) but who aren't recommended for tenure are not eligible to reapply and will not be reappointed.

Tenure, when awarded by the University's Board of Regents, is only recognized at Model Laboratory Schools and not part of any other department, college, or school within the University.

FACULTY HIRED PRIOR TO MAY 15, 2019

Full-time, tenure-track faculty hired prior to May 15, 2019, are employed as University, Tenure-Track Faculty. These faculty members are subject to the University's Academic Affairs Policies and Procedures (Volume 4, Chapter 6). Academic rank and conditions for promotion and/or reappointment are determined at the time of hire.

FACULTY HIRED ON OR AFTER MAY 15, 2019

Full-time, tenure-track faculty hired after May 15, 2019, shall be employed as University Laboratory Schools Tenure-track Faculty. These faculty members are subject to the Policies and Procedures for Model Laboratory Schools (Volume 12). Academic rank and specific conditions for reappointment are determined at the time of hire. These faculty members shall hold the academic rank and title "Instructor." Tenured Model Laboratory Teachers earn the title "Faculty Associate."

TRANSFER OF TENURE

Tenure earned outside of Model Laboratory Schools, including other schools/district, other university departments, schools or colleges is not recognized.

VISITING/PART-TIME/CONSULTATIVE EVALUATIONS

Employment in any of these roles is not eligible toward tenure.

Tenure**ADMINISTRATOR EVALUATIONS**

The Superintendent/Designee shall evaluate administrators annually. There is no administrator tenure; however, administrators follow the same process as other faculty in order to earn teaching tenure.

CRITERIA AND NOTIFICATION

The Superintendent/Designee shall provide overview of the tenure process and evaluation criteria to all participants by September 1 annually.

SUPERINTENDENT TO RECOMMEND

For University Laboratory School tenure-track faculty, the Superintendent shall make recommendations to the Board of Regents. Tenure is ultimately granted or denied by the University's Board of Regents. Tenure is official only after being granted by the Board of Regents. University tenure-track faculty will follow faculty appointment and evaluation Volume 4, Chapter 6.

RELATED POLICIES

03.11

03.18

- VOLUME 12-

Curriculum

The curriculum in each school shall be designed to achieve the school goals established by KRS 158.645, KRS 158.6451 and competencies. The curriculum shall comply with all applicable state and federal statutes and regulations.

WORLD CLASS EDUCATION

The School guarantees a world-class education for K-12 students through a viable curriculum that:

- Provide opportunities for students to develop as leaders and entrepreneurs.
- Develops transferable, transportable 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, innovate 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 in a second language and engage in culturally appropriate interactions.

COMPETENCIES

The School's curricular program for studies shall provide a world-class education that prepares students for college and career by addressing the following competencies, known as *The Model Core*:

Inquiry, Communication, and Data Analytics

- Plan and conduct sustained research investigations using appropriate tools and media.
- Read, analyze, and evaluate sources and information in qualitative, non-fiction texts, including primary and secondary sources.
- Analyze quantitative data and perform statistical tests on the data to draw conclusions.
- Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics.
- Represent quantitative data and information visually through tables, charts, graphs, maps, and infographics.
- Develop logical and valid evidence-based written arguments.
- Communicate a perspective using appropriate media to a targeted audience for a particular situation.
- Strategically select and employ purposeful rhetorical and correct syntactical choices.

Curriculum**COMPETENCIES (CONTINUED)****Quantitative and Computational Reasoning**

- Analyze a real-world mathematical problem and determine a method and the tools needed for solving it.
- Translate mathematical information from a single representation or across multiple representations.
- Construct viable mathematical arguments.
- Evaluate the reasoning and validity of a mathematical argument or method.
- Identify and make use of structure and patterns in authentic mathematical contexts.
- Attend to precision, using appropriate notation and mathematical conventions.
- Write and implement code by applying logic and rules to achieve outcomes or results.
- Analyze program code to explain the behavior and conditions that produce results in a program.

Scientific Inquiry

- Analyze and explain scientific concepts, processes, and models in real-world contexts.
- Classify and explain phenomena found in real-world contexts.
- Create visual representations and/or models of scientific concepts and processes.

Fitness and Wellness

- Analyze choices and behavior on fitness, physical and mental health, and emotional wellbeing.
- Participate in activities that promote lifelong physical activity and wellness.
- Demonstrate individual strategies and effective teamwork.

Global Communication and Understanding

- Contextualize and compare perspectives.
- Analyze current events, including through cultural comparison.
- Draw conclusions about political, social, economic, and geographic developments.
- Analyze geographic patterns and spatial relationships.
- Communicate ideas effectively in written and spoken discourse in a second language to a variety of audiences demonstrating cultural sensitivity and understanding while emulating native speakers.

Curriculum**Creating, Performing, Designing, and Engineering**

- Create works of art, (literature, visual art, music, dance, drama) that convey an idea, message, or theme.
- Perform, present, or publish works of art (literacy, visual art, music, dance, drama).
- Apply theories and principles when creating, performing, designing, or engineering.
- Apply recursive processes that emphasize practice and persistence and incorporate collaboration, iteration, critique, reflection, and revision.
- Design innovative and creative solutions (products, algorithms, program code, lighting designs, stage sets) that solve a problem or achieve a purpose.

Humanities

- Read/View/Listen to, analyze, and interpret a work of art (literature, music, visual art, drama, dance).
- Explain the historical and cultural significance of a work of art (literature, music, visual art, drama, dance).
- Draw conclusions about historical and social developments.

Civic Engagement, Entrepreneurship, and Financial Literacy

- Analyze and evaluating economic, financial, and consumer options and choices.
- Apply political and economic theories, perspectives, and models in authentic contexts in order to make sound economic and financial decisions.
- Apply effective interpersonal skills appropriate for the social or professional context.

Curriculum**STUDENTS WITH DISABILITIES**

The Board shall operate programs for students with disabilities in accordance with the legal obligations contained in the School's policy and procedures manual relating to such programs.

REFERENCES:

KRS 156.160; KRS 156.162; KRS 158.075
KRS 158.183; KRS 158.188
KRS 158.301; KRS 158.302; KRS 158.305; KRS 158.645
KRS 158.6451; KRS 158.6453; KRS 164.380
704 KAR 3:303; 704 KAR 3:305; 704 KAR 3:440
Kentucky Academic Standards

- VOLUME 12-**Alternative Credit Options**

In addition to regular classroom-based instruction, students may earn credit through the following means.

VIRTUAL/ONLINE COURSES

High school students may apply and earn academic credit to be applied toward graduation requirements by completing virtual/online courses.

As determined by school policy, students applying for permission to take an online course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment.

Credit from a virtual/online course may be earned only in the following circumstances:

1. The approved elective course is not offered at the high school;
2. Although an elective course is offered at the high school, the student will not be able to take it due to an unavoidable scheduling conflict;
3. The course will serve as a supplement to extend homebound instruction;
4. The student has been transferred to the school and needs the course credit to stay on track for graduation; or
5. The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment.

The School shall recognize only those online courses that meet the international standards for online teachers, courses, and programs that have been adopted by the Kentucky Department of Education.

Online courses may be subject to review by the Superintendent/designee for conformance with Kentucky Academic Standards and graduation requirements. In addition, the express approval of the Principal/designee shall be obtained before a student enrolls in an online course. The school must receive an official record of the final grade before credit toward graduation will be recognized.

DUAL-CREDIT SCHOLARSHIP PROGRAM

The School may offer the opportunity for students to earn dual-credits through the Kentucky Dual-Credit Scholarship Program as well as the Work Ready Scholarship. Guidelines are outlined in the "Kentucky Council on Postsecondary Education and Kentucky Department of Education Dual Credit Policy for Kentucky Public and Participating Postsecondary Institutions and Secondary Schools," located on the Kentucky Department of Education website.

These scholarships do not cover textbooks (including digital texts), course materials/supplies and parking permits when applicable. The School will pay the dual credit tuition cost for the remainder of courses not covered by scholarships, up to eight total courses.

Alternative Credit Options**DUAL-CREDIT CLASSES**

Juniors and Seniors are eligible for dual-credit classes if they meet the following eligibility:

- Have a 3.0 or higher-grade point average (weighted or unweighted);
- Meet college readiness in English (ACT 18 in English, equivalent SAT, KYOTE, EKU Placement Test score, ENG 101 AP credit).

Refer to procedure 08.1131 AP.1 for complete Dual Credit Guidelines.

PERFORMANCE-BASED CREDITS

In addition to Carnegie units, students may earn credit toward high school graduation through the School's standards-based, performance-based credit system that complies with requirements of Kentucky Administrative Regulation. Procedures for developing and amending the system shall address the following:

1. Conditions under which high school credit will be granted under the system that allow students to demonstrate proficiency and earn credit for learning acquired outside the normal classroom setting, outside of school, or in prior learning;

Performance-based credit may be earned while the student is still "in school," but the instructional setting will look different from a traditional "seat time" environment.

2. Performance descriptors and their linkages to State content standards and academic standards;

At the high school level, performance descriptors and evaluation procedures shall be established to determine if the content and performance standards have been met.

3. Assessments and the extent to which state-mandated assessments will be used;
4. An objective grading and reporting process; and
5. Criteria to promote and support school and community learning experiences, such as internships and cooperative learning, in support of a student's ILP. Such experiences shall be supervised by qualified instructors and aligned with State and District content and performance standards.

The high school student handbook shall include complete details concerning specific graduation requirements.

In keeping with statutory requirements, the School shall accept for credit toward graduation and completion of high school course requirements an advanced placement or a high school equivalent course taken by a student in grades 5, 6, 7, or 8 if that student attains performance levels expected of high school students in the School as determined by achieving a score of "3" or higher on a College Board Advanced Placement examination or a grade of "B" or better in a high school equivalent.²

Alternative Credit Options**MODEL SCHOLARS EARLY COLLEGE PROGRAM**

Model Laboratory School's Early College Program is a collaborative offering with Eastern Kentucky University. The Early College Program allows high achieving and motivated seniors an opportunity to enroll in eight (8) college courses (four {4} each semester).

QUALIFICATIONS

1. Achieved a high school GPA of 3.5 or higher and no grades of C+ or lower during junior year;
2. Met national college readiness benchmarks in English, reading, and math (i.e., English ACT score of 18, Reading ACT score of 22, and Math ACT score of 22 or equivalents on another qualifying assessment);
3. Demonstrated strong work habits and ethics as evidenced through attendance, discipline records and teacher evaluations; and
4. Met all high school graduation requirements with the exception of:
 - Senior English
 - Research
 - Government & Financial Literacy
 - World language and/or senior year math (if using courses in the Early College Program to fulfill either or both of these areas).

REFERENCES:

KRS 158.622

KRS 164.786

RELATED POLICIES:

08.113; 08.2323; 09.1221; 09.3; 09.435

- VOLUME 12-**Gifted and Talented Students****SCHOOL PROVIDES**

The School shall formally identify students in grades four through twelve (4-12) for participation in the Gifted and Talented program. Students in the primary program (1-3) who display gifted or talented characteristics shall be selected through an informal process, be placed in a talent pool and receive services that allow continuous progress.

In compliance with applicable statutes and administrative regulations, the School shall provide appropriate multiple service options in an environment that addresses the abilities, interests and needs of students eligible for services in one (1) or more of the following categories: general intellectual aptitude; specific academic aptitude; creative or divergent thinking; psychosocial or leadership skills; and visual or performing arts.

The definitions specified in 704 KAR 3:285 shall be used in the operation of the School's programs for gifted and talented students.

IDENTIFICATION/DIAGNOSIS AND ELIGIBILITY

In compliance with 704 KAR 3:285, the Superintendent/designee shall develop strategies to address identification and diagnosis of the strengths, behaviors and talents of these students. Determination of eligibility for gifted and talented services shall be based on the student's individual needs, interests and abilities and shall be designed to address environmental and cultural factors that may contribute to the student being overlooked, such as whether the student is economically disadvantaged, or underachieving, is a member of a racial or ethnic minority or has a disability.

The School's plan for identifying gifted and talented students shall:

1. Employ a multi-faceted approach and utilize on-going and long-term assessment;
2. 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;
3. Screen students for all areas of giftedness as defined by KRS 157.200.

Based on data gathered by the Gifted/Talented coordinator or gifted education teacher, a selection/placement committee shall determine those students who are eligible for gifted education services and the level of the services to be provided. This committee shall consist of the Gifted/Talented Coordinator, one (1) elementary teacher, one (1) secondary teacher, a counselor, a teacher of the visual and performing arts, and a teacher of exceptional students.

Prior to selection or formal identification and placement of a student, the School shall obtain parental or guardian permission before administering an individual test to the student given as a follow-up to a test routinely administered to all students and used in formal identification. If it is determined that their child is eligible for gifted education services, parents/guardians also shall be notified, at least once annually, of the services included in the gifted and talented student services plan and shall receive a copy of the procedures to be followed should they wish to appeal the appropriateness of services.

Gifted and Talented Students**SERVICES**

Gifted and talented students shall be provided with a student services plan that meets requirements set out in administrative regulation.

The school shall adjust its curriculum to meet the needs of gifted and talented students. Gifted and talented students shall be served in a manner that:

1. Extends learning beyond the standard curriculum;
2. Provides flexible curricular grouping and differentiated curriculum experiences commensurate with the student's interests, needs and abilities; and
3. Helps the student to attain, to a high degree, the goals established by statute and the Advisory Council.

Procedures and strategies to implement this policy shall identify the following:

- A variety of appropriate options for grouping by ability, interest and/or need,
- Multiple service options reflecting continuous progress through a logical sequence of learning,
- Means of obtaining parental input for use in determining appropriate services,
- A gifted and talented student services plan format that provides for matching a formally identified gifted student's interests, needs, and abilities to differentiated service options, and
- A plan for reporting to parents, at least once each semester, regarding their child's progress in services included in the student's services plan.

Neither the primary program, nor any grade level shall be served by only one (1) gifted education service option. The Gifted/Talented Coordinator will develop annual procedures and implementation plans. These procedures shall be available for parents and teachers.

PERSONNEL

The Superintendent shall appoint a Gifted/Talented Coordinator who shall oversee the operation of the School's Gifted and Talented program and assist schools in implementing the provisions of this policy. The Gifted/Talented Coordinator shall oversee the expenditure of funds for gifted education to ensure they are used to provide direct services to identified students.

Teachers of gifted and talented students shall meet requirements for certificate endorsement as established in Kentucky Administrative Regulation. Through professional development activities, all teachers shall receive training on identifying and working with gifted and talented students.

PROGRAM EVALUATION

The Gifted/Talented Coordinator shall coordinate the annual, on-going process of evaluating all aspects of the gifted education program and make recommendations for upgrading those areas found to be deficient. Data collected in the annual evaluation shall be used in the comprehensive improvement planning process, and results of the evaluation shall be presented to the Advisory Council who shall determine if School goals are being accomplished.

Gifted and Talented Students**GRIEVANCES**

Students or parents who wish to file a grievance or appeal concerning the following areas may do so under the process outlined in administrative procedures:

1. The School's process for selecting students for talent pool services;
2. The School's process for formal identification of gifted and talented students or
3. The appropriateness and/or adequacy of talent pool services or services addressed in a formally identified student services plan.

This policy and the procedures to implement it shall be made available for public inspection.

REFERENCES:

KRS 157.196; KRS 157.200; KRS 157.224
KRS 157.230; KRS 158.6451; KRS 161.052; KRS 161.095
16 KAR 2:110; 16 KAR 4:010
704 KAR 3:285
P. L. 114-95, (Every Student Succeeds Act of 2015)

RELATED POLICY:

09.126 (re requirements/exceptions for students from military families)

- VOLUME 12-

Extended Learning

The school offers, for a fee, extended learning program for students Kindergarten through eighth (K -8) grades. Based upon sufficient enrollment a summer enrichment program may be offered.

EXTENDED SCHOOL/DIRECT STUDENT SERVICES

PLAN FOR DIAGNOSING

The Superintendent/designee shall develop a plan for diagnosing and addressing student academic deficiencies by providing extended school services (ESS) as required by state law.

EXTENDED SCHOOL SERVICES

The School shall provide extended school services consistent with students' intervention plans and goals included as part of individual learning plans, requirements of 704 KAR 3:390, and local plans and procedures.

For students eligible to attend ESS, the School shall:

- Identify learning goals and benchmarks for each student that, if achieved, indicate that the student may exit the extended school services program;
- Determine conditions under which a student's absence from the program may be considered excused or unexcused; and

The School shall select pupils who need additional instructional time or differentiated opportunity to learn academic and enrichment content aligned with their individual student needs to improve their present level of performance in one (1) or more content areas. Priority for ESS services shall be placed on designing and delivering services to students at risk academically.

The School may provide extended school services during the regular school day when a waiver for alternative service delivery has been obtained. Extended school services offered during the summer shall be available to all eligible students residing in the District regardless of whether they attend District schools.

DIRECT STUDENT SERVICES

The School may apply for Title I funding for Direct Student Services if eligible as provided in Every Student Succeeds Act and the state plan required under federal law. Required notices, funding, and provision of Direct Student Services shall be consistent with federal and state requirements.

REFERENCES:

KRS 158.070
704 KAR 3:390
20 U.S.C. § 6303b
P. L. 114-95 (Every Student Succeeds Act of 2015)

- VOLUME 12-**Federal Programs**

The School may participate in federal programs which in the judgment of the administrative staff shall be beneficial to the total school program. All projects written to secure federal funds shall be on the recommendation of the Superintendent and approval of the Board.

In keeping with the requirements of the Every Student Succeeds Act (ESSA), the School shall provide the Kentucky Department of Education with a written assurance that the School has established and implemented:

1. School-wide salary schedules;
2. A policy to ensure equivalence among schools in teachers, administrators, and other staff; and
3. A policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

The School shall comply with all federal and state certification requirements for alcohol and drug abuse education and prevention programs.

REFERENCES:

KRS 164.380
704 KAR 3:292
34 C.F.R. 200
P. L. 101-226
P. L. 114-95, (Every Student Succeeds Act of 2015)

RELATED POLICIES:

03.13251; 03.23251
09.423

- VOLUME 12-

Title I - Parent and Family Engagement Policy

This Policy and the plan to implement it have been developed jointly and in agreement with, and will be distributed to, parents and family members of students participating in the Title I program. Parents and family shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language that recipients can understand. This Policy shall be made available to the local community and updated periodically to meet the changing needs of parents and family, and the school.

EXPECTATIONS FOR PARENT AND FAMILY ENGAGEMENT

Contingent on confirmation of resources and other necessary information being provided by state and federal authorities, it is the intent of the School that parents and family of participating students shall be provided with flexible opportunities for organized, on-going, and timely participation in the planning, review, and improvement of the Title I program, including opportunities to suggest modifications, based on changing needs of parents, family and the school.

All comments indicating parent and family dissatisfaction with the Title I plan shall be collected and submitted along with the plan to the Department of Education.

The Title I program shall be designed to assist students to acquire the capacities and achieve the goals established by law, as well as the goals and standards established by the School. Consistent with law and policy covering student records confidentiality, these goals and standards shall be shared with parents and family in a manner that will give them: (1) timely information about programs; (2) a description and explanation of the school's curriculum, the forms of academic assessment used to measure student progress, the achievement levels in the challenging state academic standards; the achievement level of their child on the challenging state academic standards assessments; and (3) if requested, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children.

SUPPORT FOR PROGRAM

If the School's Title I allocation is \$500,000 or more, the School shall reserve not less than one percent (1%) of its allocation for the purpose of promoting parent and family engagement and shall distribute to Title I schools not less than ninety percent (90%) of the reserved funds with priority given to high-need schools. Parents and family of participating students shall be provided the opportunity to help decide how this portion of the Title I funds will be allotted for parent and family engagement activities.

The School will provide coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. These measures may include, but shall not be limited to, the following:

1. Designation of resources to assist in communicating with parents and family, transporting them to meeting sites and/or implementing home visits, providing child-care for meetings, encouraging them to use available parent and family resource centers, and working with them to improve parenting skills, particularly those that will assist them in working with their child to improve his/her educational achievements. Resources may include individuals, agencies, materials, and services.

Title I - Parent and Family Engagement Policy**SUPPORT FOR PROGRAM (CONTINUED)**

2. Sharing options for coordinating and integrating Title I program strategies with services of other community programs, businesses, and agencies.
3. Identification of ways in which parents and family can be engaged in staff training activities to demonstrate the value of parent and family engagement and various techniques designed to successfully engage parents and family as equal partners in their child's education.
4. Making a good faith effort to convene an annual meeting at a convenient time to which all parents and family of participating children shall be invited and encouraged to attend for informing them of their school's participation in and requirements for Title I programs and of their rights to be involved.
5. Designing and conducting an effective annual evaluation process whereby parents can share their ideas about the content and effectiveness of this Policy in improving the academic quality of schools receiving Title I funds, and the plan designed to implement it. The process shall focus on the following questions:
Does this Policy increase parent participation?
What barriers to parent participation still exist, and how can they be reduced or removed?
The findings produced by the annual evaluation shall be utilized to design strategies for school improvement and for revising this Policy, if necessary.
6. In the design of activities and materials for parents, particular attention shall be given to reaching and involving those who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

SCHOOL POLICY

The Superintendent shall submit to the Advisory Council and the Board of Regents, for review and comment, the Title I school parent and family engagement policy, which must meet all legal requirements, including a school-parent compact developed in keeping with legal requirements. This Policy shall be developed jointly with, and distributed by the school to, parents of participating students.

A copy of the School's parent and family engagement policy and accompanying checklist shall be kept on file in the Central Office.

REFERENCES:

Section 1118 of Improving America's Schools Act (IASA) of 1994
P. L. 114-95, (Every Student Succeeds Act of 2015)
KRS 157.077; KRS 158.645; KRS 158.6451
KRS 158.865; KRS 158.866; KRS 158.867
20 U.S.C. § 6318

RELATED POLICIES:

08.1345

- 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.

PRIMARY GRADING

Each elementary teacher shall provide parents with a comprehensive report based on the School's goals and competencies.

GRADING SCALE (4TH – 12TH GRADES)

Grades shall be posted in Infinite Campus. The following grading scale shall be used for grades four through twelve (4-12):

	90-100	A	
	87-89	B+	
	80-86	B	
	77-79	C+	
	70-76	C	
	67-69	D+	
	60-66	D	
Grades 4-6	59 -0	U	
Grades 7-12	50-59	F1	(Eligible for credit recovery)
	0-49	F2	(Not eligible for credit recovery)

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 grade	6 credits
11th grade	12 credits
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**CREDIT RECOVERY (CONTINUED)**

Teachers shall submit to the Principal a credit recovery plan for any student earning a grade of F1 (incomplete) in his or her class by the end of each semester. Incomplete (F1) grades transfer to a grade of F2 if the credit is not recovered by the beginning of the next academic year or within the contracted period, whichever is earlier.

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-**Assessment****CONTINUOUS ASSESSMENT**

The Superintendent shall adopt and implement a continuous assessment program in accordance with applicable statutes and regulations. In addition, a nationally norm referenced assessment shall be administered to students in grades K-9, and a college readiness assessment shall be administered to students in grades 10-11. If utilized, formative or interim assessments of students shall be administered so as to minimize any reduction in instructional time.

NOTICES

The School shall make widely available through public means for each grade served, information on each assessment required by the state to comply with Every Student Succeeds Act of 2015 (ESSA), other state required assessments, and if information is available and feasible to report, School-wide required assessments. In posting this notice, the School shall provide the information designated by federal law.

If the School receives Title I funds, the School shall notify parents of students attending the school at the beginning of each school year that they may request the School to provide information regarding any State or School policy regarding student participation in any assessments mandated by ESSA and by the State or School. In complying with such requests, the School shall provide the information designated by federal law.

When such information is available and applicable, schools that receive Title I funds shall provide information on the level of achievement and academic growth of the student on each required state academic assessment to the parent of any student attending the school.

TEST MATERIALS

Materials and scores must be kept in a locked and secure location. Under no circumstances should tests, scores and/or materials be removed from school grounds. Only individuals with an educational need shall have access to a student's assessment results. Teachers may discuss or inform parents of their child's performance at conferences. No student is to view or have access to test scores other than their own.

REFERENCES:

KRS 158.645; KRS 158.6451; KRS 158.6453; KRS 158.6459
KRS 158.860; KRS 161.795
16 KAR 1:020; 703 KAR 5:010; 703 KAR 5:270
P. L. 114-95 (Every Student Succeeds Act of 2015)

RELATED POLICIES:

08.1213; 08.131; 08.13451; 08.221
09.126 (re requirements/exceptions for students from military families)
09.14; 09.21

- VOLUME 12-**Instructional Resources****INSTRUCTIONAL RESOURCE FUND**

Schools with any grade from P-8 may purchase instructional resources using State funds in accordance with 704 KAR 3:455.

