
COUNCIL ON ACADEMIC AFFAIRS AGENDA

April 15, 2021

1:30 p.m.

Zoom E-Presence Meeting

1. Call to Order, 1:30 P.M.
2. Approval of the Minutes from March 25, 2021, [available at CAA.eku.edu](http://CAA.eku.edu)

Consent Agenda: Routine Curriculum Proposals

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COLLEGE OF SCIENCE
Mathematics and Statistics

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40

Course Drops

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COLLEGE OF JUSTICE AND SAFETY

School of Justice Studies

Program Revision

M.S. Justice, Policy & Leadership Graduate Program name change to the Criminal Justice Policy & Leadership Graduate Program. 135

New Prefix

In conjunction with the current Justice, Policy, & Leadership Graduate Program changing to Criminal Justice, Policy, & Leadership, the prefixes for the courses will need to change from the existing JPL/CRJ prefix to the new CPL prefix to correctly identify with the program.

New Courses

CPL 802 Violence Against Women	147
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School of Safety, Security, and Emergency Management

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Revise the catalog entry for the MS-SSEM program; Revise catalog entry for corrections needed and addition of new concentrations/certificates.

Course Revision

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Associate Provost News and Notes

**EASTERN KENTUCKY UNIVERSITY***Serving Kentuckians Since 1906*

Associate Provost for Academic Programs
Office of Academic Affairs
www.academicaffairs.eku.edu

CPO 30A, 111 Coates Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-6208

TO: Rick McGee, CAA Secretary
FROM: Jennifer Wies, Associate Provost *Jennifer Wies*
DATE: March 31, 2021
RE: April CAA Routine Agenda Item

Please find the attached routine agenda item from the Office of Academic Affairs for consideration at the April 15, 2021 CAA Meeting.

Course Drops:
GSD 466 A: Mock Trial (cross-listed with POL 466A*)
GSD 466 B: Mock Trial (cross-listed with POL 466B*)

**CLASS paperwork relating to POL course description revisions will be forthcoming.*

Attachment
CGB



Department Name		Academic Affairs	
College		Office of the Provost/Associate Provost	
Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee:	<u>N/A</u>	Graduate Council*	<u>N/A</u>
College Curriculum Committee:	<u>N/A</u>	Council on Academic Affairs	<u>4/15/21</u>
General Education Committee*:	<u>N/A</u>	Approved <u>x</u> Disapproved <u> </u>	
Teacher Education Committee*	<u>N/A</u>	*If Applicable (Type NA if not applicable.)	

A. **Effective Academic Year:** (Example: Fall 2010/11) Fall 2021

Course is no longer being offered. POL 466A or 466B will remain and is being revised to remove the GSD cross-listing language.

[illegible]Office of the Registrar
Version 1.6 2/12/2014

**EASTERN KENTUCKY UNIVERSITY***Serving Kentuckians Since 1906*

Office of the Dean
Dr. Michael Ballard, Associate Dean
Michael.Ballard@EKU.EDU
Anna Dixon, Academic Administrative Specialist
Anna.dixon@eku.edu

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521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-1137
FAX: (859) 622-1140
www.eku.edu

TO: Council on Academic Affairs

FROM: Dr. Michael Ballard, Associate Dean
College of Health Sciences

DATE: April 1, 2021

SUBJECT: Routine Curriculum Proposals

The College of Health Sciences submits the following routine curriculum proposal for consideration at the April 15, 2021 CAA meeting.

College of Health Sciences***Routine Curriculum Proposals: Consent Agenda*****Health Promotion and Administration**

Course Drop HEA 316 Introduction to Public Health
(spring 2022)

Council on Academic Affairs

Routine Curriculum Change for Consent Agenda

(Present changes for only one course per form)

☒ Course Drop* ☐ Course Revision ☐ Cross-listing Existing Courses ☐ General Education Course Addition ☐ Prerequisite or Co-requisite Revision ☐ Progression or Admissions Revision ☐ Editorial Change**	<table style="width: 100%;"> <tr> <td style="width: 50%;">College</td> <td style="width: 50%;">Health Sciences</td> </tr> <tr> <td>Department Name</td> <td>Health Promotion and Administration</td> </tr> <tr> <td>Course Prefix & Number</td> <td>HEA 316</td> </tr> <tr> <td>Course Title</td> <td>Introduction to Public Health</td> </tr> </table>	College	Health Sciences	Department Name	Health Promotion and Administration	Course Prefix & Number	HEA 316	Course Title	Introduction to Public Health								
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*Use the Multiple Course Drop Form for simultaneous course drops **Editorial Changes need no further approval	Proposal Approved by (date): <table style="width: 100%;"> <tr> <td>Departmental Committee</td> <td>2/19/21</td> <td>Graduate Council</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td>3/31/21</td> <td>Council on Academic Affairs</td> <td>4/15/21</td> </tr> <tr> <td>General Education Committee</td> <td></td> <td>EFFECTIVE ACADEMIC TERM**</td> <td>SPRING 2022</td> </tr> <tr> <td>Teacher Education Committee</td> <td></td> <td></td> <td></td> </tr> </table>	Departmental Committee	2/19/21	Graduate Council		College Curriculum Committee	3/31/21	Council on Academic Affairs	4/15/21	General Education Committee		EFFECTIVE ACADEMIC TERM**	SPRING 2022	Teacher Education Committee			
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College Curriculum Committee	3/31/21	Council on Academic Affairs	4/15/21														
General Education Committee		EFFECTIVE ACADEMIC TERM**	SPRING 2022														
Teacher Education Committee																	

Specific revision(s) being proposed: Drop course effective Spring 2022.

New or Revised Catalog Text

Use ~~strike-throughs~~ to indicate deletions and underlines to indicate additions.

~~HEA 316 Introduction to Public Health. (3) I, A. An introduction to the organization and functions of public health at local, state, and national levels. Identifies relationship between human ecology and the public's health. Includes projection of future public health direction. Credit will not be awarded for both HEA 316 and HEA 416.~~

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____ CIP Code (first two digits only) _____ Class Restriction: FR ___ SO ___ JR ___ SR ___	Grading Mode <u>3</u>
<u>3</u>	Lecture ___ Laboratory ___ Other ___		Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis ___ Internship ___ Practicum ___ Independent Study ___
Schedule Types:	Work Load: _____	Not Offered as Audit/ Pass/Fail _____ (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
-----------------------------	--

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

Course Prefixes and Numbers	
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

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

Course Prefixes and Numbers	
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Equivalent Course(s): “Credit will not be awarded to students who have credit for...” or “formerly...”

Course Prefixes and Numbers	
-----------------------------	--

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

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
1B (3)		3B (3)		5B (3)	
1C (3)					

**Effective Academic Term will be confirmed by the Office of the Registrar after all approval is received.



EASTERN KENTUCKY UNIVERSITY
 521 Lancaster Avenue; Roark 106
 Richmond, KY 40475-3102

Jeremy Mulholland, *Associate Dean*
 Phone: (859) 622-6765
 Email: Jeremy.Mulholland@eku.edu

TO Council on Academic Affairs

FROM Jeremy Mulholland, *Associate Dean*
 College of Letters, Arts, and Social Sciences

DATE March 30, 2021

SUBJECT Curriculum Proposal(s) – Consent Agenda Items

Please accept these changes from the College of Letters, Arts, and Social Sciences at the next CAA meeting on April 15, 2021.

CONSENT AGENDA ROUTINE CURRICULUM PROPOSALS

Department of Government

Course Revisions:

POL 466A Mock Trial: Revise course description to remove cross-listing for GSD 466A.
 POL 466B Mock Trial: Revise course description to remove cross-listing for GSD 466B.

Department of Psychology

Editorial Change:

PSY 440 Applied Scientific Literacy in Psychology: Change course title.

Prerequisite Revisions:

PSY 240 Scientific Literacy in Psychology
 PSY 300 Social Psychology
 PSY 305 Psychology of Personality
 PSY 308 Abnormal Psychology
 PSY 312 Infant and Child Development
 PSY 314 Adolescent and Adult Development
 PSY 316 Aging and Senescence
 PSY 319 Psychology of Work

Course Revisions:

VTS 300 Veterans in Society: Add to Gen. Ed. Element 6 and revise course description.
 PSY 990 Doctoral Specialization Project: Revise IP Credit from NC to policy related to Thesis.

Council on Academic Affairs

Routine Curriculum Change for Consent Agenda

(Present changes for only one course per form)

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Teacher Education Committee	NA																								

*Use the Multiple Course Drop Form for simultaneous course drops

**Editorial Changes need no further approval

Specific revision(s) being proposed:

Drop GSD 466A from the undergraduate catalog, but KEEP POL 466A. Remove cross-listing.

New or Revised Catalog Text

Use ~~strikethroughs~~ to indicate deletions and underlines to indicate additions.

POL 466A Mock Trial, (2) I. Prerequisite: departmental approval. ~~Cross-listed as GSD 466A.~~ Preparation of Mock Trial Competitions. Students will develop cases for presentation including preparing opening and closing arguments, introducing testimonial, physical and demonstrative evidence, and conducting direct and cross examination of witnesses. May be retaken to a maximum of 8 hours, only 2 of which may be counted toward the Political Science major and only 1 may be counted toward the Political Science minor.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____ CIP Code (first two digits only) _____ Class Restriction: FR _____ SO _____ JR _____ SR _____	Grading Mode _____
	Lecture _____ Laboratory _____ Other _____		Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
Schedule Types:	Work Load: _____	Not Offered as Audit/ Pass/Fail _____ (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
-----------------------------	--

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

Course Prefixes and Numbers	
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

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

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Test Scores	
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Equivalent Course(s): “Credit will not be awarded to students who have credit for...” or “formerly...”

Course Prefixes and Numbers	
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Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
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**Effective Academic Term will be confirmed by the Office of the Registrar after all approval is received.

Council on Academic Affairs

Routine Curriculum Change for Consent Agenda

(Present changes for only one course per form)

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Teacher Education Committee	<u>NA</u>																												

*Use the Multiple Course Drop Form for simultaneous course drops
 **Editorial Changes need no further approval

Specific revision(s) being proposed:

Drop GSD 466B from the undergraduate catalog, but KEEP POL 466B. Remove cross-listing.

New or Revised Catalog Text

Use strikethroughs to indicate deletions and underlines to indicate additions.

POL 466B Mock Trial, (2) II. Prerequisite: POL 466A and departmental approval. ~~Cross-listed as GSD 466B.~~ Preparation of Mock Trial Competitions. Students will develop cases for presentation including opening and closing arguments, introducing testimonial, physical, and demonstrative evidence, and conducting direct and cross examination of witnesses. May be retaken to a maximum of 8 hours, only 4 of which may be counted toward the Political Science major and only 2 may be counted toward the Political Science minor.

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Schedule Types:	Work Load: _____	Not Offered as Audit/ Pass/Fail _____ (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
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Prerequisites: List only prerequisites. Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

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

Course Prefixes and Numbers	
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Equivalent Course(s): “Credit will not be awarded to students who have credit for...” or “formerly...”

Course Prefixes and Numbers	
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Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
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**Effective Academic Term will be confirmed by the Office of the Registrar after all approval is received.

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(Present changes for only one course per form)

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General Education Committee	NA	EFFECTIVE ACADEMIC TERM** SPRING 2022															
Teacher Education Committee	NA																

*Use the Multiple Course Drop Form for simultaneous course drops

**Editorial Changes need no further approval

Specific revision(s) being proposed: The course name listed in the course catalog is inconsistent with the course name in ECU Direct. We would like to revise the course catalog name to match ECU Direct. No other revisions are proposed.

New or Revised Catalog Text

Use ~~strikethroughs~~ to indicate deletions and underlines to indicate additions.

PSY 440 ~~Applied Scientific Literacy in Psychology~~ Scientific Literacy in Life, (3) A. Prerequisite: PSY 340W. Applying scientific literacy techniques to the evaluation of claims in everyday scenarios, and developing evidence-based psychological skills in a variety of workplace environments. Students will not receive credit for both PSY 440 and PSY 310.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____	Grading Mode _____
3	Lecture <u>3</u> Laboratory _____ Other _____	CIP Code (first two digits only) 42.0101 _____	Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
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Schedule Types:	Work Load: _____	Not Offered as Audit/ Pass/Fail _____ (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
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Course Prefixes and Numbers	
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Equivalent Course(s): “Credit will not be awarded to students who have credit for...” or “formerly...”

Course Prefixes and Numbers	
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Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
1B (3)		3B (3)		5B (3)	
1C (3)					

**Effective Academic Term will be confirmed by the Office of the Registrar after all approval is received.

Council on Academic Affairs

Routine Curriculum Change for Consent Agenda

(Present changes for only one course per form)

☐ Course Drop* ☐ Course Revision ☐ Cross-listing Existing Courses ☐ General Education Course Addition ☒ Prerequisite or Co-requisite Revision ☐ Progression or Admissions Revision ☐ Editorial Change**	<table style="width: 100%;"> <tr> <td style="width: 50%;">College</td> <td style="width: 50%;">CLASS</td> </tr> <tr> <td>Department Name</td> <td>Psychology</td> </tr> <tr> <td>Course Prefix & Number</td> <td>PSY 240</td> </tr> <tr> <td>Course Title</td> <td>Scientific Literacy in Psychology</td> </tr> </table>	College	CLASS	Department Name	Psychology	Course Prefix & Number	PSY 240	Course Title	Scientific Literacy in Psychology								
College	CLASS																
Department Name	Psychology																
Course Prefix & Number	PSY 240																
Course Title	Scientific Literacy in Psychology																
Proposal Approved by (date): <table style="width: 100%;"> <tr> <td style="width: 33%;">Departmental Committee</td> <td style="width: 33%;">2/10/21</td> <td style="width: 33%;">Graduate Council</td> <td style="width: 33%;">NA</td> </tr> <tr> <td>College Curriculum Committee</td> <td>3/22/21</td> <td>Council on Academic Affairs</td> <td>4/15/21</td> </tr> <tr> <td>General Education Committee</td> <td>NA</td> <td>EFFECTIVE ACADEMIC TERM**</td> <td>SPRING 2022</td> </tr> <tr> <td>Teacher Education Committee</td> <td>NA</td> <td></td> <td></td> </tr> </table>		Departmental Committee	2/10/21	Graduate Council	NA	College Curriculum Committee	3/22/21	Council on Academic Affairs	4/15/21	General Education Committee	NA	EFFECTIVE ACADEMIC TERM**	SPRING 2022	Teacher Education Committee	NA		
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*Use the Multiple Course Drop Form for simultaneous course drops
 **Editorial Changes need no further approval

Specific revision(s) being proposed: Change prerequisites and corequisites to allow Psychology majors to take this course earlier in their academic career and move more quickly into the major.

New or Revised Catalog Text

Use strikethroughs to indicate deletions and underlines to indicate additions.

PSY 240 Scientific Literacy in Psychology, (3) A. Prerequisites: PSY 200 ~~or 200W~~ and completion of reading academic readiness indicators; and Pre or Corequisite: ENG 102 or 102R or ENG 105(B) or HON 102. Information literacy, reading, evaluating, summarizing scientific literature in Psychology; scientific writing (APA format); basic research terminology. Credit will not be awarded for both PSY 240 and PSY 250 or PSY 250W.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours <u>0</u>	Grading Mode <u>N</u>
3	Lecture <u>3</u> Laboratory <u> </u> Other <u> </u>	CIP Code (first two digits only) <u>42</u>	Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis <u> </u> Internship <u> </u> Practicum <u> </u> Independent Study <u> </u>
Schedule Types: I, B, T, V, W	Work Load: <u>3</u>	Class Restriction: FR <u> </u> SO <u> </u> JR <u> </u> SR <u> </u>	
		Not Offered as Audit/ Pass/Fail <u> </u> (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
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Prerequisites: List only prerequisites. Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	PSY 200 or 200W
Test Scores	and completion of reading academic readiness indicators
Minimum GPA (when course grouping or student cumulative GPA is required)	

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

Course Prefixes and Numbers	<u>and Pre or Corequisite: ENG 102 or 102R or ENG 105(B) or HON 102</u>
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Equivalent Course(s): “Credit will not be awarded to students who have credit for...” or “formerly...”

Course Prefixes and Numbers	PSY 240 and PSY 250 or PSY 250W
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Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
1B (3)		3B (3)		5B (3)	
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Council on Academic Affairs

Routine Curriculum Change for Consent Agenda

(Present changes for only one course per form)

☐ Course Drop* ☐ Course Revision ☐ Cross-listing Existing Courses ☐ General Education Course Addition ☒ Prerequisite or Co-requisite Revision ☐ Progression or Admissions Revision ☐ Editorial Change**	<table style="width: 100%;"> <tr> <td style="width: 50%;">College</td> <td style="width: 50%;">CLASS</td> </tr> <tr> <td>Department Name</td> <td>Psychology</td> </tr> <tr> <td>Course Prefix & Number</td> <td>PSY 300</td> </tr> <tr> <td>Course Title</td> <td>Social Psychology</td> </tr> </table>	College	CLASS	Department Name	Psychology	Course Prefix & Number	PSY 300	Course Title	Social Psychology								
College	CLASS																
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New or Revised Catalog Text

Use strikethroughs to indicate deletions and underlines to indicate additions.

PSY 300 Social Psychology. 3 (A). Prerequisite: ~~PSY 240 and PSY 200~~ and Pre or Corequisite: ENG 102 or 102R or ENG 105 (B) or HON 102. A study of the power of situations and the social environment to affect human behavior. Topics include: attitudes, persuasion, prejudice, discrimination, group behavior, interpersonal attraction, aggression and prosocial behavior. Credit will not be awarded for both PSY 300 and PSY 300W.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours <u>0</u>	Grading Mode <u>N</u>
3	Lecture <u>3</u> Laboratory <u> </u> Other <u> </u>	CIP Code (first two digits only) <u>42</u>	Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis <u> </u> Internship <u> </u> Practicum <u> </u> Independent Study <u> </u>
Schedule Types: I, B, T, V, W	Work Load: <u>3</u>	Class Restriction: FR <u> </u> SO <u> </u> JR <u> </u> SR <u> </u>	
		Not Offered as Audit/ Pass/Fail <u> </u> (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
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Prerequisites: List only prerequisites. Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	PSY 200
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

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

Course Prefixes and Numbers	and Pre or Corequisite: ENG 102 or 102R or ENG 105 (B) or HON 102.
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Equivalent Course(s): “Credit will not be awarded to students who have credit for...” or “formerly...”

Course Prefixes and Numbers	PSY 300 and PSY 300W
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Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
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Council on Academic Affairs

Routine Curriculum Change for Consent Agenda

(Present changes for only one course per form)

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College	CLASS																
Department Name	Psychology																
Course Prefix & Number	PSY 305																
Course Title	Psychology of Personality																
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*Use the Multiple Course Drop Form for simultaneous course drops

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Specific revision(s) being proposed: Change prerequisites and corequisites to allow Psychology majors to take this course earlier in their academic career and move more quickly into the major.

New or Revised Catalog Text

Use strikethroughs to indicate deletions and underlines to indicate additions.

PSY 305 Psychology of Personality. (3) A. Prerequisites: PSY 200 and Pre or Corequisite: ENG 102 or 102R or ENG 105 (B) or HON 102 ~~and CMS 100 or CMS 210~~. Basic approaches to the study of personality. Theories and research about how personality affects behavior and life outcomes.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours <u>0</u>	Grading Mode <u>N</u>
3	Lecture <u>3</u> Laboratory <u> </u> Other <u> </u>	CIP Code (first two digits only) <u>42</u>	Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis <u> </u> Internship <u> </u> Practicum <u> </u> Independent Study <u> </u>
Schedule Types: I, B, T, V, W	Work Load: <u>3</u>	Class Restriction: FR <u> </u> SO <u> </u> JR <u> </u> SR <u> </u>	
		Not Offered as Audit/ Pass/Fail <u> </u> (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
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Prerequisites: List only prerequisites. Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	PSY 200
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

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

Course Prefixes and Numbers	<u>and Pre or Corequisite:</u> ENG 102 or 102R or ENG 105 (B) or HON 102.
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Equivalent Course(s): “Credit will not be awarded to students who have credit for...” or “formerly...”

Course Prefixes and Numbers	
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Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
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Council on Academic Affairs

Routine Curriculum Change for Consent Agenda

(Present changes for only one course per form)

☐ Course Drop* ☐ Course Revision ☐ Cross-listing Existing Courses ☐ General Education Course Addition ☒ Prerequisite or Co-requisite Revision ☐ Progression or Admissions Revision ☐ Editorial Change** *Use the Multiple Course Drop Form for simultaneous course drops **Editorial Changes need no further approval	<table style="width: 100%;"> <tr> <td style="width: 50%;">College</td> <td style="width: 50%;">CLASS</td> </tr> <tr> <td>Department Name</td> <td>Psychology</td> </tr> <tr> <td>Course Prefix & Number</td> <td>PSY 308</td> </tr> <tr> <td>Course Title</td> <td>Abnormal Psychology</td> </tr> </table> Proposal Approved by (date): <table style="width: 100%;"> <tr> <td style="width: 33%;">Departmental Committee</td> <td style="width: 33%;">2/10/21</td> <td style="width: 33%;">Graduate Council</td> <td style="width: 33%;">NA</td> </tr> <tr> <td>College Curriculum Committee</td> <td>3/22/21</td> <td>Council on Academic Affairs</td> <td>4/15/21</td> </tr> <tr> <td>General Education Committee</td> <td>NA</td> <td>EFFECTIVE ACADEMIC TERM**</td> <td>SPRING 2022</td> </tr> <tr> <td>Teacher Education Committee</td> <td>NA</td> <td></td> <td></td> </tr> </table>	College	CLASS	Department Name	Psychology	Course Prefix & Number	PSY 308	Course Title	Abnormal Psychology	Departmental Committee	2/10/21	Graduate Council	NA	College Curriculum Committee	3/22/21	Council on Academic Affairs	4/15/21	General Education Committee	NA	EFFECTIVE ACADEMIC TERM**	SPRING 2022	Teacher Education Committee	NA		
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Specific revision(s) being proposed: Change prerequisites and corequisites to allow Psychology majors to take this course earlier in their academic career and move more quickly into the major.

New or Revised Catalog Text

Use ~~strikethroughs~~ to indicate deletions and underlines to indicate additions.

PSY 308 Abnormal Psychology. (3) A. Prerequisites: PSY 200 and Pre or Corequisite: ENG 102 or 102R or ENG 105 (B) or HON 102. Descriptive study of the nature, course, classification and prevalence of abnormal behavior, with attention to intellectual, personality, cognitive, sensory and motor functions.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours <u>0</u>	Grading Mode <u>N</u>
3	Lecture <u>3</u> Laboratory <u> </u> Other <u> </u>	CIP Code (first two digits only) <u>42</u>	Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis <u> </u> Internship <u> </u> Practicum <u> </u> Independent Study <u> </u>
Schedule Types: I, B, T, V, W	Work Load: <u>3</u>	Class Restriction: FR <u> </u> SO <u> </u> JR <u> </u> SR <u> </u>	
		Not Offered as Audit/ Pass/Fail <u> </u> (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
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Prerequisites: List only prerequisites. Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	PSY 200
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

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

Course Prefixes and Numbers	<u>and Pre or Corequisite</u> : ENG 102 or 102R or ENG 105 (B) or HON 102.
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Equivalent Course(s): “Credit will not be awarded to students who have credit for...” or “formerly...”

Course Prefixes and Numbers	
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Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
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Council on Academic Affairs

Routine Curriculum Change for Consent Agenda

(Present changes for only one course per form)

☐ Course Drop* ☐ Course Revision ☐ Cross-listing Existing Courses ☐ General Education Course Addition ☒ Prerequisite or Co-requisite Revision ☐ Progression or Admissions Revision ☐ Editorial Change**	<table style="width: 100%;"> <tr> <td style="width: 50%;">College</td> <td style="width: 50%;">CLASS</td> </tr> <tr> <td>Department Name</td> <td>Psychology</td> </tr> <tr> <td>Course Prefix & Number</td> <td>PSY 312</td> </tr> <tr> <td>Course Title</td> <td>Infant and Child Development</td> </tr> </table>	College	CLASS	Department Name	Psychology	Course Prefix & Number	PSY 312	Course Title	Infant and Child Development								
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Department Name	Psychology																
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New or Revised Catalog Text

Use strikethroughs to indicate deletions and underlines to indicate additions.

PSY 312 Infant and Child Development. (3) A. Prerequisites: PSY 200, and Pre or Corequisite: ENG 102 or 102R or ENG 105(B) or HON 102. Theoretical and empirical approaches to the development of the infant and child with attention to perceptual, behavioral, social, and cognitive development and the capacity for learning.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours <u>0</u>	Grading Mode <u>N</u>
3	Lecture <u>3</u> Laboratory <u> </u> Other <u> </u>	CIP Code (first two digits only) <u>42</u>	Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis <u> </u> Internship <u> </u> Practicum <u> </u> Independent Study <u> </u>
Schedule Types: I, B, T, V, W	Work Load: <u>3</u>	Class Restriction: FR <u> </u> SO <u> </u> JR <u> </u> SR <u> </u>	
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Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
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Prerequisites: List only prerequisites. Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	PSY 200
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

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

Course Prefixes and Numbers	<u>and Pre or Corequisite:</u> ENG 102 or 102R or ENG 105 (B) or HON 102.
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Equivalent Course(s): “Credit will not be awarded to students who have credit for...” or “formerly...”

Course Prefixes and Numbers	
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Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
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Council on Academic Affairs

Routine Curriculum Change for Consent Agenda

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Department Name	Psychology																
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Course Title	Adolescent and Adult Development																
Proposal Approved by (date): <table style="width: 100%;"> <tr> <td style="width: 33%;">Departmental Committee</td> <td style="width: 33%;">2/10/21</td> <td style="width: 33%;">Graduate Council</td> <td style="width: 33%;">NA</td> </tr> <tr> <td>College Curriculum Committee</td> <td>3/22/21</td> <td>Council on Academic Affairs</td> <td>4/15/21</td> </tr> <tr> <td>General Education Committee</td> <td>NA</td> <td>EFFECTIVE ACADEMIC TERM**</td> <td>SPRING 2022</td> </tr> <tr> <td>Teacher Education Committee</td> <td>NA</td> <td></td> <td></td> </tr> </table>		Departmental Committee	2/10/21	Graduate Council	NA	College Curriculum Committee	3/22/21	Council on Academic Affairs	4/15/21	General Education Committee	NA	EFFECTIVE ACADEMIC TERM**	SPRING 2022	Teacher Education Committee	NA		
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General Education Committee	NA	EFFECTIVE ACADEMIC TERM**	SPRING 2022														
Teacher Education Committee	NA																

*Use the Multiple Course Drop Form for simultaneous course drops

**Editorial Changes need no further approval

Specific revision(s) being proposed: Change prerequisites and corequisites to allow Psychology majors to take this course earlier in their academic career and move more quickly into the major.

New or Revised Catalog Text

Use strikethroughs to indicate deletions and underlines to indicate additions.

PSY 314 Adolescent and Adult Development. (3) A. Prerequisites: PSY 200, and Pre or Corequisite: ENG 102 or 102R or ENG 105(B) or HON 102. Survey of biological, psychological, social, cognitive, and historical influences on adolescent and adult development.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours <u>0</u>	Grading Mode <u>N</u>
3	Lecture <u>3</u> Laboratory <u> </u> Other <u> </u>	CIP Code (first two digits only) <u>42</u>	Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis <u> </u> Internship <u> </u> Practicum <u> </u> Independent Study <u> </u>
Schedule Types: I, B, T, V, W	Work Load: <u>3</u>	Class Restriction: FR <u> </u> SO <u> </u> JR <u> </u> SR <u> </u>	
		Not Offered as Audit/ Pass/Fail <u> </u> (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
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Prerequisites: List only prerequisites. Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	PSY 200
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

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

Course Prefixes and Numbers	<u>and Pre or Corequisite</u> : ENG 102 or 102R or ENG 105 (B) or HON 102.
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Equivalent Course(s): “Credit will not be awarded to students who have credit for...” or “formerly...”

Course Prefixes and Numbers	
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Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
1B (3)		3B (3)		5B (3)	
1C (3)					

**Effective Academic Term will be confirmed by the Office of the Registrar after all approval is received.

Council on Academic Affairs

Routine Curriculum Change for Consent Agenda

(Present changes for only one course per form)

☐ Course Drop* ☐ Course Revision ☐ Cross-listing Existing Courses ☐ General Education Course Addition ☒ Prerequisite or Co-requisite Revision ☐ Progression or Admissions Revision ☐ Editorial Change**	<table style="width: 100%;"> <tr> <td style="width: 50%;">College</td> <td style="width: 50%;">CLASS</td> </tr> <tr> <td>Department Name</td> <td>Psychology</td> </tr> <tr> <td>Course Prefix & Number</td> <td>PSY 316</td> </tr> <tr> <td>Course Title</td> <td>Aging and Senescence</td> </tr> </table>	College	CLASS	Department Name	Psychology	Course Prefix & Number	PSY 316	Course Title	Aging and Senescence								
College	CLASS																
Department Name	Psychology																
Course Prefix & Number	PSY 316																
Course Title	Aging and Senescence																
Proposal Approved by (date): <table style="width: 100%;"> <tr> <td style="width: 33%;">Departmental Committee</td> <td style="width: 33%;">2/10/21</td> <td style="width: 33%;">Graduate Council</td> <td style="width: 33%;">NA</td> </tr> <tr> <td>College Curriculum Committee</td> <td>3/22/21</td> <td>Council on Academic Affairs</td> <td>4/15/21</td> </tr> <tr> <td>General Education Committee</td> <td>NA</td> <td>EFFECTIVE ACADEMIC TERM**</td> <td>SPRING 2022</td> </tr> <tr> <td>Teacher Education Committee</td> <td>NA</td> <td></td> <td></td> </tr> </table>		Departmental Committee	2/10/21	Graduate Council	NA	College Curriculum Committee	3/22/21	Council on Academic Affairs	4/15/21	General Education Committee	NA	EFFECTIVE ACADEMIC TERM**	SPRING 2022	Teacher Education Committee	NA		
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General Education Committee	NA	EFFECTIVE ACADEMIC TERM**	SPRING 2022														
Teacher Education Committee	NA																

*Use the Multiple Course Drop Form for simultaneous course drops

**Editorial Changes need no further approval

Specific revision(s) being proposed: Change prerequisites and corequisites to allow Psychology majors to take this course earlier in their academic career and move more quickly into the major.

New or Revised Catalog Text

Use strikethroughs to indicate deletions and underlines to indicate additions.

PSY 316 Aging and Senescence. (3) A. Prerequisites: PSY 200, and Pre or Corequisite: ENG 102 or 102R or ENG 105(B) or HON 102. Theory and facts about aging changes in sensory processes, intellect, memory, personality, family and psychopathology.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours <u>0</u>	Grading Mode <u>N</u>
3	Lecture <u>3</u> Laboratory <u> </u> Other <u> </u>	CIP Code (first two digits only) <u>42</u>	Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis <u> </u> Internship <u> </u> Practicum <u> </u> Independent Study <u> </u>
Schedule Types: I, B, T, V, W	Work Load: <u>3</u>	Class Restriction: FR <u> </u> SO <u> </u> JR <u> </u> SR <u> </u>	
		Not Offered as Audit/ Pass/Fail <u> </u> (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
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Prerequisites: List only prerequisites. Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	PSY 200
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

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

Course Prefixes and Numbers	<u>and Pre or Corequisite</u> : ENG 102 or 102R or ENG 105 (B) or HON 102.
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Equivalent Course(s): “Credit will not be awarded to students who have credit for...” or “formerly...”

Course Prefixes and Numbers	
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Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
1B (3)		3B (3)		5B (3)	
1C (3)					

**Effective Academic Term will be confirmed by the Office of the Registrar after all approval is received.

Council on Academic Affairs

Routine Curriculum Change for Consent Agenda

(Present changes for only one course per form)

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Course Prefix & Number	PSY 319																
Course Title	Psychology of Work																
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General Education Committee	NA	EFFECTIVE ACADEMIC TERM**	SPRING 2022														
Teacher Education Committee	NA																

*Use the Multiple Course Drop Form for simultaneous course drops

**Editorial Changes need no further approval

Specific revision(s) being proposed: Change prerequisites and corequisites to allow Psychology majors to take this course earlier in their academic career and move more quickly into the major.

New or Revised Catalog Text

Use strikethroughs to indicate deletions and underlines to indicate additions.

PSY 319 Psychology of Work, (3) A. Prerequisites: PSY ~~200~~ 240, and Pre or Corequisite: ENG 102 or 102R or ENG 105 (B) or HON 102, ~~and CMS 100 or CMS 210~~. Application of psychological theories and procedures to the world of work. Topics include personnel policies and administration, performance management, organizational theory, behavior and development, occupational health, and leadership. Credit will not be awarded for both PSY 319 and 319S.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours <u>0</u>	Grading Mode <u>N</u>
3	Lecture <u>3</u> Laboratory <u> </u> Other <u> </u>	CIP Code (first two digits only) <u>42</u>	Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis <u> </u> Internship <u> </u> Practicum <u> </u> Independent Study <u> </u>
Schedule Types: I, B, T, V, W	Work Load: <u>3</u>	Class Restriction: FR <u> </u> SO <u> </u> JR <u> </u> SR <u> </u>	
		Not Offered as Audit/ Pass/Fail <u> </u> (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
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Prerequisites: List only prerequisites. Use “and” and “or” literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	PSY 200 <u>240</u>
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

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

Course Prefixes and Numbers	<u>and Pre or Corequisite</u> : ENG 102 or 102R or ENG 105 (B) or HON 102.
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Equivalent Course(s): “Credit will not be awarded to students who have credit for...” or “formerly...”

Course Prefixes and Numbers	PSY 319 and PSY 319S
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Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
1B (3)		3B (3)		5B (3)	
1C (3)					

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Council on Academic Affairs

Routine Curriculum Change for Consent Agenda

(Present changes for only one course per form)

Course Drop* ☒ Course Revision Cross-listing Existing Courses General Education Course Addition Prerequisite or Co-requisite Revision Progression or Admissions Revision Editorial Change**	<table style="width: 100%;"> <tr> <td style="width: 50%;">College</td> <td style="width: 50%;">CLASS</td> </tr> <tr> <td>Department Name</td> <td>Department of Psychology</td> </tr> <tr> <td>Course Prefix & Number</td> <td>VTs 300</td> </tr> <tr> <td>Course Title</td> <td>Veterans in Society</td> </tr> </table>	College	CLASS	Department Name	Department of Psychology	Course Prefix & Number	VTs 300	Course Title	Veterans in Society
College	CLASS								
Department Name	Department of Psychology								
Course Prefix & Number	VTs 300								
Course Title	Veterans in Society								
Proposal Approved by (date): Departmental Committee 11/10/20 Graduate Council NA College Curriculum Committee 1/25/21 Council on Academic Affairs 4/15/21 General Education Committee 3/30/21 EFFECTIVE ACADEMIC TERM** SPRING 2022 Teacher Education Committee NA									

*Use the Multiple Course Drop Form for simultaneous course drops

**Editorial Changes need no further approval

Specific revision(s) being proposed: To revise the course description in a way that reflects current programmatic goals and remove language reflective of outdated requirements; reinstatement in Element 6 now that the course can be offered regularly.

New or Revised Catalog Text

Use strikethroughs to indicate deletions and underlines to indicate additions.

VTs 300 Veterans in Society (3) A. Prerequisite: ~~ENG 102 or 102R or 105(B) or HON 102~~; VTS 200 or equivalent proficiency. (Students entering VTS 300 by referral or placement receive three hours' credit for VTS 200 if they make an A or a B "A" or "B" in 300.) Concentrated study of veteran subgroups, veterans' contributions to society, and the ways societal perceptions of military service influence homecoming experiences, interactions and roles within society using the relational, cultural, and institutional dimensions of Veterans Studies. May include field trips or service learning. Gen. Ed. E-6 [GE]. ~~Required course for VTS certificate, concentration, or minor.~~

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours <u>0</u> CIP Code (first two digits only) <u>30</u> Class Restriction: FR <u> </u> SO <u> </u> JR <u> </u> SR <u> </u>	Grading Mode <u> N </u>
3	Lecture <u> 3 </u> Laboratory <u> </u> Other <u> </u>		Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis <u> </u> Internship <u> </u> Practicum <u> </u> Independent Study <u> </u>
Schedule Types: I, B, T, V, W	Work Load: <u> 3 </u>	Not Offered as Audit/ Pass/Fail <u> </u> (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
-----------------------------	--

Prerequisites: List only prerequisites. Use "and" and "or" literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	ENG 102 or 102R or 105(B) or HON 102; VTS 200 or equivalent proficiency
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Corequisite(s) and/or Prerequisite(s) Combination: Use "and" and "or" literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Equivalent Course(s): "Credit will not be awarded to students who have credit for..." or "formerly..."

Course Prefixes and Numbers	
-----------------------------	--

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

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6) X
1B (3)		3B (3)		5B (3)	
1C (3)					

**Effective Academic Term will be confirmed by the Office of the Registrar after all approval is received.



Eastern Kentucky University
Department of Psychology
VTS 300 Veterans in Society
3 Credit Hours
CRN: _____
Fall 2021

Instructor Information

Instructor:

Email:

Phone:

Student Hours:

Class GroupMe:

Zoom Link:

Required Texts / Resources

- *Fighting for Peace: Veterans and Military Families in the Anti-Iraq War Movement* | ISBN-13: 978-0816680467
- *Veterans of War, Veterans of Peace* | ISBN-13: 978-0977333837
- *Once a Warrior: How One Veteran Found a New Mission Closer to Home* | ISBN-13: 978-0593189351

Catalog Descriptions

VTS 300 Veterans in Society (3) A. Prerequisite: VTS 200 or equivalent proficiency. (Students entering VTS 300 by referral or placement receive three hours' credit for VTS 200 if they make an A or a B in 300.) Concentrated study of veteran subgroups, veterans' contributions to society, and the ways societal perceptions of military service influence homecoming experiences. May include field trips or service learning. Gen. Ed. E-6 [GE].

Course Description

This course examines the experiences of military veterans when they exit service, historically and in the present. Students will learn about obstacles to reassimilation such as stereotypes, disabilities, and public attitudes toward wars and those who fight them. Students will also be exposed to examples of resilience and post-traumatic growth in the veteran population—political figures, philanthropists, educators, and scholars. The course will explore the relationship between veteran identity and national identity, particularly the ways in which public conceptions of veterans are used in support of wars, but also the ways in which veterans themselves have laid claim to their symbolic authority in peace movements and humanitarian efforts.

EKU's General Education Goals for Element 6.

After successfully completing Element 6, students will be able to:

1. Communicate effectively by applying skills in reading, writing, speaking, and listening and through appropriate use of information technology. (GE Goal 1)
2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal 2)
3. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal 8)
4. Recognize perspectives from other cultures and/or historically marginalized groups. (GE Goal 9)

Student Learning Outcomes

By the end of the course, successful students will be able to:

1. **Use** interdisciplinary skills and knowledge to examine the identities, cultures, and experiences of military veterans [Assessment: Active Learning Worksheets] (GE Goals 1, 2, & 9)
2. **Identify** examples of resilience and the societal contributions of veterans after service [Assessment: Primary Source Analyses] (GE Goal 9)
3. **Analyze** public perceptions of veterans, relationships between veteran identity and national identity, and ways in which veterans' identities are appropriated by third parties [Assessment: Discussion Boards] (GE Goals 8 & 9)
4. **Write** in support or opposition to a public policy or piece of legislation impacting veterans in society [Assessment: Letter Writing] (GE Goals 1 & 3)
5. **Develop** a solution to an obstacle faced by returning veterans or a way to tap into their innate strengths in your home community or future career [Assessment: Final Presentation] (GE Goals 1 and 2)

Psychology Department Writing Policy

Students in all psychology courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments. If you would like free help with your writing, you may visit the Noel Studio, in the Library: The Noel Studio for Academic Creativity is a free resource for the ECU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work you or your small group on any piece of written or oral communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at <http://www.studio.ecu.edu/> or call 859-622-6229.

How Can You Get the Most Out of this Course?

Take an active role in your education by connecting each assignment or class meeting—virtual or in-person—to your **intrinsic motivations** for attending college. Intrinsic motivation comes from within. Never forget why you are here. Never lose sight of what you hope to become. Practice active learning by participating in class discussions, building community with your peers, applying the academic skills you learn in other courses. Active learning rooted in intrinsic motivation will help you excel in every course you take at ECU.

Course Structure

This 16-week course is divided into 16 “modules,” or content areas organized around a central theme or project. Assignments, readings, and other course content can be found in the “Modules” tab in Blackboard. You will need to review the content in the “Course Information” tab and toggle the “Mark Reviewed” radial button before you will gain access to the Module 1. Subsequent modules will open weekly or at the discretion of the instructor. Questions about the course should be emailed directly to the instructor or posted in the group chat established at the beginning of the semester.

Assignment Descriptions

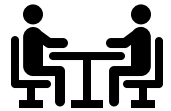
Active Learning Worksheets

In each Module you will be assigned a key video or pre-recorded lecture that conveys interdisciplinary skills and concepts applicable to the study of veterans. To help you stay focused on this content (yes, it is hard for *everyone* to listen to video lectures when Netflix is a click away) you will complete Active Learning Worksheets that will help you practice active learning skills and keep a record of what you learn. You will upload a copy of each worksheet to Blackboard.



Discussion Boards

Discussion Board posts are conversations between you, your peers, and the instructor. The topic of conversation will usually be centered on a theme in the module's readings. Posts should contain a clear beginning, middle and end, be on-topic, and you should proofread your posts to eliminate obvious grammatical and stylistic errors. You will reply to a minimum of two classmates in addition to your own posts. Consult the "Discussion Board Rubric" included with each assignment for details.



Quiz-Making Assignments

Rather than memorize the contents of each module you will instead compose a series of complex questions that you will contribute to a test bank along with your peers. As a class, we will regularly review the test together and test our knowledge [not for a grade]. This method of spaced practice will result in longer-lasting learning.



Primary Source Analyses

What good is a tool if you can't use it? As you are exposed to various forms of readings in the course you will write a one-to-two-page paper each week that uses to explain what you read or watch using interdisciplinary concepts. You will be asked to interpret the cultural artifact using the knowledge of your home discipline as well as knowledge from the new theories you encounter.



Civic Engagement Letter Writing Exercise (Take Home Final)

This assignment will ask you to put what you have learned into course into action. You will identify a public issue impacting veterans in the real world by researching current legislation and the priorities of Veterans Service Organizations. Then you will research an issue that matters to you, identifying a variety of sources that you will use to take a stance. You will present this stance in the form of a letter written to a government official, non-profit leader, newspaper, or other agent of change.



Final Presentation

At the end of the semester all students will give a presentation that takes an original stance about some veteran issue they are intrinsically motivated to explore. This presentation will begin by discussing your understanding of the issue prior to the class. It will continue with a discussion of a theorist or theoretical perspective that you found particularly engaging. From there, you will explain how the theorist or perspective provided you with new insights. The presentation will last around 10 minutes and contain spoken and visual elements. You may pre-record the presentation or give it in-person. If you record your presentation you will still have to field questions at the end.



Course Policies

Grading

Late Work

At least one module will open each week. Initial Discussion Board posts are due on Wednesday of the week assigned. These weekly assignments are due when modules close on Sunday nights at 11:59 PM (EST):

- Discussion Board Replies
- Primary Source Analyses
- Quiz-Making Assignments

Final presentations will take place between weeks 14-16 depending on when you are selected to present. You will not be able to submit assignments once a module closes without a **documented university excuse** like those listed in the Attendance Policy.

Assignment Values

Here is how your course grade will be calculated:

Discussion Board Posts (x15) – 20%
 Quiz-Making Assignments (x15) – 20%
 Primary Source Analyses (x15) – 20%
 Civic Engagement Letter Writing Exercise – 15%
 Final Presentation – 25%
 Total – 100%

Grading Scale

The grading scale is as follows:

A = 90% to 100% | B = 80% to 89% | C = 70% to 79% | D = 60% to 69% | F = 0% to 59%

Student Progress

You will receive a written feedback about your performance in the course in the Fourth-Week Progress Reports delivered through ECU Direct around week four of the semester. You will also receive evaluative feedback on all written assignments and opportunities to revise and resubmit work.

Attendance Policy

First-Day Drop: This online class will implement the first-day drop policy by looking for active participation during the first week. If you have not logged into the Blackboard course site and completed at least one assignment (i.e., Discussion Board Post) you will be administratively dropped on Sunday of the first week. The only exception will be if you communicate with the instructor through official ECU email that you intend to participate but are unable due to unforeseen circumstances. This policy exists to protect students from paying for classes they do not want to take.

For the purposes of this course, "excused absences" include verifiable medical or family emergencies, university approved activities (accompanied by a university excuse), illness (yours or a family member's), and other unforeseen circumstances. Students should be prepared to document the reasons for absences. Students whose absences are not excused will not normally be allowed to make up tests, quizzes, and/or assignments.

Important Dates

Add/drop deadline:
 Mid-term grades submitted:
 Last day to withdraw (no fee):
 Last day to withdraw (with fee):
 75% tuition refund:
 50% tuition refund:
 25% tuition refund:
 Class ends:



Academic integrity statement

Students are advised that ECU's Academic Integrity policy will strictly be enforced in this course.

The [Academic Integrity policy](#) is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to ECU's [Policy Website](#).

Technological Requirements

To be successful in this online course, you will need:

1. A working computer system with the latest version of [Firefox](#). Blackboard will work with other browsers, but ECU's IT only recommends (and supports) Firefox.
2. Access to a reliable moderate-to-high speed Internet connection for viewing the videos and films.
3. Access to Microsoft Word. ECU provides Microsoft 360 Plus for students. If you haven't accessed your version of the software, you can find instructions on how to install the applications free on the ECU IT site using this link: [Microsoft 360 Plus for ECU Students](#),
4. A PDF viewer. We recommend Adobe Reader. If you don't have the Adobe Reader application, [click here](#) for access to a free download.
5. Basic computer skills, including word processing, emailing, navigating Blackboard and the ECU library website, and viewing videos.

If your current computer/internet connection does not meet these requirements, please make alternate arrangements to access the course through the ECU labs at the main or satellite campuses, a public library, or a friend or family member's house. You will not be able to succeed in this course without access to adequate technology.

If you have any technical problems, or need assistance improving your computer skills, contact [The Geeks](#) at 859.622.GEEK (4335) or geeks@ecu.edu to get them resolved. Inform the instructor via e-mail if these issues are interfering with your work.

Technical Support

If you have major technical issues with accessing Blackboard or your student email account, contact ECU's Information Technology department at **859-622-3000**.

Feedback/Communication

For general questions, use [GroupMe](#). For questions of a more confidential nature, send an email. The instructor will respond to your email within 48 hours. If the instructor has not responded within this time, please email again, and call the instructor's office at 859.622.3459.

Official Email

An official ECU email is established for each registered student, each faculty member, and each staff member. All university communications sent via email will be sent to this ECU email address. The instructor will try to answer your emails within 48 hours during weekdays. Weekends and other official holidays do not count toward this timeline. Keep in mind that the preferred method of contact is email.

How to Send an Email to a Professor

1. Begin with a proper salutation such as “Dear Dr. Xyzabc” (Avoid “hi, hello, hey, hey there, hi there ... etc.” or “Ms./Mr. Xyzabc”)
2. Explain briefly why you are contacting the professor.
3. Sign your message with your full name and with a proper ending such as “Sincerely.” (Avoid “thanks, best, regards, etc.”)
4. Check your grammar and punctuation.
5. Check your grammar and punctuation, again. Please make sure that your sentences are complete, and your words are correctly spelled.

Instructor Feedback

The instructor will read all assignments and reply as soon as possible. You will receive specific feedback on your assignments in the form of text comments embedded in the rubrics the instructor uses to grade your submissions. The instructor will use the Announcements tool in Blackboard to communicate changes to the course and other course information.

Sensitive Content Statement

Students should be aware that this course may contain graphic materials or controversial subject matter. Students who feel uncomfortable reading or viewing this material should contact the instructor for additional information or alternatives.

University Policies

COVID-19

It is incumbent upon each of us to do our part to create a safe and healthy environment to live and learn. If you are going to be in a public setting or could potentially be in a setting where you will be near others, even for a moment, a face covering is required. In addition, maintaining a distance of six feet from others is required. This simple act can have a tremendously positive impact on mitigating the spread of the COVID-19 virus. Your health and wellbeing is our primary concern. Following established health guidelines is critical and appreciated. The university is following the most current CDC guidelines available in conjunction with the Governor’s executive orders and the direction of the Madison County Health Department.