Each school allocated instructional resource funds shall complete an annual plan to identify purchases following guidelines of the Kentucky Board of Education.

FEES

If the Board of Regents authorizes charging rental fees for students in grades nine through twelve (9-12), the Board shall establish those fees annually.

Instructional resources shall be made available to all students. No student shall be denied full participation in any educational program due to an inability to pay for, or rent, all necessary instructional resources.¹

Fee waivers shall be provided as required by applicable statutes and regulations.²

RESPONSIBILITY

Students or parents shall compensate the School for instructional resources that are lost, damaged, or destroyed while in the student's possession.

SECTARIAN TEXTS

No book or other publication of a sectarian, infidel, or immoral character or one that reflects on any religious denomination shall be used or distributed in any school.¹

This does not prevent a teacher, consistent with his or her assigned duties, from using or distributing books or other publications that reflect any religious denomination to teach the secular study of religion as permitted by the Constitutions of the United States of America or the Commonwealth of Kentucky.

REFERENCES:

¹KRS 158.108

²KRS 160.330; 702 KAR 3:220

³KRS 158.190

KRS 156.162; KRS 156.433; KRS 156.439

KRS 157.110; KRS 158.188; KRS 164.380

704 KAR 3:455

RELATED POLICIES:

09.15

- VOLUME 12-

School Calendar

The School shall provide instructional time that is at least equivalent to the student instructional year specified in KRS 158.070.

The Superintendent shall approve and publish the final calendar.

The Superintendent may amend the calendar based on public health, weather, or unforeseen circumstances.

CALENDAR COMMITTEE

The Superintendent shall establish a school calendar review committee.

REFERENCE:

KRS 158.070
KRS 164.380

RELATED POLICIES:

08.31

- VOLUME 12-**Transfers and Withdrawals****TEACHER TO ASCERTAIN REASON**

When a pupil of compulsory school age withdraws from school, the Director of Admissions shall ascertain the reason.¹

REPORT TO SUPERINTENDENT

The teacher shall immediately notify the withdrawal and the reason for it to the Superintendent's office.

CHANGE OF RESIDENCE

If the child has withdrawn because of residence, the next residence shall be ascertained and included in the report. The School shall notify the Kentucky Department of Education when a new student enrolls.¹

MISSING CHILDREN

The Superintendent shall notify the Justice Cabinet of any request for the records of a student who has been flagged as missing.¹

PERMISSION

No written permission for withdrawal shall be required after the student's eighteenth (18th) birthday.²

Students between the ages of six (6) and eighteen (18) shall enroll and be in regular attendance in the schools to which they are assigned and shall be subject to compulsory attendance.²

FOLLOW-UP BY SCHOOL PERSONNEL

Within three (3) months of the date of a student's withdrawal from school, School personnel designated by the Superintendent shall contact each student who has withdrawn from school to encourage reenrollment in a regular, alternative, or High School Equivalency Diploma program. If the student does not reenroll at that time, personnel shall make at least one (1) more attempt toward reenrollment of the student before the beginning of the next school year.²

REFERENCES:

¹KRS 159.170; KRS 158.032

²KRS 159.010; KRS 159.020

RELATED POLICY:

09.122

- VOLUME 12-**Attendance Requirements****COMPULSORY ATTENDANCE**

Students who have entered kindergarten or who are between the ages of six (6), as of August 1, and eighteen (18), except those specifically exempted by statute, shall enroll and be in regular attendance.¹

Per 704 KAR 5:060, any five (5) year old child not otherwise subject to compulsory attendance laws, but who voluntarily enrolls in the primary school program at the beginning of the school year, may upon parental or guardian's written request be withdrawn from the program at any time within the first two (2) school calendar months. At the end of such trial period a child shall be considered irrevocably entered into the primary school program for purposes of KRS 159.010 and KRS 159.020.

EXCEPTIONS TO PRESENCE AT SCHOOL

Students must be physically present in school to be counted in attendance, except under the following conditions:

1. Students shall be counted in attendance when they are receiving home/hospital, institutional,² or court-ordered instruction in another setting.
2. Participation of a pupil in 4-H activities that are regularly scheduled and under the supervision of a county extension agent or the designated 4-H club leader shall be considered school attendance.³
3. Students may participate in cocurricular activities and be counted as being in attendance during the instructional school day, provided the Principal/designee has given prior approval to the scheduling of the activities. Approval shall be granted only when cocurricular activities and trips are instructional in nature, directly related to the instructional program, and scheduled to minimize absences from classroom instruction.⁴
4. Students participating in an off-site virtual high school class or block may be counted in attendance in accordance with requirements set out in Kentucky Administration Regulation.⁴
5. Students having an individual education plan (IEP) that requires less than full-time instructional services shall not be required to be present for a full school day.⁴
6. Students who attend classes for moral instruction at the time specified and for the period fixed shall be credited with the time spent as if they had been in actual attendance in school, and the time shall be calculated as part of the actual school work required by law. Students shall not be penalized for any school work missed during the specified moral instruction time.⁵
7. Students participating as part of a school-sponsored interscholastic athletic team, who compete in a regional or state tournament sanctioned by the Kentucky Board of Education or KHSAA, that occurs on a regularly scheduled student attendance day shall be counted and recorded present at school on the date or dates of the competition, for a maximum of two (2) days per student per school year. Students shall be expected to complete any assignments missed on the date or dates of the competition.⁶

Attendance Requirements

8. The pupil is participating in standards-based, performance-based credit that is awarded in accordance with 704 KAR 3:305, and that falls within one (1) or more of the categories of standards-based course work. A pupil may be counted in attendance for performance-based credit for a class or block for the year or semester in which the pupil initially enrolled in the class or block if the pupil demonstrates proficiency in accordance with local policies.^{4 & 7}
9. Students attending basic training required by a branch of the United States Armed Forces shall be considered present for all purposes for up to ten (10) days.³

REFERENCES:

¹KRS 159.010; OAG 85-55
²KRS 159.030
³KRS 159.035
⁴702 KAR 7:125
⁵KRS 158.240
⁶KRS 158.070
⁷704 KAR 3:305
KRS 158.030; KRS 158.143
KRS 159.020; KRS 159.180; KRS 159.990
704 KAR 5:060
OAG 79-68; OAG 79-539; OAG 87-40; OAG 97-26

RELATED POLICIES:

08.131; 08.1312
09.111; 09.121; 09.123; 09.36

- VOLUME 12-**Tuition and Student Fees****TUITION AND FEES TO BE CHARGED**

Tuition and fees are established annually by the Board of Regents. Tuition is billed monthly, August through May. Holds may be placed on the release of transcripts until all tuition and fees have been paid and all university property returned.

Students who have outstanding balances as of June 30 may be disenrolled for the next school year. Students with outstanding balances may be restricted from participating in commencement exercises.

The school may charge a non-refundable tuition deposit for the upcoming school year. The school may charge an application fee. All students shall be on a payment plan. A late payment fee will be assessed for tuition payments not received by the due date.

For families with multiple students enrolled at Model, the oldest student's tuition (only) will be reduced by five percent (5%). Tuition (only) for Model students whose parent(s)/payers are assigned to Model for more than 60% FTE will be reduced by ten percent (10%). Fees are not discounted.

FINANCIAL AID

Families may apply for financial aid each school year by submitting to the School's approved clearinghouse an application and paying the review fee. Financial aid awards, through a designated clearinghouse, are limited and an offer of aid in one school year does not guarantee an offer of aid in future school years.

NON-PAYMENT/DEFAULT

The Superintendent/designee may work with parents/payers of delinquent accounts on a payment plan to bring the account in good standing by June 30. ECU Billings and Collections will seek remedy in accounts after June 30.

STUDENT FEES

Fees for rental or purchase of instructional resources may be charged. All student fees and charges shall be adopted by the Board, including any class/course, tuition, test and assessment fees. Approved fees shall remain in place until modified or removed by Board resolution.

In emergency or unanticipated situations, the Superintendent may approve other necessary fees in the interim until the Board of Regents convenes and approves the fee schedule.

Student activity fees or membership fees for clubs, sports, or extracurricular activities shall be approved by the Principal.

Fees collected for a specific purpose shall be used for that purpose only. This does not apply to extracurricular activities. The School assesses and collects additional dues for clubs, organizations, activities for which students opt to join, be part of, or attend as well as for graduation regalia, class rings, yearbooks, school pictures, senior portraits, ACT, spirit wear and memorabilia, snacks, etc. for which the school makes payments on behalf of the student.

Tuition and Student Fees**STUDENT FEES (CONTINUED)**

Students/families who qualify for free/reduced price lunch may request an exemption or exception to student fees, excluding tuition.

These fees do not include any fees or charges assessed by the University's food service provider.

REFERENCES:

KRS 158.120; KRS 164.380
237 S.W. 2D 65 (1951)
OAG 80-47; OAG 91-75
KRS 157.350; KRS 158.135
702 KAR 7:125

RELATED POLICIES:

08.232
09.12;
09.126 (re requirements/exceptions for students from military families)

- VOLUME 12-**Student Activities****TO BE ENCOURAGED**

Student activities of an educational nature shall be encouraged and maintained, based upon the needs and interests of pupils.

CONTROL

All school-sponsored student activities shall be under the direction of the Principal and faculty of the school, except that a nonfaculty coach or nonfaculty assistant may accompany students on athletic trips as provided in statute.¹

The Principal may suspend a student's eligibility to participate in extracurricular and cocurricular activities, based on established criteria or pending investigation of any allegation that the student has violated the School's behavior standards for participation.

STUDENTS WITH DISABILITIES

Students with disabilities shall have an equal opportunity to participate in nonacademic and extracurricular services and activities, including, but not limited to, extracurricular athletics, intramural athletics, and clubs.

NOTE: The School may require a level of skill or ability of a student in order for that student to participate in a selective or competitive program or activity, so long as the selection or competition criteria are not discriminatory.

EXPENSES

The school shall fund/provide funding for registration fees, transportation, lodging, and other reasonable expenses to any school-sponsored, state-sanctioned competitive team competitions leading to a state or national tournament.

Invitational and other optional tournaments must be funded through alternative means including but not limited to fund raising, donations, or self-pay.

HONORING STATE CHAMPIONS

The School will publicly recognize any state or national championship team or individual winners of any school-sponsored, state-sanctioned competitions. The School shall provide a state or national championship ring or other equivalent memorabilia to such champions.

REFERENCES:

¹KRS 161.185

KRS 158.153; KRS 158.183; KRS 161.180; KRS 620.146

702 KAR 7:125; 702 KAR 7:140; OAG 57-40812

Section 504 of the Rehabilitation Act of 1973

RELATED POLICIES:

09.126 (re requirements/exceptions for students from military families)

09.3211; 09.36; 09.438

- VOLUME 12-**School-Related Student Trips****EXTENSION OF CLASSROOM**

The School encourages school-related trips that are of significant educational value. Such trips are to be an extension of the regular classroom work and an integral part of the educational program. School-related student trips shall include all trips, excursions and events under the sponsorship of the school, including those during which a student represents the School.

PRINCIPAL TO APPROVE

Prior approval of the Principal/designee is required for all trips. The Principal/designee shall have the authority to approve school-related trips which fall into the following categories:

1. All regularly scheduled competitive events within the state;
2. All trips which are part of a tournament or play-off within the state in which the school is a participant;
3. All on-campus trips; and
4. All school-related trips of less than one (1) day duration and those with destinations within the state.

Any trip approved by the Principal's designee shall then be reported to the Principal.

In order for students to be counted present during school-related trips during the school day, the activity must be co-curricular or instructional.

PRIOR APPROVAL

Trip request must be submitted ten (10) days prior to the date of the trip. The Principal will approve or reject the request seven (7) days prior to the date of the trip.

SUPERINTENDENT/DESIGNEE APPROVAL

Any school-related trips not falling within the guidelines above shall require prior approval of the Principal/designee and the Superintendent/designee, including overnight and international trips and those made outside the state.

Any trip approved by the Superintendent's designee shall then be reported to the Superintendent.

DRIVERS/VEHICLES

All University-owned and insured vehicles shall be driven by an adult duly qualified and licensed to operate the vehicle. Drivers of University vehicles shall be in compliance with requirements specified in applicable statutes and administrative regulations.¹ Refer to Policy 06.342 Hazards in and on Bus for a list of prohibited items that cannot be transported on the bus.

Students and their parents/guardians shall be responsible for providing their own transportation for such trips in compliance with procedures adopted by the School in the event the School does not provide transportation.

School-Related Student Trips**DRIVERS/VEHICLES (CONTINUED)**

If the school provides transportation to the event, all students are required to travel to the event on school-provided transportation. Exceptions can apply if approved by the Principal. Parents may sign students out at the end of the event via a sign-out sheet maintained by the school event sponsor. If a parent signs a student out, the parent accepts responsibility for the student.

INSURANCE

Only University insured vehicles or appropriately certificated common carriers shall be used for transporting students.³

Use of certificated common carrier service shall be authorized by the Board on a case-by-case basis, and the reasons to justify such use shall be approved by the Superintendent.

SUPERVISION

A University employee must accompany students on all school-sponsored or school-endorsed trips. For athletic trips, a nonfaculty coach or a nonfaculty assistant may accompany students as provided in statute. Persons designated to accompany students shall be at least twenty-one (21) years old.²

The number of chaperones (age 21 or older) shall be determined by the Principal but shall be no less than one (1) per fifteen (15) students, unless additional chaperones are needed based on destination of trip.

MEDICATION

Administration of medication to students during field trips shall comply with applicable law, regulation and medication administration training developed by the Kentucky Department of Education.

When students will be travelling outside the state, the Superintendent's designee shall do the following:

1. Determine applicable legal requirements concerning delegation of student medication responsibilities in states through which students will be travelling; and
2. Assign staff to accompany students on the field trip to address student medication needs; and
3. **Ensure at least one (1) chaperone who has completed the required medication training is accompanying students on the trip.**

SAFETY OF STUDENTS

The safety of students shall be the primary concern of all individuals participating in school-related student trips. The Principal/designee shall notify the school nurse of the trip and obtain from the nurse essential first aid supplies and materials to be taken on the trip.

School-Related Student Trips**PARENTS' APPROVAL**

Parents are to be informed of the purpose of the trip, the approximate departure and return times, means of transportation, cost, supervision, and any other relevant information. Parents must give written approval for students to participate in school-sponsored trips.

STUDENT EXPECTATIONS

Only students currently enrolled in the School may participate in school-related or endorsed trips. Each student shall be expected to accept responsibility for his/her actions and follow all code of conduct rules. Complete field trip rules and regulations may be found in the Student Code of Conduct handbook.

REFERENCES

- ¹KRS 156.153
- ²KRS 161.185
- ³702 KAR 5:060
- 702 KAR 7:125
- KRS 158.110, KRS 158.838
- KRS 160.340, KRS 189.125, KRS 189.540
- 702 KAR 1:160, 702 KAR 3:220
- 702 KAR 5:030, 702 KAR 5:080, 702 KAR 5:130

RELATED POLICIES:

- 03.1321; 03.2321; 06.342
- 09.15; 09.122; 09.221; 09.2241

- VOLUME 12-**Grievances****GENERAL**

Any student or parent action on behalf of the student who wishes to express an educational concern or grievance shall observe the following order of appeal:

1. Teacher;
2. Principal;
3. Superintendent;
4. Board (when the grievance concerns expulsion or disenrollment).

The order of appeal shall not be construed to mean that students are not free to confer with the Principal or Superintendent whenever they so wish. If there is a question as to whether the grievance is within the Board discretion or authority, the Board will consult with legal counsel.

PROCEDURES

Grievance procedures shall address, but not be limited to, the conditions for filing a grievance, time limitations for the filing and the appeal of a grievance, and a process for the orderly review and appeal of each individual grievance.

EXCEPTIONS

Harassment/Discrimination allegations shall be governed by Policy 09.42811.

Federal law requires the District to implement separate and specific processes for responding to complaints/grievances about Title I programs and to those alleging discrimination in the delivery of benefits or services in the District's school nutrition program.

RELATED POLICIES:

07.1
08.13451
09.42811
10.2

MEMORANDUM OF UNDERSTANDING

by and between

EASTERN KENTUCKY UNIVERSITY

and

MADISON COUNTY BAORD OF EDUCATION

WHEREAS Eastern Kentucky University (hereinafter “University”) operates Model Laboratory School (hereinafter “Model”) and has done so since 1906;

WHEREAS the University and Madison County Board of Education (hereinafter “Board”) have had a long-standing relationship and agreement as it relates to the operation of Model, including a prior agreement by which Model operated as a school of the Madison County School District (hereinafter “District”);

WHEREAS the Kentucky legislature passed House Bill 366, effective July 15, 2020, codified as KRS 164.380, which clarified the status of Model as the Commonwealth’s laboratory school and which removed Model from the District;

WHEREAS, Model wishes to continue its long-standing collaborative relationship with the District as it relates to providing an education for the students of Madison County;

NOW THEREFORE, for the consideration provided herein, and other good and valuable consideration, the District Board and University, on behalf of Model, do hereby enter into this Memorandum of Agreement, under the following terms and conditions:

I. The University Agrees:

1. To cap enrollment of students residing in Madison County to 70 per grade level;
2. To collaborate with the District, as appropriate, to sign off on necessary assurances;

II. The District Board Agrees:

- a. To assist with the transportation program at Model by providing training of Model bus operations at no charge, by providing routine maintenance and checks for buses

- and vehicles in Model's fleet at no charge; and by making repairs to buses and vehicles in Model's fleet at no charge, with Model buying necessary parts at cost.
- b. To review and approve the free/reduced lunch application as long as Model does not have a federal lunch program;
 - c. To conduct child find as part of the district's responsibility.

III. Both Parties Agree:

- 1. This Agreement shall automatically renew on an annual basis on July 1 for so long as the terms remain acceptable to the Board and to the University.
- 2. This Agreement may not be modified except in writing signed by authorized representatives of the parties.
- 3. This Agreement voids any and all previously written agreements between University and Board.
- 4. This Agreement shall constitute the entire understanding between the parties with respect to the matter contained herein.
- 5. This Agreement may be terminated by either party with two (2) year notice, in writing, to the other party.
- 6. A waiver of a breach or default under this Agreement shall not be a waiver of any subsequent default. Failure of either party to enforce compliance with any term or condition of the Agreement shall not constitute a waiver of such term or condition.
- 7. In the event any part of this Agreement is adjudged null and void, or is determined by a court of law or agreement of the parties to violate applicable law or regulation, the remainder of the agreement shall continue in full force and effect unless the exclusion of this provision renders the remaining agreement unenforceable.
- 8. Nothing contained in this Agreement shall be construed as establishing an employer/employee, agency, partnership or joint venture relationship between the parties.
- 9. This Agreement shall be governed by and construed in accordance with the laws of the Commonwealth of Kentucky. The parties hereby agree and consent to the exclusive jurisdiction and venue of the Franklin County Circuit Court, Kentucky.

ACCEPTED:

For the Board:

Date

For the University:

Date

EASTERN KENTUCKY UNIVERSITY

BOARD OF REGENTS

RESOLUTION

WHEREAS, House Bill 366 revised the current model and practice school statute to require that the Eastern Kentucky University Board of Regents operate, maintain, and serve as the fiscal agent for a model and practice school;

WHEREAS, since 1906, Model Laboratory School has served as Eastern Kentucky University's model and practice school;

WHEREAS, HB 366 clarified the role of Model Laboratory School now serving as the sole model and practice school for the Commonwealth;

WHEREAS, HB 366, codified as KRS 164.380, sets forth certain duties and responsibilities of both Model Laboratory School and the Eastern Kentucky University Board of Regents;

WHEREAS, KRS 164.380 grants the Board of Regents authority to designate Model Laboratory School as an a local education agency ("LEA") for the purposes of federal programs;

IT IS THEREFORE RESOLVED that the Board of Regents hereby designates Model Laboratory School an LEA, with all the rights and privileges thereto, effective July 15, 2020 in accordance with KRS 164.380.

Done this the thirtieth day of June, 2020, by the Board of Regents of Eastern Kentucky University.

Mr. Lewis Diaz
Chair, Board of Regents

Dr. Bryan Makinen
Secretary, Board of Regents

I. Proposed Tuition Rates for Fiscal/Academic Year 2020-21

II. Issue

Undergraduate, graduate and laboratory school tuition rates are reviewed annually and are required to be established now for fiscal/academic year 2020-21.

III. Background and Process

The Council on Postsecondary Education (CPE) has approved a tuition increase ceiling on a case-by-case basis for resident undergraduate tuition rates for fiscal/academic year 2020-21. It is recommended that the University implement a 0% increase in the resident undergraduate tuition rate, which is within the resident undergraduate tuition rate ceiling established by CPE.

Please see the attached schedule for the proposed undergraduate, graduate and laboratory school tuition rates.

IV. Alternatives

Alternatives include modifying tuition rates more or less than proposed.

V. President's Recommendation

It is the President's recommendation that the Board approve these tuition rates for fiscal/academic year 2020-21 as proposed.

TABLE I

Eastern Kentucky University
Tuition and Fees
For the Fiscal/Academic Year 2020-21

		Per Semester 2020-21	
<u>Undergraduate Tuition</u>			
Resident -	Full-time (12 credit hours and above)	\$	4,633.00
	Part-time ¹	\$	386.00
Non-resident -	Full-time (12 credit hours and above)	\$	9,669.00
	Part-time ¹	\$	806.00
<u>Graduate Tuition (per credit hour)</u>			
Masters Resident		\$	550.00
Masters Non-resident		\$	750.00
Doctorate in Education		\$	575.00
Doctorate in Nursing Practice		\$	675.00
Doctorate in Occupational Therapy		\$	675.00
Doctorate in Psychology		\$	675.00
<u>eCampus Online Programs Tuition (per credit hour)</u>			
<u>Undergraduate</u>			
	RN to BSN online program	\$	460.00
	All other eCampus Bachelor degree online programs	\$	409.00
<u>Graduate</u>			
	College of Letters, Arts and Social Sciences		
	M.S. in General Psychology - ABA Concentration	\$	662.00
	Other eCampus graduate online programs (CLASS)	\$	611.00
	College of Science	\$	611.00
	College of Education - Mental Health Counseling	\$	510.00
	College of Education - Human Services: Student Personnel Services	\$	510.00
	College of Education - Communication Disorders	\$	510.00
	College of Education - EdD	\$	510.00
	College of Education - MAT Traditional	\$	510.00
	College of Education - All Other Programs	\$	395.00
	College of Business and Technology	\$	611.00
	College of Health Sciences	\$	662.00
	College of Justice and Safety	\$	611.00
	<u>EKU Now! Tuition (per credit hour)</u>	\$	58.00
<u>Active Duty Military Tuition (per credit hour)</u>			
	Undergraduate	\$	250.00
	Graduate ²	\$	325.00
<u>Military Veterans Tuition</u>			
<u>Undergraduate</u>			
	Full-time (12 credit hours and above)	\$	4,633.00
	Part-time ¹	\$	386.00
	Online Courses (non-program; per credit hour)	\$	421.00
<u>Graduate (per credit hour)</u>			
	Masters	\$	550.00
	Masters Online Courses (non-program)	\$	550.00
	Doctorate in Education	\$	575.00
	Doctorate in Nursing Practice	\$	675.00
	Doctorate in Occupational Therapy	\$	675.00
	Doctorate in Psychology	\$	675.00

Note: All dollar values are rounded.

¹ Part-time status is less than 12 credit hours. Part-time rate is assessed at 1/12 of the full-time rate.

² Regular online tuition rates apply to the MSN, DNP, and OTD programs.

TABLE I

Eastern Kentucky University

Tuition and Fees

For the Fiscal/Academic Year 2020-21

<u>Model Laboratory School</u>	<u>Per Academic Year</u>	
	<u>2020-21</u>	
Tuition and Mandatory Fees ¹		
Kindergarten		
Tuition	\$	3,700.00
Textbook/Workbook Fee	\$	175.00
Technology Fee	\$	275.00
Asset Preservation Fee	\$	100.00
Grades 1 - 12		
Tuition	\$	3,415.00
Textbook/Workbook Fee	\$	205.00
Technology Fee	\$	275.00
Asset Preservation Fee	\$	100.00
Specialized Fees ²		
AP Exam (except seminar and research)	\$	94.00
AP Exam (seminar and research)	\$	142.00
Art Studio Elective Courses (Grades 8 - 12)	\$	35.00
Athletic Uniform Rental Fee (maximum)	\$	75.00
Background Check Volunteer (non-employee)	\$	15.00
Background Check w/Fingerprint (non-employee)	\$	25.00
Credit Card Processing/Convenience Fee	4% of the total transaction	
Field Trips	Variable by Field Trip & Activities	
Financial Aid Application Processing ³	\$	30.00
Graduation Fee (Seniors)	\$	40.00
Late Payment Fee (paid after 15 th of any month)	\$	25.00
Lock Replacement	\$	10.00
Lost or Damaged Technology	Actual replacement cost	
Lost Textbook/Workbook	Actual replacement cost	
Lost Library Book	Actual replacement cost	
PSAT Exam (elective)	\$	17.00
Returned Check Fee	\$	25.00
Technology Certifications	\$	120.00

¹ For families with multiple students enrolled at Model, the oldest student's tuition (only) will be reduced by 5%. Fees are not discounted.

Students who are eligible for free or reduced lunch may request a waiver for any or all fees but not tuition.

For returning Model students in good standing, a \$250 non-refundable deposit is due by March 31 to secure enrollment for the next year. For students enrolling at Model for the first time, the \$250 deposit is due within 48 hours of notification of acceptance. The annual tuition bill will be reduced by the deposit amount and any discounts, if applicable.

² Model Laboratory School assesses and collects additional dues for clubs, organizations and activities for which students opt to join, be part of, or attend as well as for graduation regalia, class rings, yearbooks, school pictures, senior portraits, ACT, spirit wear and memorabilia, snacks, etc. for which the school makes payment on behalf of the student.

These fees do not include any fees assessed by the University's dining services provider.

Fees are subject to change in emergency or unanticipated circumstances on an interim basis.

³ Paid directly to the vendor.

TABLE I

Eastern Kentucky University
Tuition and Fees
For the Fiscal/Academic Year 2020-21

	Per Academic Year	
<u>Model Laboratory School (continued)</u>	2020-21	
Extended Learning Program		
Annual Enrollment/Application Fee (per family)	\$	50.00
Full-Time Weekly Tuition Rate (per child)	\$	65.00
Part-Time Drop-In Hourly Tuition Rate (per child)	\$	8.00
Summer Enrichment Program		
Enrollment/Application Fee (per child)	\$	5.00
Hourly Tuition (per child)	\$	3.00
Summer School - Secondary		
Course Tuition (per 1/2 credit)	\$	50.00

I. Proposed Meal Plan Rates for Fiscal/Academic Year 2020-2021

II. Issue

The University is required to establish meal plan rates for fiscal/academic year 2020-2021.

III. Background and Process

The University is under contract with Aramark for the provision of dining services for the University community. Aramark has proposed various meal plans and meal plan rates for the upcoming fiscal/academic year, and has collaborated with the University to develop five (5) new voluntary meal plans to broaden the array of voluntary meal plans.

It is recommended that the University implement a 0% increase in meal plan rates for 2020-2021. Please see the attached schedule for the proposed meal plans and rates.

IV. Alternatives

Alternatives include modifying rates more or less than proposed, and/or not adding the new voluntary meal plans that have been developed.

V. President's Recommendation

It is the President's recommendation that the Board approve the meal plans and rates as proposed for fiscal/academic year 2020-2021.

Eastern Kentucky University

Dining Fees

For Fiscal/Academic Year 2020-21

Meal Plan	Flex Dollars Included	Total Meals per Semester	Fees Per Semester 2020-21
\$300 Declining Balance	\$ 300.00	n/a	\$ 300.00
\$500 Declining Balance	\$ 500.00	n/a	\$ 500.00
25 Block	\$ 300.00	25	\$ 450.00
50 Block	\$ 300.00	50	\$ 600.00
75 Block	\$ 300.00	75	\$ 750.00
100 Block VIP ¹	\$ 300.00	100	\$ 1,100.00
150 Block VIP ¹	\$ 300.00	150	\$ 1,450.00
5-Day All Access ²	\$ 300.00	217	\$ 1,929.00
5-Day All Access VIP ^{1, 2}	\$ 300.00	217	\$ 2,039.00
7-Day All Access ²	\$ 300.00	304+	\$ 2,217.00
7-Day All Access VIP ^{1, 2}	\$ 300.00	304+	\$ 2,273.00

¹ VIP plans include an opportunity to exchange a meal swipe for a meal at national brands and convenience locations on campus.

² Satisfies residential meal plan requirement.

I. Proposed Residence Hall Rates for Fiscal/Academic Year 2020-2021

II. Issue

Residence hall and rental rates are reviewed annually to determine adequacy and are required to be established now for fiscal/academic year 2020-2021.

III. Background and Process

University Housing is an auxiliary services unit that provides living and learning opportunities to enhance the academic mission of the institution for residential students. The primary source of revenue for this unit is rental income from residence halls and other student housing. It is recommended that the University implement a 0% increase in the residential housing rates for fiscal/academic year 2020-2021.

Please see the attached schedule for the proposed rates.

IV. Alternatives

Alternatives include modifying rates more or less than proposed.

V. President's Recommendation

It is the President's recommendation that the Board approve the residence hall and rental rates for fiscal/academic year 2020-2021 as proposed.

**Eastern Kentucky University
Proposed Housing Rate Schedule
Fiscal Year 2020-21**

		Per Semester FY 2020-21		
		Triple	Double	Single
<u>Residence Halls and Related Charges</u>				
<i>Basic Room, no sink, community bath</i>				
	Keene		\$ 2,459	\$ 3,688
	Palmer		\$ 2,655	\$ 3,983
	Sullivan	\$ 1,958	\$ 2,655	\$ 3,983
	Burnam	\$ 1,958	\$ 2,655	\$ 3,983
<i>Enhanced Traditional Room with sink and community bath</i>				
	Clay		\$ 2,909	\$ 4,363
	McGregor		\$ 2,965	\$ 4,448
	Walters (Break Housing)		\$ 2,853	\$ 4,279
<i>Suite Style Room</i>				
	Burnam	\$ 2,141	\$ 2,994	\$ 4,491
	Telford		\$ 2,909	\$ 4,363
<i>New Construction Suite Style</i>				
	South Hall (Break Housing)		\$ 3,548	\$ 3,882
	Martin Hall - Traditional Suite (Break Housing)		\$ 3,554	\$ 7,108
	Martin Hall - Super Suite (Break Housing)		\$ 3,766	\$ 7,532
	North Hall - Traditional Suite		\$ 3,554	\$ 7,108
	North Hall - Super Suite		\$ 3,766	\$ 7,532
<i>New Apartment Style</i>				
	Grand Campus (Break Housing)			\$ 4,133
<i>Conference and Other Short Term Special Activities</i>				
<i>Traditional Hall</i>				
	Daily		\$ 19	\$ 27
<i>Suite Style (Burnam & Telford)</i>				
	Daily		\$ 20	\$ 31
<i>Suite Style (Martin, North)</i>				
	Daily		\$ 28	\$ 56
<i>General Housing Fees</i>				
	Housing Pre-Payment	\$ 200	\$ 200	\$ 200
	Unauthorized Room Change	\$ 100	\$ 100	\$ 100
	Lock Out Fee	\$ 5	\$ 5	\$ 5

I. Proposed Operating Budget for Fiscal/Academic Year 2020-21

II. Issue

The Eastern Kentucky University Board of Regents must adopt the annual Operating Budget for fiscal/academic year 2020-21.

III. Background and Process

The 2020-21 Operating Budget is balanced and begins July 1, 2020. The budget document is included in Board Materials.

IV. Alternatives

KRS 164A.565(9)(a) requires the Board of Regents to adopt an annual Operating Budget for Eastern Kentucky University.

V. President's Recommendation

It is the President's recommendation that the Board of Regents adopt the annual Operating Budget for fiscal year 2020-21.

2020-2021 OPERATING BUDGET



EASTERN KENTUCKY UNIVERSITY



Eastern Kentucky University

2020-2021 Operating Budget

Table of Contents

			Page
<u>CURRENT FUNDS</u>			
Table	A	Summary of Revenues and Expenditures - All Funds	1
Table	B	Summary of Revenues and Expenditures - Current Unrestricted Funds	2
Table	C	Summary of Revenues and Expenditures - Restricted Funds	3
<u>REVENUE SUMMARY</u>			
Table	D	Summary of Revenues - Educational and General	4
Table	E	Summary of Revenues - Auxiliary Funds	7
<u>EXPENDITURES SUMMARY and DETAIL</u>			
Table	F	Summary of Expenditures By Natural Classification	9
Table	G	Summary of Detailed Expenditures - Educational and General	11
Table	H	Summary of Detailed Expenditures - Auxiliary Funds	26
<u>SCHEDULE of TUITION and FEES</u>			
Table	I	Tuition and Fees	28
		Model Laboratory School	29
Table	J	Housing Fees - Student	31
Table	K	Housing Fees - Non-Student	32
Table	L	Facility Rental Fees	33
Table	M	Dining Fees	36
Table	N	Student Program and Course Fees	37
Table	O	Digital Textbook Access Codes	49
Table	P	Professional Liability Insurance	51
Table	Q	Other Administrative Fees	53

Table A

Eastern Kentucky University
Summary of Revenues and Expenditures - All Funds
FY 2020-21 Operating Budget

REVENUES BY SOURCE

	FY 2020-21 Budget			Total FY 2020-21 Budget
	Educational and General Fund	Auxiliary Fund	Restricted Fund	
Tuition & Class Fees	\$ 135,650,717	\$ 1,300,000	\$ 0	\$ 136,950,717
State Appropriations	65,731,200	0	0	65,731,200
Government Grants & Contracts	2,900,600	0	85,446,300	88,346,900
Educational Sales & Services	5,059,702	1,476,600	0	6,536,302
Other Sources	5,322,521	2,910,525	0	8,233,046
Auxiliary Revenue	0	19,544,614	0	19,544,614
Restricted Funds-Student Special Use Fee	0	0	3,925,800	3,925,800
Restricted Funds-Student Asset Preservation Fee	0	0	2,585,000	2,585,000
Restricted Funds-Higher Education Emergency Relief	0	0	7,700,000	7,700,000
Restricted Funds-Governor's Emergency Education Relief	0	0	997,700	997,700
Total Revenues	\$ 214,664,740	\$ 25,231,739	\$ 100,654,800	\$ 340,551,279

EXPENDITURES BY PROGRAM CLASSIFICATION

	FY 2020-21 Budget			Total FY 2020-21 Budget
	Educational and General Fund	Auxiliary Fund	Restricted Fund	
Instruction	\$ 82,540,890	\$ 0	\$ 0	\$ 82,540,890
Research	93,685	0	0	93,685
Public Service	4,572,695	0	0	4,572,695
Academic Support	24,330,171	0	0	24,330,171
Student Services	17,321,202	0	0	17,321,202
Institutional Support	20,867,494	0	0	20,867,494
Operation & Maintenance of Plant	24,759,489	746,000	0	25,505,489
Scholarships & Fellowships	40,179,114	0	0	40,179,114
Auxiliary Enterprises	0	24,485,739	0	24,485,739
Restricted Funds-General	0	0	85,446,300	85,446,300
Restricted Funds-Student Special Use Fee Debt Service	0	0	3,925,800	3,925,800
Restricted Funds-Student Asset Preservation	0	0	2,585,000	2,585,000
Restricted Funds-Higher Education Emergency Relief Funds	0	0	7,700,000	7,700,000
Restricted Funds-Governor's Emergency Education Relief	0	0	997,700	997,700
Total Expenditures	\$ 214,664,740	\$ 25,231,739	\$ 100,654,800	\$ 340,551,279

Table B

Eastern Kentucky University
Summary of Revenues and Expenditures - Current Unrestricted Funds
FY 2020-21 Operating Budget

CURRENT UNRESTRICTED REVENUES BY SOURCE

	FY 2020-21 Budget		Total FY 2020-21 Budget
	Educational and General Fund	Auxiliary Fund	
Tuition & Class Fees	\$ 135,650,717	\$ 1,300,000	\$ 136,950,717
State Appropriations	65,731,200	0	65,731,200
Government Grants & Contracts	2,900,600	0	2,900,600
Educational Sales & Services	5,059,702	1,476,600	6,536,302
Other Sources	5,322,521	2,910,525	8,233,046
Auxiliary Revenue	0	19,544,614	19,544,614
Total Unrestricted Revenues	\$ 214,664,740	\$ 25,231,739	\$ 239,896,479

CURRENT UNRESTRICTED EXPENDITURES BY PROGRAM CLASSIFICATION

	FY 2020-21 Budget		Total FY 2020-21 Budget
	Educational and General Fund	Auxiliary Fund	
Instruction	\$ 82,540,890	\$ 0	\$ 82,540,890
Research	93,685	0	93,685
Public Service	4,572,695	0	4,572,695
Academic Support	24,330,171	0	24,330,171
Student Services	17,321,202	0	17,321,202
Institutional Support	20,867,494	0	20,867,494
Operation & Maintenance of Plant	24,759,489	746,000	25,505,489
Scholarships & Fellowships	40,179,114	0	40,179,114
Auxiliary Enterprises	0	24,485,739	24,485,739
Total Unrestricted Expenditures	\$ 214,664,740	\$ 25,231,739	\$ 239,896,479

Table C

Eastern Kentucky University
Summary of Revenues and Expenditures - Restricted Funds
FY 2020-21 Operating Budget

RESTRICTED REVENUES BY SOURCE

	FY 2020-21 Budget
Government Grants & Contracts	\$ 85,446,300
Restricted Funds-Student Special Use Fee	3,925,800
Restricted Funds-Student Asset Preservation Fee	2,585,000
Restricted Funds-Higher Education Emergency Relief	7,700,000
Restricted Funds-Governor's Emergency Education Relief	997,700
Total Restricted Revenues	\$ 100,654,800

RESTRICTED EXPENDITURES

	FY 2020-21 Budget
Restricted Funds-General	\$ 85,446,300
Restricted Funds-Student Special Use Fee Debt Service	3,925,800
Restricted Funds-Student Asset Preservation	2,585,000
Restricted Funds-Higher Education Emergency Relief Funds	7,700,000
Restricted Funds-Governor's Emergency Education Relief	997,700
Total Restricted Expenditures	\$ 100,654,800

Table D

Eastern Kentucky University
Summary of Revenues - Educational and General
FY 2020-21 Operating Budget

Revenue Source	Account Description	FY 2020-21 Budget
Tuition & Class Fees	Tuition-Fall Undergraduate	\$ 42,823,827
	Tuition-Fall Graduate	3,109,407
	Tuition-Fall Doctorate	552,708
	Tuition-Spring Undergraduate	37,122,117
	Tuition-Spring Graduate	2,825,950
	Tuition-Spring Doctorate	526,604
	Tuition-Summer Undergraduate	2,308,204
	Tuition-Summer Graduate	985,704
	Tuition-Summer Doctorate	269,816
	Tuition-Winter Undergraduate	214,986
	Tuition-Winter Graduate	2,935
	Tuition-Occupational Therapy Pgm	26,600
	Online Tuition-Fall Undergraduate	9,316,624
	Online Tuition-Fall Graduate	5,463,917
	Online Tuition-Spring Undergraduate	9,709,884
	Online Tuition-Spring Graduate	5,546,029
	Online Tuition-Summer Undergraduate	5,478,163
	Online Tuition-Summer Graduate	4,187,244
	Class Fees Revenue	2,133,918
	Technology Fee	1,400,000
	Application Fee	257,300
	Graduation Fee	208,735
	Late Registration Fee	8,800
	Course Drop Fee	318,590
	Transcript Fee	160,125
	Late Payment Fee	448,190
	Summer Orientation Fee	174,340
	Model Lab Asset Preservation Fee	70,000
Tuition & Class Fees Total		135,650,717
State Appropriations	State Approp-Unrestricted	65,731,200
State Appropriations Total		65,731,200
Government Grants & Contracts	F&A-Grants/Contracts	2,799,550
	F&A-Federal Work Study	38,995
	F&A-Federal SEOG Program	31,415
	F&A-Federal Pell Grant	30,640
Government Grants & Contracts Total		2,900,600

Table D

Eastern Kentucky University
Summary of Revenues - Educational and General
FY 2020-21 Operating Budget

Revenue Source	Account Description	FY 2020-21 Budget
Educational Sales & Services	Photocopy Revenue	\$ 400
	Lost Item Replacement Fee	20,165
	Child Development	212,117
	Clinic Fee	150
	Facility Usage Fee	382,600
	Testing Service Fee	25,000
	Athletic Guarantees	337,070
	NCAA Income	540,000
	Athletic Sponsorship	230,000
	Ticket Service Fee	40,500
	Meadowbrook Farm	535,000
	Model Tuition	2,401,900
	Model Technology Fee	192,500
	Book Fees	142,300
Educational Sales & Services Total		5,059,702
Other Sources	Vaccinations	12,300
	KLEFPF Incentive Pay	111,695
	Surplus Property Sales-Non Capital	50,000
	Rebate	12,000
	Interest Income-CEBRF	118,940
	Interest Income-Depository	14,500
	Check Assessment Fee	20,600
	Other Commissions	305,500
	Purchasing Card Commission	213,000
	Trademark Licensing	54,000
	Vending Commissions	70,000
	Vending Commissions - Snack	26,000
	Food Service Commission	1,875,000
	University Store Commission	75,000
	Public Show Tickets	19,800
	School Show Tickets	38,500
	Group Rentals	1,900
	Gift Shop	21,000
	Event Revenue	2,000,000
	Family Weekend Fees	2,500
	Activity Program Income	112,786

Table D

Eastern Kentucky University
Summary of Revenues - Educational and General
FY 2020-21 Operating Budget

Revenue Source	Account Description	FY 2020-21 Budget
	Miscellaneous Income	\$ 17,500
	Other Income-Reimbursements	150,000
Other Sources Total		5,322,521
Total Educational and General Revenues		\$ 214,664,740

Table E

Eastern Kentucky University
Summary of Revenues - Auxiliary Funds
FY 2020-21 Operating Budget

Auxiliary Fund	Revenue Source	Account Description	FY 2020-21 Budget
Student Housing Operations	Other Sources	Other Commissions	\$ 3,335
		Vending Commissions	10,050
		Vending Commissions - Snack	4,085
	Auxiliary Revenue	Res Hall Rental Greek	3,000
		Key Replacement Fee	2,100
		Key Fob Replacement Fee	800
		Improper Check Out Fee	800
		Interest Income-HSRF	75,000
		Housing Lock Out Fee	800
		Res Hall Rent Students Fall	9,744,441
		Res Hall Rent Students Spring	8,555,578
		Room Cleaning	700
		Res Hall Rental Non-Student	17,000
Student Housing Operations Total			18,417,689
Student Housing Capital Fund	Other Sources	Non-Mandatory Transfers In	530,000
Student Housing Capital Fund Total			530,000
Housing Faculty and Non-Student	Auxiliary Revenue	House Rental	38,000
Housing Faculty and Non-Student Total			38,000
Campus Recreation Center	Tuition & Class Fees	Activity Fee	1,300,000
		Educational Sales & Services	Facility Usage Fee
	Other Sources	Membership Fees	65,000
		Miscellaneous Rental and Sales	25,000
		Vending Commissions	1,500
		Vending Commissions - Snack	350
		Activity Program Income	10,000
		Miscellaneous Income	2,000
Campus Recreation Center Total			1,443,850
Printing Services	Auxiliary Revenue	Printing Services Interaccount	865,000
Printing Services Total			865,000
Parking Operations	Other Sources	Auto Registration	1,300,000
		Parking Assessments	345,000
	Auxiliary Revenue	Parking Revenue	55,000
Parking Operations Total			1,700,000
White Hall State Historic Site	Educational Sales & Services	Event Ticket Sales	27,000
	Other Sources	Public Show Tickets	40,500
		Group Rentals	15,300

Table E

**Eastern Kentucky University
Summary of Revenues - Auxiliary Funds
FY 2020-21 Operating Budget**

Auxiliary Fund	Revenue Source	Account Description	FY 2020-21 Budget
		Gift Shop	\$ 7,200
White Hall State Historic Site Total			90,000
Adams Tennis Center	Educational Sales & Services	Facility Usage Fee	67,000
Adams Tennis Center Total			67,000
University Club at Arlington	Educational Sales & Services	Swimming Fees	9,500
		Membership Fees	1,238,600
		Guest Fees	29,500
	Other Sources	Merchandise Sales	55,145
		Miscellaneous Rental and Sales	130,450
		Miscellaneous Income	25,410
		Other Income-Reimbursements	5,000
	Auxiliary Revenue	Food and Beverage Sales	186,395
University Club at Arlington Total			1,680,000
Airport FBO	Other Sources	Rebate	15,000
		Interest Income-Depository	200
		Hangar Rental	59,000
		Fuel Sales	325,000
		Miscellaneous Income	1,000
Airport FBO Total			400,200
Total Auxiliary Revenues			\$ 25,231,739

Table F

Eastern Kentucky University
Summary of Expenditures By Natural Classification
FY 2020-21 Operating Budget

		FY 2020-21 Budget			Total FY 2020-21
		Educational and General Fund	Auxiliary Fund	Restricted Fund	Budget
	Salaries	\$ 94,113,197	\$ 5,069,599	\$ 15,722,780	\$ 114,905,576
	Benefits	34,452,693	1,606,007	5,738,820	41,797,520
	Operating	84,529,650	17,760,133	79,193,200	181,482,983
	Capital	1,569,200	796,000	0	2,365,200
	Total Expenditures	\$ 214,664,740	\$ 25,231,739	\$ 100,654,800	\$ 340,551,279

		FY 2020-21 Budget			Total FY 2020-21
		Educational and General Fund	Auxiliary Fund	Restricted Fund	Budget
Instruction	Salaries	\$ 53,945,530	\$ 0	\$ 0	\$ 53,945,530
	Benefits	17,573,401	0	0	17,573,401
	Operating	10,509,960	0	0	10,509,960
	Capital	512,000	0	0	512,000
Instruction Total		82,540,890	0	0	82,540,890
Research	Operating	93,685	0	0	93,685
Research Total		93,685	0	0	93,685
Public Service	Salaries	1,611,298	0	0	1,611,298
	Benefits	595,945	0	0	595,945
	Operating	2,365,452	0	0	2,365,452
Public Service Total		4,572,695	0	0	4,572,695
Academic Support	Salaries	14,631,411	0	0	14,631,411
	Benefits	5,336,484	0	0	5,336,484
	Operating	4,267,275	0	0	4,267,275
	Capital	95,000	0	0	95,000
Academic Support Total		24,330,171	0	0	24,330,171
Student Services	Salaries	9,974,396	0	0	9,974,396
	Benefits	3,072,924	0	0	3,072,924
	Operating	4,273,882	0	0	4,273,882
Student Services Total		17,321,202	0	0	17,321,202
Institutional Support	Salaries	7,287,693	0	0	7,287,693
	Benefits	2,999,478	0	0	2,999,478
	Operating	9,618,123	0	0	9,618,123
	Capital	962,200	0	0	962,200
Institutional Support Total		20,867,494	0	0	20,867,494

Table F

Eastern Kentucky University
Summary of Expenditures By Natural Classification
FY 2020-21 Operating Budget

		FY 2020-21 Budget			Total FY 2020-21 Budget
		Educational and General Fund	Auxiliary Fund	Restricted Fund	
Operation & Maintenance of Plant	Salaries	\$ 4,823,508	\$ 0	\$ 0	\$ 4,823,508
	Benefits	3,240,960	0	0	3,240,960
	Operating	16,695,021	0	0	16,695,021
	Capital	0	746,000	0	746,000
Operation & Maintenance of Plant Total		24,759,489	746,000	0	25,505,489
Scholarships & Fellowships	Salaries	1,839,361	0	0	1,839,361
	Benefits	1,633,501	0	0	1,633,501
	Operating	36,706,252	0	0	36,706,252
Scholarships & Fellowships Total		40,179,114	0	0	40,179,114
Auxiliary Enterprises	Salaries	0	5,069,599	0	5,069,599
	Benefits	0	1,606,007	0	1,606,007
	Operating	0	17,760,133	0	17,760,133
	Capital	0	50,000	0	50,000
Auxiliary Enterprises Total		0	24,485,739	0	24,485,739
Restricted Funds-General	Salaries	0	0	15,722,780	15,722,780
	Benefits	0	0	5,738,820	5,738,820
	Operating	0	0	63,984,700	63,984,700
Restricted Funds-General Total		0	0	85,446,300	85,446,300
Restricted Funds-Student Special Use Fee Debt Service	Operating	0	0	3,925,800	3,925,800
Restricted Funds-Student Special Use Fee Debt Service Total		0	0	3,925,800	3,925,800
Restricted Funds-Student Asset Preservation	Operating	0	0	2,585,000	2,585,000
Restricted Funds-Student Asset Preservation Total		0	0	2,585,000	2,585,000
Restricted Funds-Higher Education Emergency Relief Funds	Operating	0	0	7,700,000	7,700,000
Restricted Funds-Higher Education Emergency Relief Funds Total		0	0	7,700,000	7,700,000
Restricted Funds-Governor's Emergency Education Relief	Operating	0	0	997,700	997,700
Restricted Funds-Governor's Emergency Education Relief Total		0	0	997,700	997,700
Total Expenditures		\$ 214,664,740	\$ 25,231,739	\$ 100,654,800	\$ 340,551,279