At a minimum, each of us should:

- Wash your hands often with soap and water
- Stay at least six feet from others (social distancing) and avoid close contact
- Cover your nose and mouth with a cloth face covering when around others unless the cloth face covering presents a safety/health issue for the wearer
- Cover coughs and sneezes
- Clean and disinfect surfaces in your environment
- Monitor your health for the [symptoms of COVID-19](#) and seek medical attention if needed.
- Self-isolate if you meet the most current [guidelines for isolation](#) or:
 - If you have been identified as having a positive COVID-19 test
 - If you have been identified by a health department official as being a primary contact
 - If you are a Person Under Investigation (PUI) for COVID-19.
 -

The university's response to COVID-19 is fluid and dynamic. Please refer to [our website](#) for the latest guidance and university protocols.

Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter

[Director of the Office of Institutional Equity & Title IX Coordinator](#)

Jones 416

Lindsey.Carter@eku.edu

859-622-8020

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933.

The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

EKU Student Tutoring Services / Resources

As a student at EKU, you have access to completely free tutoring services: Student Success Center, Noel Studio, as well as tutoring services offered by different programs.

The Student Success Center

The Student Success Center, located on the ground floor of the library and online, provides free assistance for all EKU students. Students can request tutoring in over 150 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. The Chellgren Success Series features workshops and video workshops to help with study skills,

time management, stress management, and more. To make an online appointment or for more information, visit www.successcenter.eku.edu or email successcenter@eku.edu.

Noel Studio

EKU's Noel Studio for Academic Creativity is a free resource offering writing, communication, and research support for undergraduate and graduate students from any major or class. At the Noel Studio, trained consultants can help you with essays, presentations, research posters, visual aids, multimodal products, and more. Students can ask for help at any stage of the communication process—from brainstorming to final revision, and every point in between! Consultations are fully online for Fall 2020. You can learn more about online consultations at studio.eku.edu/online-consultations; schedule your own online consultations by following the directions at <https://studio.eku.edu/schedule-appointment>. Have questions or need help scheduling? Use the chat box at studio.eku.edu.

Library Support

You may need to use library resources in this course. [COVID-19 has had an impact on some library services, including how print materials are circulated.](#) For access to physical materials, please use the library's main search and your Library Express account to request print books for check-out. Please take a minute to view the linked FAQs and how-to videos below on how to request print materials through Library Express.

- [Checking out Print Books: Richmond Campus based Faculty, Staff, and Students](#)
- [Checking out Print Books: Regional Campus and Online Only Faculty, Staff, and Students](#)

You can also visit the Libraries' [“Ask Us” page](#) to chat with a librarian, schedule a Zoom consultation, and search the FAQ section.

Financial Aid

Federal Financial Aid must be earned by attending and successfully completing coursework. Students should be aware that withdrawing from the University or ceasing to attend classes can result in the following:

- A balance owed to ECU for the Federal Financial Aid received for that term that was not earned
- Loss of future financial aid eligibility

Learn more on the ECU Financial Aid [website](#).

Course Calendar

Module 1

Readings/Viewings

TBA

Assignments

TBA

Module 2

Readings/Viewings

TBA

Assignments

TBA

Module 3

Readings/Viewings

TBA

Assignments

TBA

Module 4

Readings/Viewings

TBA

Assignments

TBA

Module 5

Readings/Viewings

TBA

Assignments

TBA

Module 6

Readings/Viewings

TBA

Assignments

TBA

Module 7

Readings/Viewings

TBA

Assignments

TBA

Module 8

Readings/Viewings

TBA

Assignments

TBA

Module 9*Readings/Viewings*

TBA

Assignments

TBA

Module 10*Readings/Viewings*

TBA

Assignments

TBA

Module 11*Readings/Viewings*

TBA

Assignments

TBA

Module 12*Readings/Viewings*

TBA

Assignments

TBA

Module 13*Readings/Viewings*

TBA

Assignments

TBA

Module 14*Readings/Viewings*

TBA

Assignments

TBA

Module 15*Readings/Viewings*

TBA

Assignments

TBA

Module 16

Readings/Viewings

None

Assignments

TBA

*Syllabus and Course Schedule are subject to change.

Department: Psychology

Course Prefix and Number: VTS 300

Course Title: Veterans in Society

For which GE Element is the course designed? Element 6

Identify the General Education Goals addressed in this course:

1. Communicate effectively by applying skills in reading, writing, speaking, and listening and through appropriate use of information technology. (GE Goal 1)
2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal 2)
3. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal 8)
4. Recognize perspectives from other cultures and/or historically marginalized groups. (GE Goal 9)

Course Abstract

1. Describe the course content.

VTS 300, Veterans in Society, examines the experiences of military veterans when they exit service, historically and in the present. Students will learn about obstacles to reassimilation such as stereotypes, disabilities, and public attitudes toward wars and those who fight them. Students will also be exposed to examples of resilience and post-traumatic growth in the veteran population—political figures, philanthropists, educators, and scholars. The course will explore the relationship between veteran identity and national identity, particularly the ways in which public conceptions of veterans are used in support of wars, but also the ways in which veterans themselves have laid claim to their symbolic authority in peace movements and humanitarian efforts.

2. Describe the instructional methods (lecture, discussion, small groups, laboratory, or simulation), faculty qualifications, and course coordination.

VTS 300 is taught as a lecture course, but small-group discussions, videos, and student presentations are incorporated into the classes. The instructors must have at least a master's degree in a field that lends itself to critical examinations of veterans' identities, cultures, and experiences. Veteran status in combination with a general background in academics, or a non-veteran instructor with a research background specifically dealing with veterans' issues would be preferred. Dr. Travis Martin will coordinate the course, which will be taught initially by current Veterans Studies instructor, Peter Berres.

3. Describe any new resources needed to implement or to assess the course

No new resources needed

4. Describe the assessment process.

- (a) What type of assessment instruments will be used to evaluate student learning?** The general education assessment will consist of students writing a letter to a political figure, non-profit leader, or media outlet. In this letter, students will show *comprehension* of the socio-cultural perspectives of veterans by identifying an issue of public concern based upon topics from the course they are intrinsically motivated to explore further. They will demonstrate a substantial depth and breadth of knowledge of veterans' *perspectives* and fulfill QEP goals for *critical reading* by researching the issue. Students will *integrate*

knowledge from the course and their research and show *clarity of expression* by framing this knowledge appropriately for their target audience. Finally, the stance taken on the policy or issue of public concern will show *significance* through an understanding of the nuances found in veterans' subgroups.

(b) When will data be collected? The letter-writing assignment is part of the final exam. It will be completed near the end of the semester.

(c) For how many students will assessments be scored? All students' papers will be assessed using the Element 6: Diversity of Perspectives and Experiences rubric. Faculty will use these scores as part of the students' grade in the class.

(d) Who will score the assessment instruments? Faculty who teach the sections will grade the exams, and score papers for class-grading purposes. A 10% random sample of papers from each section will be scored by the program director.

(e) Who is the faculty person responsible for assessment data for this course? Dr. Travis Martin.

5. **Provide the assessment instrument that will be used to assess student learning of each competency on the GE scoring rubric.**

VTs 300 Final Exam

Due at the end of Module 15 – Sunday at Midnight

Purpose: *Why am I doing this?*

By completing this exam, you will

- Demonstrate depth and breadth of awareness of veterans' experiences and cultures.
- Integrate research with your newfound knowledge to take a stance on societal phenomena impacting veterans.
- Use interdisciplinary skills and concepts to describe veterans' intersectional identities.

Task: *What do I need to do?*

Write a 1-2-page letter to a government official, newspaper, or community leader advocating for or against legislation or public policy impacting military veterans.

Follow the directions below. Once finished you will turn a single MS Word document into Blackboard. The first two pages will contain your letter. The third page will contain a bibliography of sources informing the stance you took in the letter.

Directions: *How do I do it?*

First you need to locate a piece of legislation or public policy that could have a real impact on in the lives of military veterans. Here are some good sites to get started:

- [Senate Veterans' Affairs Committee](#)
- [Disabled American Veterans – Legislative Priorities](#)

- [Veterans of Foreign Wars – Legislative Priorities](#)
- [Veterans of Foreign Wars – Voter Voice](#)
- [Wounded Warrior Project – Legislative Priorities](#)
- [Kentucky Issues - National Conference of State Legislatures Database](#)

You are not limited to the above resources, nor should you feel compelled to agree with the stance of any particular veteran service organization or political party. You may write in support or in opposition to any issue. However, your stance needs to be informed. Research your chosen issue using these guides developed for Veterans Studies students:

- [Navigating the Library Home Page](#)
- [Research Tips \(using the Library Search & Academic Search Ultimate\)](#)
- [Research Guides](#)

Your letter will not read like a research paper. No long quotes or academic speak. You may want to reference sources in the text (i.e., “data published recently in the *Journal of Health Science* shows that veterans...”), but mostly paraphrase what you know by writing in a style suitable for non-researchers. You may also draw upon experiential knowledge gained first-hand during your oral history interview or out-of-class experiences.

Include a bibliography of 10 sources you consulted as you prepared to write the article. Make the sources a mix of scholarly, creative, and interviews. The bibliography should be formatted properly in APA or MLA style. You would not send this out with a letter, but it shows you researched the issue.

Criteria for Success: *How do I do a good job on my letter and “create-an-exam”?*

Use the checklists below to ensure that your **letter** meets expectations:

- ✓ Is your letter addressed to a real government official, newspaper, or community leader as shown in the recipient’s address at the top of the letter?
- ✓ Is your letter formatted neatly, containing all the hallmarks of professional correspondence such as a salutation and a signature?
- ✓ Does your letter pertain to a real issue or phenomenon shown in the legislative priorities of veterans’ service organizations or bills under consideration by local, state, or national government? The letter must reflect specific reference to and accurate knowledge of the chosen legislation or issue.
- ✓ Do you take a clear stance on this issue and back it up with knowledge of veterans’ issues gained in the course?
- ✓ Is the style of your letter appropriate for the genre and audience?
- ✓ Did you include a bibliography on a separate page containing at least 10 sources consulted as you researched the issue?
- ✓ If asked, would you feel confident putting the letter in an envelope and mailing it to the listed recipient with your name on it? (You are not required to do this, but encouraged)

General Education Integrated COURSE ASSESSMENT RUBRIC
Element 6: Diversity of Perspectives & Experiences (Revised Fall 2018)

COMPETENCY	4-Accomplished <i>Exceeds Course Expectations</i>	3-Competent <i>Meets Course Expectations</i>	2-Developing <i>Incomplete in Meeting Course Expectations</i>	1-Beginning <i>Inadequate in Meeting Course</i>
Perspectives GE Goal: 9 QEP: Analysis	Demonstrates substantial <i>depth</i> and <i>breadth</i> of awareness of perspectives of other cultures and/or historically marginalized groups through <i>accurate, relevant, and precise</i> analysis of text(s).	Demonstrates some <i>depth</i> and <i>breadth</i> of awareness of perspectives of other cultures and/or historically marginalized groups through <i>accurate</i> and <i>relevant</i> analysis of text(s).	Demonstrates minimal <i>depth</i> and <i>breadth</i> of awareness of perspectives of other cultures and/or historically marginalized groups through limited or partially accurate analysis of <i>relevant</i> text(s).	Demonstrates little or no awareness of perspectives of other cultures and/or historically marginalized groups through inadequate analysis of assigned text(s).
Methods GE Goals: 2, 7 Removed fall 2013	Gathers, interprets, and/or analyzes the most significant relevant information to develop cultural and/or linguistic competence.	Gathers, interprets, and/or analyzes relevant information to develop cultural and/or linguistic competence; information may not be the most significant.	Gathers, interprets, and/or analyzes some relevant information to develop cultural and/or linguistic competence.	Does not gather, interpret, and/or analyze relevant information.
Integration GE Goals: 2, 8 QEP: Synthesis	<i>Fairly, deeply, and broadly</i> integrates relevant and accurate information, appropriate perspectives, and significant concepts from assigned text(s) in a cohesive and/or creative manner.	<i>Fairly</i> integrates most relevant and accurate information, appropriate perspectives, and significant concepts from assigned text(s).	Integrates some relevant information, appropriate perspectives, and significant concepts from assigned text(s) with limited <i>fairness, logic, and/or accuracy</i> .	Fails to integrate, or integrates inaccurately, relevant information, appropriate perspectives, and significant concepts from assigned text(s).
Clarity of Expression GE Goals: 1	Expresses ideas that are almost always clearly formulated and grammatically and stylistically <i>precise</i> .	Expresses ideas that are usually clearly formulated and grammatically and stylistically competent.	Expresses ideas that are sometimes clearly formulated and grammatically and stylistically competent; errors do not seriously interfere with understanding.	Expresses ideas that are not clearly formulated and grammar/style often interfere with understanding.
Comprehension GE Goals: 2, 9 QEP: Comprehension	<i>Fairly and accurately</i> describes with clarity and precision the socio-cultural perspectives of historically marginalized groups or non-US cultures as articulated in specific primary and secondary sources.	<i>Fairly and accurately</i> describes the socio-cultural perspectives of historically marginalized groups or non-US cultures as articulated in specific primary and secondary sources.	Describes the socio-cultural perspectives of historically marginalized groups or non-US cultures as articulated in specific primary and secondary sources with limited fairness and/or accuracy.	Either does not describe, or describes inaccurately, the socio-cultural perspectives of historically marginalized groups or non-US cultures as articulated in specific primary and secondary sources.

Council on Academic Affairs

Routine Curriculum Change for Consent Agenda

(Present changes for only one course per form)

☐ Course Drop* ☒ Course Revision ☐ Cross-listing Existing Courses ☐ General Education Course Addition ☐ Prerequisite or Co-requisite Revision ☐ Progression or Admissions Revision ☐ Editorial Change**	<table style="width: 100%;"> <tr> <td style="width: 50%;">College</td> <td colspan="2"><u>CLASS</u></td> </tr> <tr> <td>Department Name</td> <td colspan="2"><u>Psychology</u></td> </tr> <tr> <td>Course Prefix & Number</td> <td colspan="2"><u>PSY 990</u></td> </tr> <tr> <td>Course Title</td> <td colspan="2"><u>Doctoral Specialization Project</u></td> </tr> </table> Proposal Approved by (date): <table style="width: 100%;"> <tr> <td style="width: 33%;">Departmental Committee</td> <td style="width: 33%;"><u>2/10/21</u></td> <td style="width: 33%;">Graduate Council</td> <td style="width: 33%;"><u>3/19/21</u></td> </tr> <tr> <td>College Curriculum Committee</td> <td><u>2/22/21</u></td> <td>Council on Academic Affairs</td> <td><u>4/15/21</u></td> </tr> <tr> <td>General Education Committee</td> <td><u>NA</u></td> <td colspan="2">EFFECTIVE ACADEMIC TERM** <u>SPRING 2022</u></td> </tr> <tr> <td>Teacher Education Committee</td> <td><u>NA</u></td> <td colspan="2"></td> </tr> </table>	College	<u>CLASS</u>		Department Name	<u>Psychology</u>		Course Prefix & Number	<u>PSY 990</u>		Course Title	<u>Doctoral Specialization Project</u>		Departmental Committee	<u>2/10/21</u>	Graduate Council	<u>3/19/21</u>	College Curriculum Committee	<u>2/22/21</u>	Council on Academic Affairs	<u>4/15/21</u>	General Education Committee	<u>NA</u>	EFFECTIVE ACADEMIC TERM** <u>SPRING 2022</u>		Teacher Education Committee	<u>NA</u>		
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Teacher Education Committee	<u>NA</u>																												

*Use the Multiple Course Drop Form for simultaneous course drops

**Editorial Changes need no further approval

Specific revision(s) being proposed: This course serves as the “dissertation” for our doctoral degree, which is typically completed by students during the 4th year of the program. On occasion, students are unable to complete this course during their 4th year of the program. Students then leave campus for a year-long internship. The IP credits for PSY 990 then turn into NC. We are requesting that IP grades for PSY 990 use the policy for IP credits related to Thesis, which must be changed within 7 years. This will reduce paperwork and administrative load for the Registrar.

New or Revised Catalog Text

Use ~~strikethroughs~~ to indicate deletions and underlines to indicate additions.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours ____	Grading Mode <u>U</u> <u>7</u>
	Lecture ____ Laboratory ____ Other ____	CIP Code (first two digits only) ____	Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis ☒ Internship ____ Practicum ____ Independent Study ____
Schedule Types:	Work Load: _____	Class Restriction: FR ____ SO ____ JR ____ SR ____	
		Not Offered as Audit/ Pass/Fail ____ (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
-----------------------------	--

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

Course Prefixes and Numbers	
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

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

Course Prefixes and Numbers	
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Equivalent Course(s): “Credit will not be awarded to students who have credit for...” or “formerly...”

Course Prefixes and Numbers	
-----------------------------	--

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

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
1B (3)		3B (3)		5B (3)	
1C (3)					

**Effective Academic Term will be confirmed by the Office of the Registrar after all approval is received.



EASTERN KENTUCKY UNIVERSITY
Serving Kentuckians Since 1906

College of Science
Office of the Associate Dean
Academic and Student Affairs
karin.sehmann@eku.edu

1228 Science Building
521 Lancaster Avenue
Richmond, KY 40475-3102
(859) 622-8140

TO: Council on Academic Affairs

FROM: Dr. Karin Sehmann, Associate Dean, College of Science

DATE: March 31, 2021

SUBJECT: College of Science Curriculum proposals for consideration at CAA on April 15, 2021

Consent Agenda:

Department of Mathematics and Statistics

Course revision: MAT 306 *Discrete Mathematics*

Course drops:

MAT 217 *MathExcel Lab for Calculus I*

MAT 218 *MathExcel Lab for Calculus II*

Mat 219 *MathExcel Lab for Calculus III*

Council on Academic Affairs

Routine Curriculum Change for Consent Agenda

(Present changes for only one course per form)

☐ Course Drop* ☐ Course Revision ☐ Cross-listing Existing Courses ☐ General Education Course Addition ☒ Prerequisite or Co-requisite Revision ☐ Progression or Admissions Revision ☐ Editorial Change**	<table style="width: 100%;"> <tr> <td style="width: 50%;">College</td> <td style="width: 50%;">COS</td> </tr> <tr> <td>Department Name</td> <td>MTST</td> </tr> <tr> <td>Course Prefix & Number</td> <td>MAT 306</td> </tr> <tr> <td>Course Title</td> <td>Discrete Mathematics</td> </tr> </table>	College	COS	Department Name	MTST	Course Prefix & Number	MAT 306	Course Title	Discrete Mathematics								
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General Education Committee	NA	EFFECTIVE ACADEMIC TERM**	Spring 2022														
Teacher Education Committee	pending 4.6.21																

Specific revision(s) being proposed: To remove STA 270 from the prerequisites of MAT 306. This would allow majors that do not require STA 270 to take MAT 306 and possibly complete a minor in Mathematics.

New or Revised Catalog Text

Use strikethroughs to indicate deletions and underlines to indicate additions.

MAT 306 Discrete Mathematics. (3) II. Prerequisites: MAT 239, ~~MAT~~ and 244, ~~STA 270 with minimum grades each with a minimum~~ grade of "C" and at least 2.5 GPA in all mathematics courses. Counting principles, permutations, combinations, recurrence relations, graphs, representations of graphs as matrices, trees, networks, difference equations, and linear programming.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____ CIP Code (first two digits only) _____ Class Restriction: FR _____ SO _____ JR _____ SR _____	Grading Mode _____
	Lecture _____ Laboratory _____ Other _____		Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
Schedule Types:	Work Load: _____	Not Offered as Audit/ Pass/Fail _____ (Will be available as Audit and Pass/Fail unless noted otherwise)	

Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	
-----------------------------	--

Prerequisites: List only prerequisites. Use "and" and "or" literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	MAT 239 (C), MAT 244 (C) STA 270 (C)
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	2.5 GPA in all MAT courses

Corequisite(s) and/or Prerequisite(s) Combination: Use "and" and "or" literally. Specific minimum grade requirements should be placed in () following courses. Default grade is D.

Course Prefixes and Numbers	
Test Scores	
Minimum GPA (when course grouping or student cumulative GPA is required)	

Equivalent Course(s): "Credit will not be awarded to students who have credit for..." or "formerly..."

Course Prefixes and Numbers	
-----------------------------	--

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

Element 1 (9 hrs.)	Element 2 (3 hrs.)	Element 3 (6 hrs.)	Element 4 (6 hrs.)	Element 5 (6 hrs.)	Element 6 (6 hrs.)
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**Effective Academic Term will be confirmed by the Office of the Registrar after all approval is received.

Department Name	MTST		
College	COS		
Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee:	<u>3/3/2021</u>	Graduate Council*	<u>NA</u>
College Curriculum Committee:	<u>3.22.21</u>	Council on Academic Affairs	<u>4/15/21</u>
General Education Committee*:	<u>NA</u>	Approved <u>X</u> Disapproved <u> </u>	
Teacher Education Committee*	<u>NA</u>	*If Applicable (Type NA if not applicable.)	

A. Effective Academic Year: (Example: Fall 2010/11) SPRING 2022
B. The justification for this action: (course no longer taught/comment if other) These courses will have new numbers and titles.

[illegible]

**EASTERN KENTUCKY UNIVERSITY***Serving Kentuckians Since 1906*

College of Education, Dean's Office
Dr. Faye Deters
Associate Dean

420 Combs Building
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Richmond, Kentucky 40475-3102
(859) 622-1175

TO: Rick McGee
FROM: Dr. Faye Deters
Associate Dean
DATE: March 30, 2021
SUBJECT: COE Agenda

Please consider the following substantial agenda items for the College of Education at the next Council on Academic Affairs meeting on April 15, 2021:

Department of Curriculum & Instruction

New Course
ELE 808 Reading Recovery in Elementary Education

Department of Educational Leadership and Counselor Education

Course Revision
EDD 906 Dissertation Practicum

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

Part I

(Check one) ☒ New Course (Parts II, IV) ☐ Course Revision (Parts II, IV) ☐ Hybrid Course ("S," "W") ☐ New Minor (Part III) ☐ Program Suspension (Part III) ☐ Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td style="width: 50%;">Curriculum and Instruction</td> </tr> <tr> <td>College</td> <td>Education</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>ELE 808</td> </tr> <tr> <td>*Course Title (full title±)</td> <td>Reading Recovery® in Elementary Education</td> </tr> <tr> <td>*Program Title</td> <td></td> </tr> <tr> <td colspan="2">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td>* Provide only the information relevant to the proposal.</td> <td>± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Curriculum and Instruction	College	Education	*Course Prefix & Number	ELE 808	*Course Title (full title±)	Reading Recovery® in Elementary Education	*Program Title		If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation
Department Name	Curriculum and Instruction														
College	Education														
*Course Prefix & Number	ELE 808														
*Course Title (full title±)	Reading Recovery® in Elementary Education														
*Program Title															
If Certificate, indicate Long-Term (University) or Short-Term (Departmental)															
* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation														

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	12.3.20	Council on Academic Affairs	4/15/21
College Curriculum Committee	2.16.21	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	3.2.21	EFFECTIVE ACADEMIC TERM***	Summer 2021
Graduate Council*	3.19.21		

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

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

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Create a new course about Reading Recovery specific to a cohort of students that have, over the past five years, taken an independent study course as visiting students.
A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Summer 2021
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
B. The justification for this action: Creating a class just for this special topic allows the admissions process for these visiting students to be smoother. As this has been a consistent need over the past five years, it also ensures that the independent study course that has traditionally been used for this purpose can be used as needed as it is intended.
C. The projected cost (or savings) of this proposal is as follows:
Personnel Impact: This will cut down on time spent by graduate admissions making special accommodations to get these visiting students admitted and enrolled, as the department approval typically required of an independent study will be removed.
Operating Expenses Impact: No impact on expenses.

Equipment/Physical Facility Needs: No impact on facility needs.
Library Resources: No impact on 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.)

ELE 808 Reading Recovery in Elementary Education (3)) Independent work, workshops, or seminars related to the use of Reading Recovery® in Elementary Education. Course is restricted to the Reading Recovery® cohort.

Part III. Recording Data for Revised or Suspended Program

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

Revised* Program Text(*Use ~~strike through~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
ELE	808	Summer 2021	BT _____ HS _____ CL _____ JS _____ ED x _____ SC _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3	Laboratory	Other	CIP Code (first two digits only) 13
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*		Class Restriction, if any: (undergraduate only)
1	3			FR _____ JR _____ SO _____ SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		Course Title Abbreviation:(30 character limit) Reading Recovery in Elem Ed
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites **See definitions on following page****Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

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

Course Prefix and No.

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

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

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

Eastern Kentucky University
Department of curriculum and Instruction
ELE 808: Reading Recovery in Elementary Education, CRN XXXXX
3 Credit Hours
Spring XXXX

Instructor:*Office:**Phone:**Email:***Course Description:**

ELE 808 Reading Recovery in Elementary Education (3) Independent work, workshops, or seminars related to the use of Reading Recovery® in Elementary Education. Course is restricted to the Reading Recovery® cohort. The focus of the course is for trainees to become expert literacy teachers of children, developing and refining their problem-solving capabilities as related to their own teaching and to understanding and utilizing the theory and research base behind the Reading Recovery® program. The course includes demonstration lessons behind a one-way mirror with group discussion in a lab situation.

Required Texts:

Clay, M.M. (2002). *An Observation Survey of Early Literacy Achievement*. Portsmouth, NH: Heinemann

Clay, M.M. (1991). *Becoming Literate: The Construction of Inner Control*. Portsmouth, NH: Heinemann

Clay, M.M. (2016). *Literacy Lessons Designed for Individuals*. Portsmouth, NH: Heinemann

Student Learning Outcomes:

Students will be able to:

1. Demonstrate understanding of the reading and writing processes. (InTASC 1d, ig; KTPS 1, 5)
2. Use a range of systematic observation techniques to assess and guide children's reading and writing progress. (InTASC 5c, 5n, 6a; KTPS 5, 6, 7, 8)
3. Use specific Reading Recovery teaching procedures. (InTASC 5c; 6a, 6c; KTPS 5, 6)
4. Design individual instruction in order to assist the child to apply effective strategies for working on text. (InTASC 4a, 4f, 4g, 5b, 5c, 5e, 8a, 8c; KTPS 2, 5, 7)
5. Critically evaluate their work and that of their peers both orally and in writing. (InTASC 9a, 9b, 9i; KTPS 9).
6. Guide the Reading Recovery program and report regularly on its operation in their schools. (InTASC 10b, 10c, 10i, 10l; KTPS 9, 10)

Grading scale:

90-100% = A

82-89% = B

72-81% = C

62-71% = D

61% or below = F

Attendance Policies:

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R.

5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of a family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the instructor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absence due to university-related trips is required prior to the absence.

Last day to Drop Course:

Please see ECU Colonel’s Compass

Accessibility Accommodation Statement:

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact ECU’s Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Discrimination and Harassment, Title IX, and Prevention Statement:

ECU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green

Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter

[Director of the Office of Institutional Equity & Title IX Coordinator](#)

Jones 416 Lindsey.Carter@eku.edu

859-622-8020

Academic Integrity Statement:

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The [Academic Integrity policy](#) is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards. For current University policies and regulations, please go to EKU's [Policy Website](#).

Official Email:

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

COVID-19 Syllabi Statement:

Students enrolled in this course are required to follow all university policies, including the student Code of Conduct and policies related to public health and Healthy On Campus initiatives. These initiatives include properly wearing a face covering at all times while in class, maintaining distancing, cooperating with efforts to sanitize classroom areas, and other procedures set forth at the EKU website dedicated to COVID-19. Students who fail to follow these protocols will be asked to leave the classroom and maybe referred to Student Conduct & Community Standards. Students requiring an accommodation for face coverings, please contact the Center for Student Accessibility.

It is incumbent upon each of us to do our part to create a safe and healthy environment to live and learn. If you are going to be in a public setting or could potentially be in a setting where you will be near others, even for a moment, a face covering is required. In addition, maintaining a distance of six feet from others is required. This simple act can have a tremendously positive impact on mitigating the spread of the COVID-19 virus.

Your health and wellbeing are our primary concern. Following established health guidelines is critical and appreciated. The university is following the most current CDC guidelines available in conjunction with the Governor's executive orders and the direction of the Madison County Health Department.

At a minimum, each of us should:

- Wash your hands often with soap and water
- Stay at least six feet from others (social distancing) and avoid close contact
- Cover your nose and mouth with a cloth face covering when around others unless the cloth face covering presents a safety/health issue for the wearer
- Cover coughs and sneezes
- Clean and disinfect surfaces in your environment
- Monitor your health for the symptoms of COVID-19 and seek medical attention if needed.
- Self-isolate if you meet the most current guidelines for isolation or:

If you have been identified as having a positive COVID-19 test

If you have been identified by a health department official as being a primary contact for COVID-19.

The university's response to COVID-19 is fluid and dynamic. Please refer to our website for the latest guidance and university protocols.

Course Requirement:

1. Abide by all Standards and Guidelines outlined by the Reading Recovery Council of North America.
2. Actively participate in class and successfully complete all assignments.
3. Teach "Behind the Mirror" as assigned by Teacher Leader
4. Collaborate and consult with Teacher Leader during individual visits to the teacher's school site.
5. Video at least one lesson.
6. Assess, select, and teach 4 students daily in Reading Recovery setting or 2 students in Literacy Lessons setting.
7. Keep appropriate daily records on all students to be reviewed weekly by the Teacher Leader.
8. Attend the annual Reading Recovery Council of North America (RRCNA) conference in Ohio in February.
9. Participate fully in all class discussions including "Behind the Mirror" and follow-up circle discussions.
10. Be a contributing, supportive member of the class and demonstrate a willingness to learn a new role as a Reading Recovery teacher.

Course Outline:

*See Course Schedule

1. Review of Reading Recovery assessment procedures
2. Review of selection of children; criteria, procedures for the Reading Recovery program
3. Organization of Reading Recovery Classroom
 - a. Text leveling
 - b. Organization of materials
4. Record Keeping

5. Roaming Around the Known
6. Behind the Mirror Sessions/Professional Development Model
7. Components of a Reading Recovery Lesson
8. Strategic Activity
9. Acceleration
10. Evaluation of student processing within the classroom
11. Discontinuing

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

Part I

(Check one) ☐ New Course (Parts II, IV) ☒ Course Revision (Parts II, IV) ☐ Hybrid Course ("S," "W") ☐ New Minor (Part III) ☐ Program Suspension (Part III) ☐ Program Revision (Part III)	Department Name College *Course Prefix & Number *Course Title *Program Title *Provide only the information relevant to the proposal.	Educational Leadership and Counselor Education Education EDD 906 Dissertation Practicum If Certificate, indicate Long-Term (University) or Short-Term (Departmental)
---	---	---

Proposal Approved by:		<u>Date</u>	<u>Date</u>
Departmental Committee	01/11/2021	Council on Academic Affairs	4/15/21
College Curriculum Committee	02/16/2021	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	SPRING 2022
Graduate Council*	3/19/2021		

*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 EDD 905 as a pre-requisite for students to enroll in EDD 906.

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

SPRING 2022

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

B. The justification for this action:

Change prerequisite requirements for a course that currently requires an elective as a prerequisite.

EDD 905 is no longer a required course for the Ed.D program, so there will be students who will not complete it. EDD 906 is required, and as the description is currently worded, students who did not complete EDD 905 cannot enroll in EDD 906.

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

Personnel Impact:

No personnel impact. This could provide additional enrollment in traditionally low enrolled courses.

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.)

EDD 906 Dissertation Practicum (3) A. Prerequisite: Admission to the doctoral program in educational leadership or counselor education, EDD 901, 902, 903, and 904, ~~and 905~~; or department approval. Intended for advanced educational leadership and counselor education students, this course focuses on applying research methods and critiquing relevant literature for designing the doctoral dissertation proposal.

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 options and/or minors affected by the program's suspension.

Revised* Program Text(*Use ~~strike through~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
EDD	906	SPRING 2022	AS _____ HS _____ BT _____ JS _____ ED X _____ UP _____	ELCE
Credit Hrs. 3	Weekly Contact Hrs. 3		Repeatable Maximum No. of Hrs. _____	
	Lecture <u>X</u> Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites **See definitions on following page****Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

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

Course Prefix and No.

Admission to the doctoral program in Educational Leadership or Counselor Education, and EDD 901, 902, 903, and 904, ~~and 905~~; or department approval.

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

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

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



EASTERN KENTUCKY UNIVERSITY

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TO: Council on Academic Affairs

FROM: Dr. Michael Ballard, Associate Dean
 College of Health Sciences

DATE: April 1, 2021

SUBJECT: Substantial Curriculum Proposals

The College of Health Sciences submits the following substantial curriculum proposal for consideration at the April 15, 2021 CAA meeting.

College of Health Sciences

Substantial Curriculum Proposals

Health Promotion and Administration

New Course	HEA 216	Introduction to Public Health To approve HEA 216 (formerly HEA 316) as a new course for general education element 5b social and behavioral sciences
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Applied Human Science

Program Reinstatement	B.S. Family and Consumer Science Education (Teaching) To reinstate the Family and Consumer Sciences Education Teaching program that was suspended in March 2018
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Substantial Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one)	Department Name	Health Promotion & Administration	
☒ New Course (Parts II, IV)	College	Health Sciences	
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	HEA 216	
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	Introduction to Public Health	
☐ New Minor (Part III)	*Program Title		
☐ Program Suspension (Part III)			
☐ 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	2/19/2021	Council on Academic Affairs	4/15/21
College Curriculum Committee	3/31/2021	Faculty Senate**	
General Education Committee*	3/30/2021	Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	FALL 2021
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.)

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

To approve HEA 216 (formerly HEA 316) as a new course for general education element 5b social and behavioral sciences.

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: As a result of the coronavirus pandemic, the general public is more aware than ever of public health and impacts on daily living. Integration of an introductory public health course into the general education requirements will result in an educated individual who will have the skills to critically examine public health issues, appreciate the importance of public health interventions, and will have the ability to digest public health messages presented in the media. Having future professionals equipped with basic public health knowledge would encourage financial and political support for public health interventions.

This newly revised course (formerly HEA 316) will be an introduction to the public health discipline, the health of a population as influenced by social, cultural, behavioral, biological, environmental, and economic factors, and an overview of strategies to protect and promote health in populations. This course discusses the formal organizational structures within the United States responsible for monitoring and improving the public's health. Students will learn through the critical reading of texts, articles, charts and graphs about sources of public health data and how to measure the health of a population. The role of public opinion, political process, political decisions, existing laws and policies that have the potential to impact public health actions will be discussed. The content and approach of this course make it appropriate for general education element 5B[SB].

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

Personnel Impact: Reallocation of course assignments amongst the current faculty complement assures that this can be accommodated in-load and without the need for additional personnel at this time.

Operating Expenses Impact: No impact on operating expenses.

Equipment/Physical Facility Needs: No new equipment/physical facility needs.

Library Resources: Current library resources are sufficient and will meet the needs of this new course.

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

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

HEA 216 Introduction to Public Health. (3) I, II, A. An introduction to the public health discipline, the health of a population as influenced by social, cultural, behavioral, biological, environmental, and economic factors, and an overview of strategies to protect and promote the health in populations. Credit will not be awarded for both HEA 216 and HEA 316. Gen. Ed. E-5B [SB].

Part III. Recording Data for Revised or Suspended Program

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

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
HEA	216	Fall 2021	BT _____ HS X CL _____ JS _____ ED _____ SC _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only) 51	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
			Intro to public health	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites **See definitions on following page****Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

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

Course Prefix and No.

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Credit will not be awarded for both HEA 216 and 316

Course Prefix and No.

Course Prefix and No.

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

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

Eastern Kentucky University
Department of Health Promotion and Administration

Syllabus for HEA 216 Introduction to Public Health (3 hours) CRN:

Instructor's Information

Instructor's Name:

Office:

Email:

Phone:

Student Hours:

Catalog Course Description

HEA 216 Introduction to Public Health. (3) I, II, A. An introduction to the public health discipline, the health of a population as influenced by social, cultural, behavioral, biological, environmental, and economic factors, and an overview of strategies to protect and promote the health in populations. Credit will not be awarded for both HEA 216 and HEA 316. Gen. Ed. E-5B [SB].

Required Texts

Riegleman, R. (2019). *Public health 101: Improving community health (3rd ed.)*. Jones & Bartlett Learning.

Riegleman, R. (2021). *COVID-19 global lessons learned: Interactive case studies*. Jones & Bartlett Learning.

Goals of General Education

Element 5B: Social and Behavioral Science

Students will be able to:

After completing this course of the General Education Program at ECU, students will be able to:

1. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. **[GE Goal 2]**
2. Analyze the social and behavioral influences that explain how people relate to each other, to institutions, and to communities. **[GE Goal 4]**

3. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences. **[GE Goal 7]**
4. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. **[GE Goal 8]**

Student Learning Outcomes

By the end of the course, students will be able to:

1. Explain what public health is, what distinguishes it from the other health sciences, and what unique contributions it has to make to the health of the public.
2. Describe the major formal organizational structures within the United States responsible for monitoring and improving the public's health
3. Describe major sources of public health data and how to measure the health of a population.
4. Explain the biomedical basis of major infectious and chronic diseases and congenital abnormalities
5. Identify the principal social and behavioral determinants of health and demonstrate how they influence the most important behavior-related health problems of the day
6. Identify the principal determinants of, and explanations for, inequalities in the health of groups differentiated by race, ethnicity, and socioeconomic status.
7. Discuss the role of public health in medical care and identify the principal problems in the U.S. health care system
8. Recognize that public opinion, political process, political decisions, existing laws and policies have the potential to impact public health actions.
9. Integrate knowledge to be able to competently discuss public health issues of personal and public importance
10. Critically analyze a current public health issue and propose an evidence-based solution

Course Requirements

Participation: You will be expected to participate in classroom discussions and small group activities.

Exams: This course will include 2 exams, a midterm and a final exam. The exams will include multiple choice, true/false, short answer/essay and application items. The test questions will come from the textbook, lecture, discussion, assignments, and readings.

This is Public Health: The purpose of this assignment is to help students articulate what public health is. Furthermore, this assignment aims to help familiarize students with the three core functions and ten essential services of public health. The assignment consists of two parts: 1) Part 1 -Public Health in a Photo which requires students to take a photo of something that represents public health, describe it, and explain how it “fits” with the overall aim of public health. 2) Part 2 – students will demonstrate their understanding of the 3 core functions and 10 essential public health services through a series of guided questions. Further instruction can be found on Blackboard.

Public Health in the News: Students will locate a current news article that involves a topic pertinent to public health, will write a 2 paragraph summary of the articles with appropriate citation, and present the article to the class in a 5 minute presentation. Students will be assigned a specific day to present the article. These presentations will be given at the start of each class throughout the semester.

Stress Documentary Worksheet: This worksheet will be given out at the start of class prior to viewing the documentary, “Portrait of a Killer,” on the effect of chronic stress on individual and population health. Completed worksheets will be taken up at the close of the class.

Levels of Prevention & Professionals: Students will complete a worksheet to build understanding of the 3 levels of prevention (primary, secondary, and tertiary) and identify the various disciplines/professionals within the public health system that contribute to each level of prevention.

Built Environment Group Project: In groups of 3 to 4, students will complete a built environment assessment of a walking route of their choosing. Using data gathered with the assessment tool, maps of the area, and pictures taken of the route, students will compile their findings into a multimedia presentation which details strength and weaknesses of the walking route. Students will close their presentation with recommendations for improvement. Further instruction provided via Blackboard

Social Determinants of Health Project: Using the social ecological model as a lens to understand health behavior, students will investigate local level data for a chosen Kentucky county to understand what might lead to a specific health disparity. Based on the information available, students will make an argument for what social determinants of health (“root issues”) they believe contribute to the chosen health disparity and what root issues should change in order to improve health outcomes. After completing a 4 step process to fully investigate the health disparity, students will develop a 1-page brief, based on Parts 1 -4, detailing the following: a) the county, b) the chosen health issue, c) the contributing factors that impact the severity of the health issue, and d) recommendations for improving the health issue in the county. See attachments for the full assignment which will serve as the assessment tool for general education.

Evaluation Methods

Course Requirement and Proportion of Final Grade:

- Participation (5%)
- Exams (2 @ 20 % = 40%)
- This is Public Health Assignment (5%)
- Public Health in the News (5%)
- Stress Documentary Worksheet (5%)
- Levels of Prevention & Professionals(5%)
- Built Environment Group Project (15%)
- Social Determinants of Health Project (20%)

Grading Scale:

- A=90-100%
- B=80-89.9%
- C=70-79.9%
- D=60-69.9%
- F=59.9% and below

Student Progress/Feedback:

Scored assignments will serve as notification of grade standing. Grades will be made available to students prior to the last day to drop the course with a “W” which is Month Day, Year.

Notification of the Last Day to Drop the Course

The Colonel's Compass website (<http://colonelscompass.eku.edu>) provides the drop dates for this semester.

Late Work Policy:

Late assignments will not be accepted. Please check the attached itinerary for assignment due dates. Make-up assignments and exams may be provided for **excused absences**, although it is often not possible to make-up an in-class discussion or exercise.

University Policies

ATTENDANCE POLICY: For current Regulation please refer to the following

link: http://www.policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6_student_absence_adopted_12.1.14.pdf

ACCESSIBILITY ACCOMODATION STATEMENT: For current policy please refer to the following link: <http://www.academicaffairs.eku.edu/syllabi/>

ACADEMIC INTEGRITY: For current policy please refer to the following link: <http://www.academicaffairs.eku.edu/syllabi/>

INCLEMENT WEATHER PLAN: See adjusted schedules at following link: <http://www.eku.edu/weather/richmond-campus-inclement-weather-plan>

WITHDRAWAL DATES: For current withdrawal dates please refer to the following link: <http://colonelscompass.eku.edu/>

NON-DISCRIMINATION AND HARASSMENT, TITLE IX, AND PREVENTION STATEMENT: For current policy please refer to the following link: <https://academicaffairs.eku.edu/syllabi>

OFFICIAL EMAIL:

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

COVID-19 SYLLABI STATEMENT:

Students enrolled in this course are required to follow all university policies, including the Student Code of Conduct and policies related to public health and Healthy On Campus initiatives. These initiatives include properly wearing a face covering at all times while in class, maintaining distancing, cooperating with efforts to sanitize classroom areas, and other procedures set forth at the EKU website dedicated to COVID-19. Students who fail to follow these protocols will be asked to leave the classroom and may be referred to Student Conduct & Community Standards.

It is incumbent upon each of us to do our part to create a safe and healthy environment to live and learn. If you are going to be in a public setting or could potentially be in a setting where you will be near others, even for a moment, a face covering is **required**. In addition, maintaining a distance of six feet from others is **required**. This simple act can have a tremendously positive impact on mitigating the spread of the COVID-19 virus. Your health and wellbeing is our primary concern. Following established health guidelines is critical and appreciated. The university is following the most current CDC guidelines available in conjunction with the Governor's executive orders and the direction of the Madison County Health Department.

At a minimum, each of us should:

- Wash your hands often with soap and water
- Stay at least six feet from others (social distancing) and avoid close contact
- Cover your nose and mouth with a cloth face covering when around others unless the cloth face covering presents a safety/health issue for the wearer
- Cover coughs and sneezes
- Clean and disinfect surfaces in your environment

- Monitor your health for the [symptoms of COVID-19](#) and seek medical attention if needed.
- Self-isolate if you meet the most current [guidelines for isolation](#) or:
 - If you have been identified as having a positive COVID-19 test
 - If you have been identified by a health department official as being a primary contact
 - If you are a Person Under Investigation (PUI) for COVID-19.

The university's response to COVID-19 is fluid and dynamic. Please refer to [our website](#) for the latest guidance and university protocols.

Course Outline and Schedule

Week 1

Topics: Introduction & the population health approach

Reading: Chapter 1 Public health: The population health approach

- Public health 3.0
- 10 Essential public health services
- 3 core functions of public health

Week 2

Topics: The population health approach; describing health problems, use of epidemiology in public health, how do we know what works

Reading: Chapter 2 Evidence-based public health

Due: This is Public Health Assignment Due

Due for assigned students: Public Health in the News In-Class Presentation

Week 3

Topics: Tools of public health; health communication; public health data ; perceptions of public health information; utilizing health information to make decisions; pandemic perspectives

Reading: Chapter 3 Public health data and communications; *COVID-19 global lessons learned, Case Study 2 Epidemiology of COVID*

Due: Part 1 of the Social Determinants of Health Project

Due for assigned students: Public Health in the News In-Class Presentation

Week 4

Topics: Tools of public health; social and behavioral sciences in public health; behavior change; social systems related to health; key theories & models—socio-ecological model; “Portrait of a Killer” documentary

Reading: Chapter 4 Social and behavioral sciences and public health & TBD reading on socio-ecological model

Due for assigned students: Public Health in the News In-Class Presentation

Week 5

Topics: Tools of public health; social and behavioral sciences in public health; explaining and predicting behavior; key theories & models; social determinants of health

Reading: Chapter 4 Social and behavioral sciences and public health & TBD reading on social determinants of health;

Due for assigned students: Public Health in the News In-Class Presentation

Stress Documentary Worksheet

Week 6

Topics: What is health policy? Bioethical principles of public health; balance of individual rights and needs of society; COVID perspectives

Reading: Chapter 5 Health law, policy, and ethics; *COVID-19 global lessons learned*, Case Study 6 Health Policy and Communications for COVID-19

Due for assigned students: Public Health in the News In-Class Presentation
Parts 2 of Social Determinants of Health Project

Week 7

Topics: Preventing Disease Morbidity & Mortality

Reading: Chapter 6 Noncommunicable diseases

Due for assigned students: Public Health in the News In-Class Presentation
Parts 3 of Social Determinants of Health Project

Week 8

Topics: Preventing Disease, Morbidity & Mortality

Readings: Chapter 7 Communicable diseases; *COVID-19 global lessons learned*, Case Study 4, *Prevention & COVID*

Midterm Exam

Week 9

Topics: The physical environment and public health assessment; health impact of the built environment; intentional and unintentional injuries; keeping the population safe

Reading: Chapter 8 Environmental health and safety

Due for assigned students: Public Health in the News In-Class Presentation
Start Group Work for Built Environment Project

Week 10

Topics: Health professionals, healthcare institutions, & healthcare systems; Primary, secondary, & tertiary care inpatient; outpatient; quality of care; care coordination; assurances of quality; electronic medical records

Reading: Chapter 9 Health professional and the health workforce; Chapter 10 Healthcare institutions;

Due for assigned students: Public Health in the News In-Class Presentation

Week 11

Topics: Health insurance and healthcare systems; money spent on healthcare; government-based insurance; employment-based insurance; uninsured and underinsured; comparison of United States with developing countries

Reading: Chapter 11 Health insurance and healthcare systems

Due for assigned students: Public Health in the News In-Class Presentation
Levels of Prevention Assignment

Week 12

Topics: The public health system: goals and roles of governmental public health, accreditation, 10 essential public health services

Reading: Chapter 12 Public health institutions and systems

Due for assigned students: Public Health in the News In-Class Presentation

Part 4 Social Determinants of Health Project

Week 13

Topics: The public health system at local, state, and federal levels; nongovernmental and healthcare partners; future challenges; public health 3.0

Reading: Chapter 12 Public health institutions and systems

Due for assigned students: Public Health in the News In-Class Presentation

Week 14

Topics: Food and drug safety

Reading: Chapter 13 Food and drugs as public health issues

Due for assigned students: Public Health in the News In-Class Presentation

Due: Social Determinants of Health Project Due (All parts plus 1 page brief)

Week 15

Topics: Systems thinking; what is a system; systems thinking analysis; short and long term system interventions; One Health

Reading: Chapter 14 Systems thinking: from single solution to one health

Due: Group Built Environment Project Presentations

Week 16

Topics: **Group Built Environment Project Presentations**

Final Exam

General Education Course Application
ELEMENTS 1--6
 Revised: July 2016

Department: Health Promotion and Administration

Course Prefix and Number: HEA 216

Course Title: Introduction to Public Health

For which GE Element is the course designed? 5b Social and Behavioral Science

Identify the General Education Goals addressed in this course: (See below.)

2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions.
4. Analyze the social and behavioral influences that explain how people relate to each other, to institutions, and to communities.
7. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences.
8. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance.

Course Abstract

1. Describe the course content.

This course will be an introduction to the public health discipline, the health of a population as influenced by social, cultural, behavioral, biological, environmental, and economic factors, and an overview of strategies to protect and promote health in populations. This course discusses the formal organizational structures within the United States responsible for monitoring and improving the public's health. Students will learn through the critical reading of texts, articles, charts and graphs about sources of public health data and how to measure the health of a population. The role of public opinion, political process, political decisions, existing laws and policies that have the potential to impact public health actions will be discussed.

2. Describe the instructional methods (lecture, discussion, small groups, laboratory, or simulation), faculty qualifications, and course coordination.

This course will be taught as a lecture course supplemented with small-group discussions, videos, documentaries, and student presentations. The instructors must have at least a Master's in Public Health or related master's degree in one of the public health sub-disciplines to teach the course. The current instructor has a Ph.D. in Health Promotion and a MPH. Dr. Julie Lasslo, the current instructor, will coordinate the course.

3. Describe any new resources needed to implement or to assess the course

Reallocation of course assignments amongst the current faculty complement assures that this can be accommodated in-load and without the need for additional personnel at this time. The department has all needed resources and the capacity to assess the course.

4. Describe the assessment process.

(a) What type of assessment instruments will be used to evaluate student learning?

The Social Determinants of Health Project will be used to evaluate all elements of student learning—comprehension, application/analysis, methods, and integration. Using the social ecological model as a lens to understand health behavior, students will locate and critically read local level data for a chosen Kentucky county to understand what might lead to a specific health disparity. After critically reading the available information, students will make an argument for what social determinants of health (“root issues”) they believe contribute to the chosen health disparity and what root issues should change in order to improve health outcomes. After completing a 4-step process to fully investigate the health disparity, students will develop a 1-page brief in which they integrate all the previous elements. Instructions to students and scoring criteria for this project will be agreed upon by all faculty who teach the course.

(b) When will data be collected?

Data will be collected based on the final submission of the social determinants of health project, which will be due towards the end of the semester.

(c) For how many students will assessments be scored?

All students' projects will be assessed. Faculty will use these scores as part of the students' grade in the class.

(d) Who will score the assessment instruments?

Faculty who teach the sections will score the projects for class-grading purposes. A 10% random sample of projects from each section will be scored by the department's general education committee.

(e) Who is the faculty person responsible for assessment data for this course?

Dr. Julie Lasslo

5. Provide the entire assessment instrument (e.g., *questions on exam; paper; assignment*) that will be used to assess student learning for each of the competencies on the relevant GE scoring rubric.

The assessment instrument will be the Social Determinants of Health Project (see attached).

Scoring Rubric: Social & Behavioral Sciences

Comprehension: (From Social Determinants of Health Project)

- Use of appropriate data to provide evidence of a problem (Part 1)
- Comprehension of levels of social ecological model (Part 2)
- Comprehension of social determinants of health (Part 3)

Application and Analysis: (From Social Determinants of Health Project)

- Accurately connects primary issue to underlying contributors/root issues (1-page brief)
- Accurately connects root issues to solutions (1-page brief)
- Accurate analysis of the relevant data(1-page brief)

Methods: (From Social Determinants of Health Project)

- Accurate comparisons of data between county and state (Part 1)
- Accurate and relevant information to identify solutions to address root issues (Part 4)
- Appropriate terminology used

Integration: (From Social Determinants of Health Project)

- Accurate connections are made between the health issue, the root causes, and the solutions using information from lecture/book chapters/readings
- Sufficient appropriate connections are made (obvious/most important connections are made)

See Appendix A for GE Goals that must be addressed in each Element

See Appendix B for a course approval example.

Scoring rubrics can be found on GE website, under "Assessment."

Appendix A

General Education Goals by Element

Goals of General Education

After completing the General Education Program at ECU, students will be able to:

1. Communicate effectively by applying skills in reading, writing, speaking, and listening and through appropriate use of information technology.
2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions.
3. Analyze the historical and social contexts of cultural, economic, political, religious, and scientific developments.
4. Analyze the social and behavioral influences that explain how people relate to each other, to institutions, and to communities.
5. Analyze the fundamental natural processes of the world and the interactions of humans and their environment.
6. Analyze the values, cultural context, and aesthetic qualities of artistic, literary, philosophic, and/or religious works.
7. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences.
8. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance.
9. Recognize perspectives from other cultures and/or historically marginalized groups.

Goals Addressed in Each Element

Element	GOALS
1 A/B	1, 2, 8
2	2, 7, 8
3 A/B	2, 6, 7, 8
4 A/B	2, 5, 7, 8
5 A	2, 3, 7, 8
5 B	2, 4, 7, 8
6	1, 2, 8, 9

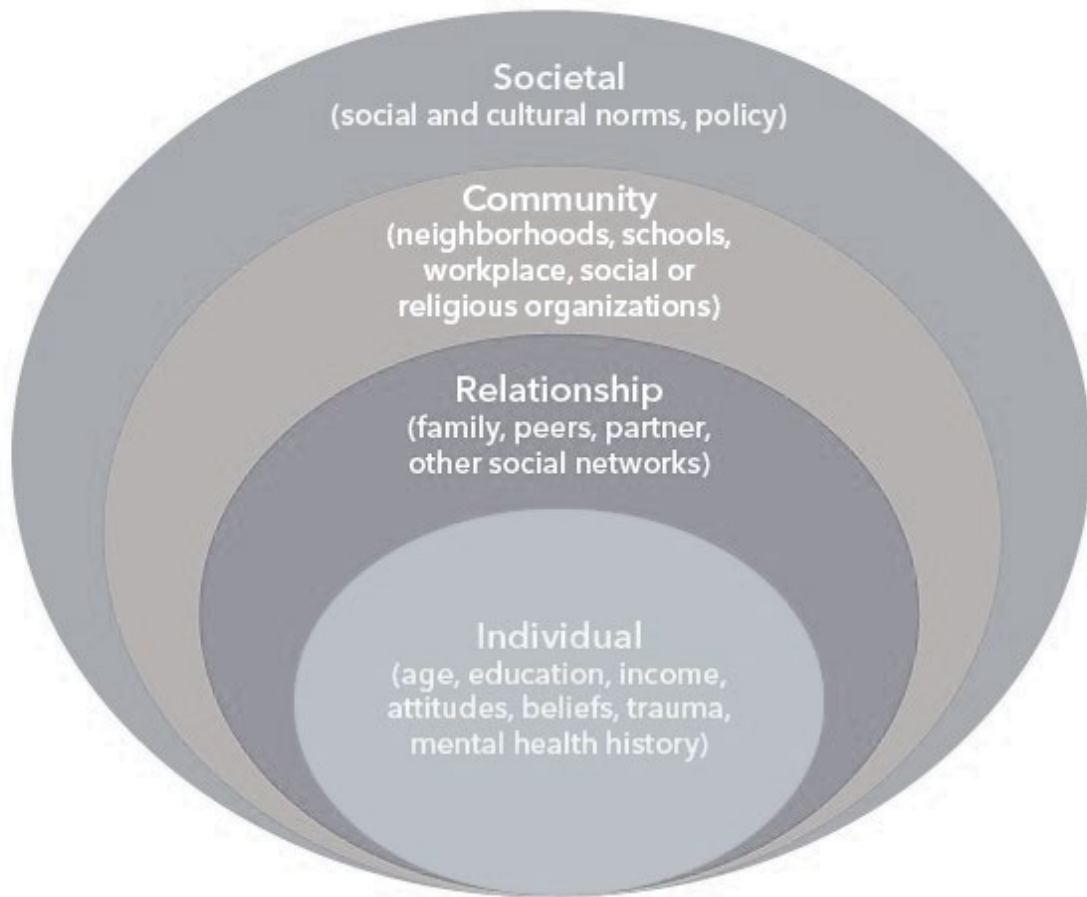
HEA 216 Introduction to Public Health Social Determinants of Health Project

Using the social determinants of health and the socio-ecological model to understand population-level and individual level health outcomes, students will investigate local level data for a chosen Kentucky County to understand what might lead to a specific health disparity. Based on the information available, students will make an argument for what social determinants of health (“root issues”) they believe contribute to the chosen health disparity and what root issues should change in order to improve health outcomes.

Part 1: Exploring Data

- A. Pick a Kentucky county:
- B. Pick a health issue:
- C. Go to Kentucky Health Facts <http://www.kentuckyhealthfacts.org/>, →Click on Data by Location, →Choose a county from the drop down menu, →In the yellow box on the left side of the screen click all topic groups, →in the drop down menu below make sure to compare to ‘Kentucky and/or USA, →click Submit.
- D. After critically reading the data, what are 3 pieces of information that stand out to you about your chosen county?
 - 1.
 - 2.
 - 3.
- E. Overall, how does your chosen county compare to other Kentucky counties (select at least 2 more counties for comparison)? Write a one paragraph summary of this comparison.
- F. How does your county compare to Kentucky and/or USA data? Write a one paragraph summary of this comparison.
- G. After critically reading the data, what one health issue would you like to see improved?

Part 2: Looking Through the Lens of the Social Ecological Model



- A. What are the advantages of viewing health behavior or health outcomes through the lens of the socio-ecological model?

- B. Using your chosen county, indicate factors for each level of the socio-ecological that may contribute to the health issue you listed in Part 1 in both health enhancing and health compromising ways:

Health Enhancing

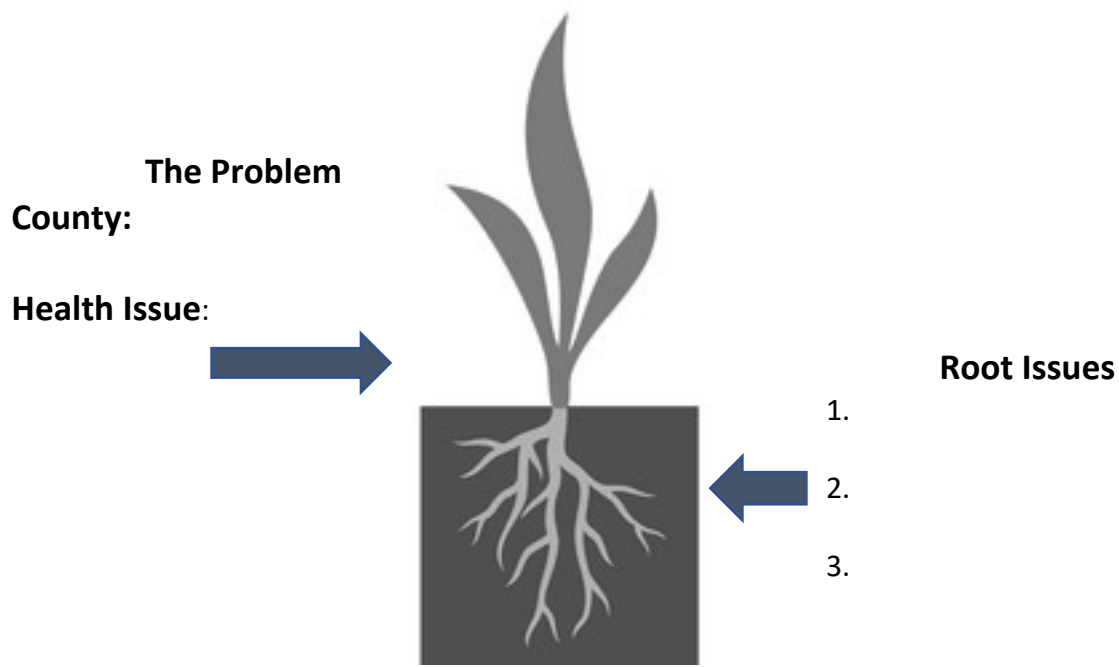
1. Individual (Intrapersonal):
2. Relational (Interpersonal)
3. Organizational
4. Community
5. Policy

Health Compromising

1. Individual (Intrapersonal):
2. Relational (Interpersonal)
3. Organizational
4. Community
5. Policy

Part 3: Visualizing the Problem

- A. Describe in your own words what 'Social Determinants of Health' means:
- B. *Imagine your health issue is a weed growing up through a crack in the sidewalk. You can easily identify the weed by the leafy green portion of the plant just like you can easily see how bad a health issue is based on data that shows morbidity, mortality, incidence, and prevalence rates. If you try to eliminate the weed problem by simply pulling off the green part of the plant, you will still have a weed problem – just like you will still have a health problem if you only focus on treatment of existing cases. In order to really make a difference, it is important to address issues below the surface, root issues or social determinants of health. Pulling up the weed by the roots creates long-term impact. Likewise, a focus on root issues in a population can create a lasting impact in the fight to improve population health. Using the graphic below, list what you think are the 3 most important “root issues” that contribute to the growth of the health issue/disparity you listed in Part 1.*



Part 4: Evidence-Based Programs/Strategies

Conduct a search (of reliable/reputable sources only) to identify existing programs or strategies that may address similar root issues in other communities. After critically reading through the sources, list at least 3 existing programs or strategies below. Include the name of the program and a brief description. Cite your source for each program/strategy.

- 1.
- 2.
- 3.

Part 5: Bringing it Together

Create a 1-page brief, based on Parts 1 -4, detailing the following: a) the county; b) data for the chosen health issue; c) the contributing factors that impact the severity of the health issue; and d) your recommendations for improving the health issue in county.

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

Part I

(Check one) ☐ New Course (Parts II, IV) ☐ Course Revision (Parts II, IV) ☐ Hybrid Course ("S," "W") ☐ New Minor (Part III) ☒ Program Suspension Reinstatement (Part III) ☐ 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.	Applied Human Sciences Health Science Bachelor of Science (B.S.) FAMILY AND CONSUMER SCIENCES EDUCATION (TEACHING) ± If Title is longer than 30 characters see Part IV to provide abbreviation
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Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	11/18/19	Council on Academic Affairs	1/23/20 & 4/15/21
College Curriculum Committee	11/21/19 (electoral)	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*	12/3/19	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.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) To reinstate the Family and Consumer Sciences Education Teaching program that was suspended in March 2018.	
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:

The number of high school students in Kentucky who intend to major in Family and Consumer Sciences (FCS) Teaching is robust. At an October 2019 recruiting event, sponsored by the Kentucky Department of Education, 68 high school students attended to learn more about FCS teaching profession. Of those 68, 21 students want to attend ECU to major in FCS Education. There is great potential for the FCS Education program at ECU to be extremely healthy and thriving. In 2017, 74 students attended the same recruitment event where 16 juniors and 21 seniors were interested in majoring in FCS Education at ECU. The numbers to support the program are evident.

There are currently only two universities that offer the FCS Education degree and both are located in the western part of the state. ECU has the potential to serve students from northern, central, and eastern Kentucky. Districts across the state are in dire need of licensed Family and Consumer Sciences teachers and are forced to hire emergency certified teachers to fulfill their vacant positions. During the 2018-2019 school year, over 33,000 secondary students took a Family and Consumer Sciences course.

FCS is alive and well across the Commonwealth. The ECU service region needs this teacher preparation program and the Applied Human Sciences Department has the resources to meet that need with zero cost to the University. The Department can help supply this critical shortage area. In addition, the passing of HB 139 provided an even stronger need for FCS teachers. Districts must fulfill the financial literacy graduation requirement and the Family and Consumer Sciences course meet need. The demand for FCS teachers will continue to rise in the years ahead.

The AHS Department is requesting reinstatement of the FCS Education program with the 2017-2018 approved curriculum. This will allow the department to recruit for the 2021-2022 academic year.

Please see attached letters of support from the Kentucky Department of Education and two FCS Educators.

*Courses highlighted were moved from the Core to Support to align with CPE rules.

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

Personnel Impact: Zero impact. There is a tenured full professor line dedicated to this program. Also, most of the course work is from other AHS Department programs and the College of Education.

Operating Expenses Impact: There will be a net gain in revenue with the increase in enrolled students at the University.

Equipment/Physical Facility Needs: The program is physically housed in the Burrier Building which has adequate facilities to meet the needs of the program.

Library Resources: No additional resources are needed.

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 (B.S.)
FAMILY AND CONSUMER SCIENCES EDUCATION (TEACHING)
CIP Code: 13.1308

Program Objectives

Upon completion of a degree in Family and Consumer Sciences Education, graduates will be able to: 1) develop conceptual understanding of child and family studies, nutrition, textiles and apparel design, resource management, housing and design; 2) develop professional attitudes and behaviors based on the history and mission of the Family and Consumer Sciences discipline; and 3) develop effective pedagogical skills and dispositions that are highly contextualized for FCS classrooms. Graduates are prepared to teach in both middle and high school and possess excellent qualifications for working with 4-H youth or in FCS educator positions with the USDA Cooperative Extension Service. The demand for Family and Consumer Sciences teachers and extension agents is high due to current and projected shortages.

UNIVERSITY GRADUATION REQUIREMENTS

- General Education36 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 - Family and Consumer Sciences majors will fulfill ACCT with ESE 499.(These courses are included in the Major totals)

Total Hours University Graduation Requirements.....37 hours

MAJOR REQUIREMENTS

Core Courses.....30 hours
CDF 132, 235; FCS 320, 400, FRM 352, NFA 121, 201, 317, ADM 102, 201;

Supporting Course Requirements.....16 hours

CHE 105/105L(1) (^GElement 4); FIN 311; and six hours from CDF 232 or 236 or 331 or 342; and 3 hours in ADM; and 3 hours Family and Consumer Sciences Electives.

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

Professional Education Requirements..... 38 hours

EDC 300, EDF 203, 204(2), 219, 413; SED 104 (GElement 6); EMS 300W, 490, 474; ESE 553(4), and 11 credit hours of Clinical Experiences: CED 100(0), 200(0), 300(0.5), 400(0.5), 450(1), 499(9).

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

Appropriate PRAXIS exams must be completed for each area of certificate on being recommended.

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.

TOTAL HOURS TO COMPLETE DEGREE.....121 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 Professional Learning and Assessment at (502) 564-5778.

Rev. 5/17/16

FAMILY & CONSUMER SCIENCES



KAYLA GODBEY

Family and Consumer Sciences Program Consultant

300 Building

300 Sower Boulevard

5SW11

Frankfort, KY 40601

Phone: 502.564.3472

Fax: 502.564.4800

E-mail: kayla.godbey@education.ky.gov

November 14, 2019

To Whom It May Concern:

Greetings! My name is Kayla Godbey and I am the State Program Consultant for Family and Consumer Sciences Education at the Kentucky Department of Education. I am writing this letter to you to express the need for the reinstatement of the Family and Consumer Sciences Education program at Eastern Kentucky University. Historically, Eastern Kentucky University has served a vital role in the preparation of Family and Consumer Sciences (FCS) teachers in Kentucky. I hope that you will consider reinstatement of this program.

Many FCS teachers are reaching the age of retirement and these positions are going unfilled and often times are even being closed. Nationwide, FCS teachers are approaching retirement and there are not enough new FCS professionals to fill those positions. Within the next seven years, there will be thirty-eight vacancies from teachers across the Commonwealth that are eligible for retirement due to years of service. This data is only a representation as 183 of approximately 308 teachers who completed the survey. If all 308 teachers completed the survey, those numbers would be even higher. Currently, seventeen teachers could retire as of today leaving seventeen programs in need of a certified Family and Consumer Sciences teachers. Eastern Kentucky University can combat this need with the reinstatement of the program. The Kentucky Association Teachers of Family and Consumer Sciences (KATFACS) State Board has been working closely with our teacher preparation programs through a recruitment event called Kentucky FCS University. This intentional program is an interactive session for students with an interest in pursuing a career in Family and Consumer Sciences Education. This program will create a bridge for students to successfully transition from the comforts of the Family and Consumer Sciences program at their high school to the postsecondary institution of their choice and eventually to their very own classroom. Through these efforts, we have experienced a measurable gain of students who are entering the profession. Many of these students desire to attend ECU but are fearful to apply due to the uncertainty of the program. ECU has the opportunity to service so many students within the eastern and southeastern regions that other postsecondary institutions may not reach. Some students choose to pursue a postsecondary degree hundreds and hundreds of miles away. But, many students do not. Students enjoy the opportunity to obtain their degree within close proximity of their home. Plus, we have a great need for FCS teachers in eastern and southeastern Kentucky. These students are the PERFECT students to go back home and educate our future.

The supply and demand balance is an issue that Eastern Kentucky University could have a direct, positive opportunity to influence. Eastern Kentucky University has proven to educate professionals in Family and Consumer Sciences Education that have served as leaders and have received state and national recognition for their initiative, expertise and excellence. I hope you will consider reinstating the program. Please let me know if you have any questions. I can be reached at kayla.godbey@education.ky.gov or 502-564-3472, ext. 4206.

Sincerely,

Kayla Godbey
KY FCS Program Consultant

Friday, November 15, 2019 at 11:09:56 AM Eastern Standard Time

Subject: Letter of Support

Date: Wednesday, November 13, 2019 at 2:09:54 PM Eastern Standard Time

From: Kendra Goodpaster

To: Bush, Dana

To Whom It May Concern,

My name is Kendra Goodpaster and I am an ECU alumnus. I graduated from ECU in 2011 with a degree in Family and Consumer Sciences Education. I'm currently a Family and Consumer Science teacher at Boyle County High School. Three years ago our school had a vacant position for a FCS teacher at the middle school level but were unable to fill it because there were not enough certified FCS teachers to apply and fill the position. This is becoming a common trend across our state, and one I'm disheartened to see. I'm writing to stress to you the importance and value of this degree program. I love my profession and it is extremely necessary to high schools across our state as our classes prepare students in areas of dietetics, child development, fashion, personal finance, and "adulting" skills. I have current and former students who want to pursue this as a career but are faced with having to go to the limited universities that offer FCS Education as a major. I urge you to bring back this degree program to help keep Family and Consumer Sciences alive across our high schools. The classes we teach are engaging, practical, and essential for our students. Please bring back the FCS Education program so that we can continue to help young people learn the life skills that they need.

Thank you,

—
Kendra Goodpaster, NBCT
Family and Consumer Sciences Education
FCCLA Adviser
Boyle County High School
1637 Perryville Road
Danville, KY 40422
859-236-5047

Friday, November 15, 2019 at 11:07:37 AM Eastern Standard Time

Subject: Re: FCS Education

Date: Friday, November 15, 2019 at 11:07:34 AM Eastern Standard Time

From: Bush, Dana

To: Smithers, Carla

To whom it may concern:

As many of you know, ECU board of regents voted to suspend the department of Family and Consumer Sciences last year in a very close vote. There were at that time approximately 18 students plus others transferring in. Many of those students were forced to transfer to another university or seek another program of study. To my knowledge, those who wish to pursue a degree in FCS must go to Western Kentucky University. Our region of the state is facing a major shortage and we need Family and Consumer Sciences education.

Why reinstate Family and Consumer Sciences Education? Various districts cannot find a certified applicant to fill FCS positions and we currently have many high school students eager to pursue a career in FCS. With the current College and Career readiness standards, Family and Consumer Sciences is flourishing in the state of Kentucky and across the nation. ECU has always been the most prestigious education programs in the state. Please reinstate the Family and Consumer Sciences education program at ECU.

Sincerely,

Carla Smithers
Family and Consumer Sciences Educator
FCCLA Adviser
Walton-Verona High School
30 School Road
Walton, KY 41094
859-485-7721



EASTERN KENTUCKY UNIVERSITY
 521 Lancaster Avenue; Roark 106
 Richmond, KY 40475-3102

Jeremy Mulholland, *Associate Dean*
 Phone: (859) 622-6765
 Email: Jeremy.Mulholland@eku.edu

TO Council on Academic Affairs

FROM Jeremy Mulholland, *Associate Dean*
 College of Letters, Arts, and Social Sciences

DATE March 30, 2021

SUBJECT Curriculum Proposal(s) – Substantial Agenda Items

Please accept these changes from the College of Letters, Arts, and Social Sciences at the next CAA meeting on April 15, 2021.

SUBSTANTIAL AGENDA CURRICULUM PROPOSALS

Department of Anthropology, Sociology, & Social Work

New Course:

SOC 135 Living in a Diverse World

New Certificate:

Departmental Certificate in Diversity in Society

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

Part I

(Check one) ☒ New Course (Parts II, IV) ☐ Course Revision (Parts II, IV) ☐ Hybrid Course ("S," "W") ☐ New Minor (Part III) ☐ Program Suspension (Part III) ☐ Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td>Anthropology, Sociology, & Social Work</td> </tr> <tr> <td>College</td> <td>College of Letters, Arts, and Social Sciences</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>SOC 135</td> </tr> <tr> <td>*Course Title (full title±)</td> <td>Living in a Diverse World</td> </tr> <tr> <td>*Program Title</td> <td></td> </tr> <tr> <td colspan="2">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td>* Provide only the information relevant to the proposal.</td> <td>± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Anthropology, Sociology, & Social Work	College	College of Letters, Arts, and Social Sciences	*Course Prefix & Number	SOC 135	*Course Title (full title±)	Living in a Diverse World	*Program Title		If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation
Department Name	Anthropology, Sociology, & Social Work														
College	College of Letters, Arts, and Social Sciences														
*Course Prefix & Number	SOC 135														
*Course Title (full title±)	Living in a Diverse World														
*Program Title															
If Certificate, indicate Long-Term (University) or Short-Term (Departmental)															
* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation														

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	11/19/2020	Council on Academic Affairs	4/15/21
College Curriculum Committee	1/25/2021	Faculty Senate**	
General Education Committee*	3/30/2021	Board of Regents**	
Teacher Education Committee*	NA	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.)

Create new course

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:

Based on demand for more readily accessible General Education courses and student demand for more courses on this topic, the department is dropping the 400 level-course Race and Ethnicity course from General Education Element 6 and developing a 100-level course to take its place. The 400-level version of the course will remain in the program curriculum, but is more advanced and has prerequisites that prevent us from exposing the topic to a wider number of new students. Offering a course with a lower number and no prerequisites will thus make it more accessible to a greater number of students. University Advising has asked for additional lower-division courses for General Education Element 6, and the learning outcomes of this course align with GE goals for that Element. Thus, we are seeking to include the course in General Education as well as to make it available as an elective for Sociology students.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: Satisfactory

Library Resources: Satisfactory

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.)

SOC 135 Living in a Diverse World. (3) A. An introduction to the sociological study of the multiple ways racial and ethnic diversity intersect across classes, genders, cultures, abilities, religions, labor markets, political structures, and the mass media.

Part III. Recording Data for Revised or Suspended Program

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

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
SOC	135	Fall 2021	BT _____ HS _____ CL x _____ JS _____ ED _____ SC _____	ANSW
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		CIP Code (first two digits only) 45	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
			Course Title Abbreviation:(30 character limit)	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites **See definitions on following page****Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

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

Course Prefix and No.

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

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

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

Eastern Kentucky University
Dept. of Anthropology, Sociology, and Social Work
SOC 135 – Living in a Diverse World
Fall 2021

Professor: Dr. Alison Buck/ STAFF

Days and Time:

Place:

Office hours:

Email:

Catalog Course Description:

SOC 135 Living in a Diverse World. (3) A. An introduction to the sociological study of the multiple ways racial and ethnic diversity intersect across classes, genders, cultures, abilities, religions, labor markets, political structures, and the mass media.

Required Readings:

Text (bring to class each day):

Romero, Mary. 2017. *Introducing Intersectionality*. Malden, MA: Polity.

All other required readings will be available on Blackboard or through the ECU library. Authors will include Patricia Hill Collins, Kimberlé Crenshaw, Audre Lorde, and Leslie McCall. Students should complete the required readings for each day **prior** to coming to class. Each day, students are responsible for bringing a copy of all required readings to class.

EKU General Education Goals for Element 6:

Upon completion of the course, students will be able to:

1. Communicate effectively by applying skills in reading, writing, speaking, and listening and through appropriate use of information technology. (GE Goal 1)
2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal 2)
3. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal 8)
4. Recognize perspectives from other cultures and/or historically marginalized groups. (GE Goal 9)

Course-Specific Student Learning Outcomes

Upon completion of the course, students will be able to:

1. Explain how racial and ethnic inequality affect different groups in distinct ways across different domains of social life.
2. Identify a major social problem where an intersectional approach to racial inequality is needed and suggest a possible solution.
3. Articulate how racism and other systems of inequality are socially and historically constructed, with an analytical focus on the role of social institutions such as religion, law, the economy, mass media, the family, and education.
4. Apply sociological perspectives on the intersection of race with other systems of inequality to examples from everyday life and current events.

Course Expectations

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

Academic study of sexuality involves potentially controversial topics that might challenge your ideas, values, and beliefs. These moments should be viewed as learning experiences, and SOC courses encourage students to be open to these challenges with the intention of facilitating their own intellectual and social growth. Diversity of opinions in the classroom will create a more dynamic learning environment, and course grades will be based on your critical thinking, not on your personal viewpoints.

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

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

1. Think through your comments before you make them.
2. Make comments to the entire group and not to the person(s) near you.
3. Never make derogatory comments toward another person in the class.
4. Disagree with ideas, but do not make personal attacks.
5. Be open to be challenged on your ideas or preconceptions.
6. Challenge others with the intent of facilitating growth, not to demean others.
7. Encourage others to speak up. Be especially encouraging of people who are attempting to grow as critical thinkers.
8. Be open to change.
9. See also Part 4 of the ECU Student Handbook: <http://studentsuccess.ecu.edu/studenthandbook>

Student Progress:

You will be able to know your grades via Blackboard “My Grades” or you may ask me any time. If you think you need to drop the course, please discuss that possible decision with me. For relevant dates and deadlines, consult the Fall 2021 academic calendar on the Colonel's Compass.

Attendance:

Students should make every effort to attend every class meeting. In the case of an excused absence with proper documentation, extended deadlines or alternate activities will be provided for any graded activities. However, these accommodations do not always provide equivalent learning opportunities. An acceptable excuse is a doctor's excuse, a University excuse, or a catastrophic emergency resulting in unavoidable absence. Arrangements to complete alternate activities, such as another version of an exam, must be made within one week of returning to class; otherwise, a zero will be recorded. Late arrival or early departures from class that are unexcused will be considered in the tabulation of absences as well.

Technology and Email:

ECU requires all students and faculty to use their University email accounts for all correspondence. You should check your ECU email at least once per day. This course will also require regular use of Blackboard to access required readings. Please ensure you are able to login and view the course shell the first week of class.

Assignments:

- **Exams (60%):** You will have three exams – each worth **20%** of your grade. The exams will follow a multiple choice and essay format.
- **Intersectionality Writing Assignment (20%):** I will give you a short reading selection or piece of media and ask you to write short essay responses where you apply concepts from the course to what you have read, watched or listened to. The assignment will be approximately 4-8 paragraphs long.
- **Quizzes and Participation (20% each):** You will take a short, multiple choice quiz on the readings for each section of the course (**10%**). These are mostly designed to help you stay on top of the reading. You

will also engage in class discussion and individual and group activities (**10%**). Activities will not be collected, but you will be called upon to share what you came up with.

- **Late Assignments and Extensions:** As a college professor, part of my job is professional socialization. In other words, part of what college does is to instill habits that prepare you for the working world – including meeting deadlines. On the other hand, I know that school isn't the only thing happening in your life, so I have an **extension policy** and a policy to cover **late assignments**.
 - If you need a **deadline extended**, e-mail me at least 24 hours before the assignment is due with "Extension Request" and the name of the assignment in the subject line of the email. In the body of the e-mail, briefly tell me why you need the extension. If I grant the extension, I will give you another 48 hours to submit the assignment. Most extension requests submitted at least 24 hours in advance of the deadline will be granted.
 - If you have to submit an assignment **late** due to something like an illness or family emergency, you can do that without having points deducted, so long as you contact me and write me a brief note about why you could not submit the assignment on time.
 - If you **don't ask for an extension** or provide me with **documentation** for a reason that you could not turn the assignment in on time, I will still accept your assignment late, but I will 5 deduct percentage points for each day it was late. PLEASE ask for extensions when you need them and communicate with me about circumstances that kept you from turning in an assignment on time.

Course Grade

Your course grade will be determined by the percentage of points you earn out of the total number of points possible (your total number of points divided by the total points possible times 100).

A 90-100% B 80-89% C 70-79% D 60-69% F 0-59%

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course.

The Academic Integrity policy is available at the policy website. Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to EKU's Policy Website.

Disclosures of Discrimination, Harassment, or Violence

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter
[Director of the Office of Institutional Equity & Title IX Coordinator](#)
 Jones 416
Lindsey.Carter@eku.edu
 859-622-8020

Writing Assistance

The Noel Studio for Academic Creativity is a free resource for the ECU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral, or multimodal communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at <http://www.studio.eku.edu/> or call 859-622-7330.

Research Assistance

Schedule a one-on-one appointment for help conducting research for your papers for this course or any other subject at this link: <http://library.eku.edu/appointment>.

The Student Success Center

Located on the ground floor of the library, the Student Success Center provides free assistance for all ECU students. You can visit the Student Success Center for tutoring in over 100 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. Email successcenter@eku.edu or visit www.successcenter.eku.edu. Drop-in visits are welcome, and no appointment is necessary.

SOC 135 Topics Schedule (subject to changes according to our progress through the course.)		
WEEKS	TOPICS	COURSE WORK DUE
1-2	Introduction to Sociology, Race & Ethnicity	
3-4	Race, Ethnicity, and Intersectionality	Exam 1
5-6	Perspectives on Intersectionality	
7-8	Race, Ethnicity, and Intersecting Identities	Exam 2

9-10	Race, Diversity, and College Life	
11-12	Race and Intersectionality in Social Institutions	Exam 3
13-14	Race, Diversity, and Current Social Issues	
15-16	Diversity, Intersectionality, and Social Change	Intersectionality Writing Assignment

Notification of the Last Day to Drop the Course

Last Day to Drop: August 23, 2020
 Last Day to Withdraw without a Fee: October 12, 2020
 Last Day to Withdraw with a Fee: November 8, 2020
 See dates at (<http://colonelscompass.eku.edu>)

TIME

I Was Pregnant and in Crisis. All the Doctors and Nurses Saw Was an Incompetent Black Woman



Getty Images

BY **TRESSIE MCMILLAN COTTOM** JANUARY 8, 2019 7:57 AM EST

IDEAS

McMillan Cottom is the author of *Thick: And Other Essays* and is an assistant professor of sociology at Virginia Commonwealth University.

READ NEXT



How We Close the Imagination Gap for Black Children that I can recall starts with a
I was maybe 5 years old and I wanted to click-clack. The click-clack of

high heels on a shiny, hard floor. I have a briefcase. I am walking purposefully,

NEXT UP: EDITOR'S PICK



USPS Fails to Update 1.8 Million Addresses ed of being competent.

I have never felt more incompetent than when I was pregnant. I was four months or so pregnant, extremely uncomfortable, and at work when I started bleeding. When you are black woman, having a body is already complicated for workplace politics. Having a bleeding, distended body is especially egregious. I waited until I filed my copy, by deadline, before walking to the front of the building, where I called my husband to pick me up.

An hour or so later, I was in the waiting room of my obstetrics office. I chose the office based on the crude cultural geography of choosing a good school or which TJ Maxx to go to: if it is on the white, wealthy side of town, it must be good. For many people I am sure the medical practice was actually good. The happy, normal, thin white women in the waiting room every time I visited seemed pleased enough. The nurses' hands were always warm when they stuck one up your vagina. The doctors were energetic. It was all I knew to ask for.

Until I started bleeding. That day I sat in the waiting room for thirty minutes, after calling ahead and reporting my condition when I arrived. After I had bled through the nice chair in the waiting room, I told my husband to ask them again if perhaps I could be moved to a more private area. The nurse looked alarmed, about the chair, and eventually ushered me back. When the doctor arrived, he explained that I was probably just too fat and that spotting was normal and he sent me home. Later that night my ass started hurting. Just behind the butt muscle and off a bit to the side. I walked. I stretched. I took a hot bath. I called my mother, The Vivian. Finally, I called the nurse. She asked me if my back hurt. I said no. It was my butt that hurt. The nurse said it was probably constipation. I should try to go to the bathroom. I tried that for all the

READ NEXT



How We Chose the 100 Best Fantasy Books

y and part of another. By the end of three days, my butt still hurt and I slept more than fifteen minutes straight in almost seventy hours.

He glared at me and said that if I wasn't quiet he would leave and I would not

NEXT UP: EDITOR'S PICK



USPS Fails to Update 1.8 Million Addresses

to the hospital. They asked again about my back, implied I had eaten something "bad" for me and begrudgingly, finally decided to do an ultrasound. The image showed three babies, only I was pregnant with one. The other two were tumors, larger than the baby. The doctor turned to me and said, "If you make it through the night without going into preterm labor, I'd be surprised." With that, he walked out and I was checked into the maternity ward. Eventually a night nurse mentioned that I had been in labor for three days. "You should have said something," she scolded me.

After several days of labor pains that no one ever diagnosed, because the pain was in my butt and not my back, I could not hold off labor anymore. I was wheeled into a delivery operating room, where I slipped in and out of consciousness. At one point I awoke and screamed, "Motherfucker." The nurse told me to watch my language. I begged for an epidural. After three eternities an anesthesiologist arrived. He glared at me and said that if I wasn't quiet he would leave and I would not get any pain relief. Just as a contraction crested, the needle pierced my spine and I tried desperately to be still and quiet so he would not leave me there that way. Thirty seconds after the injection, I passed out before my head hit the pillow.

When I awoke I was pushing and then my daughter was here. She died shortly after her first breath. The nurse wheeled me out of the operating room to take me back to recovery. I held my baby the whole way, because apparently that is what is done. After making plans for how we would handle her remains, the nurse turned to me and said, "Just so you know, there was nothing we could have done, because you did not tell us you were in labor."

READ NEXT

Everything about the structure of trying to get medical care had entered me



How We Chose the 100 Best Fantasy Books

in assumptions of my incompetence. There it was, what I had always afraid of, what I must have known since I was a child I needed to prepare to defend myself against, and what it would take me years to accept was beyond my control. Like millions of women of color, especially black women, the

healthcare machine could not imagine me as competent and so it neglected and

NEXT UP EDITOR'S PICK



USPS Fails to Update 1.8 Million Addresses

change all of your perceptions of reality. If you are in enough physical pain, pain can see what isn't there. Pain, like pregnancy, is inconvenient for

bureaucratic efficiency and has little use in a capitalist regime. When the medical profession systematically denies the existence of black women's pain, underdiagnoses our pain, refuses to alleviate or treat our pain, healthcare marks us as incompetent bureaucratic subjects. Then it serves us accordingly.

The assumption of black women's incompetence —we cannot know ourselves or express ourselves in a way that prompts people with power to respond to us as agentic beings—supersedes even the most powerful status cultures in all of neoliberal capitalism: wealth and fame. In a 2017 interview, Serena Williams describes how she had to bring to bear the full force of her authority as a global superstar to convince a nurse that she needed a treatment after the birth of her daughter. The treatment likely saved Serena's life.

All of my status characteristics screamed 'competent,' but nothing could shut down what my blackness screams when I walk into the room.

In the wealthiest nation in the world, black women are dying in childbirth at rates comparable to those in poorer, colonized nations. The CDC says that black women are 243 percent more likely to die from pregnancy or childbirth-related causes than are white women. Medical doctors surely know about these disparities, right? Why, then, would a global superstar have to intervene so directly in her own postnatal care, and what does that say about how poorer, average black women are treated when they give birth?

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tremendously if the bureaucracy assumes that you are competent. When I the nurse and said that I was bleeding and in pain, the nurse needed to know that a competent person was on the phone in order to process my problem for the crisis that it was. Instead, something about me and the interaction did

not read as competent. That is why I was left in a general waiting room when I

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necessary to treat a pregnancy crisis. When my butt hurt, the doctors and I did not read that as a competent interpretation of contractions and so no one addressed my labor pains for over three days. At every step of the process of having what I would learn later was a fairly typical pregnancy for a black woman in the United States, I was rendered an incompetent subject with exceptional needs that fell beyond the scope of reasonable healthcare.

“Black babies in the United States die at just over two times the rate of white babies in the first year of their life,” says Arthur James, an OB-GYN at Wexner Medical Center at Ohio State University in Columbus. When my daughter died, she and I became statistics.

Sociologist Patricia Hill Collins once called on the idea of controlling images, those stereotypes that are so powerful they flatten all empirical status differences among a group of people to reduce them to the most docile, incompetent subjects in a social structure. What I remember most about the whole ordeal, groggy from trauma and pain and narcotics, is how nothing about who I was in any other context mattered to the assumptions of my incompetence. I spoke in the way one might expect of someone with a lot of formal education. I had health insurance. I was married. All of my status characteristics screamed “competent,” but nothing could shut down what my blackness screams when I walk into the room.

Black women are superheroes when we conform to others’ expectations of us or serve someone or something else.

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caretakers overrules even the most dominant stereotype about us—namely, that superhuman. The image of black women as physically strong without enough vulnerability to warrant consideration is one of the greatest cultural exports from the racist, sexist U.S. hierarchy. We are undisciplined yet

steadfastly committed to the care of others. We were good nannies until global

NEXT UP: EDITOR'S PICK



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might seem that the culture's perennial strong woman would also be competent. But incompetent and superhero do not actually conflict in the content of essential notions about gender, race, class, and hierarchy.

Black women are superheroes when we conform to others' expectations of us or serve someone or something else. When we are sassy but not smart; successful but not happy; competitive but not actualized— then, we have some inherent wisdom. When we perform some existential service to men, to capital, to political power, to white women, and even to other “people of color” who are marginally closer to white than they are to black, then we are superwomen. We are fulfilling our purpose in the natural order of things. When, instead, black women are strong in service of themselves, that same strength, wisdom, and wit become evidence of our incompetence.

What so many black women know is what I learned as I sat at the end of a hallway with a dead baby in my arms. The networks of capital, be they politics or organizations, work most efficiently when your lowest status characteristic is assumed. And once these gears are in motion, you can never be competent enough to save your own life.

Excerpted with permission from THICK: And Other Essays by Tressie McMillan Cottom.

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SOC 135 Assessment

Read Tressie McMillan Cottom's essay "I Was Pregnant and in Crisis. All the Doctors and Nurses Saw Was an Incompetent Black Woman." Based on the article, write 1-2 paragraphs in response to each question below, drawing on ideas and concepts from the course in your answers.

1. How do Dr. Cottom's experiences in the hospital reflect both individual and institutionalized discrimination? Be sure to explain what each of these concepts means in your response.
2. What is intersectionality? How can you tell that Dr. Cottom is writing from an intersectional perspective here? Give specific examples from the essay to support your answer.
3. Dr. Cottom, the author of this essay, is a sociologist. What is the sociological imagination? How does Dr. Cottom apply her sociological imagination to her experiences? Give specific examples from the essay to support your answer.
4. Pick 3 terms from the course that directly apply to the article. Use any terms EXCEPT the ones mentioned in the previous questions. Be specific by identifying the terms by name, defining them, and applying them to the reading.

General Education Course Application
ELEMENTS 1--6
 Revised: July 2016

Department: Anthropology, Sociology, and Social Work

Course Prefix and Number: SOC 135

Course Title: Living in a Diverse World

For which GE Element is the course designed? Element 6

Identify the General Education Goals addressed in this course: (See below.)

Course Abstract

1. Describe the course content.

SOC 135 Living in a Diverse World is an introduction to the sociological study of the multiple ways racial and ethnic diversity intersect across classes, genders, cultures, abilities, religions, labor markets, political structures, and the mass media.

2. Describe the instructional methods (lecture, discussion, small groups, laboratory, or simulation), faculty qualifications, and course coordination.

The course will be taught using a combination of lecture, discussion, individual and small group activities, and films. If taught online, electronic discussion board assignments will take the place of in-class discussion and activities. Faculty who teach the course should have at least a master's degree in sociology. Dr. Alison Buck will coordinate the course.

3. Describe any new resources needed to implement or to assess the course

No new resources are required and the course will be offered using existing faculty.

4. Describe the assessment process.

(a) What type of assessment instruments will be used to evaluate student learning?

Students will complete an Intersectionality writing assignment that asks them to read and recognize the perspective of a woman who has experienced gendered racism during a pregnancy loss, clearly communicate course concepts in their own words, analyze their applicability to the perspective presented, and connect the perspective to larger public issues.

(b) When will data be collected?

The intersectionality writing assignment will be due as the final assignment in the course and given during the exam period.

(c) For how many students will assessments be scored?

All Intersectionality Writing Assignments will be scored. Faculty will use these scores as part of the students' grade in the class.

(d) Who will score the assessment instruments?

The instructor of record will score the assessments and provide these to the program.

(e) Who is the faculty person responsible for assessment data for this course?

Dr. Alison Buck

5. Provide the entire assessment instrument (e.g., *questions on exam; paper; assignment*) that will be used to assess student learning for each of the competencies on the relevant GE scoring rubric.

SOC 135 Assessment

Read the essay, "I Was Pregnant and in Crisis. All the Doctors and Nurses Saw Was an Incompetent Black Woman." [See attachment] Based on the article, write 1-2 paragraphs in response to each question below, drawing on ideas and concepts from the course in your answers.

1. How do Dr. Cottom's experiences in the hospital reflect both individual and institutionalized discrimination? Be sure to explain what each of these concepts means in your response.
2. What is intersectionality? How can you tell that Dr. Cottom is writing from an intersectional perspective here? Give specific examples from the essay to support your answer.
3. Dr. Cottom, the author of this essay, is a sociologist. What is the sociological imagination? How does Dr. Cottom apply her sociological imagination to her experiences? Give specific examples from the essay to support your answer.
4. Pick 3 terms from the course that directly apply to the article. Use any terms EXCEPT the ones mentioned in the previous questions. Be specific by identifying the terms by name, defining them, and applying them to the reading.

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

Part I

(Check one) ☐ New Course (Parts II, IV) ☐ Course Revision (Parts II, IV) ☐ Hybrid Course ("S," "W") ☐ New Minor (Part III) ☐ Program Suspension (Part III) ☒ Program Revision (Part III) ☐ New Certificate	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">Anthropology, Sociology, & Social Work</td> </tr> <tr> <td style="border-bottom: 1px solid black;">College</td> <td style="border-bottom: 1px solid black;">College of Letters, Arts, and Social Sciences</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Prefix & 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;">Diversity in Society Certificate</td> </tr> <tr> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;">Departmental Certificate</td> </tr> <tr> <td colspan="2" style="border-bottom: 1px solid black;">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">* Provide only the information relevant to the proposal.</td> <td style="border-bottom: 1px solid black;">± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Anthropology, Sociology, & Social Work	College	College of Letters, Arts, and Social Sciences	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Diversity in Society Certificate		Departmental Certificate	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation
Department Name	Anthropology, Sociology, & Social Work																
College	College of Letters, Arts, and Social Sciences																
*Course Prefix & Number																	
*Course Title (full title±)																	
*Program Title	Diversity in Society Certificate																
	Departmental Certificate																
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	11/19/2020	Council on Academic Affairs	4/15/21
College Curriculum Committee	1/25/2021	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: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Revise existing departmental certificate to include two additional courses 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: This departmental certificate revision adds a new course in sociology and an existing course in anthropology. It also requests a minimum grade of "B" instead of a "C" in each course counted toward the certificate (as originally submitted).
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: Sufficient Library Resources: 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. Also include Crs. Prefix, No., and description, limited to 35 words.)

Diversity in Society Department Certificate

CIP Code: 44.0701

The certificate in Diversity in Society is ideal for all undergraduate students who want to work with diverse populations. The certificate provides transferable knowledge into many career areas, including the helping professions as well as careers in the arts, business, criminal justice, and STEM fields. Students are encouraged to select a group of courses tailored to their personal, academic, and professional goals. The certificate in Diversity in Society requires a minimum of 12 hours, and students must earn a "~~C~~" "B" or higher in all courses counting toward the certificate.

Certificate Requirements12 hours

Core6 hours

SOC 399 and SOC 400

Supporting Course Requirements6 hours

Two courses from this list: ANT 330, SOC 135, SOC/WGS 205, SOC 330S, SOC 370/APP 365, SOC 365/APP366, SOC 425, WGS 306, WGS 308, WGS 365, WGS 364, WGS 366, WGS 400, WGS 592, or other diversity-related course in SOC, ANT, APP, or WGS with departmental approval.



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College of Science
Office of the Associate Dean
Academic and Student Affairs
karin.sehmann@eku.edu

1228 Science Building
521 Lancaster Avenue
Richmond, KY 40475-3102
(859) 622-8140

TO: Council on Academic Affairs

FROM: Dr. Karin Sehmann, Associate Dean, College of Science

DATE: March 31, 2021

SUBJECT: College of Science Curriculum proposals for consideration at CAA on April 15, 2021

Substantial Agenda:

Department of Mathematics and Statistics

New Courses:

MAT 234L *Calculus I lab*

MAT 244L *Calculus II lab*

MAT 254L *Calculus III lab*

MAT 211L *Applied Calculus Lab*

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

Part I

(Check one) ☒ New Course (Parts II, IV) ☐ Course Revision (Parts II, IV) ☐ Hybrid Course ("S," "W") ☐ New Minor (Part III) ☐ Program Suspension (Part III) ☐ Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td style="width: 50%;">MTST</td> </tr> <tr> <td>College</td> <td>COS</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>MAT 234L</td> </tr> <tr> <td>*Course Title (full title±)</td> <td>Calculus I Lab</td> </tr> <tr> <td>*Program Title</td> <td></td> </tr> <tr> <td colspan="2">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td>* Provide only the information relevant to the proposal.</td> <td>± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	MTST	College	COS	*Course Prefix & Number	MAT 234L	*Course Title (full title±)	Calculus I Lab	*Program Title		If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation
Department Name	MTST														
College	COS														
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If Certificate, indicate Long-Term (University) or Short-Term (Departmental)															
* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation														

	<u>Date</u>		<u>Date</u>
Proposal Approved by:			
Departmental Committee	3/3/2021	Council on Academic Affairs	4/15/21
College Curriculum Committee	3.22.21	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	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.) Replace MAT 217 with MAT 234L (This form is accompanied by a drop of MAT 217)	
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: This is a lab course specific to MAT 234. We anticipate that renumbering to MAT 234L and eliminating the misleading MathExcel term from the title will help increase student enrollment.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: No change Operating Expenses Impact: No change Equipment/Physical Facility Needs: No change Library Resources: No change	

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.)