Table G

Eastern Kentucky University
Summary of Detailed Expenditures - Educational and General
FY 2020-21 Operating Budget

Org Code	Organization Description	FY 2020-21 Budget				Total FY 2020-21
		Salaries	Benefits	Operating	Capital	Budget
100000	President	\$ 455,200	\$ 158,138	\$ 95,970	\$ 0	\$ 709,308
100007	United Way	0	0	1,950	0	1,950
100012	EKU Compliance and Ethics	0	0	3,405	0	3,405
100022	President & Int Audit Labor Pool	95,341	106,637	0	0	201,978
110000	Board of Regents	0	0	12,500	0	12,500
110001	BOR-Faculty & Staff Incentives	0	0	75,000	0	75,000
110002	BOR-Band Initiatives	0	0	100,000	0	100,000
111000	VP for Administration	91,388	33,777	8,000	0	133,165
111050	Office of Sustainability	47,476	17,329	32,300	0	97,105
120000	Office of Institutional Equity	218,298	77,444	43,013	0	338,754
125000	Accessibility Services	193,978	70,802	18,800	0	283,579
130000	Operations & Strategic Initiatives	366,169	134,912	71,349	0	572,430
130002	Government Relations	88,000	30,928	10,000	0	128,928
130003	Op & Strategic Init Spec Projects	0	0	645,900	0	645,900
140000	Internal Audit	248,968	90,873	15,359	0	355,200
150000	University Counsel	385,263	141,461	16,820	0	543,543
150100	Risk Management/Insurance	0	0	81,000	0	81,000
150200	Environmental Health Safety	238,068	87,735	122,507	0	448,309
151000	Student Conduct & Comm Standards	75,208	27,451	12,026	0	114,685
152000	Legal Services	0	0	70,000	0	70,000
200000	Provost and Academic Affairs	541,708	197,724	33,120	0	772,552
200002	Diversity Retention Program	0	0	28,387	0	28,387
200003	Faculty Diversity Initiatives	0	0	45,500	0	45,500
200005	University Diversity	108,000	39,840	14,682	0	162,522
200022	Provost - Faculty Fund	646,252	234,706	0	0	880,958
200025	OL-AGS/Supporting Courses	832,142	147,123	390,789	0	1,370,054
200100	Graduate Studies	2,026,452	113,789	64,285	0	2,204,526
200101	Graduate Student Waiver	0	0	1,647,334	0	1,647,334
200200	Libraries-Dean	147,515	53,843	12,103	0	213,460
200201	Libraries	2,259,336	838,312	141,712	0	3,239,359
200203	Libraries-Public Printing	0	0	11,102	0	11,102
200204	Libraries - Acquisitions	0	0	1,680,785	0	1,680,785
200212	Fac PD-Libraries	0	0	6,300	0	6,300
200300	Honors Program	143,413	52,148	38,375	0	233,936
200302	Fac PD-Honors Program	0	0	300	0	300
200410	Hummel Planetarium Services	117,701	75,796	78,000	0	271,497
200603	General Instructional Cost	0	0	300,000	0	300,000

Table G

Eastern Kentucky University
Summary of Detailed Expenditures - Educational and General
FY 2020-21 Operating Budget

Org Code	Organization Description	FY 2020-21 Budget				Total FY 2020-21 Budget
		Salaries	Benefits	Operating	Capital	
200607	Faculty Senate	\$ 0	\$ 0	\$ 2,227	\$ 0	\$ 2,227
200609	Accreditation	0	0	65,000	0	65,000
200612	Commencement	0	0	105,000	0	105,000
200619	Chautauqua Lecture Series	0	0	18,401	0	18,401
200621	Washington Center Program	0	0	10,000	0	10,000
200630	Summer School Term	0	0	24,600	0	24,600
200701	Educator Recruitment & Retention	32,175	11,744	30,403	0	74,322
200704	New Initiatives	0	0	8,578	0	8,578
200707	Action Agenda-CERA	0	0	14,104	0	14,104
200708	Action Agenda-Educ Fellows	0	0	29,324	0	29,324
200801	Acad Affairs Software & Licenses	0	0	162,167	0	162,167
200811	Action Agenda-Faculty Research	0	0	23,047	0	23,047
200812	Action Agenda-Graduate Prog Tuition	0	0	57,490	0	57,490
200816	Call Me Mister	0	0	12,000	0	12,000
200819	Action Agenda-Public Health	0	0	30,152	0	30,152
200820	Action Agenda-Social Work Program	0	0	8,690	0	8,690
200821	Action Agenda-Technology Program	0	0	3,725	0	3,725
200822	PD-ASLIE	0	0	45,014	0	45,014
200823	Action Agenda-Health Education	0	0	15,701	0	15,701
200824	(SL) Leadership & Involvement	0	0	30,987	0	30,987
200825	Action Agenda-Non-Traditional	0	0	6,398	0	6,398
200836	(SL) Fraternity & Sorority Life	0	0	12,184	0	12,184
200837	(SL) Community Service/General	0	0	7,992	0	7,992
200838	Action Agenda-Living Learning Comm	0	0	16,770	0	16,770
200843	Dual Credit (EKU Now!)	97,472	35,997	20,000	0	153,469
200847	Class Fees-Masters of Public Health	0	0	1,700	0	1,700
200848	K-12 Programs	0	0	2,065	0	2,065
209999	Instruction-Academic Affairs	3,309,881	340,360	0	0	3,650,241
210000	Dean-College of Science	607,011	239,294	60,223	0	906,528
210009	Fac PD-Dean, College of Science	0	0	300	0	300
210016	College of Science Equipment Maint	0	0	0	25,000	25,000
210200	Anthropology/Sociology/Social Work	1,035,236	376,093	17,347	0	1,428,676
210201	Social Work Program - Corbin	0	0	3,210	0	3,210
210202	Class Fees Anthro/Sociology/SocWork	0	0	3,450	0	3,450
210206	OL-Bachelor Social Work	224,652	57,753	59,750	0	342,155
210207	Fac PD-Anthro/Socio/Social Work	0	0	5,400	0	5,400
210208	OL-Master of Social Work	332,285	104,533	96,000	0	532,818

Table G

Eastern Kentucky University
Summary of Detailed Expenditures - Educational and General
FY 2020-21 Operating Budget

Org Code	Organization Description	FY 2020-21 Budget				Total FY 2020-21
		Salaries	Benefits	Operating	Capital	Budget
210400	Art and Design	\$ 778,883	\$ 282,959	\$ 22,722	\$ 0	\$ 1,084,564
210401	Class Fees-Art & Design	0	0	53,950	0	53,950
210412	Fac PD-Art & Design	0	0	3,900	0	3,900
210600	Biological Sciences	1,663,864	610,060	49,456	0	2,323,379
210602	Class Fees - Biological Sciences	0	0	110,000	0	110,000
210607	Action Agenda-Biological Sciences	0	0	4,125	0	4,125
210608	Fac PD-Biological Sciences	0	0	8,100	0	8,100
210800	Chemistry	932,893	339,001	21,471	0	1,293,365
210802	Class Fees - Chemistry	0	0	85,000	0	85,000
210805	SP - Forensic Science	0	0	21,974	0	21,974
210807	Fac PD-Chemistry	0	0	10,500	0	10,500
211000	Computer Science	802,933	302,592	21,603	0	1,127,128
211001	Class Fees - Computer Science	0	0	41,940	0	41,940
211003	Fac PD-Computer Science	0	0	2,700	0	2,700
211004	MS Computer Science - Online	164,000	36,198	89,000	0	289,198
211600	English	2,036,920	740,088	34,674	0	2,811,682
211604	MFA in Creative Writing Program	20,000	1,680	25,000	0	46,680
211606	Fac PD-English	0	0	11,400	0	11,400
211800	Languages, Cultures & Humanities	510,135	185,410	13,695	0	709,240
211802	Fac PD-LanguagesCultures&Humanities	0	0	2,400	0	2,400
212000	Geosciences	564,881	210,880	25,446	0	801,207
212001	Geographical Studies & Research Ctr	0	0	4,211	0	4,211
212003	Class Fees - Geosciences	0	0	25,000	0	25,000
212005	Fac PD-Geosciences	0	0	3,000	0	3,000
212200	Government	718,570	261,098	16,116	0	995,784
212202	OL-Paralegal-BA	133,033	26,402	49,000	0	208,435
212204	EKU Mock Trial Team	0	0	26,000	0	26,000
212206	SP - Active Learning	0	0	6,420	0	6,420
212225	OL-Public Administration-MPA	148,226	43,641	50,000	0	241,867
212226	OL-Political Science-BA	125,769	32,006	47,750	0	205,525
212227	Fac PD-Government	0	0	3,600	0	3,600
212400	History, Philosophy & Relig Studies	1,237,605	449,475	29,006	0	1,716,087
212402	Fac PD-HistoryPhilo&ReligStudies	0	0	6,300	0	6,300
212600	Mathematics & Statistics	1,491,506	550,993	24,090	0	2,066,588
212601	SP - Mathematica Pilot Program	0	0	2,076	0	2,076
212606	Class Fees - Math & Statistics	0	0	22,000	0	22,000
212607	Fac PD-Math & Statistics	0	0	8,100	0	8,100

Table G

Eastern Kentucky University
Summary of Detailed Expenditures - Educational and General
FY 2020-21 Operating Budget

Org Code	Organization Description	FY 2020-21 Budget				Total FY 2020-21
		Salaries	Benefits	Operating	Capital	Budget
212800	Music	\$ 1,695,073	\$ 627,306	\$ 55,444	\$ 0	\$ 2,377,823
212801	Class Fees-Music	0	0	50,650	0	50,650
212806	Music Scholarship	0	0	387,106	0	387,106
212818	EKU Marching & Pep Bands Schol	0	0	75,000	0	75,000
212819	Fac PD-Music	0	0	8,400	0	8,400
212820	Musical Theatre	0	0	12,396	0	12,396
213200	Physics & Astronomy	595,681	216,622	13,197	0	825,500
213202	Class Fees-Physics & Astronomy	0	0	22,975	0	22,975
213208	Fac PD-Physics & Astronomy	0	0	2,700	0	2,700
213400	Psychology	1,385,018	499,693	20,064	0	1,904,775
213403	OL-Psychology-BS	587,633	91,872	66,000	0	745,505
213416	OL-Psych I-O MS	121,807	21,343	59,700	0	202,850
213417	Class Fees - Psychology	0	0	4,800	0	4,800
213418	Fac PD-Psychology	0	0	6,600	0	6,600
213419	OL-Psych ABA MS	125,155	29,045	79,050	0	233,251
215000	Dean - Letters, Arts & Soc Sciences	663,017	241,902	106,318	0	1,011,237
215002	Interdisciplinary Prgms - Admin	0	0	15,000	0	15,000
215003	Fac PD-Dean, CLASS	0	0	300	0	300
215888	Summer School Term - CLASS	404,560	87,385	0	0	491,945
218888	Summer Sch Term-College of Science	270,990	58,534	0	0	329,524
220000	Dean-Business & Technology	687,902	272,102	85,952	0	1,045,956
220002	Class Fees - B&T Computer Lab	0	0	28,300	0	28,300
220034	Class Fees-Dean, Business & Tech	0	0	27,500	0	27,500
220035	Fac PD-Dean, Business & Technology	0	0	600	0	600
220200	Accounting/Finance/Information Sys	2,069,148	752,088	21,388	0	2,842,624
220204	OL - BBA	669,271	156,286	89,750	0	915,307
220206	Fac PD-Accounting/Finance/Info Sys	0	0	6,000	0	6,000
220400	Management/Marketing/Intl Business	1,611,366	585,286	20,047	0	2,216,699
220402	Fac PD-Mngmt/Mrktng/Intl Business	0	0	5,100	0	5,100
220600	Agriculture	513,380	186,499	19,800	0	719,679
220601	Class Fees - Agriculture	0	0	4,325	0	4,325
220614	Fac PD-Agriculture	0	0	2,100	0	2,100
220800	Applied Engineering and Technology	902,014	328,215	67,000	0	1,297,228
220801	Class Fees-Applied Engineering Tech	0	0	13,260	0	13,260
220881	Fac PD-Applied Engineering & Tech	0	0	3,300	0	3,300
221000	Communication	1,079,618	392,200	40,128	0	1,511,946
221001	Class Fees-Communication	0	0	6,510	0	6,510

Table G

Eastern Kentucky University
Summary of Detailed Expenditures - Educational and General
FY 2020-21 Operating Budget

Org Code	Organization Description	FY 2020-21 Budget				Total FY 2020-21
		Salaries	Benefits	Operating	Capital	Budget
221002	Eastern Progress	\$ 0	\$ 0	\$ 3,469	\$ 0	\$ 3,469
221008	Fac PD-Communications	0	0	4,800	0	4,800
221010	OL-Communication Studies-BA	119,110	25,685	44,250	0	189,045
221200	Military Sciences & Leadership ROTC	39,975	14,591	5,775	0	60,341
221202	Army ROTC Scholarship	0	0	26,000	0	26,000
221205	ROTC Colonel's Scholarship	0	0	150,000	0	150,000
221400	Aviation	638,809	230,745	14,850	0	884,404
221401	Class Fees - Aviation	137,160	11,521	745,615	0	894,296
221403	Fac PD-Aviation	0	0	1,500	0	1,500
221500	EKU Farms Administration	0	0	2,640	0	2,640
221505	Meadowbrook Farm	260,552	95,521	259,875	0	615,948
221510	Meadowbrook Farm Livestock Purchase	0	0	200,000	0	200,000
221800	Center for Economic Develop (CEDET)	154,627	56,439	102,193	0	313,258
221900	PGA/PGM Program	227,476	84,289	49,500	0	361,265
221901	Class Fees - PGA/PGM Program	0	0	145,350	0	145,350
221902	Fac PD-PGA/PGM Program	0	0	900	0	900
228888	Summer School Term-Business & Tech	130,130	28,108	0	0	158,238
230000	Dean-Education	449,960	164,655	88,915	0	703,530
230003	Supervsng Teachers Schl KRS164.2845	0	0	271,433	0	271,433
230054	Fac PD-Dean, Education	0	0	300	0	300
230055	COE Proficiency Evaluation Fees	0	0	8,000	0	8,000
230095	OL-Education-MA	900,956	169,919	80,700	0	1,151,575
230300	Educ Leadership and Counselor Ed	1,385,900	526,807	55,962	0	1,968,669
230304	Fac PD-Educ Ldr & Counselor Ed	0	0	6,000	0	6,000
230350	Educational Leadership Ed.D	0	0	16,416	0	16,416
230400	Curriculum & Instruction	1,647,976	598,987	35,200	0	2,282,163
230406	Class Fees-Curriculum & Instruction	0	0	13,530	0	13,530
230407	Fac PD-Curriculum & Instruction	0	0	7,800	0	7,800
230500	Communication Sciences and Disorders	56,679	20,574	9,900	0	87,153
230501	Class Fees-Comm Sciences & Disorders	0	0	1,000	0	1,000
230800	Speech/Language/Hearing Clinic	0	0	30,875	0	30,875
230801	Class Fees-Speech/Lang/HearingClnc	0	0	7,650	0	7,650
231000	Dept Amer SL & Interpreter Educat	617,662	236,947	16,800	0	871,409
231002	Interpreter Training Scholarship	0	0	24,611	0	24,611
231004	Class Fees - ASLIE	4,602	1,680	12,718	0	19,000
231005	Fac PD-ASLIE	0	0	2,100	0	2,100
231050	ASLIE Sign Interpreting	0	0	12,123	0	12,123

Table G

Eastern Kentucky University
Summary of Detailed Expenditures - Educational and General
FY 2020-21 Operating Budget

Org Code	Organization Description	FY 2020-21 Budget				Total FY 2020-21
		Salaries	Benefits	Operating	Capital	Budget
231200	Teacher Ed Srv/ProfesLabExperiences	\$ 73,886	\$ 42,872	\$ 50,516	\$ 0	\$ 167,273
231202	Class Fees-TEDSrv/ProfLabExperience	0	0	105,650	0	105,650
231400	Educational Technology	113,672	41,490	12,100	0	167,262
231600	Teacher Ed Srv/Admission&Certificat	137,436	50,164	10,000	0	197,600
231800	Educational Research/Evaluation	0	0	500	0	500
232200	Model Laboratory School	4,681,924	1,733,012	175,000	0	6,589,936
232202	Model Technology Account	0	0	192,500	0	192,500
232204	Model Lab Textbooks	0	0	159,800	0	159,800
232225	Model Lab Extended School Prgms	59,742	16,379	34,865	0	110,986
232240	Model Lab Elementary School	0	0	34,000	0	34,000
232242	Model Lab High School	0	0	39,600	0	39,600
232244	Model Lab School-Equip & Maint	0	0	0	70,000	70,000
232247	Model Lab Assessment & Curriculum	0	0	45,000	0	45,000
232249	Model Lab Student Support Services	0	0	10,000	0	10,000
232250	Model Lab School Transportation	0	0	12,500	0	12,500
232251	Model Lab Sch Innovation & Improv	0	0	212,764	0	212,764
232252	Model Lab Professional Development	0	0	30,000	0	30,000
238888	Summer School Term-College of Educ	192,630	41,608	0	0	234,238
240000	Dean-Health Sciences	765,874	299,721	42,604	0	1,108,199
240008	Fac PD-Dean, Health Sciences	0	0	300	0	300
240202	Medical Technology Scholarship	0	0	89,883	0	89,883
240400	School of Nursing	2,985,754	1,118,644	49,381	0	4,153,779
240402	Class Fees - School of Nursing	0	0	114,701	0	114,701
240405	Fac PD-School of Nursing	0	0	12,300	0	12,300
240410	Rural Health-Nursing Outreach	0	0	31,265	0	31,265
240500	OL-Doctor of Nursing Practice-DNP	128,595	34,471	34,000	0	197,066
240505	OL-Public Health Nurs Admin & Ed-MS	578,139	111,223	149,900	0	839,262
240508	OL-RN to BSN	302,405	65,670	79,500	0	447,575
240800	Health Services Administration	273,568	109,679	14,508	0	397,755
240801	Class Fees-Health Services Admin	0	0	8,700	0	8,700
240802	Fac PD-Health Services Administr	0	0	1,200	0	1,200
241000	Occupational Therapy	1,648,566	619,907	38,414	0	2,306,887
241002	Class Fees - Occupational Therapy	0	0	35,000	0	35,000
241007	OL-Doctor of Occupational Thera-OTD	154,157	36,289	51,000	0	241,446
241008	Fac PD-Occupational Therapy	0	0	6,300	0	6,300
241010	Rural Health-Occupational Therapy	39,000	14,235	4,793	0	58,028
241025	Madisonville Trover	0	0	80,000	0	80,000

Table G

Eastern Kentucky University
Summary of Detailed Expenditures - Educational and General
FY 2020-21 Operating Budget

Org Code	Organization Description	FY 2020-21 Budget				Total FY 2020-21
		Salaries	Benefits	Operating	Capital	Budget
241200	Medical Laboratory Science	\$ 167,106	\$ 60,850	\$ 16,062	\$ 0	\$ 244,018
241201	Class Fees - Medical Laboratory Sci	0	0	15,500	0	15,500
241203	Fac PD-Medical Laboratory Science	0	0	600	0	600
241400	Environmental Health Sciences	644,238	234,106	10,400	0	888,744
241401	Class Fees - Env Health Sciences	0	0	42,670	0	42,670
241407	Fac PD-Environmental Health Sci	0	0	2,400	0	2,400
241600	Health Sciences LRC	86,121	39,798	8,068	0	133,987
241800	Nursing/Allied Health Continuing Ed	0	0	2,691	0	2,691
242000	Area Health Education System	0	0	12,808	0	12,808
242005	OL-Sports Management-BS	83,475	20,709	51,750	0	155,934
242200	Health Promotion & Administration	574,332	208,737	15,679	0	798,748
242202	Class Fees-Health Promotion & Admin	0	0	5,495	0	5,495
242207	Fac PD-Health Promotion & Administr	0	0	2,400	0	2,400
242400	Exercise & Sport Science	822,138	299,140	8,844	0	1,130,122
242401	Class Fees-Exercise & Sports Scienc	0	0	10,300	0	10,300
242423	Fac PD-Exercise & Sport Science	0	0	3,300	0	3,300
242600	Recreation & Park Administration	358,421	130,342	7,616	0	496,378
242601	Class Fees - Rec & Park Admin	0	0	8,500	0	8,500
242603	Fac PD-Recreation & Park Administr	0	0	1,500	0	1,500
242800	Applied Human Sciences	870,580	316,473	17,612	0	1,204,665
242801	Class Fees-Applied Human Sciences	0	0	9,035	0	9,035
242802	Burrier Child Development Center	147,743	51,185	7,022	0	205,950
242818	OL-Child & Family Studies-BS	265,512	64,682	52,250	0	382,444
242819	Fac PD-Applied Human Sciences	0	0	3,900	0	3,900
242820	Ctr for Early Childhood Excellence	57,780	21,090	11,430	0	90,300
248888	Summer School Term-Health Sciences	332,430	71,805	0	0	404,235
250000	Dean-Justice & Safety	282,904	103,260	58,595	0	444,758
250004	Program of Distinction	913,254	333,083	504,303	0	1,750,641
250009	Fac PD-Program of Distinction	0	0	1,200	0	1,200
250015	OL-SSEM-MS	431,749	85,776	1,214,665	0	1,732,190
250016	OL-CJJS-BS	345,054	74,134	70,350	0	489,538
250017	OL-FSE-BS	516,726	144,810	260,735	0	922,271
250019	OL - JPL - MS	96,638	23,865	35,350	0	155,853
250021	Office of eCampus Learning	1,676,534	609,935	200,000	0	2,486,468
250023	OL-Homeland Security-BS	212,620	53,444	86,744	0	352,808
250024	OL-Occupational Safety-BS	458,789	94,759	954,746	0	1,508,294
250028	OL-Social Intelligence & Leadership	56,000	18,626	14,500	0	89,126

Table G

Eastern Kentucky University
Summary of Detailed Expenditures - Educational and General
FY 2020-21 Operating Budget

Org Code	Organization Description	FY 2020-21 Budget				Total FY 2020-21
		Salaries	Benefits	Operating	Capital	Budget
250200	Criminal Justice & Police Studies	\$ 1,235,453	\$ 449,415	\$ 33,285	\$ 0	\$ 1,718,152
250223	Justice Studies Graduate/Research	0	0	12,375	0	12,375
250225	Fac PD-Crim Justice & PoliceStudies	0	0	4,800	0	4,800
250600	Emergency Medical Care	255,973	88,733	24,677	0	369,383
250601	Class Fees-Emergency Medical Care	0	0	27,271	0	27,271
250603	OL-Emergency Med Care-ASP BS	98,412	26,027	43,250	0	167,689
250604	Fac PD-Emergency Medical Care	0	0	1,200	0	1,200
250610	Rural Health-Emergency Medical Care	0	0	28,875	0	28,875
251000	Fire Protect&Para-Medicine Sciences	247,546	89,924	23,438	0	360,908
251007	FSE - Ashland Lab Maintenance	25,000	200	13,500	0	38,700
251008	Dept of Safety & Security	880,705	320,001	12,713	0	1,213,419
251033	Class Fees - Homeland Security	0	0	9,410	0	9,410
251035	Class Fees-Fire Protect&Para/MedSci	0	0	63,000	0	63,000
251036	Class Fees-Dept Safety & Security	0	0	43,500	0	43,500
251037	Fac PD-Dept of Safety & Security	0	0	4,500	0	4,500
251038	Fac PD-Fire P&P/Medical Sciences	0	0	2,400	0	2,400
258888	Summer School Term-Justice & Safety	57,930	12,513	0	0	70,443
300000	Enrollment Management	92,250	33,671	33,155	0	159,076
300002	Student Outreach and Transition Off	376,422	138,654	37,707	0	552,783
300003	Military & Veteran Affairs	136,285	49,744	7,924	0	193,952
300004	Latino Outreach	0	0	25,000	0	25,000
300150	Enrollment Mgmt Printing/Postage	0	0	340,850	0	340,850
300200	Admissions	889,919	329,440	468,463	0	1,687,822
300300	Enrollment Mgmt Operations & Comm	352,266	127,115	31,340	0	510,720
300610	Millennium Scholarship	0	0	14,303	0	14,303
300652	Education Abroad	119,158	43,493	27,000	0	189,651
300700	Registrar	736,922	316,295	79,711	0	1,132,928
301000	Student Financial Assistance-Admin	753,456	275,012	114,836	0	1,143,304
301001	Institutional Employment	1,716,770	13,734	0	0	1,730,504
301002	Presidential Scholarship	0	0	750,000	0	750,000
301003	Founder's Scholarship	0	0	1,825,000	0	1,825,000
301004	Veteran's Scholarship KRS 164.505	0	0	1,264,000	0	1,264,000
301005	Regent's Scholarship	0	0	3,700,000	0	3,700,000
301006	Rodney Gross Minority Scholarship	0	0	415,186	0	415,186
301007	O'Donnell Scholarship	0	0	155,129	0	155,129
301008	Institutional Award	0	0	250,000	0	250,000
301009	Education Abroad Scholarship	0	0	175,000	0	175,000

Table G

Eastern Kentucky University
Summary of Detailed Expenditures - Educational and General
FY 2020-21 Operating Budget

Org Code	Organization Description	FY 2020-21 Budget				Total FY 2020-21 Budget
		Salaries	Benefits	Operating	Capital	
301010	Honors Program Book Award	\$ 0	\$ 0	\$ 420,000	\$ 0	\$ 420,000
301011	Votech Post-Secondary Waiver	0	0	250,000	0	250,000
301012	Non-Resident Academic Scholarship	0	0	48,000	0	48,000
301013	Police Dependent Scholarship	0	0	224,523	0	224,523
301015	Berea College Collaborative Sch	0	0	15,000	0	15,000
301016	Foster/Adopt Child Schl KRS164.2847	0	0	811,821	0	811,821
301017	Academic Common Market Scholarship	0	0	648,198	0	648,198
301021	State Employee Memorial Scholarship	0	0	19,207	0	19,207
301022	KCTCS Transfer Scholarship	0	0	1,200,000	0	1,200,000
301026	African American Grad Fellowship	0	0	8,820	0	8,820
301027	EKU Now! Scholarship	0	0	166,282	0	166,282
301029	Federal Workstudy Institution Match	122,591	981	0	0	123,572
301030	SEOG Institutional Match	0	0	180,000	0	180,000
301034	Excellence Award	0	0	390,000	0	390,000
301038	Honors Presidential Scholarship	0	0	100,000	0	100,000
301039	McNair Scholarship	0	0	93,529	0	93,529
301042	International Exchange & Schol	0	0	100,000	0	100,000
301043	First Generation Scholarship	0	0	250,000	0	250,000
301044	SMART Award (Selective States)	0	0	909,824	0	909,824
301045	Chairman Scholar Award	0	0	3,000,000	0	3,000,000
301046	President Scholar Award	0	0	3,000,000	0	3,000,000
301047	Provost Scholar Award	0	0	2,200,000	0	2,200,000
301048	Dean Scholar Award	0	0	1,360,000	0	1,360,000
301049	Premier Scholar Award	0	0	2,000,000	0	2,000,000
301050	Pioneer Scholar Award	0	0	550,000	0	550,000
301051	Boone Scholar Award	0	0	300,000	0	300,000
301052	Top Scholar Award	0	0	65,564	0	65,564
301054	Online Programs Scholarship	0	0	1,000,000	0	1,000,000
310000	Retention and Graduation	309,559	112,989	8,000	0	430,548
310010	Student Success Center	90,000	720	5,000	0	95,720
310100	Academic & Career Services	527,001	193,195	45,973	0	766,169
310110	Transfer Center	0	0	9,428	0	9,428
320000	Retention Trust Fund Operating	7,119	598	7,834	0	15,551
320007	Freshman Acad for Diverse Students	0	0	8,672	0	8,672
320030	EKU Retention Scholarship	0	0	38,500	0	38,500
350000	VP of Student Success	246,292	89,897	31,800	0	367,989
350001	SLATE	43,875	16,014	106,454	0	166,343

Table G

Eastern Kentucky University
Summary of Detailed Expenditures - Educational and General
FY 2020-21 Operating Budget

Org Code	Organization Description	FY 2020-21 Budget				Total FY 2020-21
		Salaries	Benefits	Operating	Capital	Budget
350022	Student Success Labor Pool	\$ 24,378	\$ 8,898	\$ 0	\$ 0	\$ 33,276
380000	Institutional Effectiveness & Rsch	371,045	135,431	12,306	0	518,782
400010	Quality Enhancement Programs	0	0	105,829	0	105,829
400011	QEP Enhancement Initiative	0	0	18,722	0	18,722
400012	First-Year Courses	125,618	45,851	21,544	0	193,013
400016	Noel Studio for Creative Activ/TLC	228,189	82,962	125,720	0	436,872
400100	Sponsored Programs	244,630	89,710	5,725	0	340,065
400700	Institutionally Sponsored Research	0	0	48,474	0	48,474
400800	Restricted Pgm/Institutional Match	0	0	41,000	0	41,000
410100	CEO Development	0	0	2,000,000	0	2,000,000
430000	Regional Programming	447,045	92,199	60,000	0	599,245
430100	Regional Campuses-Corbin	314,715	166,083	164,529	0	645,328
430400	Regional Campuses-Manchester	380,076	208,759	163,647	0	752,482
430500	Regional Campuses-Hazard	16,630	1,397	4,340	0	22,366
430700	Regional Campuses-Lancaster	15,652	1,315	30,000	0	46,967
438888	Summer School Term-Regional Campus	50,010	14,529	0	0	64,539
440000	Natural Areas	199,111	72,676	18,652	0	290,439
440100	Lilley Cornett Woods	0	0	1,000	0	1,000
440200	Maywoods	0	0	1,000	0	1,000
510000	Facilities Management	396,966	146,153	1,000	0	544,119
510001	Facilities Administration	433,118	204,923	68,000	0	706,040
510003	Capital Construction	0	0	174,657	0	174,657
510004	Planning & Design	54,000	19,710	1,000	0	74,710
510005	Engineering & Construction	232,098	126,791	1,000	0	359,889
510020	Heat Plant Operations	0	0	98,624	0	98,624
510022	Cap Plan & Facilities Labor Pool	144,999	52,925	0	0	197,923
510030	Utilities	0	0	7,296,623	0	7,296,623
510035	Environmental Services	57,143	45,143	5,000	0	107,286
510040	Grounds/Horticulture	380,822	202,817	84,598	0	668,236
510045	Waste/Recycle Services	234,248	185,056	10,000	0	429,304
510050	Maintenance, Carpenter Shop	421,534	333,432	36,000	0	790,965
510055	Maintenance, Lock Shop	153,014	120,881	22,000	0	295,894
510060	Maintenance, Electrical Shop	289,520	229,141	150,000	0	668,661
510065	Relocation Services	172,984	136,657	10,000	0	319,641
510070	Maintenance, HVAC-R	468,215	342,042	276,045	0	1,086,302
510075	Maintenance, Plumbing Shop	301,245	238,403	80,000	0	619,648
510080	Maintenance, Paint Shop	377,397	298,143	37,303	0	712,843

Table G

Eastern Kentucky University
Summary of Detailed Expenditures - Educational and General
FY 2020-21 Operating Budget

Org Code	Organization Description	FY 2020-21 Budget				Total FY 2020-21
		Salaries	Benefits	Operating	Capital	Budget
510085	Maintenance-Vehicles	\$ 73,923	\$ 58,399	\$ 160,000	\$ 0	\$ 292,323
510095	Pest Control	65,923	52,079	15,460	0	133,463
510096	Maintenance, Pools	31,832	25,147	10,000	0	66,979
510100	Maintenance, Service Contracts	0	0	458,337	0	458,337
510110	Campus Util Sys & Bldg Climate Svcs	534,529	423,118	6,160	0	963,806
510111	Cmps Util Sys - Gas	0	0	30,000	0	30,000
510112	Cmps Util Sys - Electric	0	0	20,000	0	20,000
510113	Cmps Util Sys - Steam/Chill Wtr	0	0	10,000	0	10,000
510114	Cmps Util Sys - Waste/Sewer	0	0	10,000	0	10,000
510115	Bldg Controls/Energy Management	0	0	60,000	0	60,000
510200	Deferred Maintenance	0	0	2,044,603	0	2,044,603
510201	RCF's-Various	0	0	200,000	0	200,000
510225	Custodial & Grounds Maint Contract	0	0	5,993,790	0	5,993,790
510390	Regional Univ Agric Initiatives	0	0	165,000	0	165,000
510500	Recharges-Utilities	0	0	(1,155,178)	0	(1,155,178)
510510	Recharges-Others	0	0	(765,890)	0	(765,890)
520000	Information Technology-Academic	681,262	249,501	12,500	0	943,263
520001	Information Tech-Administration	1,880,175	712,096	28,000	0	2,620,272
520022	Information Technology Labor Pool	5,988	2,185	0	0	8,173
520030	ITDS - Information Services	0	0	25,200	0	25,200
520040	Tech Support Services	0	420	54,600	0	55,020
520060	Systems Support	0	0	15,000	0	15,000
520065	IT - Fixed & Recurring Costs	0	0	2,051,028	0	2,051,028
520067	ITDS - Special Projects (Capital)	0	0	0	90,000	90,000
520068	Info Tech-Academic Computer Leases	0	0	0	325,000	325,000
520069	Info Tech-Admin Computer Leases	0	0	0	400,000	400,000
520100	Fee-Technology	438,100	160,327	614,573	0	1,213,000
520103	Fee-Technology (Capital)	0	0	0	187,000	187,000
520400	Mail Delivery Services	0	0	288,487	0	288,487
520505	Copier/Printer Lease Prgm	0	0	0	222,200	222,200
530200	WEKU Public Radio	336,668	119,675	42,757	0	499,101
540000	Police Department	1,676,441	824,480	123,073	0	2,623,995
540010	Emergency Mgmt & Security	0	0	148,000	0	148,000
600000	Financial Affairs & Treasurer	277,059	101,967	7,000	0	386,026
600001	Finance & Administration Capital	0	0	0	250,000	250,000
600022	Administration Labor Pool	15,370	5,610	0	0	20,979
600100	University Business Services	0	0	9,000	0	9,000

Table G

Eastern Kentucky University
Summary of Detailed Expenditures - Educational and General
FY 2020-21 Operating Budget

Org Code	Organization Description	FY 2020-21 Budget				Total FY 2020-21
		Salaries	Benefits	Operating	Capital	Budget
600200	Accounting & Financial Services	\$ 575,413	\$ 210,446	\$ 18,500	\$ 0	\$ 804,358
600201	Sponsored Prgms Acctg & Fin Svcs	113,672	41,490	5,000	0	160,162
600300	Student Accounting Services	427,532	166,085	229,415	0	823,031
600400	Human Resources	918,868	335,387	244,650	0	1,498,905
600404	Healthy You at ECU	47,184	17,222	121,972	0	186,378
600405	University Employee Development	0	0	22,000	0	22,000
600422	Human Resources Labor Pool	15,016	5,481	0	0	20,497
600500	Purchasing	509,776	209,039	14,870	0	733,686
600501	Central Stores	0	0	10,000	0	10,000
600600	Budgeting & Financial Planning	239,880	87,976	6,000	0	333,856
600700	University Accounting & Reporting	232,420	85,673	26,660	0	344,753
600800	Conferencing & Events Admin	492,654	181,199	57,569	0	731,421
610000	Other Institutional Expenses	0	0	180,125	0	180,125
610012	Staff Council	0	0	15,000	0	15,000
610014	COVID-19 Cost Recovery - Higher Education Emergency Relief Funds	0	0	(5,271,384)	0	(5,271,384)
610014	COVID-19 Cost Recovery - Governor's Emergency Education Relief Funds	0	0	(997,700)	0	(997,700)
610300	Bank Service Fees	0	0	95,000	0	95,000
610400	Institutional Memberships	0	0	165,000	0	165,000
610500	University Guest/Special Functions	0	0	71,000	0	71,000
610501	Employee Functions	0	0	8,000	0	8,000
610600	Professional Services	0	0	155,000	0	155,000
610800	Bad Debt Expense	0	0	1,000,000	0	1,000,000
610810	President's Special Initiative Fund	0	0	144,150	0	144,150
610830	Interpreter Services - University	0	0	26,750	0	26,750
610840	Deaf Student Accessibility Services	330,629	96,654	0	0	427,282
610900	Contingency Fund	0	0	2,003,942	0	2,003,942
610901	Contingency Fund-Capital	0	0	250,000	0	250,000
611000	Contingency Fund-Operating	0	0	1,287,554	0	1,287,554
611200	Employee Dependent Scholarship	0	1,618,786	0	0	1,618,786
611700	Debt Service	0	0	4,270,015	0	4,270,015
616083	Regional Steward-Unrestr Infrastruc	140,020	51,947	20,000	0	211,967
620001	Online Programs - Inload Labor	(1,404,279)	(509,753)	0	0	(1,914,032)
620110	Budget Reduction Plan	0	0	(1,556,340)	0	(1,556,340)
620111	Faculty & Staff Vacancy Savings	(5,785,741)	(2,111,796)	0	0	(7,897,537)
620710	General Liability Insurance	0	0	331,975	0	331,975
620711	Aircraft (Non-Owned) Liability Ins	0	0	190,815	0	190,815
620712	Automobile Insurance	0	0	232,225	0	232,225

Table G

Eastern Kentucky University
Summary of Detailed Expenditures - Educational and General
FY 2020-21 Operating Budget

Org Code	Organization Description	FY 2020-21 Budget				Total FY 2020-21
		Salaries	Benefits	Operating	Capital	Budget
620714	Clinical Professional Liability Ins	\$ 0	\$ 0	\$ 52,470	\$ 0	\$ 52,470
620715	Crime Insurance	0	0	40,365	0	40,365
620716	Educators Legal Liability Insurance	0	0	101,155	0	101,155
620718	Fire Insurance	0	0	1,064,640	0	1,064,640
620719	Excess Liability Insurance	0	0	32,490	0	32,490
620720	Student Medical Professional Ins	0	0	25,000	0	25,000
620721	Inland Marine Insurance	0	0	80,050	0	80,050
620722	Intercollegiate Sports Injury Ins	0	0	880	0	880
620725	Fiduciary Liab/Emp Benefits Liab Po	0	0	52,040	0	52,040
620726	International Travel Policy	0	0	2,815	0	2,815
620727	Athletic Camps Ins (Coach Owned)	0	0	5,300	0	5,300
620728	Intercollegiate Athl Injury Ins	0	0	190,760	0	190,760
620731	Counsel Professional Ins Policy	0	0	23,980	0	23,980
620732	Law Enforcement Liability Coverage	0	0	21,010	0	21,010
620734	Cyber Liability Insurance	0	0	46,130	0	46,130
700000	Student Affairs	50,565	16,340	10,588	0	77,493
700006	Dean of Students	0	0	6,000	0	6,000
700010	Dining Operation Repair Fund	0	0	65,000	0	65,000
700015	Student Affairs & Campus Life Admin	0	0	75,605	0	75,605
700022	Student Affairs Labor Pool	12,030	4,391	0	0	16,421
710010	(SL) First-Year Experience	0	0	40,001	0	40,001
710020	Summer Orientation Programs	0	0	138,622	0	138,622
710050	Multicultural Student Affairs	0	0	16,764	0	16,764
710055	Card Services	49,969	18,659	43,000	0	111,627
730000	Counseling Center	608,634	222,151	120,035	0	950,821
740000	Student Health Services	277,954	106,230	47,479	0	431,663
770000	(SL) Student Life General	0	0	24,481	0	24,481
771000	Student Government Association	0	0	26,840	0	26,840
771010	SGA Administration	0	0	7,293	0	7,293
771020	(SL) Powell Center	0	0	24,368	0	24,368
771032	Student Health Promotion & Educ	0	0	30,110	0	30,110
772000	(SL) Student Activities	0	0	41,439	0	41,439
773000	Student Activities Council	0	0	114,689	0	114,689
774000	Student Organizations	0	0	33,173	0	33,173
790100	Alumni Coliseum Pool	0	0	1,000	0	1,000
800000	Advancement	0	0	10,000	0	10,000
800500	Development Ops & Campaign Mgmt	213,667	78,828	30,240	0	322,735

Table G

Eastern Kentucky University
Summary of Detailed Expenditures - Educational and General
FY 2020-21 Operating Budget

Org Code	Organization Description	FY 2020-21 Budget				Total FY 2020-21
		Salaries	Benefits	Operating	Capital	Budget
800550	Donor Engagement	\$ 0	\$ 0	\$ 10,000	\$ 0	\$ 10,000
810000	Development	1,011,519	366,972	104,905	0	1,483,396
810100	Planned Giving	0	0	24,587	0	24,587
820000	Alumni Engagement	182,736	68,379	50,475	0	301,590
820200	Annual Fund	0	0	58,629	0	58,629
820500	Alumni Marketing & Communication	0	0	107,555	0	107,555
830000	Communications & Brand Management	1,186,588	435,865	316,592	0	1,939,045
830001	Recruitment Advertising-Brand Mgmt	0	0	545,780	0	545,780
900000	Intercollegiate Athletics Admin	658,307	237,204	660,000	0	1,555,510
900001	Athletics Ticket Office	35,568	13,402	17,000	0	65,970
901100	Athletic Training	352,251	129,832	80,000	0	562,083
901101	Scholarships - Manager	0	0	112,000	0	112,000
901200	Strength & Conditioning	87,879	32,496	10,000	0	130,375
902100	Dance Team	5,000	420	8,000	0	13,420
902101	Scholarships-Dance Team	0	0	40,000	0	40,000
904000	Bratzke SAA Center	128,358	59,025	6,210	0	193,593
910000	Baseball	156,570	57,568	195,000	0	409,138
910001	Scholarships-Baseball	0	0	364,929	0	364,929
910100	Basketball-Men	460,568	168,107	80,845	0	709,520
910101	Scholarships-Basketball Men	0	0	465,277	0	465,277
910200	Basketball-Women	300,568	110,547	180,000	0	591,115
910201	Scholarships-Basketball Women	0	0	536,858	0	536,858
910300	Football	950,018	351,377	169,560	0	1,470,955
910301	Scholarships-Football	0	0	1,965,004	0	1,965,004
910400	Golf-Men	60,000	21,900	70,000	0	151,900
910401	Scholarships-Golf Men	0	0	140,357	0	140,357
910500	Golf-Women	56,000	20,860	70,000	0	146,860
910501	Scholarships-Golf Women	0	0	187,143	0	187,143
910600	Softball	151,835	56,260	135,000	0	343,095
910601	Scholarships-Softball	0	0	374,286	0	374,286
910900	Track-Men	93,250	34,036	105,000	0	232,286
910901	Scholarships-Track Men	0	0	450,961	0	450,961
911000	Track-Women	93,250	34,036	105,000	0	232,286
911001	Scholarships-Track Women	0	0	644,230	0	644,230
911100	Volleyball	123,000	45,315	115,000	0	283,315
911101	Scholarships-Volleyball	0	0	374,286	0	374,286
911150	Beach Volleyball	5,000	1,080	30,000	0	36,080

Table G

Eastern Kentucky University
Summary of Detailed Expenditures - Educational and General
FY 2020-21 Operating Budget

Org Code	Organization Description	FY 2020-21 Budget				Total FY 2020-21 Budget
		Salaries	Benefits	Operating	Capital	
911200	Cheerleaders-Coed	\$ 5,000	\$ 420	\$ 5,000	\$ 0	\$ 10,420
911201	Scholarships-Cheerleader	0	0	45,000	0	45,000
911210	Cheerleading-Female	5,000	420	5,000	0	10,420
911300	Soccer	84,000	31,500	110,000	0	225,500
911301	Scholarships-Soccer	0	0	436,668	0	436,668
Total Educational and General Expenditures		\$ 94,113,197	\$ 34,452,693	\$ 84,529,650	\$ 1,569,200	\$ 214,664,740

Table H

Eastern Kentucky University
Summary of Detailed Expenditures - Auxiliary Funds
FY 2020-21 Operating Budget

Auxiliary Fund	Org Code	Organization Description	FY 2020-21 Budget				Total FY 2020-21 Budget
			Salaries	Benefits	Operating	Capital	
Student Housing Operations	781030	Campus Life	\$ 71,053	\$ 25,934	\$ 10,150	\$ 0	\$ 107,137
	781040	University Housing	2,098,441	680,379	2,504,490	0	5,283,310
	781070	Housing System Maint & Operations	0	0	1,882,977	0	1,882,977
	781090	Housing Maintenance	343,546	271,821	836,012	0	1,451,379
	781110	Housing System Debt Service	0	0	3,990,606	0	3,990,606
	781140	Univ Housing-Admin Recharge	0	0	523,974	0	523,974
	782000	Burnam Hall	49,000	392	227,062	0	276,454
	782020	Clay Hall	39,000	312	204,783	0	244,095
	782060	Keene Hall	47,700	382	294,269	0	342,351
	782090	Palmer Hall	65,000	520	163,498	0	229,018
	782120	Telford Hall	47,580	381	164,413	0	212,373
	782140	Walters Hall	56,000	448	229,273	0	285,721
	782150	Residence Hall Association	0	0	18,500	0	18,500
	782395	South Residence Hall	41,000	328	136,832	0	178,160
	782396	Grand Campus Apartments	49,000	392	3,329,242	0	3,378,634
	782400	Leake Apartments	0	0	13,000	0	13,000
Student Housing Operations Total			2,907,319	981,289	14,529,081	0	18,417,689
Student Housing-Martin Hall	782070	Martin Hall	144,568	13,854	(158,422)	0	0
Student Housing-Martin Hall Total			144,568	13,854	(158,422)	0	0
Student Housing-North Hall	782397	North Residence Hall	114,568	13,614	(128,182)	0	0
Student Housing-North Hall Total			114,568	13,614	(128,182)	0	0
Student Housing Capital Fund	781060	Residential Networking	0	0	530,000	0	530,000
Student Housing Capital Fund Total			0	0	530,000	0	530,000
Housing Faculty and Non-Student	781010	Other Housing Rental	0	0	18,000	0	18,000
	781080	Housing Rental Maint & Operations	0	0	20,000	0	20,000
Housing Faculty and Non-Student Total			0	0	38,000	0	38,000
Campus Recreation Center	771030	Campus Recreation Center	674,373	109,469	660,009	0	1,443,850
Campus Recreation Center Total			674,373	109,469	660,009	0	1,443,850
Printing Services	520500	Printing Services	294,025	107,319	463,657	0	865,000
Printing Services Total			294,025	107,319	463,657	0	865,000
Parking Operations	512650	Parking Lot Maintenance	0	0	0	746,000	746,000
	540100	Transportation Services	0	0	229,000	0	229,000
	540200	Parking Services	229,076	128,740	277,184	50,000	685,000
	540300	Towing Services	0	0	10,000	0	10,000
	616089	Parking Operations-Crabbe Lot	0	0	30,000	0	30,000
Parking Operations Total			229,076	128,740	546,184	796,000	1,700,000

Table H

Eastern Kentucky University
Summary of Detailed Expenditures - Auxiliary Funds
FY 2020-21 Operating Budget

Auxiliary Fund	Org Code	Organization Description	FY 2020-21 Budget				Total FY 2020-21 Budget
			Salaries	Benefits	Operating	Capital	
White Hall State Historic Site	617000	White Hall State Historic Site	\$ 35,568	\$ 12,982	\$ 41,450	\$ 0	\$ 90,000
White Hall State Historic Site Total			35,568	12,982	41,450	0	90,000
Adams Tennis Center	616125	Adams Tennis Center	42,768	13,344	10,888	0	67,000
Adams Tennis Center Total			42,768	13,344	10,888	0	67,000
University Club at Arlington	200616	University Club at Arlington	557,997	201,916	920,087	0	1,680,000
University Club at Arlington Total			557,997	201,916	920,087	0	1,680,000
Airport FBO	221950	Airport FBO	69,338	23,479	307,383	0	400,200
Airport FBO Total			69,338	23,479	307,383	0	400,200
Total Auxiliary Expenditures			\$ 5,069,599	\$ 1,606,007	\$ 17,760,133	\$ 796,000	\$ 25,231,739

TABLE I

Eastern Kentucky University

Tuition and Fees

For the Fiscal/Academic Year 2020-21

		Per Semester 2020-21	
<u>Undergraduate Tuition</u>			
Resident -	Full-time (12 credit hours and above)	\$	4,633.00
	Part-time ¹	\$	386.00
Non-resident -	Full-time (12 credit hours and above)	\$	9,669.00
	Part-time ¹	\$	806.00
<u>Graduate Tuition (per credit hour)</u>			
	Masters Resident	\$	550.00
	Masters Non-resident	\$	750.00
	Doctorate in Education	\$	575.00
	Doctorate in Nursing Practice	\$	675.00
	Doctorate in Occupational Therapy	\$	675.00
	Doctorate in Psychology	\$	675.00
<u>eCampus Online Programs Tuition (per credit hour)</u>			
<u>Undergraduate</u>			
	RN to BSN online program	\$	460.00
	All other eCampus Bachelor degree online programs	\$	409.00
<u>Graduate</u>			
	College of Letters, Arts and Social Sciences		
	M.S. in General Psychology - ABA Concentration	\$	662.00
	Other eCampus graduate online programs (CLASS)	\$	611.00
	College of Science	\$	611.00
	College of Education - Mental Health Counseling	\$	510.00
	College of Education - Human Services: Student Personnel Services	\$	510.00
	College of Education - Communication Disorders	\$	510.00
	College of Education - EdD	\$	510.00
	College of Education - MAT Traditional	\$	510.00
	College of Education - All Other Programs	\$	395.00
	College of Business and Technology	\$	611.00
	College of Health Sciences	\$	662.00
	College of Justice and Safety	\$	611.00
	<u>EKU Now! Tuition (per credit hour)</u>	\$	58.00
<u>Active Duty Military Tuition (per credit hour)</u>			
	Undergraduate	\$	250.00
	Graduate ²	\$	325.00
<u>Military Veterans Tuition</u>			
<u>Undergraduate</u>			
	Full-time (12 credit hours and above)	\$	4,633.00
	Part-time ¹	\$	386.00
	Online Courses (non-program; per credit hour)	\$	421.00
<u>Graduate (per credit hour)</u>			
	Masters	\$	550.00
	Masters Online Courses (non-program)	\$	550.00
	Doctorate in Education	\$	575.00
	Doctorate in Nursing Practice	\$	675.00
	Doctorate in Occupational Therapy	\$	675.00
	Doctorate in Psychology	\$	675.00

Note: All dollar values are rounded.