MAT 234L Calculus I Lab. (1-2) I, II. Formerly MAT 217. Prerequisite or Corequisite: MAT 234. This optional lab is to accompany a regular lecture class in Calculus I. 2-4 Lab. Credit will not be awarded to students who have credit for MAT 217.

Part III. Recording Data for Revised or Suspended Program

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

Revised* Program Text(*Use ~~strike through~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
<u>MAT</u>	<u>234L</u>	<u>Fall 2021</u>	BT _____ HS _____ CL _____ JS _____ ED _____ SC <u>X</u>	MTST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
1-2	Lecture _____ Laboratory <u>2-4</u> Other _____		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>0</u>	<u>1-2</u>	<u>S</u>	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit) Calculus I Lab	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page******Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

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

Course Prefix and No.

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Prerequisite or Corequisite: MAT 234

Test Scores

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

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

Course Prefix and No.

MAT 217

Course Prefix and No.

Course Prefix and No.

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

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

Syllabus for Calculus I Lab - CRN - MAT 234L - section

Time:

Place:

Professor:

Email:

Student Hours:

MAT 234L Catalogue Description: (1-2) I, II. Formerly MAT 217. Prerequisite or Corequisite: MAT 234. This optional lab is to accompany a regular lecture class in Calculus I. 2-4 Lab. Credit will not be awarded to students who have credit for MAT 217.

Attendance Policy: Success in understanding mathematics is closely related to regular class participation. Students should make every effort to attend every class, whether online or in person. An acceptable excuse is an illness (including self-isolation or quarantine), a University provided excuse, or an emergency resulting in unavoidable absence. Students will not receive a grade penalty for missing class due to self-isolation or quarantine but should notify the instructor as soon as they are aware of the need to miss class. Students are expected to make up missed work and will be held responsible for announcements made in class. Five unexcused absences or more will result in a failing grade.

Student Learning Outcomes: Students who successfully complete MAT 234L will demonstrate the ability to do the following.

1. use calculus to formulate and solve problems and communicate solutions;
2. work and learn cooperatively; and
3. communicate understanding of solutions in writing using proper English and mathematical terminology.

Grade Breakdown: Worksheets will be given to work on during class. Students must be actively working on these worksheets or their homework to receive credit for attending class.

In accordance with department policy, grades will not be given out over the telephone. Grades may be posted on Blackboard. Mid-term grades will be viewable on EKUDirect on xxx. Student Progress reports (S/U) will be available at the beginning of the 5th week of classes.

Withdraw: xxx is the last day to drop this class with no tuition charge and no record of the course on the transcript. The last day to withdraw from this course with no withdrawal fee is xxx. After that, students withdrawing from the class may incur a \$50 or \$100 fee. The last day to withdraw from this class is xxx. For additional information about dates for partial refunds, consult the Colonel's Compass, colonscompass.eku.edu/.

Tutoring Center: The Mathematics and Statistics Tutoring Center is located in Wallace 342. This service is provided free of charge by the Department of Mathematics and Statistics. At this time appointments are required for both in-person tutoring as well as online; more details can be found by visiting www.mathtutor.eku.edu or calling (859) 622-6508. The staff will help students to complete homework, improve study skills, decrease mathematics anxiety, and prepare for exams. Students are encouraged to take advantage of this facility. Hours, locations, and phone numbers for additional tutoring facilities on campus are found at <https://successcenter.eku.edu/tutoring>.

Accessibility: Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact ECU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Academic Honesty and Responsibility:

1. Anyone violating the usual standards for academic honesty, for example, anyone attempting to obtain or exchange information regarding any quiz or test, or anyone using a fraudulent excuse to qualify for a make-up, may receive a course grade of F. Cheating includes buying, selling, or otherwise fraudulently obtaining copies of examinations or assignments for the purpose of improving one's academic standing. During examinations it includes receiving information from other students or other students' exams and referring to unauthorized notes or other written information in any form including electronic (e.g., information stored in graphing calculators).
2. Copying or working together is not acceptable for computer assignments. If you are caught copying or working together, you will definitely get a zero for the assignment, and you may get an F for the course. This includes the person who allows another person to copy his or her assignment as well as the person who copied, or all students working together. Working together includes, but is not limited to, discussing wording of an answer, discussing any computations or numerical answers, etc. If you have any questions regarding a computer assignment, you should ask your instructor. Do not ask other students for help.
3. The following are not permitted for calculators that are to be used on quizzes or exams: enhancing the calculator's abilities beyond the factory settings, uploading documents or downloading software onto the calculator, and saving course content to the calculator.
4. Anyone behaving in a disruptive manner or refusing to follow the usual standards for academic behavior may be barred from attending class and may receive a course grade of F.
5. Students are expected to solve problems independently, using the knowledge gained from course materials. This precludes the use of problem-solving services (including but not limited to Chegg or similar services), as well as collaborative work with other students unless specifically authorized by the instructor. If an instructor has not explicitly permitted the use of resources other than your knowledge, you should assume that it is not permitted. Please consult your instructor if you are unsure as to permitted resources and tools.
6. Students are advised that ECU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at <http://www.academicaffairs.eku.edu/syllabi/>. Questions regarding the policy may be directed to the Office of Academic Integrity.

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

The Student Success Center: The Student Success Center, located on the ground floor of the library and online, provides free assistance for all ECU students. Students can request tutoring in over 150 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. The Chellgren Success Series features workshops and video workshops to help with study skills, time management, stress management, and more. To make an online appointment or for more information, visit www.successcenter.ecu.edu or email successcenter@ecu.edu.

Assistance for Students: Some of the following services are available 24/7.

1. Student Assistance Fund for Eastern: <https://retentiongraduation.ecu.edu/student-assistance-fund-eastern>
2. ECU Student Health Center: (859) 622-1761 or www.healthservices.ecu.edu
3. ECU Counseling Center: (859) 622-1303 or www.counselingcenter.ecu.edu
4. Madison County Health Department: (859) 623-7312
5. Ampersand Sexual Violence Resource Center of the Bluegrass: 1-800-656-4673
6. Hope's Wings Domestic Violence Program: (859) 623-4095
7. ECU Police: (859) 622-1111 Richmond City Police: (859) 623-1162
8. National Suicide Prevention Lifeline: 1-800-784-2433 (for you or someone you know)
9. Crisis Hotline: 1-800-273-8255 Local Crisis Hotline: 1-800-928-8000
10. Colonel's Cupboard (Emergency Food): www.communityservice.ecu.edu/Cupboard

Non-Discrimination and Harassment, Title IX, and Prevention Statement: ECU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.ecu.edu/>.

ECU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity. If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.ecu.edu/resources> for resources. The Policy on Discrimination and Harassment is available at <https://policies.ecu.edu/policies/d>.

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@ecu.edu.

Department Policies:

1. During class, cell phones and other devices must be turned off or set to silent mode. Silencing a cell phone includes silencing the ringer, alarms, and notifications. Instructors may give exceptions to this rule.
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3. Grades are not given out over the phone. They may be posted on Blackboard.
4. Any student enrolling in a multiple section course for which s/he has already received a grade of D, F, or W from the instructor who is teaching the section may change to a section taught by a different instructor by seeing the Chair of the Department of Mathematics and Statistics. This change must be completed by the end of the drop/add period.

COVID-19 Precautions: Students enrolled in this course are required to follow all university policies, including the Student Code of Conduct and policies related to public health and Healthy On Campus initiatives. These initiatives include properly wearing a face covering at all times while in face-to-face class meetings, maintaining distancing, cooperating with efforts to sanitize classroom areas, and other procedures set forth at the ECU website dedicated to COVID-19. Students who fail to follow these protocols will be asked to leave the classroom and may be referred to the Office of Student Conduct and Community Standards.

It is incumbent upon each of us to do our part to create a safe and healthy environment to live and learn. If you are going to be in a public setting or could potentially be in a setting where you will be near others, even for a moment, a face covering is required. In addition, maintaining a distance of six feet from others is required. This simple act can have a tremendously positive impact on mitigating the spread of the COVID-19 virus. Your wellbeing is our primary concern. Following established health guidelines is critical and appreciated. The university is following the most current CDC guidelines available in conjunction with the Governor's executive orders and the direction of the Madison County Health Department.

At a minimum, each of us should do the following:

1. Wash your hands often with soap and water.
2. Stay at least six feet from others (social distancing) and avoid close contact.
3. Cover your nose and mouth with a cloth face covering when around others unless the cloth face covering presents a safety/health issue for the wearer.
4. Cover coughs and sneezes.
5. Clean and disinfect surfaces in your environment.
6. Monitor your health for the symptoms of COVID-19 and seek medical attention if needed.
7. Self-isolate if you meet the most current guidelines for isolation or
 - (a) if you have been identified as having a positive COVID-19 test.
 - (b) if you have been identified by a health department official as being a primary contact.
 - (c) if you are a Person Under Investigation (PUI) for COVID-19.

The university's response to COVID-19 is fluid and dynamic. Please refer to our website for the latest guidance and university protocols. Students requiring an accommodation for face coverings should contact the Center for Student Accessibility.

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

Part I

(Check one) ☒ New Course (Parts II, IV) ☐ Course Revision (Parts II, IV) ☐ Hybrid Course ("S," "W") ☐ New Minor (Part III) ☐ Program Suspension (Part III) ☐ Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td style="width: 50%;">MTST</td> </tr> <tr> <td>College</td> <td>COS</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>MAT 244L</td> </tr> <tr> <td>*Course Title (full title±)</td> <td>Calculus II Lab</td> </tr> <tr> <td>*Program Title</td> <td></td> </tr> <tr> <td colspan="2">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td>* Provide only the information relevant to the proposal.</td> <td>± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	MTST	College	COS	*Course Prefix & Number	MAT 244L	*Course Title (full title±)	Calculus II Lab	*Program Title		If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation
Department Name	MTST														
College	COS														
*Course Prefix & Number	MAT 244L														
*Course Title (full title±)	Calculus II Lab														
*Program Title															
If Certificate, indicate Long-Term (University) or Short-Term (Departmental)															
* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation														

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	3/3/2021	Council on Academic Affairs	4/15/21
College Curriculum Committee	3.22.21	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	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.) Replace MAT 218 with MAT 244L (This form is accompanied by a drop of MAT 218)
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: This is a lab course specific to MAT 244. We anticipate that renumbering to MAT 244L and eliminating the misleading MathExcel term from the title will help increase student enrollment.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: No change Operating Expenses Impact: No change Equipment/Physical Facility Needs: No change Library Resources: No change

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.)

MAT 244L Calculus II Lab. (1-2) I, II. Formerly MAT 218. Prerequisite or Corequisite: MAT 244. This optional lab is to accompany a regular lecture class in Calculus II. 2-4 Lab. Credit will not be awarded to students who have credit for MAT 218.

Part III. Recording Data for Revised or Suspended Program

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

Revised* Program Text(*Use ~~strike through~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
<u>MAT</u>	<u>244L</u>	<u>Fall 2021</u>	BT _____ HS _____ CL _____ JS _____ ED _____ SC <u>X</u>	MTST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
1-2	Lecture _____ Laboratory <u>2-4</u> Other _____		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>0</u>	<u>1-2</u>	<u>S</u>	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit) Calculus II Lab	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites **See definitions on following page****Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

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

Course Prefix and No.

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Prerequisite or Corequisite: MAT 244

Test Scores

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

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

Course Prefix and No.

MAT 218

Course Prefix and No.

Course Prefix and No.

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

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

Syllabus for Calculus II Lab - CRN - MAT 244L - section

Time:

Place:

Professor:

Email:

Student Hours:

MAT 244L Catalogue Description: (1-2) I, II. Formerly MAT 218. Prerequisite or Corequisite: MAT 244. This optional lab is to accompany a regular lecture class in Calculus II. 2-4 Lab. Credit will not be awarded to students who have credit for MAT 218.

Attendance Policy: Success in understanding mathematics is closely related to regular class participation. Students should make every effort to attend every class, whether online or in person. An acceptable excuse is an illness (including self-isolation or quarantine), a University provided excuse, or an emergency resulting in unavoidable absence. Students will not receive a grade penalty for missing class due to self-isolation or quarantine but should notify the instructor as soon as they are aware of the need to miss class. Students are expected to make up missed work and will be held responsible for announcements made in class. Five unexcused absences or more will result in a failing grade.

Student Learning Outcomes: Students who successfully complete MAT 244L will demonstrate the ability to do the following.

1. use calculus to formulate and solve problems and communicate solutions;
2. work and learn cooperatively; and
3. communicate understanding of solutions in writing using proper English and mathematical terminology.

Grade Breakdown: Worksheets will be given to work on during class. Students must be actively working on these worksheets or their homework to receive credit for attending class.

In accordance with department policy, grades will not be given out over the telephone. Grades may be posted on Blackboard. Mid-term grades will be viewable on EKUDirect on xxx. Student Progress reports (S/U) will be available at the beginning of the 5th week of classes.

Withdraw: xxx is the last day to drop this class with no tuition charge and no record of the course on the transcript. The last day to withdraw from this course with no withdrawal fee is xxx. After that, students withdrawing from the class may incur a \$50 or \$100 fee. The last day to withdraw from this class is xxx. For additional information about dates for partial refunds, consult the Colonel's Compass, colonelscompass.eku.edu/.

Tutoring Center: The Mathematics and Statistics Tutoring Center is located in Wallace 342. This service is provided free of charge by the Department of Mathematics and Statistics. At this time appointments are required for both in-person tutoring as well as online; more details can be found by visiting www.mathtutor.eku.edu or calling (859) 622-6508. The staff will help students to complete homework, improve study skills, decrease mathematics anxiety, and prepare for exams. Students are encouraged to take advantage of this facility. Hours, locations, and phone numbers for additional tutoring facilities on campus are found at <https://successcenter.eku.edu/tutoring>.

Accessibility: Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact ECU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Academic Honesty and Responsibility:

1. Anyone violating the usual standards for academic honesty, for example, anyone attempting to obtain or exchange information regarding any quiz or test, or anyone using a fraudulent excuse to qualify for a make-up, may receive a course grade of F. Cheating includes buying, selling, or otherwise fraudulently obtaining copies of examinations or assignments for the purpose of improving one's academic standing. During examinations it includes receiving information from other students or other students' exams and referring to unauthorized notes or other written information in any form including electronic (e.g., information stored in graphing calculators).
2. Copying or working together is not acceptable for computer assignments. If you are caught copying or working together, you will definitely get a zero for the assignment, and you may get an F for the course. This includes the person who allows another person to copy his or her assignment as well as the person who copied, or all students working together. Working together includes, but is not limited to, discussing wording of an answer, discussing any computations or numerical answers, etc. If you have any questions regarding a computer assignment, you should ask your instructor. Do not ask other students for help.
3. The following are not permitted for calculators that are to be used on quizzes or exams: enhancing the calculator's abilities beyond the factory settings, uploading documents or downloading software onto the calculator, and saving course content to the calculator.
4. Anyone behaving in a disruptive manner or refusing to follow the usual standards for academic behavior may be barred from attending class and may receive a course grade of F.
5. Students are expected to solve problems independently, using the knowledge gained from course materials. This precludes the use of problem-solving services (including but not limited to Chegg or similar services), as well as collaborative work with other students unless specifically authorized by the instructor. If an instructor has not explicitly permitted the use of resources other than your knowledge, you should assume that it is not permitted. Please consult your instructor if you are unsure as to permitted resources and tools.
6. Students are advised that ECU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at <http://www.academicaffairs.eku.edu/syllabi/>. Questions regarding the policy may be directed to the Office of Academic Integrity.

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

The Student Success Center: The Student Success Center, located on the ground floor of the library and online, provides free assistance for all ECU students. Students can request tutoring in over 150 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. The Chellgren Success Series features workshops and video workshops to help with study skills, time management, stress management, and more. To make an online appointment or for more information, visit www.successcenter.ecu.edu or email successcenter@ecu.edu.

Assistance for Students: Some of the following services are available 24/7.

1. Student Assistance Fund for Eastern: <https://retentiongraduation.ecu.edu/student-assistance-fund-eastern>
2. ECU Student Health Center: (859) 622-1761 or www.healthservices.ecu.edu
3. ECU Counseling Center: (859) 622-1303 or www.counselingcenter.ecu.edu
4. Madison County Health Department: (859) 623-7312
5. Ampersand Sexual Violence Resource Center of the Bluegrass: 1-800-656-4673
6. Hope's Wings Domestic Violence Program: (859) 623-4095
7. ECU Police: (859) 622-1111 Richmond City Police: (859) 623-1162
8. National Suicide Prevention Lifeline: 1-800-784-2433 (for you or someone you know)
9. Crisis Hotline: 1-800-273-8255 Local Crisis Hotline: 1-800-928-8000
10. Colonel's Cupboard (Emergency Food): www.communityservice.ecu.edu/Cupboard

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6. Monitor your health for the symptoms of COVID-19 and seek medical attention if needed.
7. Self-isolate if you meet the most current guidelines for isolation or
 - (a) if you have been identified as having a positive COVID-19 test.
 - (b) if you have been identified by a health department official as being a primary contact.
 - (c) if you are a Person Under Investigation (PUI) for COVID-19.

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

Part I

(Check one) ☒ New Course (Parts II, IV) ☐ Course Revision (Parts II, IV) ☐ Hybrid Course ("S," "W") ☐ New Minor (Part III) ☐ Program Suspension (Part III) ☐ Program Revision (Part III)	<table style="width: 100%;"> <tr> <td style="width: 50%;">Department Name</td> <td style="width: 50%;">MTST</td> </tr> <tr> <td>College</td> <td>COS</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>MAT 254L</td> </tr> <tr> <td>*Course Title (full title±)</td> <td>Calculus III Lab</td> </tr> <tr> <td>*Program Title</td> <td></td> </tr> <tr> <td colspan="2">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td>* Provide only the information relevant to the proposal.</td> <td>± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	MTST	College	COS	*Course Prefix & Number	MAT 254L	*Course Title (full title±)	Calculus III Lab	*Program Title		If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation
Department Name	MTST														
College	COS														
*Course Prefix & Number	MAT 254L														
*Course Title (full title±)	Calculus III Lab														
*Program Title															
If Certificate, indicate Long-Term (University) or Short-Term (Departmental)															
* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation														

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	3/3/2021	Council on Academic Affairs	4/15/21
College Curriculum Committee	3.22.21	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	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.) Replace MAT 219 with MAT 254L (This form is accompanied by a drop of MAT 219) 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: This is a lab course specific to MAT 254. We anticipate that renumbering to MAT 254L and eliminating the misleading MathExcel term from the title will help increase student enrollment.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: No change Operating Expenses Impact: No change Equipment/Physical Facility Needs: No change Library Resources: No change

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.)

MAT 254L Calculus III Lab. (1-2) I, II. Formerly MAT 219. Prerequisite or Corequisite: MAT 254. This optional lab is to accompany a regular lecture class in Calculus III. 2-4 Lab. Credit will not be awarded to students who have credit for MAT 219.

Part III. Recording Data for Revised or Suspended Program

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

Revised* Program Text(*Use ~~strike through~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
<u>MAT</u>	<u>254L</u>	<u>Fall 2021</u>	BT _____ HS _____ CL _____ JS _____ ED _____ SC <u>X</u>	MTST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
1-2	Lecture _____ Laboratory <u>2-4</u> Other _____		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>0</u>	<u>1-2</u>	<u>S</u>	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit) Calculus III Lab	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page******Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

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

Course Prefix and No.

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Prerequisite or Corequisite: MAT 254

Test Scores

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

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

Course Prefix and No.

MAT 219

Course Prefix and No.

Course Prefix and No.

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

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

Syllabus for Calculus III Lab - CRN - MAT 254L - section

Time:

Place:

Professor:

Email:

Student Hours:

MAT 254L Catalogue Description: (1-2) I, II. Formerly MAT 219. Prerequisite or Corequisite: MAT 254. This optional lab is to accompany a regular lecture class in Calculus III. 2-4 Lab. Credit will not be awarded to students who have credit for MAT 219.

Attendance Policy: Success in understanding mathematics is closely related to regular class participation. Students should make every effort to attend every class, whether online or in person. An acceptable excuse is an illness (including self-isolation or quarantine), a University provided excuse, or an emergency resulting in unavoidable absence. Students will not receive a grade penalty for missing class due to self-isolation or quarantine but should notify the instructor as soon as they are aware of the need to miss class. Students are expected to make up missed work and will be held responsible for announcements made in class. Five unexcused absences or more will result in a failing grade.

Student Learning Outcomes: Students who successfully complete MAT 254L will demonstrate the ability to do the following.

1. use calculus to formulate and solve problems and communicate solutions;
2. work and learn cooperatively; and
3. communicate understanding of solutions in writing using proper English and mathematical terminology.

Grade Breakdown: Worksheets will be given to work on during class. Students must be actively working on these worksheets or their homework to receive credit for attending class.

In accordance with department policy, grades will not be given out over the telephone. Grades may be posted on Blackboard. Mid-term grades will be viewable on EKUDirect on xxx. Student Progress reports (S/U) will be available at the beginning of the 5th week of classes.

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At a minimum, each of us should do the following:

1. Wash your hands often with soap and water.
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3. Cover your nose and mouth with a cloth face covering when around others unless the cloth face covering presents a safety/health issue for the wearer.
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The university's response to COVID-19 is fluid and dynamic. Please refer to our website for the latest guidance and university protocols. Students requiring an accommodation for face coverings should contact the Center for Student Accessibility.

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

Part I

(Check one) ☒ New Course (Parts II, IV) ☐ Course Revision (Parts II, IV) ☐ Hybrid Course ("S," "W") ☐ New Minor (Part III) ☐ Program Suspension (Part III) ☐ Program Revision (Part III)	<table style="width: 100%;"> <tr> <td style="width: 50%;">Department Name</td> <td style="width: 50%;">MTST</td> </tr> <tr> <td>College</td> <td>COS</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>MAT 211L</td> </tr> <tr> <td>*Course Title (full title±)</td> <td>Applied Calculus Lab</td> </tr> <tr> <td>*Program Title</td> <td></td> </tr> <tr> <td colspan="2">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td>* Provide only the information relevant to the proposal.</td> <td>± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	MTST	College	COS	*Course Prefix & Number	MAT 211L	*Course Title (full title±)	Applied Calculus Lab	*Program Title		If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation
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	<u>Date</u>		<u>Date</u>
Proposal Approved by:			
Departmental Committee	3/3/2021	Council on Academic Affairs	4/15/21
College Curriculum Committee	3.22.21	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	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.) Create new course MAT 211L Applied Calculus Lab 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: MAT 211 students have been taking MAT 217 as a lab course, but the current description of MAT 217 is only welcoming MAT 234 students. To avoid confusion, we propose MAT 211L as a new lab course to accompany MAT 211.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: No change Operating Expenses Impact: No change Equipment/Physical Facility Needs: No change Library Resources: No change

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.)

MAT 211L Applied Calculus Lab. (1-2) I, II. Formerly MAT 217. Prerequisite or Corequisite: MAT 211. This optional lab is to accompany a regular lecture class in Applied Calculus. 2-4 Lab. Credit will not be awarded to students who have credit for MAT 217.

Part III. Recording Data for Revised or Suspended Program

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

Revised* Program Text(*Use ~~strike through~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
<u>MAT</u>	<u>211L</u>	<u>Fall 2021</u>	BT _____ HS _____ CL _____ JS _____ ED _____ SC <u>X</u>	MTST
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
1-2	Lecture _____ Laboratory <u>1-2</u> Other _____		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>0</u>	<u>1-2</u>	<u>S</u>	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit) Applied Calculus Lab	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites **See definitions on following page****Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

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

Course Prefix and No.

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Prerequisite or Corequisite: MAT 211

Test Scores

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

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

Course Prefix and No.

MAT 217

Course Prefix and No.

Course Prefix and No.

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

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

Syllabus for Applied Calculus Lab - CRN - MAT 211L - section

Time:

Place:

Professor:

Email:

Student Hours:

MAT 211L Catalogue Description: (1-2) I, II. Formerly MAT 217. Prerequisite or Corequisite: MAT 211. This optional lab is to accompany a regular lecture class in Applied Calculus. 2-4 Lab. Credit will not be awarded to students who have credit for MAT 217.

Attendance Policy: Success in understanding mathematics is closely related to regular class participation. Students should make every effort to attend every class, whether online or in person. An acceptable excuse is an illness (including self-isolation or quarantine), a University provided excuse, or an emergency resulting in unavoidable absence. Students will not receive a grade penalty for missing class due to self-isolation or quarantine but should notify the instructor as soon as they are aware of the need to miss class. Students are expected to make up missed work and will be held responsible for announcements made in class. Five unexcused absences or more will result in a failing grade.

Student Learning Outcomes: Students who successfully complete MAT 211L will demonstrate the ability to do the following.

1. use calculus to formulate and solve problems and communicate solutions;
2. work and learn cooperatively; and
3. communicate understanding of solutions in writing using proper English and mathematical terminology.

Grade Breakdown: Worksheets will be given to work on during class. Students must be actively working on these worksheets or their homework to receive credit for attending class.

In accordance with department policy, grades will not be given out over the telephone. Grades may be posted on Blackboard. Mid-term grades will be viewable on EKUDirect on xxx. Student Progress reports (S/U) will be available at the beginning of the 5th week of classes.

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Part I

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Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	1/21/2021	Council on Academic Affairs	4/15/21
College Curriculum Committee	2-4-2021	Faculty Senate**	
General Education Committee*		Board of Regents**	
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Graduate Council*	2-26-2021		

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 ***To be added by the Registrar's Office after all approval is received.

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

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Change the name of the Justice, Policy & Leadership Graduate Program to the Criminal Justice Policy & Leadership Graduate Program; revise core course hours; remove concentrations 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: (See next page)

The original College of Justice and Safety master's degree in Adult, Juvenile, and Community Corrections began in August 2002 as a traditional graduate program; it was one of the first online degrees started at ECU, launching in January 2008. It has succeeded in providing correctional and juvenile justice professionals a quality graduate degree education, as well as maintaining solid student numbers. In 2015 the faculty in the School of Justice Studies discussed the need for a similar, but less specific degree program, in the area of Criminal Justice. The faculty did not want to put the existing traditional Master's in Criminal Justice online and opted instead to expand the existing online Corrections degree into a broader-based offering: a Master's in "Justice Policy and Leadership."

The current program, then, includes a common core of classes (e.g., research methods, theory, leadership) and then three tracks – Corrections Policy and Leadership, Juvenile Justice Policy and Leadership, and Police Policy and Leadership. While this program has successfully attracted and educated our students, it has also proven to be problematic to manage due to the large number of courses (3 different tracks) that need to be offered. Moreover, we hear continually from our existing students, and in the marketplace of prospective students, that we need to offer a regular Criminal Justice master's degree that is designed for professionals. This proposed program, therefore, seeks to eliminate the unsustainable use of three different tracks and put in its place a stream-lined, industry-standard master's degree in Criminal Justice designed specifically for working professionals. As seen in the proposed curriculum, this new program will include a tight core of 5 essential courses and a variety of cutting-edge and relevant courses for crime and justice working professionals, thereby eliminating the 3 current tracks.

This new program would maintain its critical focus on issues such as mass incarceration, social injustice, race and gender dynamics, as well as examining alternative approaches to leadership and administration, policy research/analysis, and qualitative/quantitative research methods. We will continue to strive toward offering a quality "thinking professional" advanced degree.

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.)**MASTER OF SCIENCE (M.S.)**~~Justice Policy and Leadership~~ **Criminal Justice Policy and Leadership**

CIP Code: 43.0104

Dr. Peter Kraska Graduate Program Coordinator**I. GENERAL INFORMATION**

Graduates of the program are expected to demonstrate advanced- level critical and analytical thinking; to apply principles from multiple academic disciplines to problems in criminal justice, adult corrections, juvenile justice, and policing in an effort to formulate creative solutions and to respect, evaluate, and synthesize information from diverse sources, while maintaining a critical focus on issues such as mass incarceration, social injustice, race and gender dynamics, as well as examining alternative approaches to leadership and administration, policy research/analysis, and qualitative/quantitative research methods. A central goal is to develop the student's leadership/communication/critical thinking skills in order to improve their administrative effectiveness. Further, graduates are required to show competency in the following areas: (1) the historical, theoretical, and legal foundations of the field; (2) the methods of gathering and analyzing information for research purposes; (3) knowledge of the major bases of literature; and (4) the ability to function responsively in leadership positions within criminal justice, adult corrections, juvenile justice, and policing agencies.

II. ADMISSION REQUIREMENTS

Applicants must (a) meet the requirements of the Graduate School; (b) hold a baccalaureate degree from an accredited institution; (c) have achieved an undergraduate grade point average (GPA) of 3.0 overall or 3.25 in the last 60 hours of the baccalaureate program; (d) have achieved Graduate Record Examination (GRE) score of 146 or above on Verbal, 140 or above on the Quantitative and 4.0 or above on the Analytical Writing portions of the GRE; and (e) ~~have two persons qualified to assess the applicant's potential for graduate work submit letters of recommendation directly to the Graduate Coordinator in the School of Justice Studies (Stratton 467)~~ submit the email addresses of two qualified recommenders when completing the application. Students who have an overall undergraduate GPA of 3.0 or higher and/or previously earned advanced degrees including, but not limited to M.S., M.B.A., J.D. or other recognized graduate degrees from an accredited university will be exempt from the GRE requirement. Applicants who do not meet these GPA or GRE requirements, but who otherwise demonstrate promise for successful graduate study, may be granted probationary admission, but such applicants must comply with all requirements of the Graduate School regarding probationary admission. The Master of Science in ~~Justice, Policy, and Leadership~~ Criminal Justice Policy and Leadership must be completed online. Contact the Graduate Program Coordinator for additional details.

III. PROGRAM REQUIREMENTS

A minimum of 30 semester hours of graduate credit is required. A maximum of nine hours of approved, outside credit may be transferred to this degree program. All outside credit must be approved by the Department Graduate Committee.

Cross Listed Courses — Some courses are offered under different prefixes with the same course content. Students will not be awarded credit for any course for which they have previously received credit under a cross listed prefix.

Core Courses..... 15 12 hours

JPL CPL 809, 810, ~~812~~, 818, and 835.

Concentration..... 12 hours

Concentration in Corrections Policy and Leadership JPL 840 (3); Select 9 hours from the following: JPL 823, 825, 826, 828, 830, 839, 850, 856, 897, or approved electives

Concentration in Juvenile Justice Policy and Leadership

JPL 820 (3); Select 9 hours from the following:
JPL 823, 825, 826, 828, 830, 839, 850, 856, 897, or approved electives

Concentration in Police Policy and Leadership

CRJ 814 (3); Select 9 hours from the following:
CRJ 802, 860, 862, 864, 875, JPL 823, 839, 897, or approved electives

Electives.....15 hours

CPL 802, 812, 814, 820, 823, 828, 830, 839, 840, 850, 856, 860, 862, 864, 875, 897, or approved electives

Exit Requirements Capstone Applied Research Project.....3 hours

JPL CPL 878.

Total Curriculum Requirements..... 30 hours

Note: No more than 6 hours total may be applied to a degree from JPL CPL 839 and 897 (singularly or combined).

IV. EXIT REQUIREMENTS

Capstone Applied Research Project - Prerequisites: Complete all core courses and be in the last semester of coursework prior to graduation. Candidates are required to satisfactorily complete applied research project (~~COR~~ CPL 878) before they are eligible to graduate from the program.

New Academic Program or Major Academic Program Modification Proposal Form

COVER PAGE

Date:	
(Check one) ☐ New Program ☒ Major Program Modification	Department Name: School of Justice Studies College: Justice & Safety

PROGRAM INFORMATION

Program Name/Title	Criminal Justice Policy & Leadership (change from Justice, Policy & Leadership)			
Program Concentration (if any)				
Program Types	☒ Major	☐ Certificate	☐ Collaborative ☐ Joint ☐ Single Institution	☐ Technical ☐ Occupational ☐ Vocational
Degree Level	☐ Associate ☐ Bachelor ☒ Master ☐ Doctorate ☐ Advanced Practice Doctorate			
	CIP Code: <u>43.0104</u> (see http://nces.ed.gov/ipeds/cipcode/Default.aspx?v=55)			
	Proposed Implementation Date: Fall 2021			

For proposed New Academic Programs or Major Program Modifications, Departmental Committees should contact the Office of the Vice Provost for pre-review before moving proposals forward to College Curriculum Committees and other committees and councils.

APPROVALS

	Yes	No	Date	Comments
Departmental Committee	X		1-21-2021	
College Curriculum Committee	X		2-4-2021	
Council of Deans				
General Education Committee*				
Teacher Education Committee*				
Graduate Council*	X		2-26-2021	
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

Provide a brief description of the program. Describe any **tracks** (if undergraduate), **concentration** (if master's), or **specializations** (if doctorate).

The original College of Justice and Safety master's degree in Adult, Juvenile, and Community Corrections began in August 2002 as a traditional graduate program; it was one of the first online degrees started at ECU, launching in January 2008. It has succeeded in providing correctional and juvenile justice professionals a quality graduate degree education, as well as maintaining solid student numbers. In 2015 the faculty in the School of Justice Studies discussed the need for a similar, but less specific degree program, in the area of Criminal Justice. The faculty did not want to put the existing traditional Master's in Criminal Justice online and opted instead to expand the existing online Corrections degree into a broader-based offering: a Master's in "Justice Policy and Leadership."

The current program, then, includes a common core of classes (e.g., research methods, theory, leadership) and then three tracks – Corrections Policy and Leadership, Juvenile Justice Policy and Leadership, and Police Policy and Leadership. While this program has successfully attracted and educated our students, it has also proven to be problematic to manage due to the large number of courses (3 different tracks) that need to be offered. Moreover, we hear continually from our existing students, and in the marketplace of prospective students, that we need to offer a regular Criminal Justice master's degree that is designed for professionals. This proposed program, therefore, seeks to eliminate the unsustainable use of three different tracks and put in its place a stream-lined, industry-standard master's degree in Criminal Justice designed specifically for working professionals. As seen in the proposed curriculum, this new program will include a tight core of 5 essential courses and a variety of cutting-edge and relevant courses for crime and justice working professionals, thereby eliminating the 3 current tracks.

This new program would maintain its critical focus on issues such as mass incarceration, social injustice, race and gender dynamics, as well as examining alternative approaches to leadership and administration, policy research/analysis, and qualitative/quantitative research methods. We will continue to strive toward offering a quality "thinking professional" advanced degree.

1. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.

2016 – 2021 CPE.

The central goal of this program is to develop the professional student's leadership, innovation, communication, critical thinking skills, and educational awareness of social justice issues in order to improve their personal effectiveness in their work and to positively impact the organizations in which they work. Further, graduates are required to show competency in the following areas: (1) the historical, theoretical, and legal foundations of the field; (2) the methods of gathering and analyzing information for research purposes; (3) knowledge of the major bases of literature; and (4) the ability to function responsively in leadership positions within the criminal justice field.

2. Explain how the objectives support the institutional mission and strategic priorities, the statewide postsecondary education strategic agenda, and the statewide strategic implementation plan.

The CPE's 2016-2021 strategic priorities coincide with this program in several ways:

- This simplified and streamlined program will not only save scarce resources for ECU, it will also help get our students graduated on time. This new program will facilitate a clear and unencumbered path to completing the necessary courses and this degree.
- Our target audience for this program is Adult-Learners who are working in the field of criminal justice. This fits with CPE's objective of welcoming and supporting adult students.
- This degree, with its emphasis on cutting-edge issues and education, will position our students to succeed in the workforce.
- With a focus on critical thinking, cutting-edge theories, and the latest in research methods, this program will further CPE's goal of producing "high-level problem solvers, innovators, and communicators."
- Criminal Justice is a "high-demand field" in the Commonwealth. This new program will be responding to a critical workforce need.

3. 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?
Graduates from this program will demonstrate advanced-level critical and analytical thinking. The program will cultivate students' leadership, communication, and innovation skills. Graduates will demonstrate competency in the historical, theoretical, and legal foundations of the field, in methods of gathering and analyzing information for research purposes, knowledge of the major bases of literature, and the ability to function responsively in leadership positions.
2. Identify both the direct and indirect methods by which the intended student learning outcomes will be assessed.
Students will be assessed in each individual course, based on specific learning outcomes established for each. Students will be assessed at the completion of the program in a Capstone Applied Research Course, where they will demonstrate their knowledge acquired during their coursework.
3. How will the program support or be supported by other programs within the institution?
The program currently supports students in the Criminology and Criminal Justice Graduate Program, the Master of Public Administration Program, and the Master of Social Work Program by providing electives or other needed courses in times of schedule conflicts, to ensure the students graduate in a timely fashion. Students in the program also support the same programs (CRJ, MPA, MSW) by taking elective courses in those programs as needed. The program also provides support by offering courses for multiple options in the Interdisciplinary University Certificate Program (IUC Program in Addictions Interventions, IUC Program in Mental Health, IUC Program in Leadership and Management, and IUC Program in Social Advocacy and Justice). The program also supports the Office of eCampus as it is a fully online program.
4. Will this program replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program? **Yes or No**
If yes, please explain.
This program will replace the current Justice, Policy, & Leadership Graduate Program (with concentrations in Corrections Policy and Leadership, Juvenile Justice Policy and Leadership, and Police Policy and Leadership). The proposed change will be to name the program Criminal Justice Policy and Leadership and eliminate the existing concentrations.
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 (8 week spring and fall terms, 6 week summer terms)
☐ 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.

Because the changes are to the name of the program, there will not be new or additional faculty needed to provide support for this program than is currently utilized. 80% of the courses are currently, and have historically, been taught by full-time faculty in the School of Justice Studies. 20% of the courses are taught by qualified part-time faculty, generally composed of School of Justice Studies retired faculty.

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.

The proposed program has been viable due to a steady need and demand for its offerings and degree for about 12 years. Criminal justice, especially at the master's degree level for professionals, has been and continues to be a high-demand field.

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.
There are no programs in the state of Kentucky that provide this type of educational opportunity. The only program that comes close is offered by Campbellsville University.
 - 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.
Our current program has successfully attracted students from various regions of Kentucky, the United States, and we do occasionally attract international students. One of the real benefits of creating a master's degree in Criminal Justice is that it should be more attractive to a broader audience nationally and internationally.
 - 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?
There is currently an existing collaboration in place with the Master of Social Work Interdisciplinary University Certificate programs (IUC). Several current JPL courses are offered in multiple certificate options within the MSW program. We also work closely with the Master of Public Administration program to offer elective courses to MPA students as needed.
 - f. Please explain the collaborative arrangement with existing programs.
Faculty and staff in the MSW and JPL program have worked closely for many months to establish a curriculum beneficial to MSW students. JPL courses are currently utilized in the following certificate options:
 - Interdisciplinary University Certificate Program in Addictions Interventions
 - Interdisciplinary University Certificate Program in Leadership and Management
 - Interdisciplinary University Certificate Program in Mental Health
 - Interdisciplinary University Certificate Program in Social Advocacy and Justice
 Changes to the JPL program will not affect the IUC options as the course will continue to exist in the CPL program. The proposed changes were made with this collaboration in mind, in order to continue the partnership. Additionally, the changes to the JPL program will not affect the courses that MPA students utilize as those courses will also continue to exist, enabling students in multiple programs to meet their educational goals and needs.

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.

There will be no change to the current funding sources or requirements with this proposed change. The current School of Justice Studies faculty will continue to teach the courses they have previously taught. No additional resources will be required as this is a change to the name of the program while eliminating concentrations only. The same courses with updated prefixes will be utilized.

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					
<u>Graduate Assistants</u> (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					

Criminal Justice Policy & Leadership (MS) Program's Curriculum Objective Map 1 - introduce learning goals (update or initial reflections) 2 - reinforced learning goals 3 - mastered learning goals 4 - assessed learning goals (assignments, etc.)		16-20 PLLO 1: Students in the Justice, Policy, & Leadership Graduate Program will complete the program with the ability to apply critical thinking to justice, policy, & leadership issues.	16-20: PLLO2: Students will collaborate with a graduate program faculty member in the research and writing of a paper related to his/her research area of interest.	16-20 PLLO 3: CPL Graduate Students will progress from program admission through the Capstone course and subsequent graduation in 6 semesters.
CORE REQUIREMENTS				
CPL 809	Program/Policy Evaluation & Analysis	1, 2	3	4
CPL 810	Criminological Theory for Policy & Leadership	2	3	4
CPL 812	Leading with Political, Ethical, & Emotional Intelligence	1, 2	3	4
CPL 818	Research Methods for Justice, Policy, & Leadership	1, 2	3	4
CPL 835	Advanced Justice Administration & Leadership	1, 2	3	4
Exit Requirement				
CPL 878	Capstone Applied Research Project	2, 3	3, 4	4
Electives				
CPL 802	Violence Against Women	1	2	3, 4
CPL 814	Explaining Police & Society	1, 2	3	4
CPL 820	Trends/Issues in Juvenile Institutional/Community Corrections	1, 2	3	4
CPL 823	Topical Seminar: _____	2	3, 4	3, 4
CPL 825	Illicit Offender Networks	1	2, 3	4
CPL 826	International Responses to Adult & Juvenile Offenders	1	2, 3	4
CPL 828	Mental Health/Substance Abuse Issues in the Correctional Setting	1, 2	3	4
CPL 830	Understanding Corrections/Juvenile Justice Institutions	1, 2	3	4
CPL 840	Trends/Issues in Adult, Institutional, Community Corrections	1, 2	3	4
CPL 850	Corrections and Juvenile Justice Interventions	1, 2	3	4
CPL 856	Law & Ethics in Dealing with Offenders	1	2, 3	4
CPL 860	Advanced Organizational Theory	1	2	3, 4
CPL 862	Race, Identity, & Policing	1	2	3, 4
CPL 864	Comparative & International Policing	1	2	3, 4
CPL 875	Crime & Public Policy	2	3	3, 4
CPL 897	Independent Study	3, 4	3, 4	3, 4

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

Part I

(Check one) ☒ New Course (Parts II, IV) ☐ Course Revision (Parts II, IV) ☐ Hybrid Course ("S," "W") ☐ New Minor (Part III) ☐ Program Suspension (Part III) ☐ Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td>School of Justice Studies</td> </tr> <tr> <td>College</td> <td>Justice and Safety</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>CPL 802</td> </tr> <tr> <td>*Course Title (full title±)</td> <td>Violence Against Women</td> </tr> <tr> <td>*Program Title</td> <td></td> </tr> <tr> <td colspan="2">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td>* Provide only the information relevant to the proposal.</td> <td>± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	School of Justice Studies	College	Justice and Safety	*Course Prefix & Number	CPL 802	*Course Title (full title±)	Violence Against Women	*Program Title		If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation
Department Name	School of Justice Studies														
College	Justice and Safety														
*Course Prefix & Number	CPL 802														
*Course Title (full title±)	Violence Against Women														
*Program Title															
If Certificate, indicate Long-Term (University) or Short-Term (Departmental)															
* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation														

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	1-21-2021	Council on Academic Affairs	4/15/21
College Curriculum Committee	2-4-2021	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	fall 2021
Graduate Council*	2-26-2021		

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

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

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

Create a new course, CPL 802, Violence Against Women

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:

This course currently exists at CRJ 802. With the requested change of the Justice, Policy & Leadership Graduate Program to the Criminal Justice Policy & Leadership Graduate Program, this course will be offered under the CPL prefix. Using the CPL prefix for all courses in the revised CPL program will create a uniform curriculum and ease the advising and graduation processes for both students and staff.

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.)

CPL 802 Violence Against Women (3) A. This course provides students with a human right framework and cross-cultural understanding of violence against women, and efforts across societies to translate international knowledge into local justice for gender-based violence and female victims. Credit will not be awarded to students who have credit for CRJ 802.

Part III. Recording Data for Revised or Suspended Program

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

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
CPL	802	Fall 2021	BT _____ HS _____ CL _____ JS <u>X</u> ED _____ SC _____	CRJU
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>None</u>	
3	Lecture <u>2.75</u> Laboratory _____ Other _____		CIP Code (first two digits only) <u>43</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3.0	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit) Violence Against Women	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page******Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

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

Course Prefix and No.

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Credit will not be awarded to students who have credit for CRJ 802.

Course Prefix and No.

Course Prefix and No.

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

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

CPL 802 - Violence Against Women

Professor

Victoria Collins, PhD.

Office: Stratton 412-B

Email: Victoria.Collins@eku.edu

Course Description

This course explores the social character of Violence Against Women in the United States, as well as providing a brief introduction to Violence Against Women at the international level. A variety of theoretical frameworks are utilized to examine this phenomenon at both the micro (individual) and macro (societal) levels. Some of the topics to be covered include, intimate partner violence, sexual assault and rape, stalking, dating violence, violence against women in the media, rape as a weapon of war and pornography. This course is intended for the academically sophisticated student. Studying violence is a complex and often disturbing task. It requires the examination of many sensitive and controversial issues. Students are expected to do this in a scholarly, respectful and responsible manner.

Course objectives

- Identify, define and describe a range of different forms of violence against women that occurs in the US and around the world.
- Identify, define and describe different etiological and theoretical explanations for why perpetrators commit violence against women in the United States and around the world.
- Identify, define and describe structural forces that impact the prevalence of violence against women in the United State and around the world.
- Describe the historical development of laws and policies that have been created, enacted and enforced to address different types of violence against women in the United States and around the world.
- Interpret and critically assess the effectiveness of current policy aimed at addressing violence against women in the United States and around the world.

Throughout the term, the content for this course is separated into 8 weekly Lessons. As outlined below, each Lesson comprises the following assignments: (1) Weekly Readings, (2) Discussion Boards, (3) Short Assignments, and (4) Quizzes. In addition to these Lesson assignments, students will also complete one Exam. Please see below for further details. In combination, these materials and assignments will provide students the required information while providing opportunities to demonstrate their understanding through applied, recall, and practice-based Lessons. (Note: no prerequisite knowledge of the subject matter is required, however Blackboard and a working knowledge of its use is highly recommended)

Required Texts

Renzetti, Claire M., Edleson, Jeffrey L., and Bergen Raquel Kennedy. (Eds.). (2011). *Sourcebook on Violence Against Women*. Second Edition. Thousand Oaks, CA: Sage Publications.

In addition to the required texts, there are some additional readings posted on the Blackboard. They are housed in the applicable Weekly Lesson. You are responsible for accessing and reading these from your computer.

Course Structure

This course is structured like others in the online program. It's organized into 8 weekly lessons. Each lesson contains a list of objectives and a list of specific tasks. Using the instructional materials in each lesson and completing the tasks ensures that you are able to meet the objectives. The tasks for each lesson include reading assignments, discussion board posts, and written assignments.

Minimum Technical Skills Expected from Students

Students are expected to be able to use BlackBoard proficiently to access course content. Basic computer skills and knowledge of common software (browsers, word processing, etc.) are required. For assistance with these, please contact the ECU help desk at 859-622-3000 or [contact the ECU Gurus](#).

Course Assessments

Discussion Boards: 8 boards at 10 points each = 80 points

Students are asked to (1) complete a Discussion Board post of their own (5 points) and (2) respond to another classmate's contribution (5 points) that covers material from the Lesson's respective content. Grades will reflect students' use of course material; clarity and completeness of original post and response; and organization, grammar, punctuation and spelling. Therefore, at the conclusion of reading the assigned material, students should be able to demonstrate their understanding through active participation in which clear and accurate contributions are provided. Please see each Lesson's Discussion Board for further details.

Short assignments: 8 Short Assignments at 20 points each = 160 points.

Within each Lesson, students are to complete a Short Assignment that covers material from that Lesson's respective chapters. These Assignments should be two pages in length and address the reading material assigned for that week. You are to not only briefly summarize the main points in the readings, but to provide an intellectual critique of the topic, as well as address preventative efforts that are in place to control these behaviors.

Quizzes: 7 total at 20 points each = 140 points

Students will be given 7 quizzes that cover their Lesson's chapter readings. Each quiz is worth 20 points and will present 10 random questions (10 questions/Chapter). Each quiz may consist of multiple choice, true false, or open questions and is not timed. Make-up quizzes will not be given unless proper documentation is provided. See course schedule for quiz dates.

Final Exam: 1 exam at 100 points = 120 points

Students will be given one final exam. The exam is worth 120 points. The exam will consist of 2 short answer questions. If you miss the exam, you can make-up the exam **IF**, and **ONLY IF**, you have paperwork excusing your absence in accordance with the University Handbook (i.e. exceptional circumstances). Make-up exams may be scheduled during the week immediately following the Exam only.

Grading System – There is a total of 500 points available in this course. At the end of semester, your scores from the above assessments will be added up and converted into a percentage grade reflecting your final letter grade in the course. I do NOT use a curve—what you earn is what you earn.