¹ Part-time status is less than 12 credit hours. Part-time rate is assessed at 1/12 of the full-time rate.

² Regular online tuition rates apply to the MSN, DNP, and OTD programs.

TABLE I

Eastern Kentucky University

Tuition and Fees

For the Fiscal/Academic Year 2020-21

<u>Model Laboratory School</u>	<u>Per Academic Year</u>	
	<u>2020-21</u>	
Tuition and Mandatory Fees ¹		
Kindergarten		
Tuition	\$	3,700.00
Textbook/Workbook Fee	\$	175.00
Technology Fee	\$	275.00
Asset Preservation Fee	\$	100.00
Grades 1 - 12		
Tuition	\$	3,415.00
Textbook/Workbook Fee	\$	205.00
Technology Fee	\$	275.00
Asset Preservation Fee	\$	100.00
Specialized Fees ²		
AP Exam (except seminar and research)	\$	94.00
AP Exam (seminar and research)	\$	142.00
Art Studio Elective Courses (Grades 8 - 12)	\$	35.00
Athletic Uniform Rental Fee (maximum)	\$	75.00
Background Check Volunteer (non-employee)	\$	15.00
Background Check w/Fingerprint (non-employee)	\$	25.00
Credit Card Processing/Convenience Fee	4% of the total transaction	
Field Trips	Variable by Field Trip & Activities	
Financial Aid Application Processing ³	\$	30.00
Graduation Fee (Seniors)	\$	40.00
Late Payment Fee (paid after 15 th of any month)	\$	25.00
Lock Replacement	\$	10.00
Lost or Damaged Technology	Actual replacement cost	
Lost Textbook/Workbook	Actual replacement cost	
Lost Library Book	Actual replacement cost	
PSAT Exam (elective)	\$	17.00
Returned Check Fee	\$	25.00
Technology Certifications	\$	120.00

¹ For families with multiple students enrolled at Model, the oldest student's tuition (only) will be reduced by 5%. Fees are not discounted.

Students who are eligible for free or reduced lunch may request a waiver for any or all fees but not tuition.

For returning Model students in good standing, a \$250 non-refundable deposit is due by March 31 to secure enrollment for the next year. For students enrolling at Model for the first time, the \$250 deposit is due within 48 hours of notification of acceptance. The annual tuition bill will be reduced by the deposit amount and any discounts, if applicable.

² Model Laboratory School assesses and collects additional dues for clubs, organizations and activities for which students opt to join, be part of, or attend as well as for graduation regalia, class rings, yearbooks, school pictures, senior portraits, ACT, spirit wear and memorabilia, snacks, etc. for which the school makes payment on behalf of the student.

These fees do not include any fees assessed by the University's dining services provider.

Fees are subject to change in emergency or unanticipated circumstances on an interim basis.

³ Paid directly to the vendor.

TABLE I

Eastern Kentucky University
Tuition and Fees
For the Fiscal/Academic Year 2020-21

	Per Academic Year	
	2020-21	
<u>Model Laboratory School (continued)</u>		
Extended Learning Program		
Annual Enrollment/Application Fee (per family)	\$	50.00
Full-Time Weekly Tuition Rate (per child)	\$	65.00
Part-Time Drop-In Hourly Tuition Rate (per child)	\$	8.00
Summer Enrichment Program		
Enrollment/Application Fee (per child)	\$	5.00
Hourly Tuition (per child)	\$	3.00
Summer School - Secondary		
Course Tuition (per 1/2 credit)	\$	50.00

TABLE J

Eastern Kentucky University
Housing Fees - Student
For the Fiscal/Academic Year 2020-21

	2020-21		
	Triple	Double	Single
<u>Residence Halls and Related Charges</u>			
Basic Room, no sink, community bath			
Keene		\$ 2,459.00	\$ 3,688.00
Palmer		\$ 2,655.00	\$ 3,983.00
Sullivan	\$ 1,958.00	\$ 2,655.00	\$ 3,983.00
Burnam	\$ 1,958.00	\$ 2,655.00	\$ 3,983.00
Enhanced Trad. Rm w/sink & community bath			
Clay		\$ 2,909.00	\$ 4,363.00
McGregor		\$ 2,965.00	\$ 4,448.00
Walters (Break Housing)		\$ 2,853.00	\$ 4,279.00
Suite Style Room			
Burnam	\$ 2,141.00	\$ 2,994.00	\$ 4,491.00
Telford		\$ 2,909.00	\$ 4,363.00
New Construction Suite Style			
South Hall (Break Housing)		\$ 3,548.00	\$ 3,882.00
Martin Hall - Trad. Suite (Break Housing)		\$ 3,554.00	\$ 7,108.00
Martin Hall - Super Suite (Break Housing)		\$ 3,766.00	\$ 7,532.00
North Hall - Traditional Suite		\$ 3,554.00	\$ 7,108.00
North Hall - Super Suite		\$ 3,766.00	\$ 7,532.00
New Apartment Style			
Grand Campus (Break Housing)			\$ 4,133.00
Conference & Other Short Term Special Activities			
Traditional Hall			
Daily		\$ 19.00	\$ 27.00
Suite Style (Burnam & Telford)			
Daily		\$ 20.00	\$ 31.00
Suite Style (Martin & North)			
Daily		\$ 28.00	\$ 56.00
General Housing Fees			
Housing Pre-Payment	\$ 200.00	\$ 200.00	\$ 200.00
Unauthorized Room Change	\$ 100.00	\$ 100.00	\$ 100.00
Lock Out Fee	\$ 5.00	\$ 5.00	\$ 5.00

TABLE K

**Eastern Kentucky University
Housing Fees - Non-Student
For the Fiscal/Academic Year 2020-21**

	Per Month 2020-21
University Owned Housing Facilities	
385 ½ High Street	\$ 200.00
416 Lancaster Avenue	
Basement Apartment	\$ 390.00
410 Lancaster Avenue	\$ 1,375.00
Hycliffe Drive	
704 Hycliffe Drive	\$ 1,375.00
712 Hycliffe Drive	\$ 675.00
Cardinal Lane	
100 Cardinal Lane	\$ 1,090.00
103 Cardinal Lane	\$ 800.00
111 Cardinal Lane	\$ 1,040.00
Van Hoose Drive	
1102 Vanhooose	\$ 430.00
1103 Vanhooose	\$ 430.00

As rental agreements are terminated, rates may change.

TABLE L

Eastern Kentucky University

Facility Rental Fees

For the Fiscal/Academic Year 2020-21

	2020-21 Fee
Alumni Coliseum	
Auxiliary Gym	\$ 200.00 - \$ 400.00
McBrayer Gym	\$ 1,000.00 - \$ 5,000.00
Parking Lot	\$ 500.00 - \$ 2,000.00
Indoor Pool	\$ 150.00 - \$ 225.00
Brock Auditorium	\$ 500.00 - \$ 2,000.00
Burrier Living Center	\$ 75.00
Business and Technology Center	
Atrium	\$ 250.00
Auditorium	\$ 350.00
Both (Atrium & Auditorium)	\$ 500.00
Labs	\$ 250.00 - \$ 350.00
Case Dining Hall	
Atrium	\$ 100.00
Regents Dining Room	\$ 200.00 - \$ 350.00
Classrooms (General)	\$ 50.00 - \$ 150.00
Classrooms (Distance Learning)	\$ 75.00 - \$ 150.00
Classrooms (New Science Building)	\$ 75.00 - \$ 150.00
Chapel of Meditation	\$ 150.00 - \$ 500.00
Elmwood House (Grounds Only)	\$ 150.00 - \$ 500.00
Fitness & Wellness Center Basketball Courts	\$ 250.00 - \$ 800.00
Gifford Theater	\$ 400.00 - \$ 1,500.00
Green Space (General)	\$ 50.00 - \$ 500.00
Hanger Field	\$ 1,600.00 - \$ 5,000.00
Hood Softball Field	\$ 150.00 - \$ 500.00
Hughes Baseball Field	\$ 200.00 - \$ 500.00
Intramural Fields	
Regular	\$ 75.00 - \$ 175.00
Turf	\$ 100.00 - \$ 200.00
Keen Johnson Building	
Ballroom	\$ 500.00 - \$ 1,500.00
Walnut Hall	\$ 150.00 - \$ 500.00
Pearl Buchanan Theater	\$ 100.00 - \$ 200.00
Plaza	\$ 100.00 - \$ 300.00
Lecture Halls	
Combs	\$ 100.00 - \$ 250.00
Disney	\$ 100.00 - \$ 250.00
Moore	\$ 100.00 - \$ 250.00
New Science Building	\$ 100.00 - \$ 250.00
Wallace	\$ 100.00 - \$ 250.00

All rates are subject to change per contract.

The rates shown above are base rates that apply to rental of University facilities. The user will be charged, in addition to the base rate, any direct costs for setup, room arrangement, technical equipment/support, and other campus resources utilized for a meeting or event. The Director of EKV Conferencing & Events shall determine the final rates based upon requests and activity requirements.

TABLE L

Eastern Kentucky University

Facility Rental Fees

For the Fiscal/Academic Year 2020-21

	2020-21 Fee
Lily Cornett Woods	
Outdoor Classroom	\$ 40.00 - \$ 150.00
Visitor's Center	\$ 40.00 - \$ 200.00
Maywoods Natural Areas	
Amphitheatre	\$ 40.00 - \$ 500.00
Outdoor Classroom	\$ 40.00 - \$ 150.00
Lodge	\$ 40.00 - \$ 200.00
McKinney Women's Soccer Complex	\$ 500.00 - \$ 1,000.00
Moberly Gymnasium	\$ 100.00 - \$ 250.00
Model Laboratory School	
Edwards Auditorium	\$ 100.00 - \$ 250.00
Gymnasium	\$ 100.00 - \$ 250.00
Baseball Field	\$ 75.00 - \$ 100.00
Classrooms	\$ 150.00 - \$ 500.00
Cafeteria	\$ 100.00 - \$ 250.00
New Science Building-Atrium	\$ 250.00 - \$ 500.00
Noel Studio	
Breakout Rooms	\$ 75.00 - \$ 100.00
Discovery Room	\$ 175.00 - \$ 350.00
Conference Rooms	\$ 100.00 - \$ 250.00
Parking Lots (General)	\$ 100.00 - \$ 5,000.00
Perkins Conference Center	
Computer Lab	\$ 175.00 - \$ 350.00
Rooms	\$ 50.00 - \$ 100.00
Quadrants (per quadrant)	\$ 175.00
Lobby	\$ 100.00 - \$ 350.00
Powell Building	
Lobby	\$ 50.00 - \$ 200.00
Room 105	\$ 50.00 - \$ 150.00
Room 108	\$ 150.00 - \$ 300.00
Room 201	\$ 150.00 - \$ 300.00
Room 202	\$ 150.00 - \$ 300.00
Room 203	\$ 150.00 - \$ 300.00
Room 204	\$ 200.00 - \$ 400.00
Room 208	\$ 100.00 - \$ 200.00

All rates are subject to change per contract.

The rates shown above are base rates that apply to rental of University facilities. The user will be charged, in addition to the base rate, any direct costs for setup, room arrangement, technical equipment/support, and other campus resources utilized for a meeting or event. The Director of ECU Conferencing & Events shall determine the final rates based upon requests and activity requirements.

TABLE L

Eastern Kentucky University

Facility Rental Fees

For the Fiscal/Academic Year 2020-21

	2020-21 Fee
Powell Building (continued)	
Room 212	\$ 100.00 - \$ 200.00
Room 213	\$ 100.00 - \$ 200.00
Room 219	\$ 300.00 - \$ 450.00
Room 220	\$ 100.00 - \$ 200.00
Room 224	\$ 100.00 - \$ 200.00
Room 225	\$ 100.00 - \$ 200.00
Room 229	\$ 200.00 - \$ 400.00
Ravine	\$ 150.00 - \$ 1,500.00
Samuels Track	\$ 250.00 - \$ 1,500.00
Stratton Building	
Duck Pond Green Space	\$ 250.00 - \$ 500.00
Posey Auditorium	\$ 250.00 - \$ 750.00
Driving Range	\$ 150.00 - \$ 500.00
Cafeteria	\$ 200.00 - \$ 500.00
Tennis Courts	
Outdoors	\$ 100.00 - \$ 200.00
Indoors (Greg Adams)	\$ 100.00 - \$ 200.00
Walk/Run Path and Routes	\$ 100.00 - \$ 200.00
Weaver Health	
Pool (Therapeutic)	\$ 125.00 - \$ 200.00
Gym	\$ 100.00 - \$ 200.00
White Hall State Historic Site	
Mansion	\$ 1,500.00 - \$ 5,000.00
Back Field	\$ 100.00 - \$ 3,000.00
Front Lawn	\$ 250.00 - \$ 5,000.00
Side Lawn	\$ 250.00 - \$ 4,000.00
Parking Lot	\$ 100.00 - \$ 3,000.00
Whitlock Building	
O'Donnell Auditorium	\$ 750.00 - \$ 2,000.00
Lobby	\$ 150.00 - \$ 300.00

All rates are subject to change per contract.

The rates shown above are base rates that apply to rental of University facilities. The user will be charged, in addition to the base rate, any direct costs for setup, room arrangement, technical equipment/support, and other campus resources utilized for a meeting or event. The Director of EKV Conferencing & Events shall determine the final rates based upon requests and activity requirements.

TABLE M

Eastern Kentucky University
Dining Fees
For the Fiscal/Academic Year 2020-21

Meal Plans	Flex Dollars Included	Total Meals per Semester	Fees Per Semester 2020-21
\$300 Declining Balance	\$ 300.00	<i>n/a</i>	\$ 300.00
\$500 Declining Balance	\$ 500.00	<i>n/a</i>	\$ 500.00
25 Block	\$ 300.00	25	\$ 450.00
50 Block	\$ 300.00	50	\$ 600.00
75 Block	\$ 300.00	75	\$ 750.00
100 Block VIP ¹	\$ 300.00	100	\$ 1,100.00
150 Block VIP ¹	\$ 300.00	150	\$ 1,450.00
5-Day All Access ²	\$ 300.00	217	\$ 1,929.00
5-Day All Access VIP ^{1, 2}	\$ 300.00	217	\$ 2,039.00
7-Day All Access ²	\$ 300.00	304+	\$ 2,217.00
7-Day All Access VIP ^{1, 2}	\$ 300.00	304+	\$ 2,273.00

¹ *VIP plans include an opportunity to exchange a meal swipe for a meal at national brands and convenience locations on campus.*

² *Satisfies residential meal plan requirement.*

TABLE N

Eastern Kentucky University
Student Program and Course Fees
For the Fiscal/Academic Year 2020-21

Course	2020-21 Fee	Course	2020-21 Fee
College of Science			
<i>MCAT Practice Test Fees</i>			
SCO 400	\$ 30.00		
<i>Biological Sciences</i>			
BIO 100	\$ 25.00	BIO 557	\$ 50.00
BIO 102	\$ 20.00	BIO 558	\$ 30.00
BIO 111	\$ 25.00	BIO 561	\$ 50.00
BIO 112	\$ 25.00	BIO 584	\$ 30.00
BIO 271	\$ 20.00	BIO 598	\$ 30.00
BIO 273	\$ 95.00	BIO 710	\$ 30.00
BIO 304	\$ 30.00	BIO 711	\$ 50.00
BIO 307	\$ 25.00	BIO 721	\$ 95.00
BIO 308	\$ 25.00	BIO 722	\$ 30.00
BIO 315	\$ 30.00	BIO 725	\$ 95.00
BIO 316	\$ 30.00	BIO 727	\$ 75.00
BIO 318	\$ 30.00	BIO 728	\$ 75.00
BIO 319	\$ 30.00	BIO 731	\$ 95.00
BIO 320	\$ 90.00	BIO 731S	\$ 95.00
BIO 328	\$ 30.00	BIO 735	\$ 75.00
BIO 335	\$ 95.00	BIO 736	\$ 95.00
BIO 340	\$ 50.00	BIO 742	\$ 50.00
BIO 342	\$ 75.00	BIO 746	\$ 30.00
BIO 371	\$ 30.00	BIO 747	\$ 95.00
BIO 510	\$ 30.00	BIO 748	\$ 50.00
BIO 511	\$ 50.00	BIO 750	\$ 30.00
BIO 521	\$ 95.00	BIO 753	\$ 30.00
BIO 522	\$ 30.00	BIO 754	\$ 30.00
BIO 525	\$ 95.00	BIO 756	\$ 50.00
BIO 527	\$ 75.00	BIO 757	\$ 50.00
BIO 528	\$ 75.00	BIO 758	\$ 30.00
BIO 531	\$ 95.00	BIO 761	\$ 30.00
BIO 531S	\$ 95.00	BIO 784	\$ 30.00
BIO 535	\$ 75.00	BIO 798	\$ 30.00
BIO 536	\$ 95.00	BIO 806	\$ 30.00
BIO 542	\$ 50.00	BIO 821	\$ 100.00
BIO 546	\$ 30.00	BIO 831	\$ 50.00
BIO 547	\$ 95.00	BIO 835	\$ 50.00
BIO 548	\$ 50.00	BIO 845	\$ 30.00
BIO 550	\$ 30.00	BIO 848	\$ 50.00
BIO 551	\$ 30.00	BIO 849	\$ 30.00
BIO 552	\$ 30.00	BIO 850	\$ 50.00
BIO 556	\$ 50.00		
WLD 382	\$ 30.00	WLD 586	\$ 50.00
WLD 489	\$ 30.00	WLD 786	\$ 50.00

TABLE N

Eastern Kentucky University
Student Program and Course Fees
For the Fiscal/Academic Year 2020-21

Course		2020-21 Fee	Course		2020-21 Fee
Chemistry					
¹ CHE 100	\$	35.00	CHE 501L	\$	50.00
¹ CHE 101L	\$	35.00	CHE 515	\$	50.00
¹ CHE 102L	\$	35.00	CHE 525	\$	50.00
CHE 104	\$	35.00	CHE 532	\$	50.00
¹ CHE 105L	\$	35.00	CHE 570	\$	50.00
¹ CHE 111L	\$	35.00	CHE 574L	\$	50.00
¹ CHE 112L	\$	35.00	CHE 575L	\$	50.00
CHE 325L	\$	45.00	CHE 701L	\$	50.00
CHE 361L	\$	45.00	CHE 715	\$	50.00
CHE 362L	\$	45.00	CHE 770	\$	50.00
CHE 425L	\$	50.00	CHE 774L	\$	50.00
CHE 432	\$	50.00	CHE 775L	\$	50.00
CHE 495	\$	50.00			
FMT 140	\$	35.00	FMT 545	\$	75.00
FMT 345	\$	50.00	FMT 549	\$	75.00
FMT 540	\$	75.00			
Computer Science					
All CSC courses except CSC 349 and CSC 839				\$	35.00
All INF courses				\$	35.00
Forensic Science					
FOR 331L	\$	75.00	FOR 442L	\$	50.00
FOR 411L	\$	50.00	FOR 451L	\$	50.00
FOR 412	\$	50.00	FOR 490	\$	50.00
FOR 412L	\$	50.00	FOR 499	\$	75.00
Geosciences					
GEO 110	\$	20.00	² GEO 435	\$	50.00
GEO 210	\$	20.00	GEO 450	\$	25.00
GEO 325S	\$	25.00	GEO 456	\$	50.00
GLY 102	\$	20.00	GLY 410	\$	50.00
GLY 104	\$	20.00	GLY 415	\$	50.00
GLY 107	\$	30.00	GLY 420	\$	50.00
GLY 108	\$	20.00	GLY 451	\$	1,500.00
GLY 109	\$	20.00	GLY 480	\$	50.00
GLY 351	\$	100.00	GLY 498	\$	50.00
GLY 409	\$	50.00	GLY 499	\$	50.00

¹ Does not apply to online sections² Fall term only

TABLE N

Eastern Kentucky University
Student Program and Course Fees
For the Fiscal/Academic Year 2020-21

Course	2020-21 Fee	Course	2020-21 Fee
<i>Mathematics and Statistics</i>			
MAT 090A	\$ 10.00	MAT 095C	\$ 10.00
MAT 090B	\$ 10.00	MAT 105P	\$ 30.00
MAT 090C	\$ 10.00	MAT 112AP	\$ 15.00
MAT 095A	\$ 10.00	MAT 112BP	\$ 15.00
MAT 095B	\$ 10.00		
STA 215P	\$ 30.00		
<i>Physics & Astronomy</i>			
PHY 101	\$ 25.00	PHY 202	\$ 25.00
PHY 102	\$ 25.00	PHY 303	\$ 25.00
PHY 131	\$ 25.00	PHY 308	\$ 25.00
PHY 132	\$ 25.00	PHY 406	\$ 25.00
PHY 201	\$ 25.00		
AST 133	\$ 25.00	AST 135	\$ 25.00
College of Letters, Arts and Social Sciences			
<i>Anthropology, Sociology and Social Work</i>			
¹ ANT 201	\$ 20.00		
<i>Art and Design</i>			
ART 100	\$ 20.00	ART 314	\$ 23.00
ART 101	\$ 98.00	ART 321	\$ 63.00
ART 152	\$ 50.00	ART 322	\$ 63.00
ART 153	\$ 30.00	ART 323	\$ 63.00
ART 154	\$ 50.00	ART 331	\$ 63.00
ART 210	\$ 128.00	ART 332	\$ 63.00
ART 216	\$ 128.00	ART 333	\$ 63.00
ART 220	\$ 53.00	ART 334	\$ 50.00
ART 230	\$ 73.00	ART 335	\$ 63.00
ART 236	\$ 50.00	ART 336	\$ 50.00
ART 240	\$ 48.00	ART 341	\$ 48.00
ART 246	\$ 48.00	ART 343	\$ 48.00
ART 270	\$ 33.00	ART 344	\$ 48.00
ART 280	\$ 250.00	ART 371	\$ 43.00
ART 281	\$ 78.00	ART 372	\$ 53.00
ART 290	\$ 100.00	ART 376	\$ 33.00
ART 300	\$ 25.00	ART 381	\$ 50.00
ART 301	\$ 25.00	ART 382	\$ 50.00
ART 312	\$ 23.00	ART 383	\$ 50.00
ART 313	\$ 73.00	ART 391	\$ 100.00

¹ Does not apply to online sections

TABLE N

Eastern Kentucky University
Student Program and Course Fees
For the Fiscal/Academic Year 2020-21

Course	2020-21 Fee	Course	2020-21 Fee
<i>Art and Design (continued)</i>			
ART 392	\$ 100.00	ART 474	\$ 53.00
ART 401	\$ 25.00	ART 483	\$ 50.00
ART 413	\$ 23.00	ART 484	\$ 28.00
ART 414	\$ 23.00	ART 491	\$ 100.00
ART 423	\$ 83.00	ART 492	\$ 100.00
ART 424	\$ 63.00	ART 540	\$ 45.00
ART 430	\$ 50.00	ART 560	\$ 40.00
ART 433	\$ 63.00	ART 760	\$ 40.00
ART 434	\$ 63.00	ART 800	\$ 25.00
ART 443	\$ 48.00	ART 810	\$ 23.00
ART 444	\$ 48.00	ART 820	\$ 63.00
ART 460	\$ 40.00	ART 830	\$ 63.00
ART 461	\$ 50.00	ART 840	\$ 63.00
ART 472	\$ 53.00	ART 870	\$ 53.00
ART 473	\$ 53.00	ART 880	\$ 28.00
AED 360	\$ 45.00	AED 561	\$ 45.00
AED 361	\$ 28.00	AED 761	\$ 45.00
DES 250	\$ 70.00	DES 426	\$ 30.00
DES 326	\$ 30.00	DES 450	\$ 70.00
DES 350	\$ 70.00	DES 451	\$ 70.00
DES 351	\$ 70.00	DES 452	\$ 50.00
DES 352	\$ 70.00	DES 453	\$ 70.00
DES 353	\$ 70.00	DES 454	\$ 70.00
DES 354	\$ 70.00		
<i>Communications</i>			
BEM 202	\$ 15.00	BEM 351	\$ 5.00
BEM 203	\$ 15.00	⁶ BEM 360	\$ 15.00
⁶ BEM 295	\$ 20.00	BEM 370	\$ 20.00
BEM 301	\$ 15.00	BEM 395	\$ 20.00
BEM 305/305W	\$ 15.00	BEM 401	\$ 20.00
BEM 320	\$ 15.00	BEM 402	\$ 20.00
BEM 325	\$ 15.00	BEM 412	\$ 15.00
BEM 330	\$ 15.00	⁶ BEM 460	\$ 5.00
BEM 350	\$ 5.00	BEM 495	\$ 20.00
COM 300	\$ 15.00		