You may check your grades by selecting Tools from the left menu and My Grades. Provided below is a grade breakdown for this course:

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 59% or less.

Course Correspondence and Tools

E-Mail

Please feel free to e-mail me at any time during the course if you have questions or concerns. (Victoria.collins@ecu.edu). However, if communication is class related, I encourage you to post to the Virtual Office as this will allow your classmates to benefit from seeing your question as well as my/other's response. My goal is to respond within 24 hours, but please allow 48 hours before sending a subsequent email.

Virtual Office (In Course Tabs to the Left)

The Virtual Office is a discussion-based forum that can be used to post questions to the Professor and the rest of class. Posting questions, comments, and ideas here will allow others having similar thoughts to see the responses. As stated above, please consider posting your course-related questions here before e-mailing me directly. As with e-mail and class correspondence, I will strive to respond to necessary posts within 24 hours, but please allow 48 hours before making subsequent posts.

Class Lounge (In Course Tabs to the Left).

The Class Lounge is also a discussion-based forum that you can use to get to know/communicate with your classmates. Please feel free to introduce yourself and find out about others who are taking this course. This “space” is analogous to the student center on campus, routine conversations during class periods, and a place to socialize with other students.

Lesson Outlines

Given the online nature of the course, I want to provide students with additional instructional material that supplement each Lesson’s assigned content. Therefore, Lesson Outlines are made available within each Lesson folder highlighting some of the important information for the week. These outlines are intended to be used as only a guide for your studies and therefore, should not be used in lieu of reading the course material.

Additional Information

Student Progress

You should regularly check the course Blackboard site to see the status of your current academic standing in the course. As you complete assignments, your earned grade will soon be entered into the Blackboard grade book. You will then be able to monitor the points per assignment you have earned but also your current overall class grade at that point in time.

Participation

The course will revolve around informed discussions of the assigned readings. I therefore, expect you to participate by asking/answering questions with an informed intellectual response in the forums provided (i.e. discussion board). We will be dealing with many controversial and sometimes upsetting issues and I hope to create a supportive environment during the course within which we can discuss and debate these issues. **Rude and disrespectful behavior in any form will NOT be tolerated – you will be asked to stop immediately and/or removed from the course.**

Non-Participation Policy

Please be advised that instructors have the right to drop students from any course due to non-participation. For information about the university's Use It or Lose It policy, please visit <http://www.registrar.eku.edu/UseIt-LoseIt> Withdraw Policy

Student withdrawing after the fifth week of class will be assessed a \$50.00 per credit hour fee for late withdraw. For information on the full withdraw policy, please visit [EKU Withdrawal Information](#)

Class Attendance and Make-Up Work

It will be the student's responsibility to complete and submit all assignments and homework on the assigned due date. Should a student fail to submit an assignment or homework for valid and approved reasons, the homework or assignment may be made-up with the Professor’s permission. If approval is not obtained then the work will be assumed to be missing and graded accordingly – i.e. assigned a 0. The decision to permit students to make-up work required in any class missed rests with the Professor.

Course Schedule and Task List

Lesson 1:

Topic: Course Orientation

- Review Course Syllabus
- Learn Course Set-Up
- Post Self Introductions and Questions to Class Lounge
- Read DeKeseredy and Schwartz “Theoretical and Definitional Issues in Violence Against Women” (Chapter 1 in Renzetti et al., *Sourcebook*).
- Read Jacquier, Johnson and Fisher “Research Methods, Measures, and Ethics” (Chapter 2 in Renzetti et al., *Sourcebook*).
- Review Lesson Outline
- Complete Discussion Board 1
- Respond to Classmate’s Discussion Board 1
- Complete Short Assignment 1
- Complete Quiz 1

Lesson 2:

Topic: Domestic and Intimate Partner Violence

- Read Basile and Black “Intimate Partner Violence Against Women” (Chapter 6 in Renzetti et al., *Sourcebook*).
- Read Sherman, L. W., & Berk, R. A. (1984). The Specific Deterrent Effects of Arrest for Domestic Assault. *American Sociological Review*, 49(2), 261-272 (On Blackboard).
- Read Miller, Iovanni and Kelley “Violence Against Women and the Criminal Justice Response” (Chapter 14 in Renzetti et al., *Sourcebook*).
- Review Lesson Outline
- Complete Discussion Board 2
- Respond to Classmate’s Discussion Board 2
- Complete Short Assignment 2
- Complete Quiz 2

Lesson 3:

Topic: Sexual harassment, sexual assault, and rape in the US.

- Read Campbell and Townsend “Defining the Scope of Sexual Violence Against Women” (Chapter 5 in Renzetti et al., *Sourcebook*).
- Read Morgan and Gruber “Sexual Harassment” (Chapter 4 Renzetti et al., *Sourcebook*).
- Read Lisak “Behind the Torment of Rape Victims Lies a Dark Fear: Reply to the Commentaries” (on Blackboard).
- Review Lesson Outline
- Complete Discussion Board 3
- Respond to Classmate’s Discussion Board 3
- Complete Short Assignment 3
- Complete Quiz 3

Lesson 4:

Topic: Violence Against Women in the media

- Read Meloy and Miller “Words that Wound: Print Media’s Presentation of Gendered Violence” (On Blackboard).
- Collins and Carmody “Deadly Love: Images of Dating Violence in the “Twilight Saga” (on Blackboard).
- Review Lesson Outline
- Complete Discussion Board 4
- Respond to Classmate’s Discussion Board 4
- Complete Short Assignment 4
- Complete Quiz 4

Lesson 5:

Topic: Stalking

- Read Spitzberg and Cupach “The state of the art of stalking: Taking stock of the emerging literature” (on Blackboard).
- Read McFarlane, Campbell and Watson, “Intimate Partner Stalking and Femicide: Urgent Implications for Women’s Safety” (On Blackboard).
- Review Lesson Outline
- Complete Discussion Board 5
- Respond to Classmate’s Discussion Board 5
- Complete Short Assignment 5
- Complete Quiz 5

Lesson 6:

Topic: Violence Against women during conflict

- Read Collins “War, violence and women: direct forms of state-perpetrated violence against women” (On Blackboard).
- Read Hynes “On the battlefield of women’s bodies: An overview of the harm of war to women” (On Blackboard).
- Review Lesson Outline
- Complete Discussion Board 6
- Respond to Classmate’s Discussion Board 6
- Complete Short Assignment 6
- Complete Quiz 6

Lesson 7:

Topic: Human Trafficking a global problem

- Logan, Walker, and Hunt. “Understanding human trafficking in the United States” (on Blackboard).
- Hoyle, Bosworth and Dempsey. “Labelling the victims of sex trafficking: Exploring the borderland between rhetoric and reality” (on Blackboard).
- Review Lesson Outline
- Complete Discussion Board 7
- Respond to Classmate’s Discussion Board 7
- Complete Short Assignment 7
- Complete Quiz 7

Lesson 8:

Topic: Controlling violence against women

- Read Goodmark “State, National, and International Legal Initiatives to Address Violence Against Women: A Survey” (Chapter 10 in Renzetti et al., *Sourcebook*).

- Read Tolman and Edlesen “Intervening With Men for Violence Prevention” (Chapter 18 Renzetti et al., *Sourcebook*).
- Review Lesson Outline
- Complete Discussion Board 8
- Complete Short Assignment 8
- Complete Final Exam

Spring 2020 8-Week Term / First Session

No. Weeks of TERM.	8
Term Start Date	01/13/20
Term End Date	03/06/20
Last day to ADD or DROP a class. Last day for 100% refund. Last day to change from P/F or Audit to GRADE.	01/16/20
Mid-Term Date: Mid-Term Grades Submission Deadline.	02/10/20
*Last day to WITHDRAW from class without a fee.	02/14/20
**Last Day to WITHDRAW from class. Withdraw fee applies.	02/23/20
Last day for 75% refund	01/20/20
Last day for 50% refund	01/23/20
Last day for 25% refund	01/26/20
Last Day to Change from Grade to AUDIT or P/F.	01/23/20

*Last day to withdraw without incurring a withdraw fee. Students should withdraw through EKUDirect.

**Last day to withdraw from a course. A \$50.00 per credit hour fee will be assessed (e.g. \$150.00 for a 3 credit hour course). Students should withdraw through EKUDirect. Please note that students choosing to withdraw from the University (all courses) do not incur this withdraw fee.

Anticipated Instructor Response Times

E-Mail or Virtual Office Communications: It is anticipated that the instructor will respond to all email and/or virtual office correspondence within 48 hours during the school week (M-F). The instructor reserves the right for a longer response time if the email is sent late on Friday afternoon, on a holiday break, or over the weekend.

Grading/Feedback: It is anticipated that timely feedback will be given during this course. While the subject matter and complexity of the assignments will dictate the response time for grading and feedback, it is anticipated that the instructor will provide feedback and scores from one to two weeks following the submission of the assignment.

Course Structure

This course is structured like others in the online program. It's organized into 8 weekly lessons. Each lesson contains a list of objectives and a list of specific tasks. Using the instructional materials in each

lesson and completing the tasks ensures that you are able to meet the objectives. The tasks for each lesson include reading assignments, discussion board posts, and written assignments.

Minimum Technical Skills Expected from Students

Students are expected to be able to use BlackBoard proficiently to access course content. Basic computer skills and knowledge of common software (browsers, word processing, etc.) are required. For assistance with these, please contact the ECU help desk at 859-622-3000.

- You must be able to access and use the Blackboard course site as well as your ECU student e-mail account during this course.
- You must have access to a high-speed Internet connection.
- You must have access to, and have basic skills in using, Microsoft Office, version 2007 or higher. If you do not have access to Microsoft Office, you may [get Office 365 Pro Plus](#) for free through your official ECU myMail account!
- You must have access to a PDF reader, such the [free Adobe Reader](#).
- You must have operable computer speakers, as such media as YouTube videos and lecture videos may be used in this course.

ECU Student Tutoring / Consultation Services

As an online student at ECU, you have access to three completely free tutoring / consultation services: Online Consultations from the Noel Studio, ECU Gurus, and SmartThinking.

1. ECU Gurus are carefully selected upperclass students who offer homework assistance in more than 25 different subjects. If you are on the ECU main campus, you may visit the Gurus in the Student Success Center. If you are off campus, they are accessible via a number of options:
 1. [ECU Student Success Center \(Gurus\) website](#)
 2. Connect via phone: 859-622-7861
 3. Connect via Twitter: [EKUGURUS](#)
2. ECU's Noel Studio for Academic Creativity provides online consultations in which a trained online consultant will work with you or your small group on any piece of communication, at any stage in the process, from brainstorming to finished product. You can connect with Noel Studio in various ways:
 1. [Noel Studio website](#)
 2. [Online Consultations page](#)
 3. [Online scheduling and consultation system](#)
 4. [Noel Studio Hours](#)
 5. [Send E-mail to Noel Studio Online Consultations](#)
 6. Noel Studio phone number: 859-622-7330
3. Smarthinking is a third-party tutoring service to which ECU Online subscribes. If you are an e-Campus student, you have access to this online service.
 1. Access Smarthinking tutors directly by selecting "Smarthinking" on the main menu of this course site.
 2. [View videos on how to use Smarthinking](#) on the Smarthinking Student Resources website.
4. Other ECU tutorial and academic support services are available on the [ECU Tutoring Services website](#).

Technical Support

It is expected of students to have an adequate working knowledge of Blackboard and personal computer. If you encounter any Blackboard related technical problems, please contact Mike Johnson at Mike.Johnson@ecu.edu

For all other technical problems such as retrieving forgotten password or email access, please contact campus IT support at 859-622-3000. Campus tech support hours and additional information can be accessed via the Help tab at the top of every page in BlackBoard.

Additional Support Options

1. ECU's Information Technology department provides support services in a number of ways:
1. [ECU's Information Technology Website](#)
2. [ECU's Information Technology Student Support Webpage](#)
3. [ECU's Information Technology on Twitter](#)
4. [ECU's Information Technology Service Desk on Facebook](#)
5. [ECU's Blackboard Student Quick Start Guide](#)
2. Blackboard provides an entire [playlist of tutorial videos for students](#).

Virtual Office

The virtual office is a place where you can post questions about the course that may be of interest to other students. I will answer these questions as promptly as possible. Also, be aware that our Instructional Designer and technical expert, Mike Johnson, will be monitoring the virtual office for any technical problems that students may have. In the case of technical problems that appear to be specific to you, email Mike at Mike.Johnson@eku.edu.

Non-Participation Policy

Please be advised that instructors have the right to drop students from any course due to non-participation. For information read the [university's Use It or Lose It policy](#)

Withdraw Policy

Student withdrawing after the fifth week of class will be assessed a \$50.00 per credit hour fee for late withdraw. For information on the full withdraw policy, please visit [ECU Withdrawal Information](#)

Academic Integrity

Students are advised that ECU's Academic Integrity Policy will be strictly enforced in this course. The Academic Integrity policy is available at <http://www.academicintegrity.eku.edu>. Questions regarding the policy may be directed to the Office of Academic Integrity.

Disability Accommodation

The University strives to make all learning experiences as accessible as possible. If you are registered with the ECU Center for Student Accessibility (CSA), please request your accommodation letter from the CSA. CSA will transmit your letter to the course instructor(s). It is recommended that you discuss the accommodations needed with your instructor(s).

If you believe you need an accommodation and are not registered with the CSA, please contact CSA in 361 Whitlock Building by email at accessibility@eku.edu or by telephone at (859) 622-2933.

A student with a "disability" may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing,

communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks and working.

Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Amendments Act (ADAAA).

Upon individual request, this syllabus can be made available in an alternative format.

Discrimination, harassment, or violence will not be tolerated at ECU.

ECU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. It also requires faculty members to report any information that may indicate that discrimination, harassment, or violence has affected any member of the University community. If you share information that indicates that you have witnessed or experienced such behavior, that information will have to be provided to University officials; consider this in choosing what information you post. If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://www.titleix.ecu.edu> for resources.

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

Part I

(Check one) ☒ New Course (Parts II, IV) ☐ Course Revision (Parts II, IV) ☐ Hybrid Course ("S," "W") ☐ New Minor (Part III) ☐ Program Suspension (Part III) ☐ Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td>School of Justice Studies</td> </tr> <tr> <td>College</td> <td>Justice and Safety</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>CPL 814</td> </tr> <tr> <td>*Course Title (full title±)</td> <td>Policing and Society</td> </tr> <tr> <td>*Program Title</td> <td></td> </tr> <tr> <td colspan="2">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td>* Provide only the information relevant to the proposal.</td> <td>± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	School of Justice Studies	College	Justice and Safety	*Course Prefix & Number	CPL 814	*Course Title (full title±)	Policing and Society	*Program Title		If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation
Department Name	School of Justice Studies														
College	Justice and Safety														
*Course Prefix & Number	CPL 814														
*Course Title (full title±)	Policing and Society														
*Program Title															
If Certificate, indicate Long-Term (University) or Short-Term (Departmental)															
* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation														

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	1-21-2021	Council on Academic Affairs	4/15/21
College Curriculum Committee	2-4-2021	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	fall 2021
Graduate Council*	2-26-2021		

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

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

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

Create a new course, CPL 814, Policing and Society

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:

This course currently exists at CRJ 814. With the requested change of the Justice, Policy & Leadership Graduate Program to the Criminal Justice Policy & Leadership Graduate Program, this course will be offered under the CPL prefix. Using the CPL prefix for all courses in the revised CPL program will create a uniform curriculum and ease the advising and graduation processes for both students and staff.

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.)

CPL 814 Policing and Society. (3) A. Theoretical, historical and comparative perspectives on policing. Critical analysis of the function of police in modern society. Credit will not be awarded to students who have credit for CRJ 814.

Part III. Recording Data for Revised or Suspended Program

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

Revised* Program Text(*Use ~~strike through~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
CPL	814	Fall 2021	BT _____ HS _____ CL _____ JS <u>X</u> ED _____ SC _____	CRJU
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>None</u>	
3	Lecture <u>2.75</u> Laboratory _____ Other _____		CIP Code (first two digits only) <u>43</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3.0	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit) Policing and Society	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page******Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

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

Course Prefix and No.

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Credit will not be awarded to students who have credit for CRJ 814.

Course Prefix and No.

Course Prefix and No.

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

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

POLICE AND SOCIETY CPL 814

PROFESSOR: Dr. Victor E. Kappeler

EMAIL: Victor.Kappeler@eku.edu

REQUIRED TEXTS

Kappeler, Victor E. (2006). *Police and Society: Touchstone Readings*, 3rd Ed. Prospect Heights, IL: Waveland Press, Inc.

SUGGESTED READINGS

Bittner, Egon (1970). *The Functions of the Police in Modern Society*. Chevy Chase, Md.: National Institute of Mental Health.

Manning, P.K. (1997). *Police Work: The Social Organization of Policing*, 2nd. Prospect Heights, IL: Waveland Press, Inc.

Skolnick, Jerome H. (1966). *Justice Without Trial: Law Enforcement in Democratic Society*. New York, NY: John Wiley and Sons.

COURSE DESCRIPTION

Theoretical, historical and comparative perspectives on policing. Critical analysis on the function of the police in modern society. Examination of various forms of police behavior, including police deviance.

There are no prerequisite courses for CPL 814.

STUDENT LEARNING OUTCOMES:

After completing this course you will be able to:

- list, describe, characterize and contrast the organizational strategy and each of the historic policing eras (essay assignment week 1, items 1, 2, 3; discussion board week 1).
- identify and assess the strengths, weaknesses and various omissions of history made in the policing era paradigm (essay assignment week 1 items 4, 5, 6; discussion board week 1; final exam question)
- critically evaluate the adequacy of traditional histories of policing (essay assignment week 2, items 1, 2, 3; discussion board week 2).
- discuss the interplay between social and institutional contexts and policing (essay assignment week 2, items 1, 4; final exam question).
- explain how class, racism, war and sexual oppression influenced the history of the police institution (essay assignment week 2, items 4, 5, 6; final exam question).
- describe and explain the police occupational mandate, how it functions and how it effects practice (essay assignments week 3, item 1; final exam question).
- argue that use of force is the core role of the police and analysis how that view of policing organizes the police institution (essay assignments week 3, items 2, 3; discussion board question week 3; final exam question).
- define order maintenance policing and describe the functions and dysfunctions that follow this role definition (essay assignments week 3, item 4, 5, 6; discussion board question week 3; final exam question).
- describe and explain how military organizational principles effects policing (week 4 essay assignment, items 1, 2; final exam question).
- characterize police culture and the police "code" (week 4 essay assignment, items 2; discussion board question week 4; final exam question).

- compare and contrast police subculture with minority subculture and analyze the conflict it produces (week 4 essay assignment, items 2, 4; discussion board question week 4; final exam question).
- describe various occupational perspective of police by organizational position and explain how those perspective determine practice (week 4 essay assignment, items 5, 6, 7; discussion board question week 3).
- describe and explain police use of force, normal force and other forms of police violence (weekly essay assignment, items 1, 2, 3, 4; discussion board question week 5; final exam question)
- describe various forms of illegal force and oppression used by police to keep order and why they are used (weekly essay assignment, items 1, 2, 5; discussion board question week 5; final exam question).
- describe and critique police ethical decision-making (weekly essay assignment, items 6, 7).
- describe the process by which police characterize people and how they make decisions (week 5 essay assignment, items 1, 3; final exam question).
- describe and explain how economic conditions effects policing (week 6 essay assignment, items 1, 2; final exam question).
- describe selected emerging trends in policing like third party policing and globalization (week 6 essay assignment, item 3, 4, 5; discussion board question week 6).
- define and critique the drama of policing and its utility to the police role (weekly essay assignment, items 1, 2).
- speculate as to the future of policing based on technological, social and economic changes (weekly essay assignment, items 3, 4, 5, 6, 7, 8; discussion board question week 7; final exam question).

SPECIAL NEEDS

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by e-mail at disabilities@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

ACADEMIC INTEGRITY POLICY

Preamble

Eastern Kentucky University is a community of shared academic values, foremost of which is a strong commitment to intellectual honesty, honorable conduct, and respect for others. In order to meet these values, students at Eastern Kentucky University are expected to adhere to the highest standards of academic integrity. These standards are embodied in the Eastern Kentucky University Academic Integrity Policy, which all students shall pledge to uphold by signing the Eastern Kentucky University Honor Code. By honoring and enforcing this Academic Integrity Policy, the University community affirms that it does not tolerate academic dishonesty.

Academic Dishonesty Defined

Academic integrity is a fundamental value for the Eastern Kentucky University community of students, faculty, and staff. It should be clearly understood that incidents of academic dishonesty will have serious consequences. Anyone who knowingly assists in any form of academic dishonesty shall be considered as responsible as the student who accepts such assistance and shall be subject to the same sanctions. Academic dishonesty can occur in different forms, some of which include cheating, plagiarism, and fabrication.

Plagiarism

Plagiarism occurs when a student represents work taken from another source as his/her own. It is imperative that a student gives credit to information, words, ideas, and images that are integrated into his/her own work. Acknowledgement of a source of information in any form should consist of complete, accurate, and specific references and, if verbatim statements are included, quotation marks as well.

Examples of plagiarism include, but are not limited to:

- * Using words, ideas, or images from another source (including the Internet); whether in quotation marks or not, without giving credit to that source in the form of a bibliographic citation;
- * Using facts, statistics, or other supporting materials that are not clearly common knowledge without acknowledgment of the source.

Cheating

Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he/she has mastered information on an academic exercise. Cheating includes, but is not limited to:

- * Giving or receiving assistance not authorized by the instructor or University representative;
- * Participating in unauthorized collaboration on an academic exercise;
- * Using unapproved or misusing electronic devices or aids during an academic exercise.

Fabrication

Fabrication is a form of deception and occurs when a student misrepresents written or verbal information in an academic exercise. Fabrication includes, but is not limited to:

- * Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials;
- * Listing sources in a bibliography not directly used in the academic exercise;
- * Submission in a paper, thesis, lab report, practicum log, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence;
- * Submitting as your own any academic exercise (verbal, written, electronic, or artistic work) prepared totally or in part by another person.

COURSE REQUIREMENTS

Examinations

One examination will be given during the semester, the last week of the class. This examination will consist of a single essay question. The examination will constitute 1/2 of the student's final grade for the course. Students who do not take and pass the examination will be assigned the grade of "F" for the course. In cases of failure on the exam the numerical value assigned to it will be "0." Students must secure, in writing, permission for any deviation from this requirement.

Written Response Assignments

The student is expected to complete a very focused response paper on each of the weekly blocks of instruction. Thus, there will be seven written response papers for the class.

Each paper is to be independently written by the student. Failure to following this requirement will be deemed academic dishonest. The response papers will constitute 1/4 of the student's final grade for the class. Students who do not complete all response papers will be assigned the grade of "F" for the course. In cases of failure to complete papers the numerical value assigned to an "F" is "0." Students must secure, in writing, permission for any deviation from these requirements.

Assignments are to be submitted through the safe assignment section of blackboard. Assignments can be written directly in blackboard in the space provided after you click on the assignment link or by attaching a file to the assignment link. If a file attachment is used it must be a MS Word file or end with the suffix .doc no other formats will be accepted.

Each paper is to be independently written by the student. Failure to following this requirement will be deemed academic dishonesty. IT IS NOT SUFFICIENT TO COPY OR merely PARAPHRASE THE ARTICLES or the notes that appear in the course documents section of Blackboard you MUST demonstrate your knowledge of the material in your response paper and formulate that knowledge in your own words.

Each assignment will not exceed four pages in length, will address the requires below, and will be presented in the following format:

Title of the Article

Author(s) names

Submitted by (your name)

1. Thesis Statement

In a single paragraph identify the central thesis of the articles in the week of instruction. This many take the form of a question, an issue, or an assertion by the author that runs through the entire text of the article. You are to strive for the most concise, yet accurate, thesis statement you can construct that captures the essence of the argument. Both aspects of your restatement of the author's thesis are equally importance.

2. Argument and Support

In a series of bulleted and complete sentences, list the various arguments made by the authors in support of the central thesis. A line of argument or assertion differs from the thesis statement in that it is narrower and can be framed in the form of an assertion, an event, a research point, or a decided issue. A line of argument logically flows from the thesis statement and points, through support, to the conclusion.

3. Conclusions

In a single concise paragraph identify the central conclusion of the article and the extent to which it is a valid conclusion. The conclusion is the answer the author gives to the central question or thesis statement raised in the article. The conclusions validity is determined by inspection of the sum of the lines of argument and the extent to which they support or point to the conclusion made by the author.

4. Implications

In a single concise paragraph identify the consequences of the author's conclusion. What questions or issues remain? What new issues are raised by the conclusion? What are the implications for the police and society based on this conclusion?

NO ASSIGNMENTS WILL BE ACCEPTED AFTER DECEMBER 4, 2020 UNDER ANY CIRCUMSTANCE! ALL ASSIGNMENTS MUST BE SUBMITTED THROUGH THE BLACKBOARD SYSTEM

Preparation and Participation on Discussion Board

The student is expected to be prepared before coming to class and demonstrate that preparation. Preparation refers to completing ALL readings before coming to class with enough comprehension to

contribute to an intelligent discussion (see reading list below). Participation refers to the quality of the contribution the student makes to the class discussion (on discussion board). Students will be expected to serve as facilitators of all readings and will be graded on the quality of their facilitation.

Toward these ends 1/4 of the student's final grade for this portion of the course will be based on preparation and participation. Students who either do not adequately prepare for class or fail to engage in quality participation on the discussion board will be assigned the grade of "F" the course. In cases of failure to participate the numerical value assigned to an "F" is "0." Students must secure, in writing, permission for any deviation from these requirements.

Every effort will be made by the professor to maintain a class atmosphere conducive to learning and the free exchange of ideas. Since learning is an interactive process of communication between faculty and students, each student is expected to participate in this process. This class is being taught as a seminar, and it is my expectation that we will conduct the class sessions as true seminars. This expectation carries with it the following assumptions:

- a. All students will have completed the readings prior to the scheduled class meetings;
- b. All students will be prepared to participate in an informed discussion of issues raised in and about the assigned reading materials;
- c. All students will be able to critically analyze the reading assignments and will contribute original thoughts and ideas about the subject matter under discussion; and
- d. All participants in the seminar will respect opinions and ideas expressed by others and will, in no way, discourage open conversation and the sharing of ideas.

The "bottom line" to be drawn from all of the above is that we are all expected to be active participants in the learning process through discussion and as such respect the opinions of one another.

ATTENDANCE

Students are expected to attend all sessions in their entirety, this means frequent participation in the discussion board sessions. Missing substantial portions of the course (generally more than one, discussion board session) without permission will result in the student be assigned the grade of "F" for the course. Missing substantial portions of the course will result in the student be assigned the grade of "F" for the course. An "F" will carry with it the numerical value of "0."

GRADING SCALE

A = 100-94

B = 93-84

C = 83-74

D = 73-64

F = any score below 64 on any aspect of the course.

Fall 2020 8-Week Term / Second Session

No. Weeks of TERM.	8
Term Start Date	10/12/20
Term End Date	12/05/20
Last day to ADD or DROP a class. <i>Last day for 100% refund. Last day to change from P/F or Audit to GRADE.</i>	10/17/20
Mid-Term Date: <i>Mid-Term Grades Submission Deadline.</i>	11/16/20

*Last day to WITHDRAW from class without a fee.	11/20/20
**Last Day to WITHDRAW from class. <i>Withdraw fee applies.</i>	11/24/20
Last day for 100% refund	10/21/20
Last day for 50% refund	10/24/20
Last day for 25% refund	10/27/20
Last Day to Change from Grade to AUDIT or P/F.	10/23/20

*Last day to withdraw without incurring a \$50.00 per credit hour withdrawal fee. Students should withdraw through EKUDirect.

**Last day to withdraw from a course. A \$50.00 per credit hour fee will be assessed (e.g. \$150.00 for a 3 credit hour course). Students should withdraw through EKUDirect. Please note that students choosing to withdraw from the University (all courses) do not incur this withdrawal fee.

Anticipated Instructor Response Times

E-Mail or Virtual Office Communications: It is anticipated that the instructor will respond to all email and/or virtual office correspondence within 48 hours during the school week (M-F). The instructor reserves the right for a longer response time if the email is sent late on Friday afternoon, on a holiday break, or over the weekend.

Grading/Feedback: It is anticipated that timely feedback will be given during this course. While the subject matter and complexity of the assignments will dictate the response time for grading and feedback, it is anticipated that the instructor will provide feedback and scores from one to two weeks following the submission of the assignment.

Course Structure

This course is structured like others in the online program. It's organized into 8 weekly lessons. Each lesson contains a list of objectives and a list of specific tasks. Using the instructional materials in each lesson and completing the tasks ensures that you are able to meet the objectives. The tasks for each lesson include reading assignments, discussion board posts, and written assignments.

Minimum Technical Skills Expected from Students

Students are expected to be able to use BlackBoard proficiently to access course content. Basic computer skills and knowledge of common software (browsers, word processing, etc.) are required. For assistance with these, please contact the ECU help desk at 859-622-3000.

- You must be able to access and use the Blackboard course site as well as your ECU student e-mail account during this course.
- You must have access to a high-speed Internet connection.

- You must have access to, and have basic skills in using, Microsoft Office, version 2007 or higher. If you do not have access to Microsoft Office, you may [get Office 365 Pro Plus](#) for free through your official ECU myMail account!
- You must have access to a PDF reader, such the [free Adobe Reader](#).
- You must have operable computer speakers, as such media as YouTube videos and lecture videos may be used in this course.

ECU Student Tutoring / Consultation Services

As an online student at ECU, you have access to three completely free tutoring / consultation services: Online Consultations from the Noel Studio, ECU Gurus, and SmartThinking.

1. ECU Gurus are carefully selected upperclass students who offer homework assistance in more than 25 different subjects. If you are on the ECU main campus, you may visit the Gurus in the Student Success Center. If you are off campus, they are accessible via a number of options:
 1. [ECU Student Success Center \(Gurus\) website](#)
 2. Connect via phone: 859-622-7861
 3. Connect via Twitter: [EKUGURUS](#)
2. ECU's Noel Studio for Academic Creativity provides online consultations in which a trained online consultant will work with you or your small group on any piece of communication, at any stage in the process, from brainstorming to finished product. You can connect with Noel Studio in various ways:
 1. [Noel Studio website](#)
 2. [Online Consultations page](#)
 3. [Online scheduling and consultation system](#)
 4. [Noel Studio Hours](#)
 5. [Send E-mail to Noel Studio Online Consultations](#)
3. Noel Studio phone number: 859-622-7330
3. Smarthinking is a third-party tutoring service to which ECU Online subscribes. If you are an e-Campus student, you have access to this online service.
 1. Access Smarthinking tutors directly by selecting "Smarthinking" on the main menu of this course site.
 2. [View videos on how to use Smarthinking](#) on the Smarthinking Student Resources website.
4. Other ECU tutorial and academic support services are available on the [ECU Tutoring Services website](#).

Technical Support

It is expected of students to have an adequate working knowledge of Blackboard and personal computer. If you encounter any Blackboard related technical problems, please contact Mike Johnson at Mike.Johnson@ecu.edu

For all other technical problems such as retrieving forgotten password or email access, please contact campus IT support at 859-622-3000. Campus tech support hours and additional information can be accessed via the Help tab at the top of every page in BlackBoard.

Additional Support Options

1. ECU's Information Technology department provides support services in a number of ways:
 1. [ECU's Information Technology Website](#)
 2. [ECU's Information Technology Student Support Webpage](#)
 3. [ECU's Information Technology on Twitter](#)
 4. [ECU's Information Technology Service Desk on Facebook](#)
 5. [ECU's Blackboard Student Quick Start Guide](#)
2. Blackboard provides an entire [playlist of tutorial videos for students](#).

Virtual Office

The virtual office is a place where you can post questions about the course that may be of interest to other students. I will answer these questions as promptly as possible. Also, be aware that our Instructional Designer and technical expert, Mike Johnson, will be monitoring the virtual office for any technical problems that students may have. In the case of technical problems that appear to be specific to you, email Mike at Mike.Johnson@eku.edu.

Non-Participation Policy

Please be advised that instructors have the right to drop students from any course due to non-participation. For information read the [university's Use It or Lose It policy](#)

Withdraw Policy

Student withdrawing after the fifth week of class will be assessed a \$50.00 per credit hour fee for late withdraw. For information on the full withdraw policy, please visit [EKU Withdrawal Information](#)

Syllabus Statements

Please visit [Syllabus Statements \(2020-2021 Academic Year\)](#) to read the following policies:

- Accessibility Accommodation Statement
- Academic Integrity Statement
- Discrimination and Harassment, Title IX, and Prevention Statement

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

Part I

(Check one) ☒ New Course (Parts II, IV) ☐ Course Revision (Parts II, IV) ☐ Hybrid Course ("S," "W") ☐ New Minor (Part III) ☐ Program Suspension (Part III) ☐ Program Revision (Part III)	<table style="width: 100%;"> <tr> <td style="width: 50%;">Department Name</td> <td>School of Justice Studies</td> </tr> <tr> <td>College</td> <td>Justice and Safety</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>CPL 864</td> </tr> <tr> <td>*Course Title (full title±)</td> <td>Comparative & International Policing</td> </tr> <tr> <td>*Program Title</td> <td></td> </tr> <tr> <td colspan="2">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td>* Provide only the information relevant to the proposal.</td> <td>± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	School of Justice Studies	College	Justice and Safety	*Course Prefix & Number	CPL 864	*Course Title (full title±)	Comparative & International Policing	*Program Title		If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation
Department Name	School of Justice Studies														
College	Justice and Safety														
*Course Prefix & Number	CPL 864														
*Course Title (full title±)	Comparative & International Policing														
*Program Title															
If Certificate, indicate Long-Term (University) or Short-Term (Departmental)															
* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation														

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	1-21-2021	Council on Academic Affairs	4/15/21
College Curriculum Committee	2-4-2021	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	FALL 2021
Graduate Council*	2-26-2021		

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

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

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

Create a new course, CPL 864, Comparative & International Policing

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:

This course currently exists at CRJ 864. With the requested change of the Justice, Policy & Leadership Graduate Program to the Criminal Justice Policy & Leadership Graduate Program, this course will be offered under the CPL prefix. Using the CPL prefix for all courses in the revised CPL program will create a uniform curriculum and ease the advising and graduation processes for both students and staff.

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.)

CPL 864 Comparative & International Policing. (3) A. Examination of comparative and international policing focusing on the structure and processes of systems in other nations, their relative successes, failures, and effects on the world environment. Credit will not be awarded to students who have credit for CRJ 802.

Part III. Recording Data for Revised or Suspended Program

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

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
CPL	864	Fall 2021	BT _____ HS _____ CL _____ JS <u>X</u> ED _____ SC _____	CRJU
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>None</u>	
3	Lecture <u>2.75</u> Laboratory _____ Other _____		CIP Code (first two digits only) <u>43</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3.0	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit) Comparative & Intl Policing	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page******Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

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

Course Prefix and No.

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Credit will not be awarded to students who have credit for CRJ 802.

Course Prefix and No.

Course Prefix and No.

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

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

CPL 864: COMPARATIVE AND INTERNATIONAL POLICING**INSTRUCTOR**

Bill McClanahan

bill.mcclanahan@eku.edu

TEXTS

Haberfeld, M. R. & Ibrahim Cerrah (Eds.) (2008) *Comparative Policing*. Los Angeles: Sage Publications. Full-text copies or links to all required readings (except texts) are located in the COURSE DOCUMENTS section of BLACKBOARD

COURSE DESCRIPTION

In line with the growing trend in comparative criminological literature and in comparative political science, it seems essential to better understand the complex phenomena of both divergence and convergence concerning the evolution of criminal and policing policies, judiciary and police forces organization, their practices.

On the one hand, diffusion of alike concepts of policing, similar demographic trends in large cities, including minority segregation and finally the challenge of more global threats contribute to support convergence. On the other hand, some long standing organizational features embedded in national patterns, historical trajectories, and contrasting institutional settings and deep-seated professional cultures may favor divergent evolutions of police criminal justice systems.

To face these analytical challenges, we think necessary to learn from existing comparative research, to improve the comparative studies of policing through better conceptualization of what are criminal justice organizations (their mandates, functions, organization, sources of legitimacy) as well as of what are the notions used for describing the social and political environment of the police. Open to concrete ongoing or recent comparative studies of policing (including various aspects: police and minorities, managerialism, participation by the public) and other criminal justice organizations, as well as of theoretical approach of police systems and of historical development of police forces, this class will tackle the theoretical and methodological stemming from comparative study. Despite many similarities, the institutional arrangements, the number of organizational levels within the police, and the systems of governance vary significantly from country to country. While police systems in some countries are organized predominantly on a national scale, other countries use more regional and local organizational forms, depending on the system of democratic accountability.

However, in no country the organization and the governance structure of the police are simple. In no country there exist an exclusively national or local or regional police. Complexity is a common hallmark of police systems in Western democratic countries. In all countries, there are correction mechanisms to ensure that police are not entirely exclusive nationally or locally. Even a centralized police system (Denmark) will in one way or another have to serve its citizens and take the locality into account. A locally oriented police system (Belgium) has in one way or another to ensure adequate coordination between areas and opportunities for up scaling and space for specialized work to ensure.

There are no prerequisite courses for CPL 864.

PURPOSE OF COURSE

In developing the Master of Science program in Justice Policy and Leadership, department faculty reviewed the occupational profiles of numerous jobs in the field of justice and related areas. This process resulted in the identification of a set of competencies deemed to constitute essential knowledge and skills. Graduates of the program are expected to use analytical and critical thinking to demonstrate proficiency in the following areas:

1. Written and oral communication and computer literacy;
2. The application of problem solving to evaluating and synthesizing information;
3. Comprehension of the justice field (including the historical, theoretical, and legal foundations of the field; methods of gathering and analyzing information for research purposes; and the major bases of literature), and;
4. Organizational skills and professional leadership.

COURSE STRUCTURE

This course is structured like others in the online program. It's organized into 8 weekly lessons (modules). Each lesson contains a list of objectives and a list of specific tasks. Using the instructional materials in each lesson and completing the tasks (learning activities) ensures that you are able to meet the objectives. The tasks for each lesson include reading assignments, discussion board posts, and written assignments.

STUDENT LEARNING OUTCOMES

After completing this course, the student will demonstrate the ability to:

1. Understand the importance and structure of comparing police systems of other nations in a variety of areas.
2. Demonstrate an understanding of the history of policing internationally through on-line participation and written assignments.
3. Students will be able to comprehend and evaluate both national and international systems of control for both adults and juveniles
4. Demonstrate through course assignments that they can analyze and critically evaluate the ideas, arguments, and points of view found in the study of policing and society in comparative perspective
5. Discuss the purpose of studying the justice systems of other nations and regions
6. Define key terms in comparative criminal justice
7. Distinguish norms and values particular to the criminal justice environment of the United States and discuss how they impact transnational and international justice issues
8. Classify the various types of police structures
9. Evaluate the problem of police corruption in different countries Identify the various international law enforcement agencies and cooperatives
10. Research, evaluate, and present a case study on an international/comparative police issue

GRADING

Final grades will be assessed from the following:

Weekly Assignments (50%): During this semester on a weekly basis, you will be asked to answer several questions provided by the instructor relating to the reading assignments. These will be submitted to me via e-mail attachments. Please limit your response to each question to 250 words (1 page).

Final Paper (40%): Please see possible topics at the bottom of this syllabus. More details will be provided by the third week of class

Weekly Discussions (10%): Each of you will be graded on the extent of your participation during the weekly discussion board sessions. While this is very subjective on my part, if I see that you are deficient in your contributions, I will immediately appraise you of same.

ACADEMIC HONESTY

All students at Eastern Kentucky University are expected to pursue their studies with honesty and integrity. Any student found to deviate from this and engage in dishonest academic practices including, but not limited to, cheating, plagiarism, and other similar behaviors, will be subject to disciplinary action. This action may include a failing grade on the assignment in question, or dismissal (with an F) from the class.

Plagiarism is defined as follows: “. . . the act of presenting ideas, words, or organization of a source (published or not) as if they were one's own, without acknowledgment of the source. Since university instructors assume material presented by students is their own unless otherwise indicated, all quoted material must be in quotation marks, and all paraphrases, quotations, significant ideas, and organization must be acknowledged by footnotes or by some other form of documentation acceptable to the instructor for the course. Plagiarism also includes presenting material which was composed or revised by any person other than the student who submits it, as well as the deliberate falsification of footnotes. The use of the term "material" refers to work in any form including written, oral, or electronic (as in the case of computer files).”

Cheating is defined as follows: “. . . includes buying, stealing, or otherwise fraudulently obtaining copies of examinations or assignments for the purpose of improving one's academic standing. During examinations, it includes receiving information from others and referring to unauthorized notes or other unauthorized information. In addition, copying from others, either during examinations or in the preparation of homework assignments, is a form of cheating.”

PARTICIPATION

Given the fact that this is a graduate-level on-line class, active participation is required and will be assessed regularly. During the semester, two (2) late or missing assignments may result in your final grade being lowered one letter. If three or more (3) are late or missing during the semester you will fail the course. In a class such as this, participation in the discussion boards and turning in the weekly questions in a timely manner is extremely important, and you are expected to be prepared and to contribute to the weekly discussion boards. Please feel free to express yourself and your ideas/opinions at any time, showing courtesy, respect and support for your fellow classmates and the instructor.

METHODS OF INSTRUCTION

The primary methods of instruction will consist of self-paced reading of the course reading materials, class discussion on the discussion boards, and your completion of the weekly assignments.

COURSE REQUIREMENTS

On-line participation is required. Complete weekly reading and written assignments by the date specified.

1. Adhere to professional standards regarding online class behavior. It is expected that everyone will demonstrate respect and proper classroom and online etiquette. Please remember that some of the students will have a lot of experience in the field, while others are just "starting out."
2. Reliable Internet Access - Due to the technology used in this course (e.g., email, Blackboard), all students should have reliable internet access.
3. ECU Email Address - Every student enrolled at Eastern Kentucky University is assigned an email address. This email address is your official connection to the ECU community. At times, it will serve as a vehicle for communication for this course. Thus, it is necessary for you to familiarize yourself with the functions of the campus email system.
4. Blackboard - It is important to become familiar with the operations and functions of this program, as all coursework will be completed via the class Blackboard site. If you encounter any computer or Blackboard related problems, please contact Mike Johnson at mike.johnson@eku.edu
5. Word Processing - Please submit any documents in Microsoft Word (.doc or .docx) or Rich Text Format (.rtf).

VIRTUAL OFFICE

The virtual office is a place where you can post questions about the course that may be of interest to other students. I will answer these questions as promptly as possible. Also, be aware that our Instructional Designer and technical expert, Mike Johnson, will be monitoring the virtual office for any technical problems that students may have. In the case of technical problems that appear to be specific to you, email Mike at Mike.Johnson@eku.edu.

DISCUSSION BOARD

The weekly discussion boards are one component of your final grade and are an important piece of the course. The discussion area is where most class interaction will occur and where you will get to know your classmates as well as myself.

This is important to remember as we attempt to ensure that online students get the same learning experiences as classroom students. The discussion board area is our virtual classroom. Please be sure to treat it that way. It is the course component that makes this course an active learning environment. They require an extensive amount of familiarity with the course information and the application of this information to corrections. All discussion board participation will be graded based on quantity, quality, and timeliness.

Students who get the highest grades in discussion boards are very active, posting throughout the week (not just on the days that are required). Their posts incorporate the course materials/readings and they engage with the other students, asking them follow-up questions and soliciting ideas, and are encouraging to others.

Discussions will be conducted via our class Blackboard site. All students are expected to participate in and contribute to these discussions each week. Failure to do so will result in a zero for that week's discussion board grade.

Your participation in these discussions will count as 20% of your course grade. The format for grading the discussion boards is outlined below.

On the first day of the week (usually Monday) when classes are in session, a multi-faceted question will be posted that relate to that week's readings by 11:00am. Based on the contributions, I will probably post follow-up questions as well. One of the expectations of the class is that you make your first response to each discussion board question by 10:00pm Wednesday. As you will note, some of the weeks contain a large number of reading assignments and some are quite lengthy. For the most part, they should be considered for background material and need not be read in-depth. Become familiar with their structure and content because most (perhaps all!) will be invaluable in the completion of your final exam/paper.

These discussions are evaluated according to the thoughtfulness of your contributions, your ability to integrate course content into the discussion topic, timeliness, and quantity. Please note that higher marks will be given to students who post discussions throughout the week (e.g., If everybody posted in the last hour of the week, we wouldn't have much time for answers or reflection).

You will find the blackboard discussion assignments on the weekly assignment section and discussion board, which is where you will be required to post your response. Your responses will be available for all other students and the instructor to read and to respond.

For all lessons the discussion board will be open at 11:00am on Monday (or the first day of class for that week) and close at 11:00pm on Sunday (Richmond time).

DISCUSSION BOARD GRADING CRITERIA

Category	1 point	2 points	3 points	4 points
Promptness and Initiative	Does not respond to most postings; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a 24 hour period; requires occasional prompting to post	Consistently responds to postings in less than 24 hours; demonstrates good initiative
Delivery of Post	Utilizes poor spelling and grammar in most posts: posts appear 'hasty'	Errors in spelling and grammar evidenced in several posts	Few grammatical or spelling errors are noted in posts	Consistently uses grammatically correct posts with rare misspellings
Relevance of Post	Posts topics which do not relate to discussion content; makes short or	Occasionally posts off topic; most posts are short in length and offer no	Frequently posts topics that are related to discussion content; prompts	Consistently posts topics related to discussion topic; cites additional references related to topic

	irrelevant remarks	further insight into the topic	further discussion of topic	
Expression within the Post	Does not express opinions or ideas clearly; no connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Opinions and ideas are stated clearly with occasional lack of connection to topic	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic
Contribution to the Learning Community	Does not make effort to participate in learning community; seems indifferent.	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with the group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by the group; interacts freely	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic

LATE SUBMISSION POLICY

Given the truncated nature of this semester, it is important to begin working on assignments as soon as they become available. Unfortunately, however, my experience has taught me that not everyone will do this and, consequently, some students will not be able to complete their assignments by the deadline that it is due. To deal with these situations, students need to be aware of two guiding principles:

1. Assignments that are submitted after the deadline will receive a late penalty. I understand that you are all busy people, generally working full-time jobs and fitting this class into an already busy schedule. Nevertheless, so are your classmates, who have lives that are as busy (or busier) than yours. In fairness to your classmates, for every 24-hour period an assignment is late, you will receive a deduction for that assignment. If you have not turned in an assignment within 72 hours after its due date, you receive a '0' for that assignment.
2. A grade of incomplete will be given only in situations of dire emergencies, and these emergencies are generally limited to medical or military emergencies of the student or their immediate family. Again, in fairness to your classmates, all work needs to be submitted no later than the date the final paper for this course is due. Grades of incomplete will only be assigned when you have a documented military (generally involving a sudden, unannounced deployment) or medical emergency (generally involving hospitalization).

In short, plan ahead, begin early, and avoid turning in assignments later than their due date.

COURSE OUTLINE

MODULE 1: INTRODUCTION TO THE COURSE: THE COMPARATIVE METHOD
Why compare? What to compare? Globalization!

Readings:

Bayley (1992)

Bayley (2016)

Bayley – Police Typology Powerpoint

NIJ (2000)

NAO (2012)

Santillan (2012)

Estienne & Morabito (2015)

MODULE 2: THEORIES AND CROSS-NATIONAL APPLICATIONS

Readings:

Haberfeld & Cerrah - Chapter 1: "Policing Is Hard on Democracy, or Is Democracy Hard on Policing?"

Haberfeld & Cerrah - Chapter 14: "International Cooperation in Policing: A Partial Answer to the Query?"

Vargese (2000)

Ruddell & Thomas (2007)

Piatkowska (2015)

MODULE 3: POLICING - ASIA

Readings:

Haberfeld & Cerrah - Chapter 2: "The Chinese Police"

Haberfeld & Cerrah - Chapter 7: "Emergence of Modern Indian Policing: From Mansabdari to Constabulary"

<http://mha.nic.in/> (website – Indian Ministry of Home Affairs)

<http://police.gov.in/content/>

de Guzman, Melchor C. & Kornil Swaroop Kumar (2010)

Jiang, et al (2011)

MODULE 4: POLICING - THE AMERICAS

Readings:

Haberfeld & Cerrah - Chapter 3: "Neofeudal Aspects of Brazil's Public Security"

Haberfeld & Cerrah - Chapter 4: "Paths to Fairness, Effectiveness, and Democratic Policing in Mexico"

<https://www.wola.org/sites/default/files/Mexicos%20Police.pdf> (Mexico)

Haberfeld & Cerrah - Chapter 12: "Democratic Policing: The Canadian Experience"

<http://www.rcmp-grc.gc.ca/en> (Canada)

Kwak, et al (2011)

Vasquez (2012)

MODULES 5/6: POLICING - EUROPE

Readings:

Haberfeld & Cerrah - Chapter 6: "Policing the Russian Federation"

<https://en.mvd.ru/> (Russia)

Haberfeld & Cerrah - Chapter 10: The "French Police System: caught Between a Rock and a Hard Place - The Tension of Serving Both the State and the Public"

Haberfeld & Cerrah - Chapter 11: "United Kingdom: Democratic Policing: Global Change from a Democratic Perspective"

<http://content.met.police.uk/Home> (Great Britain)

Jones & van Steden (2012)

Kury, et al (2009)
 Loader (2002)
 Rogge & Vershelde (2012)
 Sotlar (2009)
 Terpstra & Trommel (2009)
 Zernova (2011)

MODULE 7: POLICING - AFRICA AND THE MIDDLE EAST

Readings:

Haberfeld & Cerrah - Chapter 5: "Postconflict Democratization of the Police: The Sierra Leone Experience"
 Habermeld & Cerrah - Chapter 8: "Democratization of Policing: The Case of the Turkish Police"
 Habermeld & Cerrah - Chapter 9: "Traditional Policing in an Area of Increasing Homeland Concerns: The Case of the Israeli Police"
https://www.police.gov.il/Eng_HomePage.aspx (Israel)
<http://mops.gov.il/english/policingeng/police/pages/default.aspx>
 Cohen & Shamai (2009)
 Strobl (2010)

MODULE 8: TRANSNATIONAL POLICING

Readings:

McGarrell (2004)
 Dalglish & Myhill (2004)
 Mobekk (2005)

Possible paper topics

Police corruption in _____

Police training in _____

Compare and contrast police _____ in _____ and _____

Gun legislation and law enforcement in the EU _____

Policing and freedom in emerging democracies

Spring 2020 8-Week Term / Second Session

No. Weeks of TERM.	8
Term Start Date	03/16/20
Term End Date	05/09/20
Last day to ADD or DROP a class. Last day for 100% refund. Last day to change from P/F or Audit to GRADE.	03/19/20
Mid-Term Date: Mid-Term Grades Submission Deadline.	04/13/20
*Last day to WITHDRAW from class without a fee.	04/17/20
**Last Day to WITHDRAW from class. Withdraw fee applies.	04/26/20
Last day for 75% refund	03/23/20
Last day for 50% refund	03/26/20

Last day for 25% refund	03/29/20
Last Day to Change from Grade to AUDIT or P/F.	03/26/20

*Last day to withdraw without incurring a withdraw fee. Students should withdraw through EKUDirect.

**Last day to withdraw from a course. A \$50.00 per credit hour fee will be assessed (e.g. \$150.00 for a 3 credit hour course). Students should withdraw through EKUDirect. Please note that students choosing to withdraw from the University (all courses) do not incur this withdraw fee.

Anticipated Instructor Response Times

E-Mail or Virtual Office Communications: It is anticipated that the instructor will respond to all email and/or virtual office correspondence within 48 hours during the school week (M-F). The instructor reserves the right for a longer response time if the email is sent late on Friday afternoon, on a holiday break, or over the weekend.

Grading/Feedback: It is anticipated that timely feedback will be given during this course. While the subject matter and complexity of the assignments will dictate the response time for grading and feedback, it is anticipated that the instructor will provide feedback and scores from one to two weeks following the submission of the assignment.

Course Structure

This course is structured like others in the online program. It's organized into 8 weekly lessons. Each lesson contains a list of objectives and a list of specific tasks. Using the instructional materials in each lesson and completing the tasks ensures that you are able to meet the objectives. The tasks for each lesson include reading assignments, discussion board posts, and written assignments.

Minimum Technical Skills Expected from Students

Students are expected to be able to use BlackBoard proficiently to access course content. Basic computer skills and knowledge of common software (browsers, word processing, etc.) are required. For assistance with these, please contact the ECU help desk at 859-622-3000.

- You must be able to access and use the Blackboard course site as well as your ECU student e-mail account during this course.
- You must have access to a high-speed Internet connection.
- You must have access to, and have basic skills in using, Microsoft Office, version 2007 or higher. If you do not have access to Microsoft Office, you may [get Office 365 Pro Plus](#) for free through your official ECU myMail account!
- You must have access to a PDF reader, such the [free Adobe Reader](#).
- You must have operable computer speakers, as such media as YouTube videos and lecture videos may be used in this course.

ECU Student Tutoring / Consultation Services

As an online student at ECU, you have access to three completely free tutoring / consultation services: Online Consultations from the Noel Studio, ECU Gurus, and SmartThinking.

1. EKU Gurus are carefully selected upperclass students who offer homework assistance in more than 25 different subjects. If you are on the EKU main campus, you may visit the Gurus in the Student Success Center. If you are off campus, they are accessible via a number of options:
 1. [EKU Student Success Center \(Gurus\) website](#)
 2. Connect via phone: 859-622-7861
 3. Connect via Twitter: [EKUGURUS](#)
2. EKU's Noel Studio for Academic Creativity provides online consultations in which a trained online consultant will work with you or your small group on any piece of communication, at any stage in the process, from brainstorming to finished product. You can connect with Noel Studio in various ways:
 1. [Noel Studio website](#)
 2. [Online Consultations page](#)
 3. [Online scheduling and consultation system](#)
 4. [Noel Studio Hours](#)
 5. [Send E-mail to Noel Studio Online Consultations](#)
 6. Noel Studio phone number: 859-622-7330
3. Smarthinking is a third-party tutoring service to which EKU Online subscribes. If you are an e-Campus student, you have access to this online service.
 1. Access Smarthinking tutors directly by selecting "Smarthinking" on the main menu of this course site.
 2. [View videos on how to use Smarthinking](#) on the Smarthinking Student Resources website.
 4. Other EKU tutorial and academic support services are available on the [EKU Tutoring Services website](#).

Technical Support

It is expected of students to have an adequate working knowledge of Blackboard and personal computer. If you encounter any Blackboard related technical problems, please contact Mike Johnson at Mike.Johnson@eku.edu

For all other technical problems such as retrieving forgotten password or email access, please contact campus IT support at 859-622-3000. Campus tech support hours and additional information can be accessed via the Help tab at the top of every page in BlackBoard.

Additional Support Options

1. EKU's Information Technology department provides support services in a number of ways:
 1. [EKU's Information Technology Website](#)
 2. [EKU's Information Technology Student Support Webpage](#)
 3. [EKU's Information Technology on Twitter](#)
 4. [EKU's Information Technology Service Desk on Facebook](#)
 5. [EKU's Blackboard Student Quick Start Guide](#)
2. Blackboard provides an entire [playlist of tutorial videos for students](#).

Virtual Office

The virtual office is a place where you can post questions about the course that may be of interest to other students. I will answer these questions as promptly as possible. Also, be aware that our Instructional Designer and technical expert, Mike Johnson, will be monitoring the virtual office for any

technical problems that students may have. In the case of technical problems that appear to be specific to you, email Mike at Mike.Johnson@eku.edu.

Non-Participation Policy

Please be advised that instructors have the right to drop students from any course due to non-participation. For information read the [university's Use It or Lose It policy](#)

Withdraw Policy

Student withdrawing after the fifth week of class will be assessed a \$50.00 per credit hour fee for late withdraw. For information on the full withdraw policy, please visit [EKU Withdrawal Information](#)

Academic Integrity

Students are advised that ECU's Academic Integrity Policy will be strictly enforced in this course. The Academic Integrity policy is available at <http://www.academicintegrity.eku.edu>. Questions regarding the policy may be directed to the Office of Academic Integrity.

Disability Accommodation

The University strives to make all learning experiences as accessible as possible. If you are registered with the ECU Center for Student Accessibility (CSA), please request your accommodation letter from the CSA. CSA will transmit your letter to the course instructor(s). It is recommended that you discuss the accommodations needed with your instructor(s).

If you believe you need an accommodation and are not registered with the CSA, please contact CSA in 361 Whitlock Building by email at accessibility@eku.edu or by telephone at (859) 622-2933.

A student with a "disability" may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks and working.

Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Amendments Act (ADAAA).

Upon individual request, this syllabus can be made available in an alternative format.

Discrimination, harassment, or violence will not be tolerated at ECU.

ECU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. It also requires faculty members to report any information that may indicate that discrimination, harassment, or violence has affected any member of the University community. If you share information that indicates that you have witnessed or experienced such behavior, that information will have to be provided to University officials; consider this in choosing what information you post. If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://www.titleix.eku.edu> for resources.

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

Part I

(Check one) ☒ New Course (Parts II, IV) ☐ Course Revision (Parts II, IV) ☐ Hybrid Course ("S," "W") ☐ New Minor (Part III) ☐ Program Suspension (Part III) ☐ Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td>School of Justice Studies</td> </tr> <tr> <td>College</td> <td>Justice and Safety</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>CPL 875</td> </tr> <tr> <td>*Course Title (full title±)</td> <td>Crime and Public Policy</td> </tr> <tr> <td>*Program Title</td> <td></td> </tr> <tr> <td colspan="2">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td>* Provide only the information relevant to the proposal.</td> <td>± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	School of Justice Studies	College	Justice and Safety	*Course Prefix & Number	CPL 875	*Course Title (full title±)	Crime and Public Policy	*Program Title		If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation
Department Name	School of Justice Studies														
College	Justice and Safety														
*Course Prefix & Number	CPL 875														
*Course Title (full title±)	Crime and Public Policy														
*Program Title															
If Certificate, indicate Long-Term (University) or Short-Term (Departmental)															
* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation														

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	1-21-2021	Council on Academic Affairs	4/15/21
College Curriculum Committee	2-4-2021	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	FALL 2021
Graduate Council*	2-26-2021		

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

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

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Create a new course, CPL 875, Crime and Public Policy 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: This course currently exists at CRJ 875. With the requested change of the Justice, Policy & Leadership Graduate Program to the Criminal Justice Policy & Leadership Graduate Program, this course will be offered under the CPL prefix. Using the CPL prefix for all courses in the revised CPL program will create a uniform curriculum and ease the advising and graduation processes for both students and staff.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None Equipment/Physical Facility Needs: None Library Resources: None	

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

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

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

CPL 875 Crime and Public Policy. (3) A. Provides an overview of factors shaping crime policy. The concept of crime, the use of law to promote social control policies, policy responses related to crime control and the efficacy of those policies will be examined. Addresses conceptualizations of the modern state and the use of state power.. Credit will not be awarded to students who have credit for CRJ 802.

Part III. Recording Data for Revised or Suspended Program

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

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
CPL	875	Fall 2021	BT _____ HS _____ CL _____ JS <u>X</u> ED _____ SC _____	CRJU
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>None</u>	
3	Lecture <u>2.75</u> Laboratory _____ Other _____		CIP Code (first two digits only) <u>43</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3.0	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit) Crime and Public Policy	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites **See definitions on following page****Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

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

Course Prefix and No.

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Credit will not be awarded to students who have credit for CRJ 802

Course Prefix and No.

Course Prefix and No.

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

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

Contact info:

Name: John J. Brent
 Office: Stratton 412A
 Office Hours: TBD
 Phone: 859-622-8152
 E-mail: John.Brent@eku.edu

**Course Information:**

CPL 875: Crime & Public Policy
 CRN: TBD
 Session: TBD
 Meeting: Online
 Room: Online

COURSE DESCRIPTION AND OBJECTIVES:

This course will focus on the nexus between place/space, crime, and mechanisms of control. Specific attention will be given to how “place” shapes individual conduct, impacts the occurrence of crime, and influences criminal justice practices and policies. In examining these areas, this class also provides an overview of the social, cultural, economic, and political aspects of place that impact crime and crime control. Therefore, this course will be interdisciplinary, pulling in research from criminal justice, criminology, critical geography, sociology, and public health. At the end of the course, students will have a working grasp of the relevant theory, empirical evidence, and policy implications in this area. At the conclusion of the course, students will be able to:

1. Discuss early and modern criminological thought about place
2. Note the critical foundations of theorizing and researching place
3. Identify the socio-spatial and cultural turn in understanding place
4. Discuss the political and economic currents that impact place
5. Note corporal places in relation to crime and mechanisms of control
6. Discuss the meaning and significance of spatial justice

REQUIRED READING:

1. All readings posted online and/or distributed in class.

COURSE EVALUATION:**Discussion Boards: 8 boards at 25 points each = 200 points**

Students are asked to (1) complete a Discussion Board post of their own (15 points) and (2) respond to another classmate's contribution (10 points) that covers material from the Lesson's respective content. Grades will reflect students' use of course material; clarity and completeness of original post and response; and organization, grammar, punctuation and spelling. Therefore, at the conclusion of reading the assigned material, students should be able to demonstrate their understanding through active participation in which clear and accurate contributions are provided. Please see each Lesson's Discussion Board for further details.

Mini-Projects: 4 projects at 25 points each = 100 points

Within each Lesson, students are to complete Mini-Projects that cover material from that Lesson's respective chapters. The purpose of these Mini-Projects is to give students a “hands-on” and “experiential-based” approach to learning the Lesson's content. Please see each Lesson's Mini-Project assignment for further details.

Article Assessment: 4 total at 25 points each = 100 points

Students are required to successfully complete article critiques. The purpose of this project is to provide students an example of published program evaluations, allow students to apply what they have learned throughout the course, and learn how to properly review and assess evaluation reports/articles. Please see course schedule and identified Lesson folders (ex: 2, 4, 6, and 8) for due dates and further information.

Research Proposal/Paper: 1 total at 100 points = 100 points

Students will turn in a final paper in the form of a research proposal or paper. That is, students will be responsible for developing a proposed research project or research paper in any area or subject of interest related to the course. Research proposals should be roughly 15 pages in length and should complete the following: clearly articulate a research problem (introduction); identify and discuss the relevant literature (literature review); overview a guiding theoretical perspective, propose a methodology for answering/examining the state research question (methodology), and discuss the impact and importance of the proposed research. Research papers should also be roughly 15 pages in length and may – among other forms - discuss the state of contemporary scholarship or debates in a field, offer a comparative look across boundaries/disciplines, or forward a new perspective on a controversial topic.

COURSE GRADING

Grades will be updated in a continuous manner so that students know where they stand in the course. Given the assignments above, grades will be based on a total of 500 points. All grades will follow the university grading system. Provided below is a grade breakdown for this course:

GRADE	PERCENTAGE	POINTS
A	90-100	450 - 500
B	80-89	400 - 449
C	70-79	350 - 399
D	60-69	300 - 349
F	0-59	0 - 299

ADDITIONAL INFORMATION:

Academic Integrity: Academic dishonesty is not acceptable. The very nature of higher education requires that students adhere to accepted standards of academic integrity. This course will value the importance of academic honesty and integrity within higher education in accordance with the University's Academic Integrity Policy. If you are unsure what constitutes academic dishonesty, please refer to the University policies regarding academic integrity:

<http://academicintegrity.eku.edu/>

Class Conduct: An important part of the learning process is interacting with your peers and instructor. For this reason, you will be expected to participate in classroom activities, small group discussions, and in-class assignments. Because the subject matter for this course can be extremely sensitive for people, the following rules for classroom participation are extremely important. First, everyone has the right to their own opinion, and as such, nobody will be criticized for voicing their opinion. As such, there will be no derogatory comments made toward any member of this class. Related, there will be no derogatory language used to describe any group of people in our society. In end, the members of this class will show respect toward all other members of the class and will not interrupt others while they are talking. Second, cell phones should be off or silenced before entering the classroom. If you bring a laptop/computer to class, it may be used for class purposes only. If you do not, you will be asked not to bring it to class sessions. Finally, if you need to leave class before it is over, please tell me at the beginning.

Student Accommodations: Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA), should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that

you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services, or if you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact ECU's Office of Equity and Inclusion, (859) 622-8020 john.dixon@eku.edu. Upon individual request, this syllabus can be made available in an alternative format.

Religious Holidays: I will make every reasonable effort allowing students to observe their religious holidays without academic penalty. In such cases, it is the obligation of the student to notify the instructor of the dates of religious holidays on which he or she will be absent. Absence from classes or examinations for religious reasons does not relieve the student of responsibility for completing required work missed. Following the necessary notification, the student should consult with the instructor to determine what appropriate alternative opportunity will be provided, allowing the student to fully complete his or her academic responsibilities.

Late assignments, make-up exams, and class absences: No make-up exams/work will be given without a university recognized excused absence or a medical emergency with documentation. If at all possible, you need to notify me of any serious problems ahead of time. If you miss a class, you are responsible for any information missed. If you miss an in-class assignment, you cannot make it up without proper documentation or written notification of participation in a university sponsored activity. All late assignments without proper documentation will receive a letter grade deduction for each day they are late.

COURSE SCHEDULE AND TASK LIST

This course is organized into 8 Lessons (linked in the tabs to the left). Each Lesson contains the content and activities to help you meet the course objectives.

Lesson 1: Opens TBD – Closes TBD

1. Review Course Syllabus
2. Learn Course Set-Up
3. Post Self Introductions and Questions to Class Lounge
4. Read Posted Articles
5. Review Article Notes
6. Complete Discussion Board 1
7. Respond to Classmate's Discussion Board 2
8. Complete Mini-Project 1
9. Work on Research Proposal as Needed

Lesson 2: Opens TBD – Closes TBD

1. Read Posted Articles
2. Review Article Notes
3. Complete Discussion Board 2
4. Respond to Classmate's Discussion Board 2
5. Complete Article Assessment 1
6. Work on Research Proposal as Needed

Lesson 3: Opens TBD – Closes TBD

1. Read Posted Articles
2. Review Article Notes
3. Complete Discussion Board 3
4. Respond to Classmate's Discussion Board 3
5. Complete Mini-Project 2
6. Work on Research Proposal as Needed

Lesson 4: Opens TBD – Closes TBD

1. Read Posted Articles
2. Review Article Notes
3. Complete Discussion Board 4
4. Respond to Classmate's Discussion Board 4
5. Complete Article Assessment 2
6. Work on Research Proposal as Needed

Lesson 5: Opens TBD – Closes TBD

1. Read Posted Articles
2. Review Article Notes
3. Complete Discussion Board 5
4. Respond to Classmate's Discussion Board 5
5. Complete Mini-Project 3
6. Work on Research Proposal as Needed

Lesson 6: Opens TBD – Closes TBD

1. Read Posted Articles
2. Review Article Notes
3. Complete Discussion Board 6
4. Respond to Classmate's Discussion Board 6
5. Complete Article Assessment 3
6. Work on Research Proposal as Needed

Lesson 7: Opens TBD – Closes TBD

1. Read Posted Articles
2. Review Article Notes
3. Complete Discussion Board 7
4. Respond to Classmate's Discussion Board 7
5. Complete Mini-Project 4
6. Work on Research Proposal as Needed

Lesson 8: Opens TBD – Closes TBD

1. Complete Discussion Board 8
2. Complete Article Assessment 4
3. Complete Research Proposal

Council on Academic Affairs Curriculum Change Form

NEW PREFIX

Applied to Multiple Courses

New Prefix: CPL

College: Justice & Safety Department: Justice Studies

Proposal Approved by: _____ <u>Date</u> _____ Departmental Committee: <u>1-21-2021</u> College Curriculum Committee: <u>2-4-2021</u> General Education Committee*: _____ Teacher Education Committee*: _____	Graduate Council* <u>2-26-2021</u> Council on Academic Affairs _____ Approved _____ Disapproved _____ *If Applicable (Type NA if not applicable.)
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Completion of A and B is required:

A. Effective Academic Year: (Example: Fall 2010/11) SPRING 2022

B. The justification for this action: In conjunction with the current Justice, Policy, & Leadership Graduate Program changing to Criminal Justice, Policy, & Leadership, the prefixes for the courses will need to change from the existing JPL/CRJ prefix to the new CPL prefix to correctly identify with the program.



Affected Courses: All courses listed below will have the new prefix applied as of the specified effective academic year and with the statement “formerly _____” in description.

Current Prefix	Number	Course Title	Comments
JPL	809	Program/Policy Evaluation & Analysis	
JPL	810	Criminological Theory for Policy & Leadership	
JPL	812	Leading w/Political, Ethical, & Emotional Intelligence	
JPL	818	Research Methods for Justice, Policy, & Leadership	
JPL	820	Trends/Issues in Juvenile Institutional/Community Corrections	
JPL	823	Topical Seminar in Justice, Policy, & Leadership	
JPL	825	Illicit Offender Networks	
JPL	826	International Responses to Juvenile & Adult Offenders	
JPL	827	Corrections & Crime Mythology	
JPL	828	Mental Health/Substance Abuse Issues in the Correctional Setting	
JPL	830	Understanding Corrections/Juvenile Justice Institutions	
JPL	835	Advanced Justice Administration & Leadership	
JPL	839	Cooperative Study in Justice, Policy, & Leadership	
JPL	840	Trends/Issues in Adult/ Institutional/Community Corrections	
JPL	850	Corrections & Juvenile Justice Interventions	
JPL	856	Law & Ethics in Dealing with Offenders	
JPL	857	Community Context of Adult/Juvenile Corrections	
JPL	878	Capstone Applied Research Project	
JPL	897	Independent Study	
CRJ	860	Advanced Organizational Theory	
CRJ	862	Race, Identity & Policing	

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

Part I

(Check one) ☐ New Course (Parts II, IV) ☐ Course Revision (Parts II, IV) ☐ Hybrid Course ("S," "W") ☐ New Minor (Part III) ☐ Program Suspension (Part III) ☒ 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.	Safety & Security Justice & Safety MS Safety, Security & Emergency Management ± If Title is longer than 30 characters see Part IV to provide abbreviation
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Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	1/28/2021	Council on Academic Affairs	4/15/21
College Curriculum Committee	2-1-2021	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	
Graduate Council*	2-26-2021		

*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: Revise the catalog entry for the MS-SSEM program. A. 2. Proposed Effective Academic Term: Fall 2021 A. 3. Effective date of suspended programs for currently enrolled students: NA	
B. The justification for this action: Revise catalog entry for corrections needed and addition of new concentrations/certificates.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA 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 ~~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.)**SCHOOL OF SAFETY, SECURITY, AND EMERGENCY MANAGEMENT****Dr. Tom Schneid, DSS Chair and Graduate Program Coordinator Stratton Building, Room 253 (859) 622-2382****MASTER OF SCIENCE (M.S.) Safety, Security, and Emergency Management CIP Code: 43.9999****I. GENERAL INFORMATION**

The School of Safety, Security, and Emergency Management offers the Master of Science degree in Safety, Security, and Emergency Management. The M.S. degree program is designed to provide students with a broad background in safety, security, and emergency management, in addition to the option for more in-depth knowledge of at least one area of Occupational Safety, Corporate Security Operations, and Emergency Management and Disaster Resilience. The program is directed to preparing students for responsible careers in safety, security, and emergency management. Students are prepared to draw logically sound conclusions, to think creatively, to communicate effectively, and to appreciate the role and responsibilities of the safety, security, and emergency management administration/professionals.

The objectives of the graduate Safety, Security, and Emergency Management program are:

1. To provide a broad-based program that affords the depth of education, the specialized skills, and the sense of creativity that will allow the graduate to practice in and contribute to the field of safety, security, and emergency management.
2. To provide an avenue for a highly mobile and marketable career to individuals wishing to pursue graduate education in the Safety, Security and Emergency Management discipline.
3. To add to the body of knowledge through scholarly activity, research, and advanced professional training.
4. To provide safety, security, and emergency management practitioners with leadership skills needed for the planning and delivery of loss prevention and safety services at the state, regional, and national levels.

II. ADMISSION REQUIREMENTS

Students seeking clear admission should hold a baccalaureate degree from an accredited institution of higher learning with a 2.5 grade point average overall. Students with an undergraduate grade point below 2.5 may be considered for Probationary Admission but are required to sit for the Graduate Record Examination (GRE) and acquire a target score in three categories: Verbal 149, Quantitative 141 and Analytical Writing 3.0. Students who have previously earned advanced degrees including, but not limited to M.S., M.A., M.B.A., J.D. or other recognized graduate degrees from an accredited university will be exempt from the GRE requirement. Applicants without an academic and/or

experiential background in a related discipline or field of study including, but not limited to: occupational safety, security, fire, homeland security, emergency management, emergency medical, insurance, and risk management may be accepted into the program with departmental approval. When deficiencies are deemed to exist, applicants may be required to satisfy all designated deficiencies prior to admission to candidacy. Students must also meet general requirements of the ECU Graduate School.

Online Learning Option - The Master of Science degree in Safety, Security and Emergency Management is offered online. The M.S. degree program also offers classes each semester online including options in Corporate Security Operations, Emergency Management and Disaster Resilience, and Occupational Safety.

III. PROGRAM REQUIREMENTS

Safety, Security, and Emergency Management**

Core Requirements.....18 hours

SSE 815, 826, 827, 833, 865, and 880.

Concentrations (choose one from the options below)

General Concentration.....12 hours

Twelve hours selected from the following: HLS 800, 810, 820, 830, 831, 835, SSE 820, 822, 824, 825, 828, 829, 830, 832, 834, 839, 841, 845, 860, 880, 890, 897.

Concentration in Emergency Management and Disaster Resilience.....12 hours

HLS 810, 830, 831, and 835.

Concentration in Corporate Security Operations 12 hours

HLS 810, 820, 850, and SSE 827.

Concentration in Occupational Safety.....12 hours

SSE 828, 832, 834, and 845.

Concentration in Construction Safety.....9 hours

SSE 832, 835, 840.

Concentration in Healthcare Safety.....9 hours

SSE 834, 866, 867.

Concentration in Safety Leadership and Management.....12 hours

SSE 815, 833, 842, 843.

Concentration in Supply Chain Safety and Security.....12 hours

HLS 820, SSE 834, 856, 857.

Exit Requirements.....3-6 hours

Choose one of the options listed in Section IV

Total Curriculum Requirements 33-36 hours

IV. EXIT REQUIREMENTS

(select one of the ~~three~~two options below):

Comprehensive Examination – Prerequisites: Candidate must have completed all core classes before scheduling to sit for the comprehensive examination. Candidate shall perform satisfactorily on the written comprehensive examination on their program of study and primarily focused on the core program requirements. SSE/HLS 800-level electives.....6 hours GRD 897C.....0 hours

Capstone Applied Research Project – Prerequisites: ~~Complete all core courses and be in the last semester of coursework prior to graduation.~~ Completion of 30 hours in MSSEM and SSE 880 or department approval. Students must earn a grade of “A” or “B” in order to satisfactorily pass the Capstone. A lower grade will result in the student being given only one additional opportunity to pass the Capstone within one year following an unsatisfactory grade. Candidates are required to satisfactorily complete applied research project (SSE 896) before they are eligible to graduate from the program. Candidates not able to complete all required research within the academic term must register for SSE 896 a (1 hour) for each term until the applied research is completed and approved.

SSE/HLS 800-level elective.....3 hours

SSE 896.....3 hours

CERTIFICATES

Persons with a baccalaureate degree from an accredited institution may earn a 12-hour non-degree graduate certificate in Emergency Management and Disaster Resilience, Corporate Security Operations, or Occupational Safety. These certificates are granted by the School of Safety, Security and Emergency Management and the College of Justice and Safety. The certificate may be completed online. Students must have a minimum GPA of 3.0 to earn the certificate. The certificate will consist of four courses for each option. Certificate courses may be applied to the M.S. degree program if the person later applies for M.S. admission

Certificate in Emergency Management and Disaster Resilience

Certificate Requirements.....12 hours

HLS 810, 830, 831, and 835.

Total Curriculum Requirements12 hours

Certificate in Corporate Security Operations

Certificate Requirements.....12 hours

HLS 810, 820, 850, and SSE 827.

Total Curriculum Requirements12 hours

Certificate in Occupational Safety

Certificate Requirements.....12 hours

SSE 828, 832, 834, and 835.

Total Curriculum Requirements12 hours

Certificate in Construction Safety

Certificate Requirements.....9 hours

SSE 832, 835, 840.

Total Curriculum Requirements9 hours

Certificate in Healthcare Safety

Certificate Requirements.....9 hours

SSE 834, 866, 867.

Total Curriculum Requirements9 hours

Certificate in Safety Leadership and Management

Certificate Requirements.....12 hours

SSE 815, 833, 842, 843.

Total Curriculum Requirements12 hours

Certificate in Supply Chain Safety and Security

Certificate Requirements.....12 hours

HLS 820, SSE 834, 856, 857.

Total Curriculum Requirements12 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 – NEW concentration/Department certificate in Construction Safety – MS SSEM

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?

Three (3) Year Plan: The four (4) certificates incorporating existing and new courses are designed to be developed and marketed by Pearson over a three (3) year period of time. This three (3) year plan is designed to permit extensive and advanced marketing of each individual certificate in advance of the individual certificate launch over a three (3) year period of time in order to attract new online graduate students into the MSSSEM program. The proposed certificates were based upon market studies conducted by Pearson and marketing of the online certificates will be exclusively marketed by Pearson in accordance with their contract with EKU. Additionally, it should be noted that over the past three (3) years, the MSSSEM program terminated fifteen (15) existing graduate courses and three (3) certificates with the “teachout” being completed in 2020 in preparation for this new three (3) year certificate initiative.

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

Correlating current MSSSEM, HLS and OSH faculty loads and schedules in addition to the faculty loads and scheduled of participating faculty from other EKU colleges, the MSSSEM faculty identified several

potential topics to be offered online within the MSSSEM program. Upon identification of potential topics, Pearson conducted several market studies which included program description, job outlook, degree conferral trends, Google search volume and competition. Utilizing this data, the four (4) proposed certificates to be developed and launched in sequence utilizing a combination of existing courses with new courses was developed with no certificate requiring more than two (2) new courses. The Return on Investment (ROI) for the initial investment for each proposed certificate will vary however all proposed certificates offer a substantial ROI. Specifically, with the online tuition at \$611.00 per credit hour (or \$1833.00 per course), the ROI for the initial investment for each proposed certificate is as follows:

Supply chain Safety and Security:	Investment - \$10K	Investment return – 5.5 students
Construction Safety:	Investment - \$10K	Investment return – 5.5 students
Healthcare Safety:	Investment - \$10K	Investment return – 5.5 students
Safety Leadership & Management:	Investment - \$10K	Investment return – 5.5 students

(Note: The initial investments would be provided over a three (3) year period or \$13,333.00 per year).

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

As noted above, a number of existing graduate courses are incorporated into the proposed certificates. Specifically focused on the proposed new courses, OSH tenured faculty Dr. Michael Schumann and Dr. Ron Dotson are slated to develop the new construction safety certificate. HLS tenured track faculty member Dr. Joanne McGlown is slated to develop the two (2) Healthcare Safety courses, DSS chair and tenured faculty member Tom Schneid and tenured faculty member Dr. Michael Schumann are slated to develop the new courses in the Safety Leadership and Management certificate and Dr. Jim Fatsinger from the College of Business is slated to develop two (2) courses in the Supply Chain Safety and Security certificate.

As to the sufficiency of faculty resources, it is anticipated that the above would develop the identified courses during the summer and winter terms. With the Supply Chain Safety & Security certificate, Dr. Fatsinger will develop the courses during the summer and only teach the two (2) 6 week courses during the summer terms. With the “teachout” of the 15 courses, use of existing courses within the proposed certificates and appropriate scheduling, no additional faculty lines will be required to support the proposed certificates.

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. New Minor, Concentration, University or Department Certificate

Costs: The proposed development costs in FY 21 to develop the certificate in Supply Chain Safety & Security would be 10K in development costs (2 courses at \$5K). The proposed development cost of the Safety Leadership and Management in 2021 would be \$10K (2 courses at \$5K). It is proposed to launch the Supply Chain certificate during the Summer, 2022, and Safety Leadership and Management during the fall, 2022.

In 2022, the proposed development cost of the certificate in Construction Safety and Healthcare Safety is 10K (2 courses) for each certificate. The Construction Safety certificate and Healthcare Safety certificate would be launched during the Spring and throughout 2023. This proposed development cost can be budgeted within current MSSSEM Online budget and should be within the FY 20-23 annual MSSSEM online budget development/re-development levels.

Return on Investment: With the online tuition for the MSSSEM online program at \$611.00 per credit hour (\$1833.00 per course), the Supply Chain and Construction Safety certificates ROI is 5.5 students per certificate, the Safety Leadership and Personnel Management certificate ROI is 5.5 students and the Healthcare Safety certificate is 5.4 students. For the four (4) certificates over a three (3) year period of time, the total ROI is 22 graduate students.

Pearson Support:

“Pearson's experience to date is that offering concentrations and certificates enhances the appeal of a degree to a broader audience and helps in scaling and/or targeting segments. In the current competitive market, offering concentrations puts the institution at the forefront of the market with respect to what the competition is offering. Any research Pearson completes ends with the statement, 'In order to fully determine the marketplace opportunity and scalability of the offering, further evaluation of the proposed structures, audiences, pricing, competition and institutional/faculty strengths is necessary'. I highlight this because while Construction Safety, Healthcare Safety, and Safety Leadership and Human Resource Management are not on the Concentration Frequency chart, this doesn't mean they would not be successful because if ECU has faculty expertise, reputation, and connections, this is justification for adding them. As noted above - adding any concentration or certificate enhances the appeal of the degree. This statement may be used as justification for refreshing the MSSSEM degree. However, Pearson can't guarantee the addition of 20-30 students if these certs are added because we don't tie marketing funds to individual certificates; they are marketed within the context of the degree”. (Support email communications from Jill Dennis, Pearson, 11-03-19).

Summary: Cutting edge certificates in new and emerging areas of the Safety, Security and Emergency Management function provides new marketing opportunities for our knowledge partner as well as creating new avenues of knowledge for our students and employers as well as additional enrollments and revenue to ECU. The proposed new certificates will refresh and reinvigorate the MSSSEM graduate program leading to increase enrollment and retention. With the discontinuation of the older certificates in 2017 which were scheduled for re-development, there would be, in essence, no new cost for the development of these new certificates over the three (3) year period of time. With a return on the initial investment of 5.5 graduate students per individual certificate, these certificates should increase online enrollment and provide a substantial return on investment for ECU.

From the Dean

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

A. New Resources. Explain.

We will split the development costs between Pearson and eCampus. In addition we will phase the roll out if budget is an issue.

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

A handwritten signature in black ink that reads "Derek J. Paulsen". The signature is written in a cursive, flowing style.

Date 1/19/2021

New Minor, Concentration, University Certificate or Department Certificate Proposal Approval Form

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- ☐ Minors, concentrations, university and department certificates can significantly add to faculty workloads.
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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 – NEW concentration/Department certificate in Healthcare Safety – MS SSEM

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?

Three (3) Year Plan: The four (4) certificates incorporating existing and new courses are designed to be developed and marketed by Pearson over a three (3) year period of time. This three (3) year plan is designed to permit extensive and advanced marketing of each individual certificate in advance of the individual certificate launch over a three (3) year period of time in order to attract new online graduate students into the MSSSEM program. The proposed certificates were based upon market studies conducted by Pearson and marketing of the online certificates will be exclusively marketed by Pearson in accordance with their contract with EKU. Additionally, it should be noted that over the past three (3) years, the MSSSEM program terminated fifteen (15) existing graduate courses and three (3) certificates with the “teachout” being completed in 2020 in preparation for this new three (3) year certificate initiative.

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

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(Note: The initial investments would be provided over a three (3) year period or \$13,333.00 per year).

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Costs: The proposed development costs in FY 21 to develop the certificate in Supply Chain Safety & Security would be 10K in development costs (2 courses at \$5K). The proposed development cost of the Safety Leadership and Management in 2021 would be \$10K (2 courses at \$5K). It is proposed to launch the Supply Chain certificate during the Summer, 2022, and Safety Leadership and Management during the fall, 2022.

In 2022, the proposed development cost of the certificate in Construction Safety and Healthcare Safety is 10K (2 courses) for each certificate. The Construction Safety certificate and Healthcare Safety certificate would be launched during the Spring and throughout 2023. This proposed development cost can be budgeted within current MSSSEM Online budget and should be within the FY 20-23 annual MSSSEM online budget development/re-development levels.

Return on Investment: With the online tuition for the MSSSEM online program at \$611.00 per credit hour (\$1833.00 per course), the Supply Chain and Construction Safety certificates ROI is 5.5 students per certificate, the Safety Leadership and Personnel Management certificate ROI is 5.5 students and the Healthcare Safety certificate is 5.4 students. For the four (4) certificates over a three (3) year period of time, the total ROI is 22 graduate students.

Pearson Support:

“Pearson's experience to date is that offering concentrations and certificates enhances the appeal of a degree to a broader audience and helps in scaling and/or targeting segments. In the current competitive market, offering concentrations puts the institution at the forefront of the market with respect to what the competition is offering. Any research Pearson completes ends with the statement, 'In order to fully determine the marketplace opportunity and scalability of the offering, further evaluation of the proposed structures, audiences, pricing, competition and institutional/faculty strengths is necessary'. I highlight this because while Construction Safety, Healthcare Safety, and Safety Leadership and Human Resource Management are not on the Concentration Frequency chart, this doesn't mean they would not be successful because if ECU has faculty expertise, reputation, and connections, this is justification for adding them. As noted above - adding any concentration or certificate enhances the appeal of the degree. This statement may be used as justification for refreshing the MSSSEM degree. However, Pearson can't guarantee the addition of 20-30 students if these certs are added because we don't tie marketing funds to individual certificates; they are marketed within the context of the degree”. (Support email communications from Jill Dennis, Pearson, 11-03-19).

Summary: Cutting edge certificates in new and emerging areas of the Safety, Security and Emergency Management function provides new marketing opportunities for our knowledge partner as well as creating new avenues of knowledge for our students and employers as well as additional enrollments and revenue to ECU. The proposed new certificates will refresh and reinvigorate the MSSSEM graduate program leading to increase enrollment and retention. With the discontinuation of the older certificates in 2017 which were scheduled for re-development, there would be, in essence, no new cost for the development of these new certificates over the three (3) year period of time. With a return on the initial investment of 5.5 graduate students per individual certificate, these certificates should increase online enrollment and provide a substantial return on investment for ECU.

From the Dean

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

A. New Resources. Explain.

We will split the development costs between Pearson and eCampus. In addition we will phase the roll out if budget is an issue.

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

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Date 1/19/2021

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 – NEW concentration/Department certificate in SAFETY LEADERSHIP AND MANAGEMENT – MS SSEM

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?

Three (3) Year Plan: The four (4) certificates incorporating existing and new courses are designed to be developed and marketed by Pearson over a three (3) year period of time. This three (3) year plan is designed to permit extensive and advanced marketing of each individual certificate in advance of the individual certificate launch over a three (3) year period of time in order to attract new online graduate students into the MSSSEM program. The proposed certificates were based upon market studies conducted by Pearson and marketing of the online certificates will be exclusively marketed by Pearson in accordance with their contract with EKU. Additionally, it should be noted that over the past three (3) years, the MSSSEM program terminated fifteen (15) existing graduate courses and three (3) certificates with the “teachout” being completed in 2020 in preparation for this new three (3) year certificate initiative.

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

Correlating current MSSSEM, HLS and OSH faculty loads and schedules in addition to the faculty loads and scheduled of participating faculty from other EKU colleges, the MSSSEM faculty identified several

potential topics to be offered online within the MSSSEM program. Upon identification of potential topics, Pearson conducted several market studies which included program description, job outlook, degree conferral trends, Google search volume and competition. Utilizing this data, the four (4) proposed certificates to be developed and launched in sequence utilizing a combination of existing courses with new courses was developed with no certificate requiring more than two (2) new courses. The Return on Investment (ROI) for the initial investment for each proposed certificate will vary however all proposed certificates offer a substantial ROI. Specifically, with the online tuition at \$611.00 per credit hour (or \$1833.00 per course), the ROI for the initial investment for each proposed certificate is as follows:

Supply chain Safety and Security:	Investment - \$10K	Investment return – 5.5 students
Construction Safety:	Investment - \$10K	Investment return – 5.5 students
Healthcare Safety:	Investment - \$10K	Investment return – 5.5 students
Safety Leadership & Management:	Investment - \$10K	Investment return – 5.5 students

(Note: The initial investments would be provided over a three (3) year period or \$13,333.00 per year).

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

As noted above, a number of existing graduate courses are incorporated into the proposed certificates. Specifically focused on the proposed new courses, OSH tenured faculty Dr. Michael Schumann and Dr. Ron Dotson are slated to develop the new construction safety certificate. HLS tenured track faculty member Dr. Joanne McGlown is slated to develop the two (2) Healthcare Safety courses, DSS chair and tenured faculty member Tom Schneid and tenured faculty member Dr. Michael Schumann are slated to develop the new courses in the Safety Leadership and Management certificate and Dr. Jim Fatsinger from the College of Business is slated to develop two (2) courses in the Supply Chain Safety and Security certificate.

As to the sufficiency of faculty resources, it is anticipated that the above would develop the identified courses during the summer and winter terms. With the Supply Chain Safety & Security certificate, Dr. Fatsinger will develop the courses during the summer and only teach the two (2) 6 week courses during the summer terms. With the “teachout” of the 15 courses, use of existing courses within the proposed certificates and appropriate scheduling, no additional faculty lines will be required to support the proposed certificates.

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. New Minor, Concentration, University or Department Certificate

Costs: The proposed development costs in FY 21 to develop the certificate in Supply Chain Safety & Security would be 10K in development costs (2 courses at \$5K). The proposed development cost of the Safety Leadership and Management in 2021 would be \$10K (2 courses at \$5K). It is proposed to launch the Supply Chain certificate during the Summer, 2022, and Safety Leadership and Management during the fall, 2022.

In 2022, the proposed development cost of the certificate in Construction Safety and Healthcare Safety is 10K (2 courses) for each certificate. The Construction Safety certificate and Healthcare Safety certificate would be launched during the Spring and throughout 2023. This proposed development cost can be budgeted within current MSSSEM Online budget and should be within the FY 20-23 annual MSSSEM online budget development/re-development levels.

Return on Investment: With the online tuition for the MSSSEM online program at \$611.00 per credit hour (\$1833.00 per course), the Supply Chain and Construction Safety certificates ROI is 5.5 students per certificate, the Safety Leadership and Personnel Management certificate ROI is 5.5 students and the Healthcare Safety certificate is 5.4 students. For the four (4) certificates over a three (3) year period of time, the total ROI is 22 graduate students.

Pearson Support:

“Pearson's experience to date is that offering concentrations and certificates enhances the appeal of a degree to a broader audience and helps in scaling and/or targeting segments. In the current competitive market, offering concentrations puts the institution at the forefront of the market with respect to what the competition is offering. Any research Pearson completes ends with the statement, 'In order to fully determine the marketplace opportunity and scalability of the offering, further evaluation of the proposed structures, audiences, pricing, competition and institutional/faculty strengths is necessary'. I highlight this because while Construction Safety, Healthcare Safety, and Safety Leadership and Human Resource Management are not on the Concentration Frequency chart, this doesn't mean they would not be successful because if ECU has faculty expertise, reputation, and connections, this is justification for adding them. As noted above - adding any concentration or certificate enhances the appeal of the degree. This statement may be used as justification for refreshing the MSSSEM degree. However, Pearson can't guarantee the addition of 20-30 students if these certs are added because we don't tie marketing funds to individual certificates; they are marketed within the context of the degree”. (Support email communications from Jill Dennis, Pearson, 11-03-19).

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From the Proposing Program – NEW concentration/Department certificate in SUPPLY CHAIN SAFETY AND SECURITY – MS SSEM

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?

Three (3) Year Plan: The four (4) certificates incorporating existing and new courses are designed to be developed and marketed by Pearson over a three (3) year period of time. This three (3) year plan is designed to permit extensive and advanced marketing of each individual certificate in advance of the individual certificate launch over a three (3) year period of time in order to attract new online graduate students into the MSSSEM program. The proposed certificates were based upon market studies conducted by Pearson and marketing of the online certificates will be exclusively marketed by Pearson in accordance with their contract with EKU. Additionally, it should be noted that over the past three (3) years, the MSSSEM program terminated fifteen (15) existing graduate courses and three (3) certificates with the “teachout” being completed in 2020 in preparation for this new three (3) year certificate initiative.

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Dean's Signature

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Date 12/19/2021

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

Part I

(Check one) ☐ New Course (Parts II, IV) ☒ Course Revision (Parts II, IV) ☐ Hybrid Course ("S," "W") ☐ New Minor (Part III) ☐ Program Suspension (Part III) ☐ Program Revision (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td>Safety and Security</td> </tr> <tr> <td>College</td> <td>Justice and Safety</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>HLS 831</td> </tr> <tr> <td>*Course Title (full title±)</td> <td>Evolution of Emergency Management</td> </tr> <tr> <td>*Program Title</td> <td></td> </tr> <tr> <td colspan="2">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td>* Provide only the information relevant to the proposal.</td> <td>± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Safety and Security	College	Justice and Safety	*Course Prefix & Number	HLS 831	*Course Title (full title±)	Evolution of Emergency Management	*Program Title		If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation
Department Name	Safety and Security														
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If Certificate, indicate Long-Term (University) or Short-Term (Departmental)															
* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation														

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	1/28/2021	Council on Academic Affairs	4/15/21
College Curriculum Committee	2-1-2021	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	SPRING 2022
Graduate Council*	2-26-2021		

*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 HLS 831 course to address consequence management associated with a broad range of disasters, including emerging infectious disease outbreaks and acts of terrorism.

A. 2. Proposed Effective Academic Term: SPRING 2022

A. 3. Effective date of suspended programs for currently enrolled students: N/A

B. The justification for this action: As part of recent program strategic planning, the ECU Homeland Security Program faculty conducted a review of the Graduate Certificate in Emergency Management and Disaster Resilience. Faculty decided to modify HLS 831 to address consequence management associated with a broad range of hazards, including emerging infectious disease outbreaks and acts of terrorism. The course will address a need in the curriculum as it relates to civil support for and the role of military in responding to a broad range of unconventional threats.

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.)

HLS 831 Unconventional Threats and Responses ~~Evolution of Emergency Management.~~ (3) A. ~~Current practice of emergency management evolved through governmental reactions to disasters that helped shape current emergency management practices, policy, administrative changes, and historical context for the changes.~~ The course addresses concepts, theories, laws and authorities, principles, programs, and requirements associated with unconventional threats to our nation that most likely would result in mass casualties and pose large-scale responses and cascading threats.

Part III. Recording Data for Revised or Suspended Program

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

Revised* Program Text(*Use ~~strike through~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
HLS	831	SPRING 2022	BT _____ HS _____ CL _____ JS <u>X</u> ED _____ SC _____	DSAS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>N/A</u>	
3	Lecture <u>X</u> Laboratory _____ Other _____		CIP Code (first two digits only) <u>43</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3 Credit Hours		FR _____ JR _____ SO _____ SR _____	
			Course Title Abbreviation:(30 character limit)	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page******Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No. N/A

Course Prefix and No. N/A

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

Course Prefix and No. N/A

Course Prefix and No. N/A

Test Scores N/A

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

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

Course Prefix and No. N/A

Test Scores N/A

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

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

Course Prefix and No. N/A

Course Prefix and No. N/A

Course Prefix and No. N/A

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

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

Instructor's Name:

Office / Phone:

E-Mail:

Class Location/Days:

Term Duration:

Student Hours:

COURSE DESCRIPTION:

The course addresses concepts, theories, laws and authorities, principles, programs, and requirements associated with unconventional threats to our nation that most likely would result in mass casualties and pose large-scale responses and cascading threats.

Medical responses and the role of the military in support of civilian emergency management are critiqued and addressed. This course applies higher-level critical thinking and reading, critical research skills, and excellence in written and oral communication.

COURSE CENTRAL QUESTION:

How does awareness of unconventional threats strengthen the ability of emergency managers in better responding to mass-casualty events, and safeguarding life and property within the United States? How do emergency management professionals conduct critical assessments of literature and media on unconventional threats?

COURSE FUNDAMENTAL AND POWERFUL CONCEPTS:

Consequence Management, Catastrophe, Unconventional Threats, Catastrophic Incidents; Weapons of Mass Destruction or CBRNE: Chemical, Biological, Radiological, Nuclear, High-Yield Explosives; Emerging Infectious Disease, Decontamination, Scene Assessment and Management, Initial Response, Public Health and Healthcare, Mass Casualty Care, Mass Fatality, Morgue, Terrorism, CSEPP, Military Role, Organizational Structures, Civil Support, Asset Provisions, Mass Evacuation, Sheltering, Unity of Command, Whole Community Approach.