⁶ ***Lab sections only***

TABLE N

Eastern Kentucky University

Student Program and Course Fees

For the Fiscal/Academic Year 2020-21

Course	2020-21 Fee	Course	2020-21 Fee
<i>Communications (continued)</i>			
PUB 320	\$ 15.00	PUB 412	\$ 15.00
PUB 325/325S	\$ 15.00	PUB 415S	\$ 15.00
PUB 380	\$ 15.00	PUB 490	\$ 15.00
PUB 385/385S	\$ 15.00	PUB 491	\$ 20.00
PUB 410S	\$ 15.00		
<i>Music</i>			
Music Fees per applied lesson:			
Level 1	\$ 75.00	Level 2	\$ 100.00
MUS 192	\$ 50.00	MUS 392	\$ 50.00
MUS 292	\$ 50.00	MUS 492	\$ 50.00
<i>Psychology</i>			
¹ PSY 311	\$ 25.00	PSY 824	\$ 150.00
PSY 419	\$ 45.00	PSY 853	\$ 25.00
PSY 458	\$ 45.00		
<i>Interdisciplinary Programs</i>			
AFA 347 (selected sections for video gaming lab)		\$ 25.00	
WGS 300 (selected sections for video gaming lab)		\$ 25.00	
College of Business and Technology			
<i>Agriculture</i>			
AGR 115	\$ 20.00	AGR 329	\$ 20.00
AGR 225	\$ 20.00	AGR 374	\$ 20.00
AGR 304	\$ 35.00	AGR 375	\$ 50.00
AGR 326	\$ 25.00		
OHO 115	\$ 20.00	OHO 362E	\$ 50.00
OHO 304	\$ 35.00	OHO 364	\$ 50.00
OHO 351	\$ 30.00		
<i>Aviation - Flight Fees</i>			
AVN 161	\$ 375.00	AVN 301A	\$ 5,124.00
AVN 161A	\$ 3,640.00	AVN 302A	\$ 3,970.00
AVN 162A	\$ 4,420.00	AVN 303A	\$ 4,636.00
AVN 192	\$ 375.00	AVN 304A	\$ 6,518.00
AVN 192A	\$ 3,640.00	AVN 305	\$ 690.00
AVN 193A	\$ 4,420.00	AVN 305A	\$ 9,290.00
AVN 220	\$ 825.00	AVN 331A	\$ 5,965.00
AVN 221A	\$ 2,836.00	AVN 332A	\$ 7,000.00
AVN 222A	\$ 4,858.00	AVN 333A	\$ 3,510.00
AVN 300	\$ 375.00	AVN 334A	\$ 7,240.00

¹ Does not apply to online sections

TABLE N

Eastern Kentucky University

Student Program and Course Fees

For the Fiscal/Academic Year 2020-21

Course	2020-21 Fee	Course	2020-21 Fee
Aviation - Flight Fees (continued)			
AVN 415	\$ 300.00	AVN 421A	\$ 2,920.00
AVN 415A	\$ 3,944.00	AVN 422A	\$ 9,850.00
AVN 416A	\$ 5,075.00	AVN 423A	\$ 4,350.00
AVN 421	\$ 150.00		
<i>Note: Flight fees are based on estimated usage of aircraft, simulator and instructor time. At course end, final charges are adjusted to actual usage resulting in refunds or additional charges.</i>			
Aviation - Flight Course Insurance			
AVN 192A	\$ 260.00	AVN 310A	\$ 260.00
AVN 193A	\$ 260.00	AVN 320A	\$ 260.00
AVN 194A	\$ 260.00	AVN 331A	\$ 260.00
AVN 205A	\$ 260.00	AVN 332A	\$ 260.00
AVN 206A	\$ 260.00	AVN 333A	\$ 260.00
AVN 220A	\$ 260.00	AVN 334A	\$ 260.00
AVN 221A	\$ 260.00	AVN 305A	\$ 260.00
AVN 222A	\$ 260.00	AVN 400A	\$ 260.00
AVN 229A	\$ 260.00	AVN 401	\$ 30.00
AVN 230A	\$ 260.00	AVN 415A	\$ 260.00
AVN 300A	\$ 260.00	AVN 416A	\$ 260.00
AVN 301A	\$ 260.00	AVN 420A	\$ 260.00
AVN 302A	\$ 260.00	AVN 421A	\$ 260.00
AVN 303A	\$ 260.00	AVN 422A	\$ 260.00
AVN 304A	\$ 260.00	AVN 423A	\$ 260.00
Aviation Professional Flight Option - Liability Insurance Coverage			
All students taking any AVN flight course will be required to provide evidence of \$250,000 in aviation liability insurance from an approved carrier.			
General Business			
BTS 400	\$ 15.00		
GBU 480	\$ 39.00		<i>(includes \$12 computer lab fee)</i>
GRD 867A	\$ 31.00		
Business & Technology Computer Lab			
ACC 350	\$ 12.00		
CCT 101	\$ 12.00	CCT 250	\$ 12.00
CCT 106	\$ 12.00	CCT 300	\$ 12.00
CCT 107	\$ 12.00	CCT 302	\$ 12.00
CCT 200	\$ 12.00	CCT 850	\$ 12.00
CCT 201	\$ 12.00		
CIS 212	\$ 12.00	CIS 240	\$ 12.00
CIS 215	\$ 12.00	CIS 250	\$ 12.00
CIS 230	\$ 12.00	CIS 300	\$ 12.00

TABLE N

Eastern Kentucky University
Student Program and Course Fees
For the Fiscal/Academic Year 2020-21

Course	2020-21 Fee	Course	2020-21 Fee
<i>Business & Technology Computer Lab (continued)</i>			
CIS 320	\$ 12.00	CIS 380	\$ 12.00
CIS 325	\$ 12.00	CIS 420	\$ 12.00
CIS 370	\$ 12.00	CIS 435	\$ 12.00
CIS 375	\$ 12.00		
FIN 201	\$ 12.00	FIN 300	\$ 12.00
GBU 301	\$ 12.00		
MGT 301	\$ 12.00	MGT 370	\$ 12.00
MKT 309	\$ 12.00	MKT 851	\$ 12.00
MKT 401	\$ 12.00		
QMB 200	\$ 12.00	QMB 300	\$ 12.00
QMB 240	\$ 12.00	QMB 850	\$ 12.00
RST 325	\$ 12.00		
<i>PGM Program</i>			
1st Year	\$ 2,100.00	3rd Year	\$ 2,100.00
2nd Year	\$ 2,100.00	4th Year	\$ 2,100.00
<i>Technology</i>			
AEM 195	\$ 10.00	AEM 383	\$ 15.00
AEM 201	\$ 15.00	AEM 390	\$ 10.00
AEM 301	\$ 15.00	AEM 392	\$ 10.00
AEM 352	\$ 20.00	AEM 397	\$ 10.00
AEM 371	\$ 10.00	AEM 467	\$ 20.00
EET 251	\$ 43.00	EET 253	\$ 15.00
EET 252	\$ 48.00	EET 257	\$ 35.00
EET/NET 302	\$ 10.00	EET/NET 395	\$ 10.00
EET/NET 303	\$ 10.00	EET/NET 440	\$ 20.00
EET/NET 343	\$ 10.00	NET 454	\$ 10.00
EET/NET 354	\$ 10.00		
TEC 141	\$ 30.00	TEC 322	\$ 30.00
TEC 314	\$ 25.00		
CON 201	\$ 10.00	CON 325	\$ 25.00
CON 202	\$ 10.00		
<i>Master of Business Administration</i>			
MBA 800	\$ 200.00	MBA 825	\$ 200.00
MBA 815	\$ 200.00	MBA 842	\$ 50.00

TABLE N

Eastern Kentucky University

Student Program and Course Fees

For the Fiscal/Academic Year 2020-21

Course	2020-21 Fee	Course	2020-21 Fee
College of Education			
<i>ASL and Interpreter Education</i>			
ASL 101	\$ 25.00	ASL 202	\$ 25.00
ASL 102	\$ 25.00	ASL 301	\$ 25.00
ASL 105	\$ 25.00	ASL 302	\$ 25.00
ASL 201	\$ 25.00		
<i>School of Clinical Educator Preparation</i>			
CED 100	\$ 25.00	CED 810	\$ 25.00
CED 150	\$ 25.00	CED 820	\$ 100.00
CED 200	\$ 50.00	CED 830	\$ 100.00
CED 300	\$ 100.00	CED 840	\$ 100.00
CED 400	\$ 100.00	CED 855	\$ 100.00
CED 450	\$ 100.00	CED 897	\$ 150.00
⁸ CED 499	\$ 150.00		
<i>School of Clinical Educator Preparation - Speech/Language/Hearing Clinic</i>			
CDS 374	\$ 25.00	CDS 874	\$ 25.00
CDS 474	\$ 25.00	CDS 898	\$ 150.00
<i>Curriculum and Instruction</i>			
EDC 314	\$ 25.00		
EGC 836	\$ 150.00	EGC 846	\$ 150.00
ELE 102	\$ 25.00	ELE 424	\$ 25.00
EME 361	\$ 20.00		
EMG 492	\$ 25.00		
ESE 561	\$ 25.00		
SED 350	\$ 25.00	SED 776	\$ 25.00
SED 352	\$ 25.00	SED 801	\$ 25.00
SED 375	\$ 100.00	SED 813	\$ 25.00
SED 510	\$ 25.00	SED 897	\$ 150.00
SED 710	\$ 25.00		
<i>Communication Sciences and Disorders</i>			
CDS 365	\$ 25.00	CDS 741	\$ 25.00
CDS 541	\$ 25.00	CDS 878	\$ 25.00
<i>Educational Leadership and Counselor Education</i>			
EAD 831	\$ 25.00		
<i>Student Teaching Fee - \$100 per semester</i>			

⁸ Student teaching fee

TABLE N

Eastern Kentucky University

Student Program and Course Fees

For the Fiscal/Academic Year 2020-21

Course	2020-21 Fee	Course	2020-21 Fee
College of Health Sciences			
<i>Applied Human Sciences</i>			
ADM 102	\$ 23.00	ADM 312	\$ 23.00
ADM 201	\$ 23.00	ADM 339	\$ 12.00
ADM 222	\$ 8.00	ADM 412	\$ 23.00
ADM 302	\$ 23.00		
CDF 246	\$ 12.00	CDF 346	\$ 9.00
CDF 310	\$ 12.00	CDF 405	\$ 9.00
CDF 327S	\$ 12.00		
NFA 121	\$ 50.00	NFA 326	\$ 50.00
NFA 321	\$ 22.00	NFA 344	\$ 25.00
NFA 323	\$ 50.00		
<i>Health Education</i>			
HEA 202	\$ 50.00	HEA 460	\$ 10.00
HEA 285	\$ 15.00	HEA 463	\$ 15.00
HEA 290	\$ 30.00	HEA 890	\$ 10.00
HEA 420	\$ 20.00		
<i>Medical Assisting Technology</i>			
All MAS Courses	\$ 15.00		
<i>Recreation and Park Administration</i>			
REC 110	\$ 200.00	REC 290	\$ 35.00
REC 111	\$ 250.00	³ REC 290	\$ 85.00
⁹ REC 190	\$ 20.00	REC 450	\$ 35.00
REC 210	\$ 35.00	REC 511	\$ 75.00
REC 250	\$ 40.00	REC 711	\$ 75.00
REC 270	\$ 50.00		
<i>Wellness Screening</i>			
Per Test	\$ 3.00		
<i>Exercise and Sport Science</i>			
ESS 180	\$ 15.00	ESS 320	\$ 50.00
ESS 190	\$ 15.00	ESS 323	\$ 15.00
ESS 220	\$ 15.00	ESS 325	\$ 25.00
ESS 241	\$ 15.00	ESS 340	\$ 15.00
ESS 242	\$ 15.00	ESS 345	\$ 15.00
ESS 282	\$ 15.00	ESS 390	\$ 15.00
ESS 300	\$ 15.00	ESS 407	\$ 50.00
ESS 305	\$ 15.00	ESS 517	\$ 50.00
ESS 306	\$ 15.00	ESS 717	\$ 50.00
ESS 313	\$ 15.00		

³ Winter term only⁹ Challenge Course RREC

TABLE N

Eastern Kentucky University

Student Program and Course Fees

For the Fiscal/Academic Year 2020-21

Course	2020-21 Fee	Course	2020-21 Fee
<i>Exercise and Sport Science (continued)</i>			
ATR 100	\$ 25.00	ATR 803	\$ 50.00
ATR 201	\$ 20.00	ATR 804	\$ 50.00
ATR 202	\$ 20.00	ATR 805	\$ 200.00
ATR 301	\$ 20.00	ATR 806	\$ 100.00
ATR 302	\$ 20.00	ATR 810	\$ 100.00
ATR 398	\$ 20.00	ATR 812L	\$ 100.00
ATR 401	\$ 20.00	ATR 813L	\$ 50.00
ATR 402	\$ 20.00	ATR 822L	\$ 50.00
ATR 800	\$ 100.00	ATR 825L	\$ 50.00
ATR 801	\$ 200.00	ATR 832L	\$ 50.00
ATR 802	\$ 50.00		
<i>Health Sciences External Testing Fees</i>			
NUR 114	\$ 200.00	NUR 126	\$ 120.00
NUR 124	\$ 200.00	NUR 241C	\$ 200.00
NSC 380	\$ 25.00	NSC 484	\$ 25.00
NSC 386	\$ 25.00	¹⁰ NSC 492	\$ 80.00
¹⁰ NSC 396	\$ 82.00		
<i>School of Nursing</i>			
All NSC courses	\$ 15.00	NSC 832	\$ 50.00
<i>Medical Laboratory Science</i>			
MLS 201	\$ 40.00	MLS 350	\$ 75.00
MLS 209	\$ 50.00	MLS 355	\$ 75.00
MLS 211	\$ 75.00	MLS 432	\$ 50.00
MLS 305	\$ 75.00	MLS 434	\$ 50.00
MLS 308	\$ 75.00	MLS 438	\$ 50.00
MLS 310	\$ 75.00	MLS 439	\$ 50.00
MLS 320	\$ 75.00	MLS 440	\$ 50.00
MLS 346	\$ 75.00	MLS 441	\$ 50.00
MLT 201	\$ 40.00	MLT 204	\$ 30.00
MLT 202	\$ 40.00	MLT 208	\$ 15.00
MLT 203	\$ 30.00		
<i>Health Information</i>			
All HSA courses	\$ 15.00		
HAS 306	\$ 25.00		

¹⁰ ***Pre-Licensure Students***

TABLE N

Eastern Kentucky University
Student Program and Course Fees
For the Fiscal/Academic Year 2020-21

Course	2020-21 Fee	Course	2020-21 Fee
<i>Environmental Health Science</i>			
EHS 230	\$ 75.00	EHS 510	\$ 75.00
EHS 280	\$ 75.00	EHS 530	\$ 75.00
EHS 300	\$ 75.00	EHS 710	\$ 75.00
EHS 335	\$ 75.00	EHS 730	\$ 75.00
EHS 340	\$ 75.00	EHS 840	\$ 75.00
EHS 345	\$ 75.00	EHS 841	\$ 75.00
EHS 360	\$ 75.00	EHS 863	\$ 50.00
EHS 380	\$ 75.00	EHS 865	\$ 75.00
EHS 440	\$ 75.00	EHS 875	\$ 75.00
EHS 460	\$ 75.00	EHS 885	\$ 75.00
EHS 463	\$ 50.00	EHS 890	\$ 75.00
EHS 485	\$ 75.00		
<i>Occupational Therapy</i>			
All OTS courses	\$ 15.00		
<i>Master of Public Health</i>			
MPH 800	\$ 50.00	MPH 850	\$ 50.00
<i>Background Checks</i>			
	\$ 50.00		
College of Justice and Safety			
<i>Emergency Medical Care</i>			
EMC 102	\$ 35.00	EMC 335	\$ 35.00
EMC 104	\$ 35.00	EMC 336	\$ 35.00
EMC 110	\$ 35.00	EMC 340	\$ 35.00
EMC 115	\$ 35.00	EMC 341	\$ 35.00
EMC 212	\$ 35.00	EMC 342	\$ 35.00
EMC 270	\$ 11.00	EMC 349	\$ 35.00
EMC 275	\$ 11.00	EMC 352	\$ 35.00
EMC 280	\$ 11.00	EMC 360	\$ 35.00
EMC 300	\$ 35.00	EMC 362	\$ 35.00
EMC 303	\$ 35.00	EMC 389	\$ 35.00
EMC 305	\$ 35.00	EMC 420	\$ 35.00
EMC 310	\$ 35.00	EMC 430W	\$ 35.00
EMC 315	\$ 35.00	EMC 440	\$ 35.00
EMC 320	\$ 35.00		
<i>Asset Protection</i>			
APS 210	\$ 35.00		
<i>Homeland Security</i>			
HLS 210	\$ 35.00		

TABLE N

Eastern Kentucky University
Student Program and Course Fees
For the Fiscal/Academic Year 2020-21

Course	2020-21 Fee	Course	2020-21 Fee
<i>Fire and Safety Engineering</i>			
FSE 101	\$ 35.00	FSE 361	\$ 25.00
FSE 120	\$ 35.00	FSE 362	\$ 25.00
FSE 201	\$ 25.00	FSE 365	\$ 35.00
FSE 201S	\$ 35.00	FSE 366	\$ 25.00
FSE 221	\$ 35.00	FSE 367	\$ 25.00
FSE 223	\$ 35.00	FSE 370	\$ 35.00
FSE 224	\$ 35.00	FSE 375	\$ 35.00
FSE 230	\$ 35.00	FSE 380	\$ 35.00
FSE 250	\$ 35.00	FSE 400	\$ 35.00
FSE 260	\$ 35.00	FSE 412	\$ 25.00
FSE 280	\$ 35.00	FSE 420	\$ 35.00
FSE 300W	\$ 35.00	FSE 425	\$ 35.00
FSE 301	\$ 25.00	FSE 430	\$ 25.00
FSE 305	\$ 35.00	FSE 445	\$ 35.00
FSE 310	\$ 35.00	FSE 450	\$ 35.00
FSE 320	\$ 35.00	FSE 480	\$ 35.00
FSE 322	\$ 35.00	FSE 481	\$ 35.00
FSE 330	\$ 35.00	FSE 489	\$ 35.00
FSE 349	\$ 35.00	FSE 490	\$ 35.00
FSE 350	\$ 35.00	FSE 495	\$ 35.00
FSE 355	\$ 25.00	FSE 498	\$ 35.00
FSE 360	\$ 35.00	FSE 499	\$ 35.00
<i>Occupational Safety and Health</i>			
OSH 225	\$ 25.00	OSH 366	\$ 35.00
OSH 255	\$ 35.00	OSH 367	\$ 35.00
OSH 261	\$ 35.00	OSH 379	\$ 35.00
OSH 262	\$ 35.00	OSH 390	\$ 35.00
OSH 305	\$ 35.00	OSH 410	\$ 35.00
OSH 349	\$ 35.00	OSH 412	\$ 35.00
OSH 350	\$ 35.00	OSH 492	\$ 35.00
OSH 361	\$ 25.00	OSH 495	\$ 35.00
OSH 362	\$ 25.00	OSH 498	\$ 35.00
<i>Security Management</i>			
¹ SEC 210	\$ 35.00		
<i>Traffic Safety</i>			
TRS 233	\$ 30.00	TRS 235	\$ 30.00
TRS 234	\$ 30.00	TRS 491	\$ 30.00
¹ Does not apply to online sections			
Graduate Education and Research			
GRD 899	\$ 100.00		

TABLE O

Eastern Kentucky University

Digital Textbook Access Codes

For the Fiscal/Academic Year 2020-21

Course	2020-21 Fee	Course	2020-21 Fee
College of Science			
<i>Mathematics and Statistics</i>			
MAT 090/095	\$ 103.95	MAT 110	\$ 80.00
MAT 105	\$ 70.00	MAT 112A	\$ 70.00
MAT 106	\$ 90.00		
STA 215	\$ 80.00	STA 270	\$ 80.00
<i>Physics and Astronomy</i>			
AST 135	\$ 51.90	AST 335	\$ 51.90
PHY 101	\$ 97.50	PHY 202	\$ 111.35
PHY 131	\$ 111.35	PHY 211	\$ 111.35
PHY 201	\$ 111.35		
<i>Chemistry</i>			
CHE 101	\$ 93.75	CHE 111	\$ 93.75
<i>Computer Science</i>			
INF 104	\$ 97.50	INF 314	\$ 97.50
<i>Biological Sciences</i>			
BIO 100	\$ 81.25	BIO 273	\$ 47.50
BIO 101	\$ 79.70	BIO 307	\$ 93.75
BIO 111	\$ 81.25		
College of Letters, Arts and Social Sciences			
<i>Communications</i>			
CMS 100	\$ 76.10	CMS 275	\$ 81.25
CMS 210	\$ 56.70	CMS 375	\$ 25.80
<i>Music</i>			
MUH 171	\$ 68.75		
<i>Art and Design</i>			
ART 200	\$ 68.75		
ARH 392	\$ 70.00	ARH 393	\$ 70.00
ARH 392W	\$ 70.00	ARH 393W	\$ 70.00
<i>Psychology</i>			
PSY 200	\$ 68.00	PSY 316	\$ 75.70
PSY 305	\$ 68.75	PSY 319	\$ 54.40
PSY 312	\$ 86.40	PSY 320	\$ 75.70
College of Business and Technology			
<i>Accounting, Finance and Information Systems</i>			
ACC 200	\$ 81.25	ACC 327	\$ 97.50
ACC 201	\$ 97.50	ACC 440	\$ 81.25
ACC 202	\$ 97.50	ACC 527	\$ 97.50
ACC 322	\$ 81.25	ACC 727	\$ 97.50
ECO 324	\$ 81.25		
FIN 201	\$ 81.25	FIN 300	\$ 81.25

TABLE O

Eastern Kentucky University
Digital Textbook Access Codes
For the Fiscal/Academic Year 2020-21

Course	2020-21 Fee	Course	2020-21 Fee
<i>Accounting, Finance and Information Systems (continued)</i>			
FIN 304	\$ 81.25	FIN 324	\$ 81.25
FIN 310	\$ 37.05		
<i>Management, Marketing, and International Business</i>			
MGT 300	\$ 85.00		
<i>General Business</i>			
GBU 101	\$ 97.50	GBU 201	\$ 81.25
<i>Master of Business Administration</i>			
MBA 812	\$ 97.50		
College of Education			
<i>Special Education</i>			
SED 104	\$ 50.00		
College of Health Sciences			
<i>Clinical Lab Sciences</i>			
MLS 209	\$ 81.25		
First-Year Courses			
<i>Academic Orientation</i>			
ASO 100	\$ 40.95	HON 100	\$ 40.95
BTO 100	\$ 40.95	HSO 100	\$ 40.95
EDO 100	\$ 40.95	JSO 100	\$ 40.95
GSD 101	\$ 40.95	SCO 100	\$ 40.95

TABLE P

Eastern Kentucky University
Professional Liability Insurance
For the Fiscal/Academic Year 2020-21