STUDENT LEARNING OUTCOMES AND SCOPE:

On completion of this course, students will be able to:

1. **Compare and contrast** definitions and meanings associated with unconventional threats and responses. (Discussion Board, Quizzes, Assignments, Research Projects)
2. **Explain** the historical context underlying unconventional events and contemporary response laws, authorities, and programs.
3. **Relate** current medical and public health planning and thought to each type of unconventional event. (Discussion Boards, Assignments, Projects, Guest Lecturers)

4. **Analyze** disaster scenarios of large-scale, mass-casualty events to identify problems and alternatives for achieving preparedness and appropriate response. (Discussion Board group presentations, Assignments, Projects)
5. **Explain** and **apply** contemporary disaster management and response concepts, theories, principles, and programs. (Compare/Contrast group research and presentation, Literature Critical Reading and Assessment Project, and Media-Film Critical Viewing Project)
6. **Research** an unconventional threat topic and make inferences supported by current evidence. **Assess** emerging critical thought on selected topics and various media. (Projects)
7. **Apply** advanced critical and creative thinking, reading and viewing skills in assessing course readings and in preparation of course assignments. (Discussion Boards, all written assignments)
8. **Utilize** written and oral communication skills in developing and presenting course assignments. (Discussion Boards, Projects)

Students will engage in course content addressing emergency and disaster management in unconventional, and often unanticipated, events. The four phases of emergency management (preparedness, response, recovery and mitigation) are applied primarily at the state, regional or national levels - the **perspective** or **viewpoint**—and the broader legal and historical **contexts** underlying contemporary threats and issues facing the United States.

Since 1979, the profession of emergency management has embraced the principle of comprehensiveness, which means that “emergency managers consider and take into account all hazards, all phases, all stakeholders, and all impacts relevant to disasters.” This includes the all-hazards approach, the phases of emergency management, and the integrated emergency management system (IEMS). This course is primarily applicable to the management of large-scale disasters that may require a federal or national, multiagency and multijurisdictional response. As such, this course embraces “Whole Community” approaches to disaster management that involve a broad range of public and private sector actors. Note that many course **concepts** require students to fully integrate existing and extensive knowledge in critically assessing these unique events, and in identifying appropriate response actions. Cascading events could require varying approaches to incidents of all sizes and scales.

COURSE METHODOLOGY (STATEMENT ON APPROACH):

The Homeland Security Program leverages the *active learning approach* in courses. This course follows this learning approach that:

- Requires that students become active participants in their learning;
- Minimizes the use of lectures;
- Maximizes activities where students engage the weekly material in a cooperative learning environment; and
- Requires that students apply course concepts in critical thinking and communication assignments.

This 100% on-line course may utilize various methodologies and strategies to help students develop a comprehensive understanding of the course material. Specifically, this course will utilize a combination of mini-lectures, small group research and presentation activities, assessment and debate to enhance the quality of student learning, and lectures by subject matter experts to help students develop a comprehensive understanding of the course material. Course activities are intended to cover aspects or portions of teaching materials, but not all.

It is an EKU goal to develop informed, critical, and creative thinkers who communicate effectively. All writing assignments in this course will be conducted using the elements and standards of critical and creative thinking. An overview of the critical and creative thinking framework may be found on Blackboard.

COURSE MATERIALS AND READINGS:

Students should procure the following text:

CBRNE Consequence Management Response Force (Aug 2016). *Consequence Management: Operational Principles for Managing the Consequence of a Catastrophic Incident Involving Chemical, Biological, Radiological, Nuclear or High Yield Explosives*. CRC Press, 2e. [This is referred to as your TEXT]

Students will also select a disaster-related novel or book, and film-media from an approved list of items required to complete the two assigned Projects. An example of such a novel is:

Forstchen, William R. (2009) *One Second After*. Tom Doherty Associates, LLC; New York, NY. ISBN: 978-0-7653-5686-4.

Course Materials (SUPPLEMENTALS):

As there is yet no textbook that fulfills the expectations of this course, an extensive list of course readings, including material from the sources below, and others, will be made available in digital format on Blackboard and/or via the Internet, to provide the content for this course. These materials will help the student obtain a greater understanding of the breadth of the course concepts. A variety of scholarly works on emerging threats, reflecting current and evolving thought, will be covered. PLEASE conduct your own research, as well, to enhance your learning, as we will be covering many topics that are ever-changing.

Federal Emergency Management Agency. (2011). *A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action (FDOC 104-008-1)*. Washington, DC: U.S. Department of Homeland Security.

Federal Emergency Management Agency. AWR232: Mass Fatalities Planning and Response for Rural Communities (Aug. 2012). Rural Domestic Preparedness Consortium (Readings will be provided for you).

Federal Emergency Management Agency. AWR225: CBRNE Response for Rural First Responders. (June 2011 – with updates by instructor). Rural Domestic Preparedness Consortium. (Readings will be provided for you).

COURSE SYLLABUS/GUIDANCE:

Students are encouraged to keep a hard copy of the course syllabus/guidance in their course notes. The course syllabus/guidance explains course guidelines and methodology, assignments, and the grading criteria; additionally, it contains the course schedule, which is a good approximation of the week-by-week teaching schedule identifying many of the topics anticipated to be addressed, as well as the assigned readings and activities. As this course lends itself well to any emerging threats or actual disasters that occur during the course duration, students may be expected to incorporate current events as they occur. Assignments may be substituted to incorporate unique and unconventional events or threats. The instructor reserves the right to modify the guidelines, as needed.

The SCHEDULE provided to you in Week 1 estimates the order of topic presentations. Extensive use of Guest Lecturers and Subject Matter Experts [SMEs] in their fields, have recorded their prior presentations, and these must be viewed to obtain the most current and competent knowledge in each topic.

Check daily and read e-mails and Blackboard ANNOUNCEMENTS from the instructor as those may contain additional guidance on readings, assignments, etc., and changes to the syllabus and schedule.

COURSE CORRESPONDENCE

Instructor-student interaction is encouraged to explain concepts, elaborate on issues raised by the readings, clarify writing assignments, or for administrative matters related to the course. Please use your EKU email account and follow the general course correspondence rules listed below to contact the instructor.

1. Any online email correspondence regarding the course must include the specific course ID (**HLS 831-P**) as the first letters of the subject line.
2. The course ID (HLS 831-P) should be followed by a space and a distinctive subject and your last name (e.g., HLS 831-P Discussion Board Question 1 [or "DB Q#1"] Smith).
3. All online emails should be directed to your course Instructor/Facilitator, who will respond to any questions or concerns within 24 hours. If you still have not received a response after this time period, contact the Instructor via a different method (phone or email) for assistance.
4. You are required to use your EKU assigned email address. This will ensure that you receive all course information in a timely manner.
5. All course assignments must be submitted within Blackboard with the last name of the student in the file name. Assignments submitted as email attachments will NOT be accepted.

COURSE METHODOLOGY AND REQUIREMENTS:

This is a 100% online class offering, supported by the ECU Blackboard Learning System. The course remains designed around an active learning framework, which maximizes student interactions with the course materials. Students are expected to complete all assigned readings from the texts, and other related assigned materials, and submit assignments by the due dates reflected on the Course SCHEDULE.

Under the “Syllabus” Menu tab at the top of the page, you will find a link to the SYLLABUS, the GRADE SHEETS, and the SCHEDULE. Each of these are important to keep you on track for all assignments.

Assignments must be turned in via the Blackboard system with grades posted to the Blackboard Grade Center. All assignments that need to be completed and submitted during the course are outlined in the Course SCHEDULE provided last on the “Syllabus” menu tab on BB. Detailed guidelines are also provided for assignments, and the following provides an overview of each type course assignment and activities, with due dates. See the GRADE SHEETS for Assignments by week, the due date, and point value of each assignment.

COURSE REQUIREMENTS AND EVALUATION METHODS:

Students are expected to maintain engagement in the course regularly, participate actively in Discussion Boards and projects, and complete readings as assigned. Additionally, each student is required to successfully complete the following deliverables:

1. Virtual Introduction: See Week 1: Introductory Questions: “Who Are You?” with Reflection on a FEMA document, TEDTalk or PREPTalk media related to Wild Cards. (Week #1)
2. Three Discussion Boards (Weeks 2, 4, & 6)
3. Assignments #1 & #2: Specific Assignments, with research required. (Weeks #2 & 3)
4. Project #1: Literature Review (LitReview) with written assessment, PPT and oral presentation via Voice Thread or alternative, such as Voice-Over PPT. Also referred to as the Critical Reading Assessment. (Week # 4. Topic approval due Week #1)
5. Project #2: Film-Media assessment (also referred to as the Critical Viewing Assessment) with research paper, PPT presentation with voice-over recording. This must be of research and presentation quality suitable for competition in a juried Research Showcase. (Week #7)
6. Course Reflection Paper (Week #8)

Virtual Introduction (Week 1)

Student will earn “participation credit” for introducing themselves NO LATER THAN Sunday (MN) of Week #1 using either the VoiceThread or Voice-Over PPT, an interactive application that allows students to personalize their introductory message using both video and audio recordings. This assignment also requires responses to questions about an assigned video talk. Specific items to be included are provided in the Week #1 Course Documents folder. Completing this introductory

activity ensures the student will not be dropped from the course for failure to engage in a timely manner (see ECU's Use it or Lose It" policy); and it allows the Instructor to better assist you, and it prepares students to use the application in a later activity.

Discussion Board Forums (Weeks 2, 4, and 6)

Learning in an online course is greatly enhanced through the exchange of student ideas in the Discussion Board (DB), and it is the online modality that is used in lieu of traditional in-class discussions. There are 3 DB activities planned, and each will require you to "work ahead" to meet the goals for the due dates.

This course requires reading and assessing a large volume of material. The DB's are designed to share this load by working in small groups, with course materials divided among the individuals in the group. GROUPS WILL ORGANIZE THEIR OWN WORK. Each person will be responsible for reading a portion of the material assigned and posting a "high level" summary paper to Blackboard (the PRIMARY posting). All students will review each groups PRIMARY presentation, and post substantive replies (the REPLY) to at least TWO other PRIMARY postings (from a different group). PRIMARY postings and REPLIES must be substantive. All initial responses must include a Word Count at the end of the document. (In WORD, go to Review - and Word Count. Do NOT include References in your word counts.)

How to Submit DB postings:

Course weeks **begin on Monday and end on Sunday at 11:59pm** (except for the last week of class). For DB #1, the INITIAL postings will be due **Wednesday** at MN of Week 2, with REPLY postings submitted by **Sunday 11:59pm** of Week 2. If you fail to post your INITIAL reply by midweek: – your peers will not have time to respond to it. This also breaks the "spirit" of the Discussion Board, by giving those who choose to post late an "advantage" of either not having to conduct the required research, or simply saying 'there is nothing else to say'. The rubric is built in such a way to heavily penalize students who post late – so please plan ahead.

DB #2 and #3 require PRIMARY postings by Wednesday (MN) of the assigned week, and responses (REPLIES) to 2 classmates' from posting of a different group by **Sunday (MN)** of the assigned week. [For specific due dates, see the *ASSIGNMENTS, BY WEEK* chart posted at the bottom of the "Syllabus" menu tab on BB.]

As in a traditional class, student discussions should be conducted in a respectful, courteous manner. Failure to conduct oneself in a respectful manner in the Discussion forums will adversely affect your grade. As graded assignments, all postings and responses must be free of typographical, spelling, and grammatical errors. A DB grade, considering both the quality of the original posting and responses, will be assigned using the DB Rubric. Each student should have a minimum of 3 postings for EACH DB assignment. The DB forums are worth 60 points each, for a total of 180 maximum points or 25.7% of the course grade.

Assignments and Projects (Weeks 2, 3, 4 & 7)

Students are required to complete two small ASSIGNMENTS (Weeks 2 & 3) in the form of essays/analytical papers, and two large PROJECTS (Weeks 4 and 7). Guidelines are posted for all assignments and projects. As the larger PROJECTS will require much pre-planning, the Guidelines for each will be found under the WEEK 1 folder, as well as the folder for the week each is due.

These assignments provide students with the opportunity to apply course concepts using case studies and real-world scenarios. Historical incidents impact national, state, and local policies and priorities; they also provide cases for studying and applying disaster management concepts and strategies.

As with all assignments for this course, students will be required to demonstrate advanced critical thinking and writing skills. Specific guidelines for these assignments may be accessed via the WEEKLY LESSONS AND ASSIGNMENTS tab on Blackboard and are loaded in the appropriate Weekly folder of the week each is due. The writing ASSIGNMENTS are worth 50 points each for a total of 100 points or 14.3% of the course grade. The larger PROJECTS are worth 200 points (28.6%) each, for a total of 400 points or 57.2% of the course grade.

Project 1: Literature Assessment (Critical Reading Assessment) – Due Week #4

Students will be required to read a contemporary or classical unconventional disaster novel from the list provided, complete a critical assessment of the book (questions to be answered), and present findings in both a written report and voice-over PPT of the report using VoiceThread or the recording tool in PPT. It is suggested that you download the Guidelines for this project BEFORE you begin reading the book, as specific questions that must be answered. This project includes two components:

Area	Title	Points Possible
One	Individual: Read assigned novel.	100
	Complete the Critical Assessment Assignment (CAA) – the questions that must be answered are provided in the Guidelines	
Two	Written paper (the CAA above), with PPT and oral presentation via VoiceThread or voice-over Powerpoint	100
Total		200

Project 2: Media-Film Project (Critical Viewing Assessment) – Due Week #7

After prior approval of your proposed media by the Instructor (which is due by WEEK 2), students will be required to complete an assessment of the material. This is an individual project, and you must have **PRIOR APPROVAL OF THE INSTRUCTOR BEFORE YOU BEGIN WORK ON THIS TOPIC**. This research project includes three distinct components:

Criterion	Title	Points Possible
One	Current Assessment of the Unconventional Threat to the U.S.	50

	presented in the film	
Two	Well researched and threat specific potential Response, Preparedness, and Recovery Assessments	50
Three	Final Written Report with voice-over PPT presentation	100
Total		200

Course Reflection (Week 8)

A reflection paper is not merely a summary of the course readings or a stream of conscious “mind dump” on paper. In this course, it is an identification of how the content affects the field of study integrated with how effectively students were able to apply the content to course assignments. It is the student’s opportunity to add thoughts and analysis to what was read and experienced. Reflection papers will be due during the last week of the course and should be submitted in American Psychological Association (APA) format (7th Edition). A guidelines document outlining the requirements of the course reflection paper will be posted in the course Documents section of Blackboard. The course reflection paper is worth 20 points (2.9% of the overall course grade) and is important for enhancing our ability to improve the course.

Final Exam (mid-Week 8)

See below.

Grading

Mid-Course and Final Examination

There is no mid-course exam; however, a **Final Exam must be taken in Week 8, and passed**, to successfully pass (grade of 80 or higher) the course. The “open book” Final Exam will be based solely on the assigned readings in the class – thus, students are encouraged to read and take copious notes on each assigned reading as you work through this course.

STUDENT PROGRESS:

All grades will be posted in the Blackboard Learning Management System (www.learn.eku.edu) “My Grades” section. Students can calculate their current grade in the course using the Grade Center information and the above grade scale. Feedback will be provided on each assignment throughout the semester either electronically, or in writing.

NOTE: Blackboard is known to calculate Grade Center Scores incorrectly. It is the students’ responsibility to calculate your current grade status.

EVALUATION METHODS (DELIVERABLE SCORES):

<i>Evaluation Activity:</i>	<i>Points Possible:</i>	<i>Calculation:</i>	<i>Total Points:</i>	<i>% of Total</i>
Virtual Introduction	0	Participation	0	0

Assignments #1 & #2	50	2 X 50	100	14.3
Project #1: Literature Review (Critical Reading Assessment, or CRA)				
	200	1 X 200	200	28.6
Project #2: Film-Media Project (Critical Viewing Assessment, or CVA)				
UTSP – Criterion ONE (see pg. 8)	50	1 X 50	50	7.1
UTSP– Criterion TWO (see pg. 8)	50	1 X 50	50	7.1
UTSP – Criterion THREE (see pg. 8)	100	1 X 100	100	14.3
Discussion Boards	60	3 X 60	180	25.7
Course Reflection Paper	20	1 X 20	20	02.9
Final Exam (must pass with > or = 80)			0	0.0
POINTS POSSIBLE:			700	100%

700 points may be earned in this class. Student scores in HLS 831 will be translated into course grades as follows:

Points Earned:	Corresponding Letter Grade:	Percentage:
630 – 700	A	90 - 100 %
560 – 629	B	80 - 89 %
490 – 559	C	70 - 79 %
420 – 489	D	60 - 69 %
0 – 419	F	0 - 59 %

PROPER STYLE AND SOURCE DOCUMENTATION:

Students will be required to utilize the *American Psychological Association (APA) Publication Manual, 7th Edition*, for all assignments. In addition to the manual, APA formatting and style guidelines may be found on the following web site: <http://owl.english.purdue.edu>. Unless otherwise noted in assignment guidelines, assignments will be assessed using the HLS Research and Writing Rubric, which may be found under the Grading Rubrics menu item on Blackboard. Research for assignments may be obtained from the ECU Libraries' Homeland Security LibGuide at <http://libguides.ecu.edu/homelandsecurity> or other scholarly sources as identified by the student. Students having problems finding material for their writing assignments should consult with Ms. Heather Bierne, College of Justice & Safety Reference Librarian.

The quality of your thought and writing is held to a very high standard, and must be "graduate level" production. The instructor will **not comment on every style and source documentation error** in student written assignments. However, the instructor will comment on a few common errors and the overall quality of a written assignment's style and source documentation

compliance with appropriate references. The instructor will also make recommendations on actions the student may take based on the level of their problems in these areas.

Recommendations may include students to:

- Purchase a style manual and/or the *APA Publication Manual* and check all written work with these references.
- Make an appointment for individualized tutoring with the ECU Noel Studio for Academic Creativity (see <http://www.studio.ecu.edu>). [This Instructor is VERY committed to students utilizing the Noel Studio frequently and for all writing assignments. Note that Noel Studio is best known for expertise in MLA formatting. For APA formatting help, see the “ECU Gurus” below.]
- Utilize the SmartThinking Tutor service (access via your BB menu bar) – *insert the eCampus verbiage here to describe the service*
- Reach out for assistance from the ECU Guru in Homeland Security with basic, undergraduate level questions on all HLS topics and areas. Some Gurus also specialize in APA formatting, and provide strong assistance in this style method required in HLS.
- Request a second person proofread your written work before submission, which is strongly recommended for all students on all assignments.
- Read the written work aloud to yourself or to a peer group, which is a good way to identify obvious problems.
- Correct mistakes found by the computer’s grammar and spelling checker capabilities.

PARTICIPATION / ATTENDANCE POLICY:

This course will utilize the ECU “Use It or Lose It” program described at:

<http://www.registrar.ecu.edu/FirstDayOfAttendance/faqs/>. Students who fail to participate in the class no later than the 1st week of class may be academically dropped from the course. Any coursework due dates will be subject to the Late Policy of the class, and requires prior permission of the Instructor. If you know you will be unable to meet this expectation, you must contact the Professor (*contact information on first page of this syllabus*) **prior to the end of the 1st week of class**. Only valid excuses will be heard.

SICKNESS

During these times of CoVID, if your health prevents you from completing assignments, the Instructor will work with you, as needed, to meet your accommodation requests.

ANTICIPATED PROFESSOR RESPONSE TIMES:

E-Mail Communications: It is anticipated that the Professor will respond to all email and/or correspondence within 24 -48 hours during the school week (M-F), not including illness or unanticipated events. The Professor reserves the right for a longer response time if the email is sent on Fridays, on a holiday break, or over the weekend. **Questions may be answered on the ANNOUNCEMENTS page** to ensure all students see them.

Grading / Feedback: It is anticipated that timely feedback will be given during this course. While the subject matter and complexity of the assignments will dictate the response time for grading and feedback, it is anticipated feedback and scores will be posted within 1 week of the assignment due date/time. The Instructor will not reply to every original discussion board posting or student response, but may participate in the topic discussion. Grades will be posted in the Grade Center with comments on assignment strengths, areas for improvement, and details on why points were deducted.

Virtual Office and Class Lounge

The Virtual Office (VO) is used to post questions to the instructor about the course. Posting them here will allow others who might have similar questions to see responses. The instructor will check the Virtual Office frequently to answer questions; HOWEVER, if you require a faster response, please EMAIL the instructor. If the Instructor feels all students will benefit from your question, this will be posted in the **Announcements** page – so check it daily.

In contrast, the Class Lounge is YOUR place to get to know and socialize with classmates. The instructor will not grade information posted to the Class Lounge; it is analogous to the student center on campus - a place to socialize with other students.

LATE ASSIGNMENT SUBMISSIONS and LATE POLICY:

The late submission of assignments in this course **is not permitted** and must be always avoided unless the student encounters an emergency and/or has made prior arrangements with the Professor. **If granted, late submissions will be subject to a deduction of 10% per day, not to exceed 3 days late. After 3 days, the assignment score reverts to a zero.** There are no “options to repeat” assignments. Military service will be accepted, with documentation, in all situations. HLS faculty also work with our student athletes, as requested, due to travel dictates or illness.

OFFICIAL E-MAIL:

An official EKU e-mail account is established for each registered student, and each faculty and staff member. All university communications sent via e-mail must be sent and received in EKU e-mail accounts. Any email correspondence regarding the course **must include the specific course ID (HLS 831) as the first item in the Subject Line. The course ID should be followed by a space, your class section [HLS 831_P] and a distinctive subject (DB #1 question).**

Example: “Subject Line: HLS 831_P DB #1 directions”

CONDUCT POLICY: Students are expected at all times to act with respect towards each other and the instructor. Students are expected to be prepared, to engage in Discussion Board forums, and to participate in class activities, meeting all assignment deadlines. Disrespectful, unprofessional, and/or disruptive conduct is not permissible on Blackboard or in emails (see the Netiquette policy in the Syllabus, Policies & Administration menu items).

Material covered in this course often encourages debate among students. You can be assured that not everyone in the course will have the same opinion about ideas presented in class. Such differences in opinion are healthy, and there will be times when debate about particular ideas is

encouraged. To make sure such debates contribute to learning and a healthy learning environment, students are expected to respect the right of others in the course to have opinions that differ from their own.

A student violating the instructor's policies on conduct, as well as the student code of conduct (see <http://www.studentrights.eku.edu/student-code-conduct>) shall be subject to loss of participation points in the class and/or subject to disciplinary action according to the *EKU Handbook for Students* and the Faculty Guidelines for Dealing with Disruptive Student Behavior in Academic Settings (www.faculty911.eku.edu). ECU's Homeland Security Program is a community of shared academic values, foremost of which is a strong commitment to intellectual honesty, honorable conduct, and respect for others.

TECHNOLOGY USE

The absence of unnecessary distractions and interruptions is essential for an effective learning environment. Establish your study and workspace to allow your maximum concentration to the work at hand. If you encounter any connectivity issues, contact the IT Help Desk for assistance. Also, advise the Instructor of technology issues, while you work with the IT Help Desk to overcome these issues. Note that if you are using a MAC, you may experience a variety of issues with Blackboard. The IT Help Desk is best prepared to assist you as issues arise.

LAST DATE TO DROP THE COURSE:

Please refer to the Colonel's Compass at <http://www.eku.edu/compass/deadlines> for the current semester's add and drop dates. If you DROP the course, please let your Instructor know, as we are not notified of this by the Registrar.

TUTORING SERVICES:

There are two outstanding options for graduate students for additional assistance in this course, 1) Noel Studio and 2) SmartThinking Tutor.

Noel Studio for Academic Creativity

The Noel Studio for Academic Creativity is a free resource for the ECU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral, or **multimodal communication**, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at <http://www.studio.eku.edu/> or call 859-622-7330.

SmartThinking Tutor

Insert e-Campus verbiage here to explain the use of this service.

EKU Gurus

The ECU GURUS are carefully selected upperclassmen that offer homework assistance in over 25 different subjects. Students may schedule an appointment with a GURU for homework help needs. This can be done in person or remotely through Skype or Adobe Connect.

Connect with a Guru via:

Facebook: ECU Gurus / Twitter: EKUGURUS

Skype: eku_gurus, eku_gurusTC or eku_gurusSSB
 Phone: (859) 622.2496

ACCESSIBILITY ACCOMMODATION STATEMENT

The University strives to make all learning experiences as accessible as possible. If you are registered with the Center for Student Accessibility (CSA), please request your accommodation letters from the CSA. CSA will transmit your letter to the course instructor(s). It is recommended that you discuss the accommodations needed with your instructor(s). If you believe you need an accommodation and are not registered with the CSA, please contact CSA in 361 Whitlock Building by email at accessibility@eku.edu or by telephone at (859) 622 - 2933.

A student with a “disability” may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks and working. Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Amendments Act (ADAAA).
 Upon individual request, this syllabus can be made available in an alternative format.

ACADEMIC INTEGRITY STATEMENT

Students are advised that ECU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at the policy website – www.policies.ecu.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

For current University policies and regulations, please go to ECU's Policy Website (noted above). A few additional points about academic integrity from your professor:

- *Students are not allowed to use research papers from previous courses without instructor permission (self-plagiarism).*
- *Students are responsible for understanding the content of the ECU Academic Integrity Policy, including understanding the definitions for cheating and plagiarism. Not understanding the ECU Academic Integrity Policy cannot be used as a defense if the student is found in violation.*
- *The consequences for a violation of the ECU Academic Integrity Policy in this course will be a failing grade in the course which may lead to suspension or expulsion from the university, if the student is a repeat offender.*

Plagiarism or Self-Plagiarism

Self-plagiarism is a specific form of plagiarism, which is the equivalent to academic fraud or intellectual dishonesty. It is not permitted and must be avoided by students. Self-plagiarism is commonly described as recycling or reusing one's own specific words from previously published texts. Examples of self-plagiarism includes if you have previously submitted an assignment for a course (online or on campus), whether it was a course you successfully completed or not, you are not allowed to resubmit that exact same assignment in a different course. Even if you had to drop a course due to circumstances beyond your control, you are not allowed to resubmit previously-submitted assignments. You may, however, use small portions of a previously

submitted assignment as **part** of a new submission **but you must cite yourself for the portion of work that is copied**. Self-plagiarism is plagiarism, if you are still submitting something as your own and original, and that is not appropriate if it has been previously submitted. Assignments found to be self-plagiarized may earn a "0" and you will not have the opportunity to make it up. Please refer to the APA Manual for further guidance on this. SafeAssign© will be utilized for all written Assignments and Projects.

NON-DISCRIMINATION AND HARASSMENT, TITLE IX, AND PREVENTION STATEMENT

EKU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. The university supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires faculty members to report any information that may indicate that discrimination, harassment, or violence has affected any member of the University community. If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/> for resources. The Non-Discrimination and Harassment policy is available on the ECU policies website and questions regarding the policy may be directed to the Chief Equity Officer and Title IX Coordinator.

SENSITIVE COURSE MATERIALS:

Students should be aware that this course may contain sensitive material concerning natural and man-made disasters, violence, violations of civil liberties or other situations some students may find disturbing. Students who feel uncomfortable about reading and discussing such sensitive topics should contact the instructor.

ACCEPTANCE OF COURSE GUIDELINES:

Students acknowledge that they accept the terms of this syllabus (course agreement) and the guidelines outlined throughout. Further, students agree to follow the course schedule, guidelines and requirements that are necessary for successful completion of the course. The Professor reserves the right to alter the contents of this agreement to achieve specified course objectives. Should this occur, students will be notified in written format on the Blackboard Learning Management System.

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

Part I

(Check one)	Department Name	Safety & Security
☒ New Course (Parts II, IV)	College	Justice & Safety
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	SSE 835
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	Advanced Construction Safety
☐ New Minor (Part III)	*Program Title	
☐ Program Suspension (Part III)		
☐ 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	1/28/2021	Council on Academic Affairs	4/15/21
College Curriculum Committee	2-1-2021	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	fall 2021
Graduate Council*	2-26-2021		

*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 course – SSE 835 Advanced Construction Safety A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA
B. The justification for this action: This course is part of the replacement certificates for the 17 classes/certificates suspended in 2017 (with teach out completed at the end of 2018). This new course is part of 4 new certificates to be offered over a 3-year period within the MS-SSEM program correlating to the remaining 2 years of our contract with Pearson (2 new courses per year-online budget). Also joining with Anthropology and possibly other programs for use of this course in their curriculum. This new course strengthens our ABET accreditation application and requires no new faculty.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA

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

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

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

SSE 835 Advanced Construction Safety. (3) A. Prerequisite/co-requisite: SSE 832. A more detailed examination of 29 CFR 1926 including: PPE; Electrical; Scaffolding; Fall Protection; Cranes; Excavation; Steel Erection; Confined Spaces; and Residential Construction.

Part III. Recording Data for Revised or Suspended Program

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

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
SSE	835	Fall 2021	BT _____ HS _____ CL _____ JS <u>X</u> ED _____ SC _____	DSAS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
3	Lecture <u>X</u> Laboratory _____ Other _____		CIP Code (first two digits only) 43	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
		N	FR _____ JR _____	
1	3		SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page******Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

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

Course Prefix and No.

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

SSE 832

Test Scores

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

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

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

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

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

SSE 835 – Advanced Construction Safety

Instructor of Record

Michael Schumann , Ph.D., J.D.
 Office: Occupational Safety Lab
 Mailing Address: Stratton 250
 Email: michael.schumann@eku.edu
 Phone: (859)622-5932

Course Description

This course is the second in a series of three (3) courses on construction safety. Included in this course will be a more detailed examination of the various subparts of 29 CFR 1926 including: Personal Protective Equipment (PPE); Fire Protection; Signs, Signals & Barricades; Electrical; Tools; Scaffolding; Fall Protection; Cranes; Excavation; Concrete & Masonry; Steel Erection; Confined Spaces, Residential Construction; and Stairways & Ladders.

There is one prerequisite courses for SSE 833. It is SSE 832.

Textbook

REQUIRED:

- Hill, Darryl C. (2014). *Construction Safety Management and Engineering* (2nd Edition). Des Plaines, IL: American Society of Safety Engineers.
- OSHA Standards for the Construction Industry: 29 CFR 1926.

Required Readings

In addition to the various Federal OSHA construction standards, students will be required to read a number of guidelines and manuals created by the Federal Occupational Safety and Health Administration, and found online at www.osha.gov. Students may also read standards, guidelines and publications created by some state-plan Occupational Safety and Health agencies. Finally, students will also be assigned reading from other construction safety websites.

Students will also be assigned various articles relating to pertinent issues within construction safety.

Course Objectives

Upon completion of this course, the student will be able to:

- Analyze and apply key OSHA regulations for construction safety in the U.S. using 29 CFR 1926.
- Understand and utilize the specific terminology used in construction safety.
- Explain the relationships between OSHA's general industry and construction safety standards.
- Synthesize selected case decisions in the Mine Safety and Health Administration, MSHA.
- Apply OSHA's multi-employer worksite policy to situations involving various types of contractors and subcontractors.
- Articulate current OSHA emphasis programs and regulatory agenda for the construction industry.
- Utilize the OSHA web site for specific research projects, including the various subparts of the standards, and especially administrative appeals and interpretation letters.
- Develop a written construction safety management plan as well as policies and training to ensure OSHA compliance with applicable construction standards.
- Identify key hazards in the construction industry and develop a fundamental hazard control plan for those hazards.

Course Schedule

Week 1:

- Review of the Nature & History of OSHA
- Review of OSHA's Multi-Employer Citation Policy
- Review of the current Most Frequently Cited Construction Standards

Week 2:

- Construction Safety Management Plans, CSMP
- Fire Protection & Emergency Action Plans
- Hazard Identification, Control and Training Programs

Week 3:

- New Hire Orientation
- Pre-Task and Pre-Job Planning
- Safety Incentive Programs

Week 4:

- Advanced study of issues in Concrete & Masonry
- Advanced study of issues in Confined Spaces
- Advanced study in issues involving Excavation and Trenching

Week 5:

- Advanced study of Cranes and Rigging
- Advanced study of Steel Erection
- Advanced study of Electrical Hazards in Construction

Week 6:

- Selected issues in Scaffolding
- Selected issues in Fall Protection
- Ladder Safety in Construction

Week 7:

- Advanced study of issues in Demolition
- Traffic Control and MUTCD
- Industrial Hygiene in Construction

Week 8:

- Introduction & preparation for study of issues in SSE 834.

Course Methodology

This course is 100 % online, with students being expected to use EKU's Blackboard Learning System for all coursework. This course will consist of original-design video lectures, supplemental lectures by the current instructor of record, Blackboard discussions, audio-visual presentations, and research. Students are also expected to complete all assigned readings from the text and other related materials and be fully prepared to write short papers and discuss salient points in Discussion Boards. A selected number of students (typically no more than 20 students per section) will be assigned a facilitator to work with the individual students throughout the term. Students are encouraged to ask questions, seek assistance and guidance and to work with the facilitators throughout the course of study. Students are expected to full read all assignments, participate in discussion boards, and complete all assignments in a timely manner.

Technical Support

It is expected of students to have an adequate working knowledge of Blackboard and personal computer. If you encounter any Blackboard related technical problems, please contact Mike Johnson at Mike.Johnson@eku.edu. For all other technical problems such as retrieving forgotten password or email access, please contact campus IT support at 859-622-3000. Campus tech support hours and additional information can be accessed via the Help tab at the top of every page in BlackBoard.

Additional Support Options

1. EKU's Information Technology department provides support services in a number of ways:
 1. [EKU's Information Technology Website](#)
 2. [EKU's Information Technology Student Support Webpage](#)
 3. [EKU's Information Technology on Twitter](#)
 4. [EKU's Information Technology Service Desk on Facebook](#)
 5. [EKU's Blackboard Student Quick Start Guide](#)
2. Blackboard provides an entire [playlist of tutorial videos for students](#).

Course Correspondence Policy

- All e-mail correspondence must include the specific course ID and "ONLINE" as the first letters of the subject. Thus, in this class, use "SSE 832 ONLINE" as the first letters in the subject line.
- "SSE 832 ONLINE" should be followed by a space and a distinctive subject (e.g. SSE 832 Discussion Board Question # 1).
- Students are strongly encouraged to use their assigned e-mail address. This will ensure that students receive all course information in a timely manner. If you choose another e-mail address to receive e-mails, then it is the student's responsibility to make sure they receive all correspondence sent to them.
- All course assignments must be submitted within Blackboard. Assignments submitted as e-mail attachments will NOT be accepted.
- The assigned facilitators will make every effort to respond to all questions or concerns within 24 hours, during the working week. If students are not receiving timely responses, they should contact the Instructor of Record, IOR.

Virtual Office

This discussion forum is used to post questions to the Instructor and Instructional Designer about the course; just as a student may ask a question during a traditional, in-person class. The essence of virtual office is to allow the Instructor and/or Instructional Designer the ability to post a response that other students might also wish to see.

WHAT VIRTUAL OFFICE IS NOT: Virtual Office is not a forum through which students should ask questions that are urgent or only pertain to an issue which is personal in nature. (I.e., obtaining extensions on deadlines for extenuating circumstances.) 2) Virtual office is not the Class Lounge.

While not always possible, the instructor will make every effort to respond to virtual office posts within 24 hours. As a general practice, the instructor will check virtual office one to two times per day. Again, if students have a question that is urgent, she/he should contact the instructor or her/his facilitator by email.

Class Lounge

This discussion forum is a place to get to know your classmates. Introduce yourself and find out about others who are taking this course. Nothing in this discussion board will be graded. It is analogous to the student center on campus, a place to socialize with other students.

Student Expectations

Students are expected to complete reading assignments on time, watch on-line video lectures and vignettes each week, participate actively in on-line class discussions, complete weekly assignments and quizzes as scheduled, write a research paper, complete a course project and submit a final examination. Further details regarding course deliverables are outlined below.

Assignments and Quizzes

During each week of this course, you will be given a weekly assignment and/or quiz. There may be weeks when a more significant assignment i.e., research paper, project, etc.) is due in conjunction with a weekly quiz.

Quizzes are designed to help you reflect upon the course material and prepare you for the final examination and development of your safety management plan. They will assess both your understanding of the video lessons and required course readings. The quizzes will be located on the Assignments page in Blackboard.

Weekly assignments ask you to draft a written response to questions or prompts that: 1) require you to apply information you have obtained in the week's lecture and reading to a hypothetical fact pattern; and/or 2) ask you to think critically and answer questions concerning the subject matter. Information about each week's assignment will be posted in the applicable section of the particular week's tab.

Construction Safety Management Plan

Students will be required to develop a safety management plan for a sub-contractor construction firm. The purpose of such a plan is to direct **HOW** safety is to be managed by the sub-contractor, and the expectations for HOW safety will be managed at the worksites and projects for which the firm will have responsibility. The safety management plan should contain the following **minimal components**:

- Project Information
 - Principle Contractor Details

- Scope of Work
- Management & Leadership
- Roles and Responsibilities
- Employee Participation
- Hazard Identification and Assessment
- Standards, Codes and other Guidance
- Emergency Action Plan, EAP
 - Reporting
 - Evacuation & Escape Plans
 - Critical Operations Shutdown
 - Accountability
 - Rescue & Medical Services
 - Names/Job Titles on Contact People
- Hazard Prevention & Control
- Hazard Control
- Pre-Job and Pre-Task Planning
- Incident Investigation
 - Injury
 - Near Miss
 - Property Damage
- Education & Training
- Expectations of General Contractor
- Training
- Job Site Rules
- Specific Hazards
- Site Amenities (bathroom, drinking water, etc.)
- Program Evaluation & Improvement
- Safety Metrics
 - Lagging Indicators
 - Leading Indicators
- Policy Review
- Communication on Multiemployer Worksites
- Sub-Contractors
- Consultation with other contractors
- Disciplinary Action and Procedures
- Substance Abuse Program

Students will be provided a template for a Construction Safety Management Plan, CSMP at the beginning of class as well as a Scope of Work for one of four different sub-contractors that will be building a strip mall. This Scope of Work will help determine the resources needed for drafting the various, required elements listed above. Additionally, the instructor will post a supplemental video further explaining the purposes and expectations for the various elements of this project. This video will be posted to Blackboard. Students can pick one of four different facets of contractor work including:

- Concrete Subcontractor
- Electrical Subcontractor
- Steel Erection Subcontractor
- Site Work and Preparation Subcontractor

As this project is not a research paper, it is expected that much the content will be the students' original thought. But, as many safety management plans are the product of safety professionals analyzing other organizations' proven safety management plans, and then adapting those programs to fit their needs, students should look to resources and samples to assist them in developing their plan. To the extent necessary, students should cite references /authorities with end notes.

Students will build the CSMP during the class and will submit the final plan in Week 8.

Final Exam

Students will be required to complete a final exam that consists of essay type questions that require critical thinking and application of the concepts and information covered during the course of this term. The final exam will be posted no later than Week 8 of this course.

DUE DATE: Students must submit their final exam by the last day of class.

Discussion Board Policy / Participation

Daily interaction with your facilitator may be vital to your success in this course, especially if you are not currently working in the field of Safety, Security, or Emergency Management. Try to schedule an appropriate amount of time each day to interact with your facilitator on those issues you are having difficulty with or don't understand. You will find discussion board questions posted in Blackboard for each week. Starting on Monday of each week, you should try to access Blackboard and respond to that week's questions. Your responses are due by 10:00 p.m. Wednesday of the same week. In addition, you are expected to make a minimum of two entries in response to peer responses or postings. You should not post all of your entries at one time but rather reflect upon the insight that others have brought to the discussion. Remember, your postings will serve as a reflection of your understanding of the course material and will be examined by your facilitator and instructor. All responses must be posted by 10:00 p.m. Sunday of the same week.

Assignment Location on Blackboard

All assignments that need to be completed and submitted during this course are posted in Blackboard under the Weekly Lessons & Assignments button. If you have any trouble downloading course documents or video lessons please let your Facilitator know as soon as possible.

Course Requirements

Blackboard Discussion Questions	80
Quizzes	700
Weekly Assignments	550
Final Examination	100
Written Construction Safety Management Plan	200
Total Points	1630

NOTE: The instructor retains the right to add, delete or change assignments and the point values associated with assignments

Grading Scale

A = 90 % and above of all available points

B = 80% to 89 % of all available points

C = 70 % to 79 % of all available points

D = 60 % to 69 % of all available points

F = Below 60 % of all available points

* Any course in which you receive a grade of "D" or lower will have to be retaken per the SSE Program Requirement.

Viewing Your Grades in Blackboard

You may view your grades under the **Tools** button on Blackboard in the **My Grades** Link. If you go into this section, you will be able to view any grades posted by the Facilitator.

Important Dates - Fall A 2018

No. Weeks of TERM.	8
Term Start Date	08/20/18
Term End Date	10/12/18
Last day to ADD or DROP a class. <i>Last day for 100% refund. Last day to change from P/F or Audit to GRADE.</i>	08/23/18
Mid-Term Date: <i>Mid-Term Grades Submission Deadline.</i>	09/17/18
*Last day to WITHDRAW from class without a fee.	09/02/18
**Last Day to WITHDRAW from class. <i>Withdraw fee applies.</i>	09/30/18
Last day for 75% refund	08/27/18
Last day for 50% refund	08/30/18
Last day for 25% refund	09/02/18
Last Day to Change from Grade to AUDIT or P/F.	08/31/18

*Last day to withdraw without incurring a withdraw fee. Students should withdraw through EKUDirect.

**Last day to withdraw from a course. A \$50.00 per credit hour fee will be assessed (e.g. \$150.00 for a 3 credit hour course). Students should withdraw through EKUDirect. Please note that students choosing to withdraw from the University (all courses) do not incur this withdraw fee.

EKU Student Tutoring / Consultation Services

As an online student at EKU, you have access to three completely free tutoring / consultation services: Online Consultations from the Noel Studio, EKU Gurus, and SmartThinking.

1. The Student Success Center provides free assistance for all EKU students. If you cannot visit the Student Success Center, located in Crabbe Library on the Richmond campus, you can contact them for online tutoring from an EKU Guru in over 100 subjects, mentoring, and with any questions related to your college experience. Email successcenter@eku.edu with questions or a tutoring request
2. EKU's Noel Studio for Academic Creativity provides online consultations in which a trained online consultant will work with you or your small group on any piece of communication, at any stage in the process, from brainstorming to finished product. You can connect with Noel Studio in various ways:
 1. [Noel Studio website](#)
 2. [Online Consultations page](#)
 3. [Online scheduling and consultation system](#)
 4. [Noel Studio Hours](#)
 5. [Send E-mail to Noel Studio Online Consultations](#)
 6. Noel Studio phone number: 859-622-7330
3. Smarthinking is a third-party tutoring service to which EKU Online subscribes. If you are an e-Campus student, you have access to this online service.
 1. Access Smarthinking tutors directly by selecting "Smarthinking" on the main menu of this course site.
 2. [View videos on how to use Smarthinking](#) on the Smarthinking Student Resources website.
4. Other EKU tutorial and academic support services are available on the [EKU Tutoring Services website](#).

Non-Participation Policy

Please be advised that instructors have the right to drop students from any course due to non-participation. For information read the [university's Use It or Lose It policy](#)

Withdraw Policy

Student withdrawing after the fifth week of class will be assessed a \$50.00 per credit hour fee for late withdraw. For information on the full withdraw policy, please visit [EKU Withdrawal Information](#)

Academic Integrity

Students are advised that ECU's Academic Integrity Policy will be strictly enforced in this course. The Academic Integrity policy is available at <http://www.academicintegrity.ecu.edu>. Questions regarding the policy may be directed to the Office of Academic Integrity.

Disability Accommodation

The University strives to make all learning experiences as accessible as possible. If you are registered with the ECU Center for Student Accessibility (CSA), please request your accommodation letter from the CSA. CSA will transmit your letter to the course instructor(s). It is recommended that you discuss the accommodations needed with your instructor(s).

If you believe you need an accommodation and are not registered with the CSA, please contact CSA in 361 Whitlock Building by email at accessibility@ecu.edu or by telephone at (859) 622-2933.

A student with a "disability" may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks and working.

Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Amendments Act (ADAAA).

Upon individual request, this syllabus can be made available in an alternative format.

Minimum Technical Skills Expected from Students

Students are expected to be able to use BlackBoard proficiently to access course content. Basic computer skills and knowledge of common software (browsers, word processing, etc.) are required. For assistance with these, please contact the ECU help desk at 859-622-3000.

- You must be able to access and use the Blackboard course site as well as your ECU student e-mail account during this course.
- You must have access to a high-speed Internet connection.
- You must have access to, and have basic skills in using, Microsoft Office, version 2007 or higher. If you do not have access to Microsoft Office, you may [get Office 365 Pro Plus](#) for free through your official ECU myMail account!
- You must have access to a PDF reader, such as the [free Adobe Reader](#).
- You must have operable computer speakers, as such media as YouTube videos and lecture videos may be used in this course.

Course Structure

This course is structured like others in the online program. It's organized into 8 weekly lessons. Each lesson contains a list of objectives and a list of specific tasks. Using the instructional materials in each lesson and completing the tasks ensures that you are able to meet the objectives. The tasks for each lesson include reading assignments, discussion board posts, and written assignments.

Anticipated Instructor Response Times

E-Mail or Virtual Office Communications: It is anticipated that the instructor will respond to all email and/or virtual office correspondence within 48 hours during the school week (M-F). The instructor reserves the right for a longer response time if the email is sent late on Friday afternoon, on a holiday break, or over the weekend.

Grading/Feedback: It is anticipated that timely feedback will be given during this course. While the subject matter and complexity of the assignments will dictate the response time for grading and feedback, it is anticipated that the instructor will provide feedback and scores from one to two weeks following the submission of the assignment.

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

Part I

(Check one)	Department Name	Safety & Security
☒ New Course (Parts II, IV)	College	Justice & Safety
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	SSE 840
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	Technical Construction Safety Management
☐ New Minor (Part III)	*Program Title	
☐ Program Suspension (Part III)		
☐ 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	1/28/2021	Council on Academic Affairs	4/15/21
College Curriculum Committee	2-1-2021	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	FALL 2021
Graduate Council*	2-26-2021		

*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 course – SSE 840 Technical Construction Safety Management
A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA
B. The justification for this action: This course is part of the replacement certificates for the 17 classes/certificates suspended in 2017 (with teach out completed at the end of 2018). This new course is part of 4 new certificates to be offered over a 3-year period within the MS-SSEM program correlating to the remaining 2 years of our contract with Pearson (2 new courses per year-online budget). Also joining with Anthropology and possibly other programs for use of this course in their curriculum. This new course strengthens our ABET accreditation application and requires no new faculty.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA 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 ~~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.)

SSE 840 Technical Construction Safety Management. (3) A. Prerequisite/co-requisite: SSE 832 and 835. Students will be presented with case studies and will be expected to prepare investigation reports, countermeasure plans, and strategic plans in order to counter and prevent future occurrences.

Part III. Recording Data for Revised or Suspended Program

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

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
SSE	840	Fall 2021	BT _____ HS _____ CL _____ JS <u>X</u> ED _____ SC _____	DSAS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
3	Lecture <u>X</u> Laboratory _____ Other _____		CIP Code (first two digits only) 43	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
		N	FR _____ JR _____	
1	3		SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page******Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

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

Course Prefix and No.

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

SSE 832 and SSE 835

Test Scores

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

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

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

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

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

Eastern Kentucky University
Department of Safety and Security
Syllabus for SSE: 840 CRN

Fall 20210

COURSE: SSE 84034- Technical Construction Safety Management

CREDIT HOUR: 3-Credit Hour

INSTRUCTOR: Ronald G. Dotson, EdD, CSHM, CHST
 210 Stratton Building, ECU
 Richmond, Kentucky 40475

859-622-1584 (office)
 E-mail: ron.dotson@eku.edu

Course Description:

This course has a prerequisite of SSE 832 & SSE 8353 Construction Safety. The goal of SSE 84034 is to provide senior-graduate safety students the ability to combine the knowledge and skills learned in previous coursework in order to analyze, develop, and critically and creatively apply learned concepts. Students will be presented with case studies and scenarios from construction and general industry and will be expected to prepare investigation reports, countermeasure plans, and strategic plans in order to counter and prevent future occurrences.

Student Learning Outcomes:

Student Learning Plan

Level	Learning Outcome	CT Claim CA Problem	Learning —Type	Program Measure	Assessment
<u>U</u>	<u>Student will be able to develop a written plan for meeting the reasonable care standard required of controlling employers in regard to construction site safety management.</u>	<u>Construction safety management relies heavily on the management of contractors, suppliers, and vendors</u>	<u>AC/CA</u>		<u>Develop a written plan for the management of contractor safety.</u>
<u>U</u>	<u>Students will be able to formulate a specific plan for safety operations based upon a scenario involving excavation operations.</u>	<u>Excavation safety continues to be problematic in regard to safety infractions and failing to deal with excavation hazards.</u>	<u>AC/CA</u>		<u>Develop a written plan for the management of excavation safety in regard to a specific project.</u>

<u>U</u>	Students will be able to formulate a plan template for work zone safety operations.	Work zones continue to be a frequent and fundamental operation in the construction industry.	AC/ CA		Development of a template for planning work zones for state agency approval
<u>U</u>	Students will be able to develop a plan for the management of fall hazards.	Falls continue to be the number one area for deaths in the construction industry	AC/ CA		Students will develop a template for a fall protection and prevention plan that includes one specific plan for work at height b based upon a presented scenario.
<u>M</u>	Students will be able to recognize compliance problems and formulate compliance level audits for presented construction operations.	Compliance level auditing programs are the most common method for identifying safety problems.	CT/ AT		Development of compliance level audits for presented safety problems: scaffolding, ladder usage, aerial lifts usage or other presented scenarios
<u>M</u>	Students will be able to recognize critical lifts with cranes and formulate appropriate safety counters	Cranes continue to be a large liability in construction operations.	AC		Student will develop and complete a critical lift plan for a presented critical crane lift.
<u>U</u>	Students will be able to formulate and measure site specific metrics for measuring overall safety program dynamics.	The measurement of relevant statistics that present an accurate picture of safety culture is a key for organizational culture	CA		Students will develop a complete plan for measuring safety culture for a construction contractor.