Course		2020-21 Fee		Course		2020-21 Fee	
College of Letters, Arts and Social Sciences							
	SWK 390	\$	21.00				
	SWK 490	\$	21.00				
College of Education							
	ITP 330	\$	21.00				
College of Health Sciences							
	ATR 200	\$	21.00	ATR 302	\$	21.00	
	ATR 202	\$	21.00	ATR 401	\$	21.00	
	ATR 301	\$	21.00	ATR 402	\$	21.00	
	CDF 247	\$	21.00	CDF 443	\$	21.00	
	CDF 344	\$	21.00	CDF 499	\$	21.00	
	CDF 349	\$	21.00				
	CLT 205	\$	21.00	CLT 206	\$	21.00	
	CLS 432	\$	21.00	CLS 438	\$	21.00	
	CLS 434	\$	21.00	CLS 439	\$	21.00	
	CLS 436	\$	21.00	CLS 440	\$	21.00	
	EHS 349	\$	21.00	EHS 863	\$	21.00	
	EHS 463	\$	21.00	EHS 849	\$	21.00	
	FCS 349	\$	21.00	FCS 330 C	\$	21.00	
	FCS 330 B	\$	21.00	FCS 330 D	\$	21.00	
	HEA 463	\$	21.00	HEA 899	\$	21.00	
	HEA 472	\$	21.00				
	HSA 312	\$	21.00	HSA 412	\$	21.00	
	HSA 316	\$	21.00				
	MAS 323	\$	21.00	MAS 390	\$	21.00	
	MAS 324	\$	21.00				
	NFA 326	\$	21.00	NFA 831	\$	21.00	
	NFA 349	\$	21.00	NFA 835	\$	21.00	
	NFA 830	\$	21.00				
	NUR 112	\$	21.00	NUR 239	\$	21.00	
	NUR 124	\$	21.00	NUR 242	\$	21.00	
	NUR 126	\$	21.00	NUR 245	\$	21.00	
	NUR 215	\$	21.00	NUR 880	\$	79.00	
²	NUR 232	\$	21.00	NUR 882	\$	79.00	
²	NUR 234	\$	21.00	NUR 884	\$	79.00	
¹	NUR 236	\$	21.00	NUR 886	\$	79.00	
¹	NUR 238	\$	21.00				

¹ Fall term only² Spring term only

TABLE P

Eastern Kentucky University
Professional Liability Insurance
For the Fiscal/Academic Year 2020-21

Course		2020-21 Fee	Course		2020-21 Fee
College of Health Sciences (continued)					
NSC 300	\$	21.00	NSC 836	\$	21.00
NSC 380	\$	21.00	NSC 848	\$	21.00
NSC 386	\$	21.00	NSC 850	\$	21.00
NSC 392	\$	21.00	NSC 852	\$	21.00
NSC 396	\$	21.00	NSC 862	\$	21.00
NSC 484	\$	21.00	NSC 870	\$	79.00
NSC 486	\$	21.00	NSC 872	\$	79.00
NSC 492	\$	21.00	NSC 874	\$	79.00
NSC 832	\$	79.00	NSC 876	\$	79.00
OTS 402	\$	21.00			
ESS 470	\$	21.00	ESS 472	\$	21.00
ESS 471	\$	21.00	ESS 870	\$	21.00
REC 163	\$	21.00	REC 463	\$	21.00
REC 263	\$	21.00	REC 473	\$	21.00
College of Justice and Safety					
EMC 110	\$	21.00	EMC 352	\$	79.00
EMC 115	\$	21.00	EMC 360	\$	79.00
EMC 342	\$	79.00	EMC 362	\$	79.00

¹ Fall term only² Spring term only

TABLE Q

Eastern Kentucky University Other Administrative Fees For the Fiscal/Academic Year 2020-21

	2020-21 Fee
<u>Automobile Registration Fee (Non-Refundable)</u>	
Students - Per Academic Year (July 1 - June 30)	\$ 140.00
Employees	
Per Calendar Year (January 1 - December 31)	\$ 140.00
Reserved Employee Space at Whitlock & Jones Lots	\$ 400.00
EKU License Plate or Veteran Status	\$ 80.00
Vendors	\$ 180.00
One day Visitor Permit	\$ 5.00
<i>Note: First two one day permits are free.</i>	
<u>Child Development Center Fees</u>	
Three Year-Old Program (Full Day)	\$ 4,650.00
Pre-Kindergarten Program (Full Day)	\$ 4,650.00
<u>College of Education</u>	
Proficiency Evaluation Fee - Initial Certification	\$ 500.00
Proficiency Evaluation Fee - Additional Certification	\$ 250.00
<u>EKU Challenge Course Fee</u>	
EKU Departments/School Groups (K-12)/Outside College Groups	
High Course/Half Day (1-4 hours)	\$10.00 per person
Low Course/Half Day (1-4 Hours)	\$5.00 per person
Low Course & High Course/Half Day (1-4 Hours)	\$15.00 per person
High Course/Full Day (5-8 Hours)	\$15.00 per person
Low Course, High Course/Full Day (5-8 Hours)	\$25.00 per person
Community Groups/Non-Profit Groups	
High Course/Half Day (1-4 hours)	\$15.00 per person
Low Course/Half Day (1-4 Hours)	\$10.00 per person
Low Course & High Course/Half Day (1-4 Hours)	\$15.00 per person
High Course/Full Day (5-8 Hours)	\$20.00 per person
Low Course, High Course/Full Day (5-8 Hours)	\$30.00 per person
Corporate Groups	
High Course/Half Day (1-4 hours)	\$25.00 per person
Low Course/Half Day (1-4 Hours)	\$20.00 per person
Low Course & High Course/Half Day (1-4 Hours)	\$30.00 per person
High Course/Full Day (5-8 Hours)	\$50.00 per person
Low Course, High Course/Full Day (5-8 Hours)	\$50.00 per person
<i>Note: There is an additional \$10/hour including 1 hour set up time for each facilitator needed.</i>	
<u>Family Housing Daily Overdue Assessment</u>	
(Assessed on the 7th, 17th, and 27th)	
Rent	\$ 10.00
Utilities (max.)	\$ 25.00
<u>General Student Account Fees</u>	
Admissions Application Processing Fee	\$ 35.00
New Student Orientation Fee	\$ 75.00
Asset Preservation Fee	\$ 150.00
<i>\$10 per credit hour fee capped at \$150 per semester. Not applicable to online or dual credit hours.</i>	
Credit Card Payment Processing Fee	2.85%
Late Registration Fee	\$ 50.00

TABLE Q

Eastern Kentucky University
Other Administrative Fees
For the Fiscal/Academic Year 2020-21

	2020-21 Fee
<u>General Student Account Fees (continued)</u>	
Late Payment Fee (max. per month)	\$ 25.00
Course Withdrawal Fee (per credit hour/max. per course)	\$50.00/\$150.00
Returned Check Fee	\$ 25.00
Special-Use Fee	\$ 150.00
<i>Full-time student fee is \$150 per semester. Part-time student fee is \$12.50 per undergraduate credit hour or \$16.67 per graduate credit hour. Not applicable to dual credit hours.</i>	
<u>Graduate School</u>	
Graduate School Application Fee	\$ 40.00
<u>Graduation Fee</u>	
Associate or Bachelors Degree	\$ 50.00
Certificate (Undergraduate or Graduate)	\$ 20.00
Masters, Specialist or Doctoral Degree	\$ 55.00
Graduation Late Fee	\$50.00 - \$100.00
<u>Hummel Planetarium</u>	
Public Shows	
Adults (18-61)	\$ 6.00
Seniors (62+), Students (4-17), Military	\$ 5.00
EKU Staff and Students	\$ 5.00
Children 3 & Under	No Charge
School Field Trips	
Students	\$ 4.50
Bus Drivers	No Charge
Teacher Admission for Every 10 Students	No Charge
Additional Teachers	\$ 4.50
<u>International Sponsored Student Support Fee (per semester)</u>	\$ 200.00
<u>IT Equipment Late Fees</u>	
One day after due date	\$ 20.00
Seven days after due date	\$ 50.00
Fourteen days after due date	Item Cost
<u>Psychology Clinic - College of Letters, Arts & Social Sciences</u>	
Hourly Rate	\$6.00 - \$50.00
<u>Student Recreation and Wellness Center</u>	
Students, Richmond Only, 5 or more Cr Hrs. (per semester)	\$ 35.00
Students under 5 hrs	
1 Month	\$ 20.00
Semester	\$ 35.00

TABLE Q

Eastern Kentucky University
Other Administrative Fees
For the Fiscal/Academic Year 2020-21

	2020-21 Fee
<u>Student Recreation and Wellness Center (continued)</u>	
Faculty/Staff	
1 Month	\$ 25.00
4 Months	\$ 80.00
9 Months	\$ 160.00
12 Month/Payroll Deduction	\$ 192.00
Retiree/Veteran	
1 Month	\$ 30.00
4 Months	\$ 100.00
12 Month/Payroll Deduction	\$ 240.00
Alumni	
1 Month	\$ 35.00
4 Months	\$ 120.00
12 Month/Payroll Deduction	\$ 300.00
Donor *	
1 Month	\$ 45.00
4 Months	\$ 150.00
12 Month/Payroll Deduction	\$ 350.00
<i>* A one time donation of \$50.00 is required for eligibility</i>	
Students Fall or Spring Semester not enrolled	\$ 70.00
Students Summer Semester not enrolled	\$ 50.00
Guest Fee (per day)	\$ 5.00
Locker Rentals	
Full Locker/per semester	\$ 30.00
Half Locker/per semester	\$ 20.00
<u>Testing Fees</u>	
AP & IB Processing	No Charge
University Placement Exam	No Charge
CATS/FAA Testing (fee payable to CATS)	\$ 150.00
CLEP (per test payable to CLEP)	\$ 89.00
CLEP Processing fee	\$ 25.00
DANTES/DSST Processing Fee	\$ 25.00
Departmental Credit Exam (per credit hour)	\$ 30.00
Departmental Credit Exam (processing fee per exam)	\$ 25.00
GED Test (fee payable to GED)	\$ 30.00
Health Science Reasoning Test (HSRT)	\$ 12.50
Residual ACT	\$ 63.00
Proctoring Fee - \$15 per hour; two hour minimum	\$ 30.00
Millers Analogies Test (MAT) - Regular Test	\$ 80.00
Millers Analogies Test (MAT) - On-Demand Test	\$ 90.00

Note: All testing fees are subject to change during the academic year.

TABLE Q

Eastern Kentucky University
Other Administrative Fees
For the Fiscal/Academic Year 2020-21

	2020-21 Fee
<u>Transcript Fee</u>	
Online Automated Request (National Student Clearinghouse)	
PDF	\$ 12.00
Electronic Exchange Network	\$ 12.00
In-Person, Mail or Email Request	\$ 15.00

EASTERN KENTUCKY UNIVERSITY

2020-2021 OPERATING BUDGET

• PRESIDENT'S COUNCIL •

David T. McFaddin, Ed.D. Interim President
Jerry Pogatshnik, Ph.D., Executive Vice President for Academic Affairs & Provost
Barry D. Poynter, Senior Vice President for Finance & Administration
Skip Daughtery, Ed.D., Vice President Student Affairs & Campus Life
Dana Fohl, J.D., University Counsel
Betina Gardner, Vice President for Development & Alumni Relations
Matthew Roan, J.D., Vice President & Director of Athletics
Tanlee Wasson, Ph.D., Vice President for Student Success & Enrollment Management
Vacant, Senior Vice President for Operations & Strategic Initiatives
Ryan Wilson, Special Assistant to the President

• DEANS •

Thomas Erikson, Ed.D., College of Business & Technology
Victor Kappeler, Ph.D., College of Justice & Safety
Tom Otieno, Ph.D., College of Science
Sherry Powers, Ed.D., College of Education
Colleen Schneck, Sc.D., College of Health Sciences, Interim
Sara Zeigler, Ph.D., College of Letters, Arts & Social Sciences
Julie George, Libraries
Jerry Pogatshnik, Ph.D., Dean of Graduate Studies & Research

• BOARD OF REGENTS •

Lewis Diaz, J.D., Chair
Alan Long, Vice Chair
Jason Marion, Ph.D., Faculty Representative
Philip Gump, Staff Representative
Madison Lipscomb, Student Representative
Laura Babbage
Juan Castro
Nancy Collins, J.D.
Lynn Taylor Tye
Vasu Vasudevan



INTERIM EMPLOYMENT AGREEMENT

This **INTERIM EMPLOYMENT AGREEMENT** (“Agreement”), executed this 1st day of July, 2020 by and between **DAVID T. MCFADDIN, Ed.D.**, (“Dr. McFaddin” or “Interim President”) and **EASTERN KENTUCKY UNIVERSITY** (“EKU” or “University”), an agency and instrumentality of the Commonwealth of Kentucky.

WHEREAS, Dr. McFaddin was named Interim President by the Board of Regents by way of unanimous vote at a valid meeting on December 12, 2019;

WHEREAS, the University, by and through its Board of Regents (“Board”) desires to continue employment of Dr. McFaddin as Interim President on the terms and conditions provided herein;

NOW THEREFORE, in consideration of the mutual promises, covenants, and conditions herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

A. APPOINTMENT AS PRESIDENT

1. The Board hereby agrees to continue to employ Dr. McFaddin as Interim President of the University to serve as the chief executive officer of the University in an interim capacity and effect the University’s statutory obligations as further evidenced in its bylaws, policies and resolutions of the Board. Dr. McFaddin hereby accepts and agrees to such employment.

2. Dr. McFaddin shall work under the supervision of the Board and continue to perform all duties required by law and this Agreement, and in accordance with Board directives, bylaws and policies, as adopted or amended. Dr. McFaddin shall also perform those duties as are customarily performed by a University president including, but not limited to, the following:

- i. Providing institutional leadership;
- ii. Administering Board policies and procedures, together with any periodic recommended policy changes to advance the University’s goals and mission;
- iii. Providing executive leadership and guidance for the academic, student and financial affairs of the University;
- iv. Providing executive leadership in long-range strategic planning; budget formulation; and supervision of the University’s buildings and grounds;
- v. Engaging in public, governmental and alumni relations;
- vi. Fundraising and development;
- vii. Recruiting, retaining and graduating students;
- viii. Recruiting and retaining the most qualified faculty and staff;
- ix. Fostering a campus community that is inclusive for all students.
- x. Fulfill the mission: Eastern Kentucky University is committed to access, equal opportunity, dignity, respect, and inclusion for all people, as integral to a learning environment in which intellectual creativity and diversity

thrives. Performing such other responsibilities commensurate with the position as Interim President that may from time to time be assigned by the Board and its respective Committee Chairs, or as may be otherwise required by law.

B. TERM

Subject to the terms, conditions and provisions set out herein Dr. McFaddin shall serve as the Interim President of ECU from July 1, 2020 through June 30, 2021 (“Term”), unless otherwise extended by the Board or terminated pursuant to Section E of this Agreement upon appointment of a successor President.

C. COMPENSATION

1. **Base Salary.** The Interim President shall be paid an annual base salary of Three Hundred Thousand Dollars (\$300,000.00) during the Term of this Agreement and any extension thereof, payable in installments as provided for pay of University administration. Such base salary shall be subject to all applicable deductions and tax withholdings. Said payment will be paid twice monthly installments pursuant to the regular semi-monthly payroll calendar.

2. The University shall make contributions to cover Dr. McFaddin’s choice of group health, prescription, dental, vision, and basic life insurance, in accordance with the University’s employer-provided plans applicable to full-time University staff employees. Dr. McFaddin may elect to participate in voluntary benefit plans on the same basis and on the same terms as are generally available to full-time University employees.

3. The University shall provide to Dr. McFaddin the same tuition remission benefit as provided to other regular full-time benefitted employees at ECU.

4. Dr. McFaddin shall be provided a University-sponsored family club membership at Arlington.

5. Such other Dr. McFaddin shall be entitled to participate in the Kentucky Teachers Retirement System (“KTRS”) pension plan or the Optional Retirement Plan (“ORP”) as Dr. McFaddin may elect and for which he is eligible, on the same basis and on the same terms as are generally available to eligible University positions. If the ORP is the elected plan, the Board Chair, on behalf of the University shall determine the contribution amount which shall be in the range of 8.74% and 12% of the President’s current annual salary to the retirement fund. Dr. McFaddin shall be required to contribute the mandatory minimum set for all participating employees for this plan.

At the point this Agreement expires or otherwise ends, Dr. McFaddin shall be eligible for a supplemental deferred compensation distribution. The Board has delegated authority to the Board Chair to make such distribution in an amount not to exceed twenty percent (20%) of base salary.

D. ACADEMIC TENURE & RANK

1. Dr. McFaddin shall be granted University tenure as a full professor in the ECU College of Business by separate action of the Board of Regents. Tenure will be applicable to the

academic appointment only and not to employment as Interim President. No additional salary or other benefits will be provided to Dr. McFaddin in the event he performs teaching responsibilities while employed as Interim President under this Contract. The status of tenure shall survive this Contract, all amendments thereto, or any other agreement Dr. McFaddin has as Interim President.

2. Except as provided in Section F.1. of this Agreement, upon leaving the Interim Presidency or other administrative role of the University, Dr. McFaddin, at his election, may continue employment at the University as a member of the faculty. Dr. McFaddin's active faculty assignment shall be mutually agreed upon by him, the academic department and the Board Chair. Dr. McFaddin's faculty compensation shall be equal to the average of the annual salaries of the top five (5) compensated faculty members in that academic discipline at the University, but not to be less than One Hundred Thousand Dollars (\$100,000).

E. LEAVE TIME

1. Dr. McFaddin shall be entitled to retain the vacation leave hours he currently has on balance, and continue to accrue according to the accrual schedule for employees with four (4) weeks of annual vacation. Accumulation and payment for unused vacation days shall be governed by the same policies and procedures as are applicable to other full-time University employees.

2. Dr. McFaddin shall report all vacation time to the Board Chair (or another Regent as designated by the Chair) for approval prior to using such time, to the extent reasonably practicable, and shall thereafter report use of vacation leave in accordance with the University's time reporting procedures, with his leave time to be maintained by the Senior Vice President of Finance and Administration.

3. While vacation time is encouraged, Dr. McFaddin shall not take vacation or engage in outside activities that interfere with properly discharging the duties of Interim President under the terms of this Agreement.

4. Dr. McFaddin shall be entitled to retain the sick leave hours he currently has on balance, and continue to accrue according to the accrual schedule, policies and procedures as are applicable to other full-time University employees.

5. Dr. McFaddin shall report the use of sick leave to the Board Chair (or another Regent as designated by the Chair) and in accordance with the University's time reporting procedures, with said sick time to be maintained by the Senior Vice President of Finance and Administration.

F. TERMINATION

1. **Termination by Dr. McFaddin.** Dr. McFaddin may voluntarily resign from his employment as Interim President of the University by providing at least six (6) weeks' written notice to the Chair of the Board. Dr. McFaddin's employment as Interim President shall cease on the effective date of this resignation, and he shall not be entitled to any further compensation or benefits as Interim President, except as set forth in the University's various benefit plans with respect to vesting and rights after termination of employment. As liquidated damages for such resignation, Dr. McFaddin shall pay the University 50% of the unpaid amount remaining on the base compensation for the remainder of the Term. Furthermore, the delivery of a notice of

voluntary resignation as Interim President shall constitute a resignation of tenure status and on the effective date of such voluntary resignation, Dr. McFaddin shall cease to be classified as a tenured faculty member.

2. **Termination by University.** The University may terminate this Agreement, and Dr. McFaddin's role as Interim President upon the Board's appointment of a successor President.

G. RETURN TO FORMER POSITION

Upon termination of this Agreement, and to the extent that Dr. McFaddin chooses to remain at the University, the position of Executive Vice President shall be offered to him, at a salary calculated at 75% of the presidential base salary, plus or minus any salary adjustments or across the board increases which have occurred University wide or to administrators in the same position grade as his position. Nothing about this Agreement shall convert Dr. McFaddin's employment status or his former position into anything other than employment at-will, subject to all University policies and procedures, upon his return, at his election, to the position of Executive Vice President.

H. ENFORCIBILITY

If any provision of this Agreement is deemed invalid or unenforceable for any reason by a court or other tribunal of competent jurisdiction, it shall not be stricken in its entirety or held void or unenforceable, but rather shall be deemed modified to make it enforceable to the maximum extent legally permissible, and the Agreement's remaining provisions shall continue in full force and effect.

I. VENUE AND APPLICABLE LAW

The laws of the Commonwealth of Kentucky will govern this Agreement. In the event of an action to enforce any provision of this Agreement, venue and jurisdiction shall be in Franklin Circuit Court.

J. ENTIRE CONTRACT

This Agreement and the Prior Employment Agreement, adopted by reference herein as if set forth in full, constitute the entire understanding and agreement between the University and Dr. McFaddin regarding the employment of the President. There are no other agreements, conditions or representation, oral or written, expressed or implied, with regard thereto. This Agreement may be amended only in writing signed by both parties hereto.

[Reminder of this page intentionally left blank]

IN TESTIMONY WHEREOF, witness the hands of DR. DAVID MCFADDIN and LEWIS DIAZ, as CHAIR of the BOARD OF REGENTS OF EASTERN KENTUCKY UNIVERSITY dated this 30th day of June, 2020.

DR. DAVID T. MCFADDIN

EASTERN KENTUCKY UNIVERSITY
Lewis Diaz
Chair, Board of Regents

Attested by:

EASTERN KENTUCKY UNIVERSITY
Dr. Bryan Makinen
Secretary, Board of Regents

EASTERN KENTUCKY UNIVERSITY

BOARD OF REGENTS

RESOLUTION

WHEREAS, Richard L. McQuady received both a bachelor's and a master's degree in Business Administration from Eastern Kentucky University; and

WHEREAS, following his graduation from the University, Mr. McQuady as the Chief Executive Officer of the Kentucky Housing Corporation, a public corporation that offers low-rate home mortgages, homeownership education and counseling, housing production financing, rental assistance, housing rehabilitation and supportive housing programs for special needs populations, including the homeless, demonstrated dedication and commitment to the provision of safe, decent and affordable housing; and

WHEREAS, Mr. McQuady, was instrumental in the creation and expansion of the Kentucky Scholar House, a state-wide housing initiative to create facilities that enable parents and their children to access education and attain self-sufficiency; and

WHEREAS, Mr. McQuady, worked closely with the University and the Kentucky River Foothills Development Council, Inc. ("Foothills") and the City of Richmond to establish a the Eastern Scholar House, a facility owned by Foothills and located on the University's campus, which includes an early learning center for children and thirty-nine (39) housing units, consisting of two bedroom family apartments; and

WHEREAS, since his retirement from the Kentucky Housing Corporation, Mr. McQuady has continued to work diligently to ensure the long-term success of the Eastern Scholar House; and

WHEREAS, Foothills has heretofore determined to rename the Eastern Scholar House and now desires to obtain the University's consent; and

BE IT THEREFORE RESOLVED that the Eastern Kentucky University Board of Regents hereby highly commends Mr. Richard L. McQuady and, hereby formally records its support and consent of Kentucky River Foothills to honor Mr. McQuady in the renaming of the Eastern Scholar House.

Done this the thirtieth day of June, 2020, by the Board of Regents of Eastern Kentucky University.

Mr. Lewis Diaz
Chair, Board of Regents

Dr. Bryan Makinen
Secretary, Board of Regents

EASTERN KENTUCKY UNIVERSITY

BOARD OF REGENTS

RESOLUTION

WHEREAS, Eastern Kentucky University (“University”) has previously issued the obligations listed in Schedule A attached hereto and made a part hereof (collectively, the “Bonds”); and

WHEREAS, the United States House of Representatives is now considering legislation that would temporarily authorize the University to issue advanced refunding obligations and cause the refinancing of the Bonds; and

WHEREAS, the University’s Board of Regents has determined it is in the best interest of the University to mitigate costs and enhance savings wherever possible in light of recent pandemic events, including in any eligible refunding of the Bonds;

BE IT THEREFORE RESOLVED that the University’s Board of Regents hereby authorizes and directs Interim President, Dr. David T. McFaddin and Senior Vice President, Barry D. Poynter (collectively, the “Authorized Officers”), to take such actions and steps as may be necessary or appropriate to reduce the interest cost of the Bonds, including without limitation, the advanced refunding of the Bonds, if applicable. Provided however, that any such refunding actions with respect to the Bonds will occur on or prior to the Board of Regents’ Regularly Scheduled Quarterly Meeting scheduled for September 10, 2020, at which point, this authorization may be renewed by separate Board action.

Done this the thirtieth day of June, 2020, by the Board of Regents of Eastern Kentucky University.

Mr. Lewis Diaz
Chair, Board of Regents

Dr. Bryan Makinen
Secretary, Board of Regents

Revenue Bonds and Obligations	Year of Issue	Amount of Issue	Principal Balance 06/30/2020	Year of Final Maturity
General Receipts Bonds, 2011 Series A	2011	21,480,000	15,365,000	2031
General Receipts Bonds, 2012 Series A	2012	24,770,150	9,640,000	2024
General Receipts Bonds, 2015 Series A	2015	14,280,000	12,180,000	2035
General Receipts Bonds, 2016 Series A	2016	5,825,000	4,365,000	2027
General Receipts Bonds 2017 Series A	2017	46,140,000	43,120,000	2037
General Receipts Bonds 2018 Series A	2018	21,860,000	21,185,000	2038
General Receipts Bonds 2019 Series A	2019	5,265,000	5,265,000	2028