Level:

F: Foundational Outcomes: basic abilities

M: Mediating Outcomes: Progress through a developmental model; interpret, analyze, evaluate progressively challenging claims, arguments

U: Ultimate Outcome: Navigate most advanced arguments/claims

Type of Learning:

CR: Critical Reading: The ability to read, process, and understand the meaning of written information

IL: Information Literacy: Locating and selecting suitable information for a task; evaluating appropriateness/validity of information sources

AC: Application of Concepts: Ability to apply discipline-specific knowledge/skill to tasks/situations important to the discipline

CT: Critical Thinking: Ability to apply a concept to a vague or argumentative claim without a creative leap.

AT: Analytical Thinking: Ability to critique/analyze situations using a concept or model.

CA: Creative Application: Ability to apply a model/concept in a new way/to an unrelated situation or scenario. Involves creative leaps.

Program Measure:

This category is used to document if it is an ABET/ASAC curriculum objective and/or a Trac Data measure used for University Program Reviews. Of course, all of these program measures will be tracked in the same manner and used for all reviews, but it is helpful to distinguish the origin.

Assessment:

The basic assignment. All will be tracked by high score, low score, median score, and average. By points possible and by percentage. But if on the syllabus the outcome is noted as a program measure, the instructor will have to submit the measures for this assignment to Adam at the end of the semester if not before.

Instructors that change the assignment, must replace the assignment with one that meets the program measure. At the end of the semester, the assignment details along with statistical measures will have to be submitted. This preserves academic freedom but maintains program integrity for reviews.

- **Textbooks:**

Suggested Texts:

Required Text:

Hill, Daryl C. Construction Safety Management and Engineering (2nd Edition). (2014) American Society of Safety Engineers. ISBN # 978-1-885581-77-8

Formatted: Superscript

Any up-to-date version of:

OSHA Construction Industry Regulations, 29 CFR 1926. **Most current edition.**

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Course Methodology:

This course will require students to produce practical examples of written instruments and policies/procedures necessary to address human factors in the management of occupational safety. The course will be delivered via interactive lecture, facilitation, hands on exercise, and video productions.

All assignments will be submitted via Blackboard.

General Test Information:

There is not a mid-term nor final exam in this course.

Course Outline:

Lesson 1 Review of Construction Management

Review of Management
Challenges of the Construction Industry
ISO 45001 and Construction

Lesson 2 Procurement

Contractor Selection: Prequalifications
Procurement System Requirements
Introduction to Contracts

Lesson 3 Meeting Reasonable Care

Types of employers
Employer Duties

Lesson 4 Pre-Project Planning

Hazard Inventory

General Safety and Layout Subpart C
Subsurface encumbrances and Dig Laws

Lesson 5: General Duty

General Duty Clause Case Review Lessons

Lesson 6 Basic Work Zone Planning

Workzone Planning Basics
Analysis of workzone problems
Review of current research for workzone safety

Lesson 7 Weather Hazards

Using WBGT for outdoor temperature hazards
Weather conditions and response planning

Lesson 8 Excavation Basics

Equipment selection/inspection/usage
Safe Maintenance
Equipment transport review
Clearing/Grubbing/General Leveling Operations
Trenching Operations

Lesson 9 Fall Prevention and Protection

STF Hazards
Levels of Abatement
Basic structure for fall prevention and protection planning

Lesson 10: Compliance Level Auditing

Review of Ladder safety
Review of Scaffolding Safety
Review of Aerial Lift usage

Lesson 11: Cranes and Rigging

Review of rigging requirements
Review rigging safety techniques
Critical lift plans

Lesson 12: Program Effectiveness

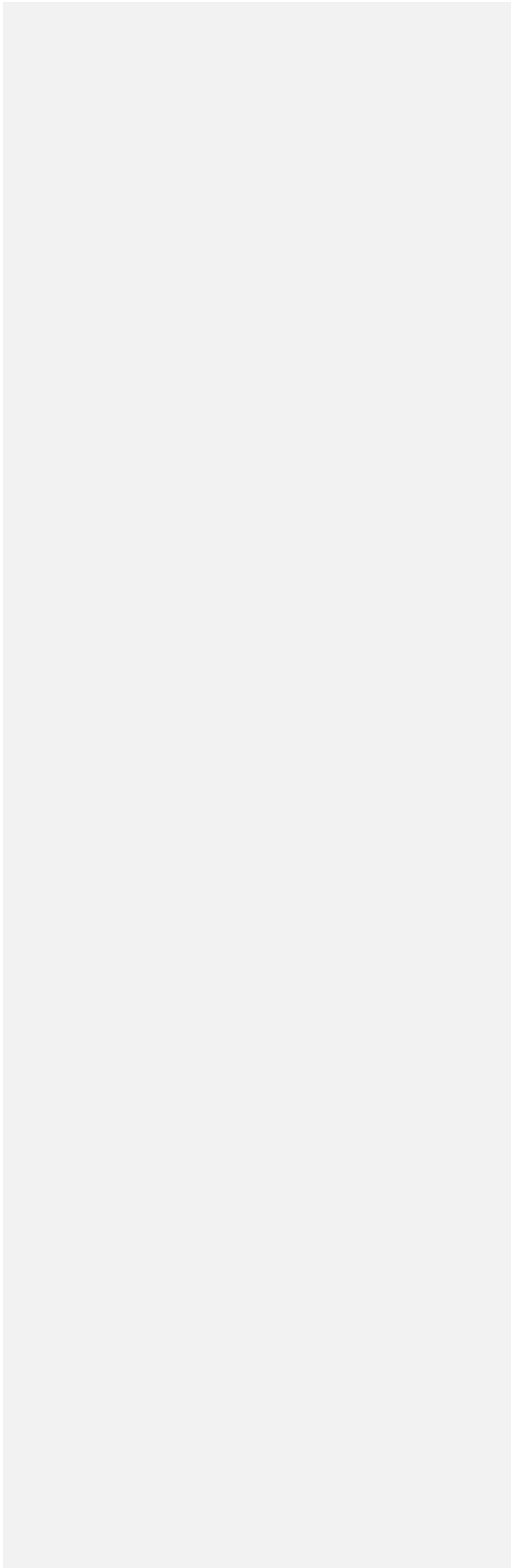
Review of Metric Structures
Effectiveness level auditing

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|

Student Progress:

Essay Grading Rubric for all Essay Assignments or Questions:

Written Communication PROGRAM ASSESSMENT RUBRIC

Criteria	4-Accomplished <i>Exceeds Expectations of Graduating Senior</i>	3-Competent <i>Meets Expectations of Graduating Senior</i>	2-Developing <i>Partially Meets Expectations of Graduating Senior</i>	1-Beginning <i>Does Not Meet Expectations of Graduating Senior</i>
Audience/Tone	Precisely demonstrates recognition of audience and sets <i>relevant</i> tone. Engages an audience effectively.	Demonstrates recognition of audience and sets <i>relevant</i> tone most of the time.	Is inconsistent in recognition of audience and setting of <i>relevant</i> tone.	Fails to demonstrate recognition of audience and/or set <i>relevant</i> tone.
Organization <i>Integration</i>	Fairly and accurately synthesizes sources and integrates <i>relevant</i> information, with significant <i>depth</i> and <i>breadth</i> .	Fairly and accurately synthesizes sources and integrates <i>relevant</i> information.	Synthesizes sources and integrates <i>relevant</i> information, but is not always <i>fair</i> and/or <i>accurate</i> .	Does not synthesize sources and/or integrate <i>relevant</i> information.
Organization <i>Cohesion</i>	Organization is <i>clear</i> and <i>logical</i> (parts make sense together; no contradictions). Organization is creative and engaging.	Organization is <i>clear</i> and <i>logical</i> (parts make sense together; no contradictions).	Organization is mostly <i>clear</i> and <i>logical</i> (most parts make sense together; may be some contradictions).	Organization is not <i>clear</i> and/or <i>logical</i> (parts do not make sense together and/or there are many contradictions).
Control of Written Language <i>Sentence Structure/Syntax</i>	Writing is <i>clear</i> , <i>accurate</i> , and <i>precise</i> virtually all of the time. Elegant sentence structure; fluid integration of terms.	Writing is <i>clear</i> , <i>accurate</i> , and <i>precise</i> most of the time.	Writing is <i>clear</i> and <i>accurate</i> some of the time. May have some awkward sentences.	Writing is rarely <i>clear</i> and/or <i>accurate</i> . May have many awkward sentences.
Control of Written Language <i>Word Choice/Vocabulary</i>	Uses <i>accurate</i> , <i>relevant</i> , and <i>precise</i> vocabulary virtually all of the time.	Uses <i>accurate</i> and <i>relevant</i> vocabulary most of the time.	Limited use of <i>accurate</i> and <i>relevant</i> vocabulary.	Rarely uses <i>accurate</i> and/or <i>relevant</i> vocabulary.
Surface Features	Nearly error free, <i>accurate</i> use of punctuation, grammar,	<i>Accurately</i> uses punctuation,	Major and/or frequent errors in use of	Major and/or frequent errors in use of punctuation, grammar, capitalization,

	capitalization, <i>relevant</i> citation format, etc.	grammar, capitalization, <i>relevant</i> citation format, etc. with minor or minimal errors that do not interfere with <i>clarity</i> .	punctuation, grammar, capitalization, <i>relevant</i> citation format, etc. Errors sometimes interfere with <i>clarity</i> .	<i>relevant</i> citation format, etc. Errors often interfere with <i>clarity</i> .
Information Literacy	Selects <i>relevant</i> , <i>accurate</i> , appropriate, and <i>significant</i> sources.	Selects <i>relevant</i> , <i>accurate</i> , and appropriate sources.	Selects some <i>relevant</i> , <i>accurate</i> , and appropriate sources.	Selects virtually no <i>relevant</i> , <i>accurate</i> , and/or appropriate sources.

* Elder & Paul (2007) intellectual standards are italicized in table, and defined on next page.

Student Feedback/Course Requirements:

Students will receive individual feedback via the Blackboard assignment feedback section and overall feedback during class.

Completion of all project scenarios:

Contractor Safety/ Control Planning 100 pts

Specific excavation scenario safety plan 100 pts

Work Zone Template 150 pts

Fall Prevention and Protection Plan 100 pts

3 Compliance level audits 150 pts total (5 pts each audit)

Critical Lift Plan 50 pts

Program Effectiveness Measures 75 pts

Total Points: 725 pts (projects)

- Online classes will include 6 weeks of discussion board activity totaling: 120 pts.

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GRADING SCALE

A = 90-100%
 B = 80-89%
 C = 70-79%
 D = 60-69%

Grading will involve resubmissions of unacceptable work for correction.

Attendance:

Attendance in this course is 100%. Students missing class will be expected to get with classmates and/or review course materials located in course documents to stay current in the course. Students who miss more than 3 class sessions will lose 5 percentage points per absence. Absence due to illness, emergency, inclement weather, or other typically excused or reasonable absence will not count toward lowering of the grade.

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting. In general, excusable reasons for absence from class may include illness; serious emergencies; special curricular requirements (e.g., field trips and professional conferences); military obligation; inclement weather conditions; religious holidays; court-imposed legal obligations; approved accommodations by the Office of Services for Individuals with Disabilities; medically necessary absences due to pregnancy or childbirth; and participation in official university-sponsored activities.

To the extent possible, students should notify the instructor in advance of an absence. Students are encouraged to complete scheduled assignments prior to the absence when possible. If students cannot give advance notice of an absence, they should notify the instructor as soon as possible of the reason for the absence with appropriate documentation.

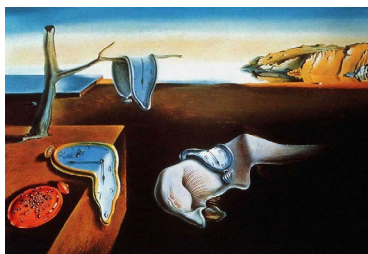
Students who are to be absent for participation in activities sponsored by the University (e.g., a class, University athletics program, Student Government Association or sponsored organization) and approved by the Dean of the college/unit in which the activity occurs (or the Provost if the sponsoring organization is outside of an academic college/unit) shall show their instructors the official notice of such approval; the Athletics Office shall provide notice for absences due to University athletic activities. Such notice does not constitute an excuse from meeting course requirements; rather, it is an explanation of the fact that the activity has been approved as legitimate use of the school day. In the case of such absence, the student shall be provided an opportunity to make up class work missed. Sponsored Organizations include Student Government Association and Sponsored Student Organizations but do not include Voluntarily-Affiliated Student Organizations or Non-Affiliated Student Organizations.

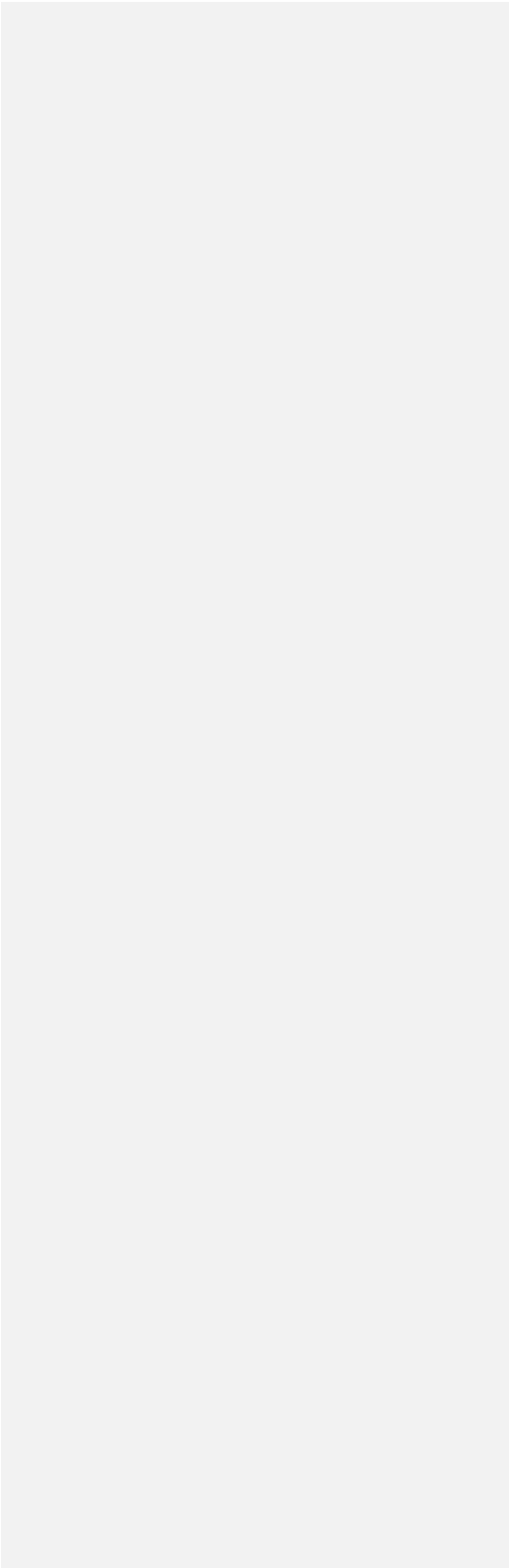
The instructor will work with students to allow extra time or study as needed when an authorized or excused absence creates a barrier to achieve competent status in the course.

Drop Dates:

Important Dates

Aug. 20 – Classes Begin
 Aug. 26 – Last day to drop or add a Full Semester Class
 Sep 16th – Last Day for Withdraw w/o Fee
 Oct 08 – Deadline for Faculty Submission of Mid-term grades
 Oct 15th -16th Fall Break (no classes)
 Dec 10th- Dec 13th – Final Exam Week
 Dec 17th – Student grades available online





ACADEMIC HONESTY POLICY

You are advised that EKU's Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity Policy is available at www.academicintegrity.eku.edu. Questions regarding this policy may be directed to the Office of Academic Integrity.

Eastern Kentucky University faculty and students are bonded by principles of truth and honesty which are recognized as fundamental for a community of teachers and scholars. The University expects that students will honor and that faculty will honor and enforce these principles which contribute to a foundation upon which a quality education can be built. With these premises the University affirms that it will not tolerate academic dishonesty. This includes, but is not limited to, plagiarism and cheating.

Plagiarism is the act of presenting ideas, words, or organization of a source (published or not) as if they were one's own, without acknowledgement of the source. All quoted material must be in quotation marks, and all paraphrases, quotations, significant ideas, and organization must be acknowledged by footnotes or by some other form of documentation acceptable to the instructor for the course. Plagiarism also includes presenting material which was composed or revised by any person other than the student who submits it as well as the deliberate falsification of footnotes. The use of the term "material" refers to work in any form including written, oral, or electronic (as in the case of computer files).

Cheating includes buying, stealing, or otherwise fraudulently obtaining copies of examinations or assignments for the purpose of improving one's academic standing. During examinations or in-class work, it includes receiving information from others and referring to unauthorized notes or other written information. In addition, copying from others during examinations or in the preparation of homework assignments, is a form of cheating.

Computers should not be used to acquire information in conflict with academic honesty policy. Furthermore, the Code of Ethics for Computing and Communications make it the responsibility of computer users to keep information, data, and programs in their computer accounts secure from others.

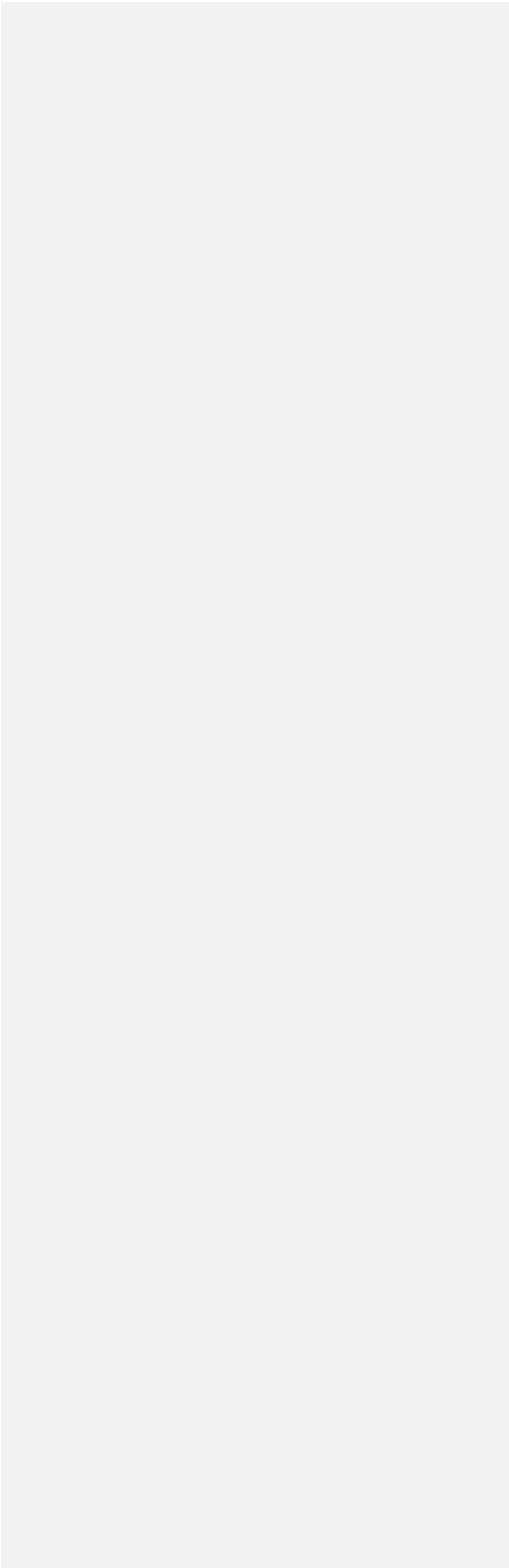
(Taken from the Eastern Kentucky University Student Handbook [UHS] Page 31.)

You are advised that EKU's Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity Policy is available at www.academicintegrity.eku.edu. Questions regarding this policy may be directed to the Office of Academic Integrity.

STUDENTS WITH DISABILITIES

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

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



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

Part I

(Check one)	Department Name	Safety & Security
☒ New Course (Parts II, IV)	College	Justice & Safety
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	SSE 842
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	Safety Ethics
☐ New Minor (Part III)	*Program Title	
☐ Program Suspension (Part III)		
☐ 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	1/28/2021	Council on Academic Affairs	4/15/21
College Curriculum Committee	2-1-2021	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	FALL 2021
Graduate Council*	2-26-2021		

*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 course – SSE 842 – Safety Ethics A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA
B. The justification for this action: This course is part of the replacement certificates for the 17 classes/certificates suspended in 2017 (with teach out completed at the end of 2018). This new course is part of 4 new certificates to be offered over a 3-year period within the MS-SSEM program correlating to the remaining 2 years of our contract with Pearson (2 new courses per year-online budget). Also joining with Anthropology and possibly other programs for use of this course in their curriculum. This new course strengthens our ABET accreditation application and requires no new faculty.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA 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 ~~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.)

SSE 842 Safety Ethics. (3) A. Addressed are fundamental concepts of ethics and ethical practice for safety professionals. Issues/topics include the central role of ethics, reaching agreement, cheating/free riding, and dilemmas faced by the safety professional.

Part III. Recording Data for Revised or Suspended Program

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

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
SSE	842	Fall 2021	BT _____ HS _____ CL _____ JS <u>X</u> ED _____ SC _____	DSAS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
3	Lecture <u>X</u> Laboratory _____ Other _____		CIP Code (first two digits only) 43	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
		N	FR _____ JR _____	
1	3		SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____	Safety Ethics	
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page******Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

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

Course Prefix and No.

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

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

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

SSE 842 – Safety Ethics

Instructor of Record

Michael S. Schumann, M.S., J.D., PhD, CSHM

Office: OSH Lab

Mailing address: 101 Bradbury Pointe Drive, ECU, Richmond, Kentucky 40475

Phone: 859-622-5932

E-mail: Michael.Schumann@ecu.edu

Course Description

This course will cover the fundamental concepts of ethics and ethical practice in the workplace for the safety professional. Issues and topics to be covered include: the central role of ethics, reaching agreement, why are we sometimes unethical, the role of religion, moral development, cheating and free riding, the concept of utility, Utilitarianism, Everyday dilemma's faced by the safety professional, moral agency and autonomy, loyalty as an obligation, job search ethics, and misleading numbers.

Texts

1. **Taking Ethics Seriously:** Why Modern Ethics is an Essential Tool for the Modern Workplace, By John Hooker, CRC Press (2018), ISBN 13:978-1-1382-9958-0
2. **The Warrior's Character:** Leadership Wisdom from West Point's Cadet Prayer, By Dr. Don M Snider, McGraw Hill (2013) ISBN 978-0-07-180261-1

Course Objectives

Upon completion of this course, the students will be able to:

Understand the basic principles of ethics theory.

Identify and understand ethical issues and dilemma's in the workplace.

Be able to come to rational conclusions regarding how to handle ethical issues and defend the positions taken convincingly.

Develop, write, and explain why safety professional need to follow ethical principles.

Course Methodology

This course will be conducted by on-campus lecture with grading submission of some course work through online Blackboard submission. Grading scores will be online - kept on Blackboard. Students are expected to use ECU's Blackboard Learning System for checking all coursework grades and submission of papers. Supplemental reading Materials can be found on Blackboard. And incorporated into the course design. Students are expected to complete all assigned readings from the text and other related assigned materials and be fully prepared to discuss salient points in class. Students are expected to do the following on a weekly basis:

Complete all assigned readings from the texts and other related assigned materials

Interact in class on a regular basis

Turn in assignments or quizzes

Course Correspondence Policy

Any e-mail correspondence regarding the course must include the specific course ID (SSE 842) as the first letters of the subject line. Use SSE 842 as the first letters of the subject line. The course ID (SSE 842) should be followed by a space and a distinctive subject, such as "SSE 842 - Discussion Board Question One".

You are strongly encouraged to use your ECU assigned e-mail address. This will ensure that you receive all course information in a timely manner. If you choose to use another email address, it is your responsibility to make sure that you receive all course information sent. All course assignments must be submitted within Blackboard. Assignments submitted as e-mail attachments will not be accepted.

All e-mails should be directed to your Faculty member, Dr. Schumann. He will respond to any questions or concerns on a timely basis, generally within 48 hours. If you still have not received a response after this time period, contact him after class.

Technical Support

It is expected of students to have an adequate working knowledge of Blackboard and your personal computer. If you encounter any Blackboard related technical problems, please contact Mikah Pritchard at Mikah.Pritchard@ecu.edu. For all other technical problems such as retrieving a forgotten password or email access, please contact campus IT support at 859-622-3000. Campus tech support hours and additional information can be accessed via the Help tab at the top of every page in BlackBoard.

Evaluation

All work must be completed and turned in by the designated due date, which will be announced in class. If you have any trouble downloading course documents, please let your Faculty member know as soon as possible. All assignments, papers, and the project must be posted by midnight (Eastern Standard Time) on the day which they are due. Late work will result in loss of points on the assignment.

Quizzes

You will be given a number of quizzes this semester. At least 2 quizzes will be assigned before the final exam. These quizzes are designed to help you reflect on the course material and prepare you for the final exam.

Exams

There will be one final examination for this course.

Grading Scale

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

Viewing your Grades In Blackboard

You may view your grades under the Tools button on Blackboard in the My Grades Link. If you go into this section, you will be able to view any grades posted by the Faculty Member.

Non-Participation Policy

Please be advised that Instructors have the right to drop students from any course due to non-participation. For information about the university's Use It or Lose It policy, please visit <http://www.registrar.eku.edu/UseIt-LoseIt>

. If you miss more than 20% of the scheduled classes, you will automatically fail the course.

Withdraw Policy

Students withdrawing after the fifth week of class will be assessed a \$50.00 per credit hour fee for late withdraw. For information on the full withdraw policy, please visit <http://www.registrar.eku.edu/Withdrawing/class>

Academic Honesty Policy

You are advised that ECU's Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity Policy is available at www.academicintegrity.eku.edu. Questions regarding this policy may be directed to the Office of Academic Integrity.

Disability Policy

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

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

Part I

(Check one)	Department Name	Safety & Security
☒ New Course (Parts II, IV)	College	Justice & Safety
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	SSE 843
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	Human Resource and Change Management for Safety Professionals
☐ New Minor (Part III)	*Program Title	
☐ Program Suspension (Part III)		
☐ 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	1/28/2021	Council on Academic Affairs	4/15/21
College Curriculum Committee	2-1-2021	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	FALL 2021
Graduate Council*	2-26-2021		

*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 course – SSE 843 – Human Resource and Change Management for Safety Professionals A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA
B. The justification for this action: This course is part of the replacement certificates for the 17 classes/certificates suspended in 2017 (with teach out completed at the end of 2018). This new course is part of 4 new certificates to be offered over a 3-year period within the MS-SSEM program correlating to the remaining 2 years of our contract with Pearson (2 new courses per year-online budget). Also joining with Anthropology and possibly other programs for use of this course in their curriculum. This new course strengthens our ABET accreditation application and requires no new faculty.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA 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 ~~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.)

SSE 843 Human Resources and Change Management for Safety Professionals. (3) A. An analysis of human resource laws and employment issues impacting the safety function including ADA, Title VII and Pregnancy Discrimination Act. Assessment of new/pending legislation and regulations impacting the safety and employment functions.

Part III. Recording Data for Revised or Suspended Program

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

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
SSE	843	Fall 2021	BT _____ HS _____ CL _____ JS <u>X</u> ED _____ SC _____	DSAS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
3	Lecture <u>X</u> Laboratory _____ Other _____		CIP Code (first two digits only) 43	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
		N	FR _____ JR _____	
1	3		SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page******Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

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

Course Prefix and No.

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

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

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

Syllabus

SSE 843 –Human Resource and Change Management For Safety Professionals

INSTRUCTOR

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COURSE DESCRIPTION:

The assessment and analysis of human resource and employment issues which can impact the safety and health function in most organizations. This course will identify and analyze federal employment laws and regulations which can impact the safety function, including but not limited to Title VII of the Civil Rights Act, ADEA, Equal Pay Act, Pregnancy Discrimination Act, ADA and related laws. This course will also encompass and analysis of new and pending antidiscrimination legislation which may impact the safety and health function.

TEXT

1. Human Resource and Change Management for Safety Professionals, Schneid T & Schneid S., CRC Press, 2019. ISBN 13:978-1-4987-7025-5.
2. Equal Employment Opportunity Commission at www.EEOC.gov. National Institute on Occupational Safety and Health. Website located at www.cdc.gov/NIOSH.
3. [29 CFR 1910](http://www.osha.gov) (does not have to be purchased but can be referenced on the OSHA website at www.osha.gov) or may use individual state plan regulations correlating to the federal OSHA regulations

SUPPLEMENTAL RESOURCES

1. Familiarize yourself with the External Links section of the Blackboard course site. Here you will find a number of websites that address various issues associated with the content of this course.
2. E-Tools – Located on the OSHA website at www.osha.gov.

STUDENT LEARNING OUTCOMES

At the end of this course, students will be able to:

1. Critical evaluation of the various employment laws and regulations impacting the safety function.
2. Evaluation and assessment of change management methodologies and application.
3. Assess each law and regulation to assess applicability to the safety function.
4. Apply the law and/or regulation to the safety function and perform critical analysis in the development of compliance solutions.
5. Critically assess and develop written policies and programs to address the applicable law or regulation.
6. Utilize critical and creative thinking processes to research, audit and evaluate proposed legislation and regulatory compliance issues.
7. Engage written and oral communication skills to effectively develop presentations designed to improve compliance knowledge within the corporate structure.

COURSE OUTLINE

- Week 1:** Ensure you complete the orientation and plagiarism policy
- Read Chapters 1-3 in your Issues In your text.
- Week 2:** Read Chapters 4-6 in your Issues in your text.
- Read and brief the *Chevron v. Echazabal* case
- Complete Quiz #1
- Week 3:** Read Chapters 7-8 in your Issues in your text.
- Read and brief case.
- Week 4:** Read Chapters 9-10 in your Issues in your text.
- Read and brief the case
- Week 5:** Read Chapters 11-12 in your Issues in text
- Read and brief case.
- Complete Quiz #2.
- Week 6:** Complete and post all assignments.
- Complete and post your final examination.
- Review of Content and Submission of work.

COURSE METHODOLOGY

This course is 100% online, with students expected to use ECU's Blackboard Learning System for all coursework. The course will include video lectures, discussion boards, weekly assignments, a research paper, and a portfolio. Multi-media presentations will be incorporated into the course design. Students are expected to complete all assigned readings from the text and other related assigned materials and be fully prepared to discuss salient points in the Discussion Boards.

On-Line format: Students must have an adequate working knowledge of Blackboard. If you encounter any computer or Blackboard related problems, please contact Nedim Slijepcevic at nedim.slijepcevic@ecu.edu

COURSE CORRESPONDENCE POLICY

1. Any email correspondence regarding the course must include the specific course ID (SSE 890) as the first letters of the subject line. Use SSE 890 as the first letters of the subject line.
2. The course ID (SSE 890) should be followed by a space and a distinctive subject (e.g., SSE 890 discussion board question 1).
3. You are strongly encouraged to use your ECU assigned email address. This will ensure that you receive all course information in a timely manner. If you choose to use another email address, it is your responsibility to make sure that you receive all course information.
4. All course assignments must be submitted within Blackboard. Assignments submitted as email attachments will NOT be accepted.
5. All emails should be directed to your course Instructor/ Facilitator. He or she will respond to any questions or concerns within 24 hours. If you still have not received a response after this time period, contact the Instructor of Record for assistance.

ASSIGNMENT LOCATION ON BLACKBOARD

All assignments that need to be completed and submitted during this course are posted in Blackboard under the Assignments button. If you have any trouble downloading course documents or video lessons please let your Facilitator know as soon as possible.

DISCUSSION BOARD POLICY/ PARTICIPATION

You will find discussion questions posted in Blackboard for each week. Starting on Monday of each week, you are to access Blackboard and respond to that week's questions by 5:00 p.m. Wednesday. In addition you are expected to make a minimum of two entries in response to peer responses or posts. In responding to your classmates posts, offer any thoughts, ideas, or questions that will help them in developing their portfolio for this course. You should not post all your entries at one time but rather reflect on the insight that others have brought to the discussion. Remember your postings will serve as a reflection of your understanding of course material to the facilitator and instructor. All responses must be posted by 10:00 p.m. Sunday of that week.

Daily interaction with your Instructor and/or facilitator is vitally important to your success in this course. Please schedule to permit appropriate time on a daily basis in which to interact with your Instructor and/or Facilitator on the various course topics which will be discussed. And please ask any and all questions you should have regarding the subject matter or any issue regarding this class.

QUIZZES

During this course you will be assigned two quizzes. The first quiz will be taken in week two and the last quiz will be taken in week four. These two quizzes are designed to help you reflect on the course material and prepare you for the final exam. They will assess both your understanding of the video lessons and required course readings. **You will have to complete both of these requirements to be successful on the quizzes.** The quizzes are located on the Assignments page in Blackboard.

WEEKLY ASSIGNMENTS

Each week you will complete a series of critical thinking questions that reflect material from the video lectures and required readings. They will assess both your understanding of the video lessons and required course readings. Most of the questions relate to your disaster plan. Take advantage of these questions and prepare your response to help facilitate the completion of your plan. The weekly assignment questions are located on the Assignments page in Blackboard.

PORTFOLIO REQUIREMENT

What is a Portfolio?

Your portfolio is the compilation of the work you performed throughout the term. We have found that this assembly of your work is beneficial to our students not only in maintaining the required course work in a centralized manner, but it is also beneficial to students for future reference.

In this course your portfolio will consist of:

1. An employment related development or comprehensive analysis of current policy.
2. Six case briefs of applicable cases.
3. Completed Final Examination

These important documents should be completed and submitted on Blackboard by the end of the course. You will find the links to upload the documents under the Assignments button on Blackboard. They will be graded by the instructor and/or your facilitator at the end of the term. The primary purpose of utilizing this method is to provide students with the flexibility of deciding when to complete the work so long as the portfolio is completed within the specified time period.

CHANGE MANAGEMENT POLICY DEVELOPMENT OR ANALYSIS PAPER

You may select to develop a change management related POLICY addressing any of the federal laws OR you may utilize an existing policy (No company names please) and conduct a complete analysis of this policy and any applicable procedures. Your policy or analysis paper should include, but not be limited to, the following:

1. Synopsis or executive summary of your policy development or analysis.
2. Development phases and research OR analysis and research.
3. Enforcement methodologies for the policy.
4. Applicable case analysis and study.
5. Proposed modifications to existing policy or anticipate challenges for developed policy.
6. Overall assessment of the developed policy or analysis of existing policy.

The paper should be a MINIMUM of 20 pages in length and submitted as part of your Portfolio. You will not be penalized for exceeding the page limit if it becomes necessary to do so.

FINAL EXAMINATION

There will be a final exam in this class. It will be a comprehensive open book essay examination. The exam will be posted on Blackboard after week Four (4). You have until the end of the term to complete it and submit it with your portfolio.

COURSE REQUIREMENTS

- | | |
|--|------------|
| 1. Completion of all Blackboard Discussion Questions | 70 points |
| 2. Completion of two quizzes | 80 points |
| 3. Completion of six (6) case briefs | 120 points |
| 4. Completion of Policy development/Analysis Paper | 100 points |
| 5. Completion of Final Exam | 100 points |

Total Points

470 points

GRADING SCALE

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

*Any course in which you receive a grade of C (79%) or lower will have to be retaken per EKU Graduate School policy.

VIEWING YOUR GRADE IN BLACKBOARD

Under the Tools button on Blackboard is the My Grades link. If you go into this section, you will be able to view any grades posted by the Facilitator.

FALL 2006 TERM B DATES:

Classes Begin:

Add/ Drop Deadline:

Withdraw Period:

75% Tuition Refund:

50% Tuition Refund:

25% Tuition Refund:

Classes End:

ACADEMIC HONESTY POLICY

Eastern Kentucky University faculty and students are bonded by principles of truth and honesty which are recognized as fundamental for a community of teachers and scholars. The University expects that students will honor and that faculty will honor and enforce these principles which contribute to a foundation upon which a quality education can be built. With these premise the University affirms that it will not tolerate academic dishonesty. This includes, but is not limited to, plagiarism and cheating.

Plagiarism is the act of presenting ideas, words, or organization of a source (published or not) as if they were one's own, without acknowledgement of the source. All quoted material must be in quotation marks, and all paraphrases, quotations, significant ideas, and organization must be acknowledged by footnotes or by some other form of documentation acceptable to the instructor for the course. Plagiarism also includes presenting material which was composed or revised by any person other than the student who submits it as well as the deliberate falsification of footnotes. The use of the term "material" refers to work in any form including written, oral, or electronic (as in the case of computer files). Cheating includes buying, stealing, or otherwise fraudulently obtaining copies of examinations or assignments for the purpose of improving one's academic standing. During examinations or in-class work, it includes receiving information from others and referring to unauthorized notes or other written information. In addition, copying from others, either during examinations or in the preparation of homework assignments, is a form of cheating.

Computers should not be used to acquire information in conflict with academic honesty policy. Furthermore, the Code of Ethics for Computing and Communications makes it the responsibility of computer users to keep information, data, and programs in their computer accounts secure from others.

Taken from Eastern Kentucky University Student Handbook (UHS) Page 31.

Students are advised that ECU's Academic Integrity policy will be strictly enforced in this course.

STUDENTS WITH DISABILITIES

If you are registered with the Office of Service for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office directly either in person on the first floor of the Turley House or by Telephone at (859)-622-1500 V/TTY. Upon individual request, this syllabus can be made available in alternative forms.

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

Part I

(Check one)	Department Name	Safety & Security
☒ New Course (Parts II, IV)	College	Justice & Safety
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	SSE 856
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	Global Supply Chain Operations, Analytics and Security
☐ New Minor (Part III)	*Program Title	
☐ Program Suspension (Part III)		
☐ 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	1/28/2021	Council on Academic Affairs	4/15/21
College Curriculum Committee	2-1-2021	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	FALL 2021
Graduate Council*	2-26-2021		

*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 course – SSE 856 Global Supply Chain Operations, Analytics and Security A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	B. The justification for this action: This course is part of the replacement certificates for the 17 classes/certificates suspended in 2017 (with teach out completed at the end of 2018). This new course is part of 4 new certificates to be offered over a 3-year period within the MS-SSEM program correlating to the remaining 2 years of our contract with Pearson (2 new courses per year-online budget). Also joining with Anthropology and possibly other programs for use of this course in their curriculum. This new course strengthens our ABET accreditation application and requires no new faculty.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA 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 ~~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.)

SSE 856 Global Supply Chain Operations, Analytics, and Security. (3) A. Supply chains are increasing in size, scope, and complexity. This course considers the fundamentals of Global Supply Chain Management through the lenses of safety and security.

Part III. Recording Data for Revised or Suspended Program

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

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
SSE	856	Fall 2021	BT _____ HS _____ CL _____ JS <u>X</u> ED _____ SC _____	DSAS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
3	Lecture <u>X</u> Laboratory _____ Other _____		CIP Code (first two digits only) 43	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
		N	FR _____ JR _____	
1	3		SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page******Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

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

Course Prefix and No.

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

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

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



COURSE INFORMATION

SSE 856: Global Supply Chain Operations, Analytics, and Security | Draft 01.25.21

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Summer 2021 – CRN: xxxx

Instructor Contact Information

Jim B. Fatzinger, DBA, Ed.D, MBA

Phone: 305.469.9465

Office: BTC 076, “Virtual Office” BB Menu Link

Available via Phone, Zoom, Text, and/or E-mail

E-mail: jim.fatzinger@eku.edu

For general questions, please use the Virtual Office discussion board forum. For questions of a more confidential nature, email me. I will respond to your email within 48 hours and in most cases, sooner.

Catalog Course Description & Prerequisites

SSE 856 Global Supply Chain Operations, Analytics, and Security. Supply chains are increasing in size, scope, and complexity. This course considers the fundamentals of Global Supply Chain Management through the lenses of safety and security.

Required Materials

- *Global Supply Chain Security and Management: Appraising Programs, Preventing Crimes*, by Prokop. (2017).
- In addition, you will need to purchase the *Harvard Business Review* course packet containing selected readings applying key course concepts and case studies on key course concepts impacting Global Supply Chains including, but not limited to governmental policy, technology, natural disasters, pandemics, and other hazards.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Discuss how globalization is impacting the size, scope, and complexity of Supply Chains and their security
2. Identify the importance of governmental policy in quality control, assessment, and evaluation of Supply Chains
3. Explain the importance of identifying, evaluating, and mitigating risks impacting Operations Management and the Global Supply Chain
4. Describe ways of ensuring the quality and safety of global goods, services, and logistics
5. Compare and contrast analytic measures, risk modeling, and forecasting techniques used in Supply Chain Management

Instructor Bio

Dr. Jim B. Fatzinger is an ECU Tenure-track faculty member and President of the Kentucky Chapter of the Fulbright Association. Prior to arriving at ECU, he served as a Presidential Fellow at Auburn University. Dr. Fatzinger completed his DBA at the University of Florida researching community resiliency in the wake of natural disasters, his Ed.D at Vanderbilt University and an MBA and BBA from the University of Miami. His presentations include the American Association of Colleges and Universities (AAC&U), Emory University, Stanford University, and the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC) where he also served as a review team member. Today, in addition to an active research agenda, he teaches graduate courses in the Vanderbilt College of Engineering.

Instructional Philosophy

I teach to inspire and believe the classroom is a technology-rich, active, learning laboratory designed for developing leaders of character prepared to respond effectively to an ever-changing 21st century global, business environment. My goal is that you reach yours in this course and beyond.

Professionalism

Each participant in this program brings a unique set of experiences that contribute to the learning and development of leaders of character prepared to respond effectively to an ever-changing 21st century global, business environment. Mutual respect is essential.

Course Outline

Every week, students will need to complete the following tasks on ECU Blackboard:

- Complete interactive learning activity for the applicable chapter(s)
- View instructor videos
- Read/reread the text as needed for clarification and further explanation
- Complete the homework assigned for applicable chapter(s)
- Complete the applicable chapter quizzes
- Submit all weekly assignments by 11:59p.m. ET on Sunday

COURSE REQUIREMENTS AND EVALUATION METHODS

Weekly Assignments

All weekly assignments are due by Sunday, 11:59p.m. Since many of the chapters are sequential, you should complete, all activities assigned in a Learning Module before beginning the next learning module.

Weekly assignments include:

- **Jigsaw Learning Groups:** At the start of the semester, students will form a simulated Supply Chain company for the duration of the course composed of peers with diverse work experience and educational backgrounds. Identified as an educational “best practice” in student engagement, Jigsaw Learning Groups simulate how working teams might form in an organizational setting and provide an opportunity for deeper course learning. Details will be provided by video at the start of the class when Jigsaw Learning Groups initially form. Assignments may in some cases, be submitted by Jigsaw Learning Group, and will be clearly identified in the Learning Module as a Jigsaw Learning Group Submission or Individual Submission.
- **Learning Modules:** Each Chapter will open with a corresponding weekly Learning Module. These assignments cover the basics/foundational material, which we will then build upon in the next module as the course progresses. You should plan to complete all Learning Module activities ***before moving on to the next Learning Module***. You must complete all Learning Module activities before 11:59p.m. each Sunday in order to receive credit. After the due date, you may use the Learning Module as a review tool without affecting your grade.
- **Assignments (Individual and Jigsaw Learning Group):** Assignments are a necessary and important part of learning mastery for this course. Assignments may take the form of Wiki Responses, Discussion Board Responses, Podcast Responses, Social Media Responses, and/or Video Responses. Each assignment is clearly defined with a video demonstrating the technology platform (e.g. Wiki, Discussion Board, Podcast, Social Media, and/or Video Response), upload instructions, and application to the course material. Grading rubrics appear below each assignment. Assignments are due by 11:59p.m. each Sunday. Assignments may in some cases, be submitted by Jigsaw Learning Group, and will be clearly identified in the Learning Module as a Jigsaw Learning Group Submission or Individual Submission.
- **Quizzes:** Weekly individual quizzes are designed to give you feedback on how well you have learned the material. Each individual quiz has 25 points possible. Weekly individual quizzes may be completed any time prior to Sunday 11:59p.m. Because of the schedule flexibility associated with quizzes, **make-up quizzes will not be given.**
- **Midterm/Final Exam:** The course will consist of an individual Midterm and Final Exam. Each exam will consist of 50 points or 25 questions including True/False Responses, Short-Answer, Multiple Choice, and Essay responses. The Honor Code will be strictly enforced, and completion instructions are detailed in each respective Learning Module.

Grading

More specific instructions and rubrics for each assignment may be found on Blackboard under each weekly module. Your final grade will be determined based on the following grade components and weights:

	Points
Midterm Exam	50
Quizzes	200
Assignments/Wiki's/Video/Podcast/Discussion Board Responses and/or (Individual and/or Jigsaw Learning Group) Project Submissions	160
Final Exam	50
Total	460

Grading Scale

The final grade will be given using the following grading scale:

- 90%-100%: A
- 80%-89%: B
- 70%-79%: C
- 60%-69%: D
- Below 60%: F

COURSE POLICIES

Late Assignment Policy

Every assignment is due at the end of the day (11:59 p.m. ET) of the due date. Late assignments will be reduced 20% for each day past the due date. No assignments will be accepted beyond two days after the due date.

Given the flexible access and scheduling of your work for this class, extensions and make-up work are generally an option. If you encounter extenuating circumstances, you should contact your professor as soon as possible to discuss your ability to complete assignments.

Important Dates

See the [Colonel's Compass](#) for important dates such as add/drop, withdrawal, refund and others.

Summer 2021 8-Week Term / First Session

Weeks in term	8
Term Start Date	XX/XX/21
Term End Date	XX/XX/21
Last day to ADD or DROP a class. <i>Last day for 100% refund. Last day to change from P/F or Audit to GRADE.</i>	XX/XX/21
Mid-Term Date: <i>Mid-Term Grades Submission Deadline.</i>	XX/XX/21
*Last day to WITHDRAW from class without a fee.	XX/XX/21
**Last Day to WITHDRAW from class. <i>Withdraw fee applies.</i>	XX/XX/21

*Last day to withdraw without incurring a \$50.00 per credit hour withdrawal fee. Students should withdraw through EKUDirect.

Student Progress

Grades for assignments and exams will be available under “My Grades” on Blackboard. Please check your grades regularly and contact your instructor/facilitator if you have concerns.

Academic Integrity

Students are advised that ECU's Academic Integrity policy will strictly be enforced in this course. The [Academic Integrity policy](#) is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Academic Integrity. For current University policies and regulations, please go to ECU's [Policy Website](#).

Students are expected to do all assignments independently, unless explicitly told otherwise. The official definitions of cheating and plagiarism can be found in the Academic Integrity policy.

Attendance Policy

As this class meets entirely online, attendance will be measured by regularly logging into the Blackboard course and submitting assignments in a timely manner. Failure to participate in the course will result in failure.

Communication and Feedback

The Virtual Office is the classroom meeting place used throughout the course to answer general questions about the course. Students may post a question in the Virtual Office at any time. Posting them here will allow others with similar concerns to see the responses. Students are expected to read the entries posted here and may respond to classmate posts. Nothing in the Virtual Office will be graded.

Students are encouraged to ask questions through Virtual Office discussion board forum on Blackboard or via email. The Virtual Office is generally the best place to ask most general questions. However, if you need to contact the instructor with questions about your grade or other confidential matters, please use email. The instructor will try to respond within 48 hours, excluding weekends and other official holidays.

An official ECU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this email address. To ensure the instructor identifies your message with this section, please use the class number SSE 856 in your subject line. If the instructor has not responded within a 48-hour timeline as mentioned above, please email the instructor again.

Your Module Learning Assignments and Quizzes will be graded immediately upon submission. Your Wiki Responses, Discussion Board Responses, Podcast Responses, Social Media Responses, and Video Responses will receive specific feedback on Blackboard.

The Announcements tool in Blackboard will be used by the instructor to communicate changes to the course and other course information.

Technological Requirements

To be successful in this online course, you will need:

1. A working computer system with the latest version of [Firefox](#). Blackboard will work with other browsers, but ECU's IT recommends (and supports) only Firefox.
2. Access to a reliable moderate-to-high speed Internet connection for viewing the videos and films.
3. Access to Microsoft Word and PowerPoint. ECU provides Microsoft 360 Plus for students. If you haven't accessed your version of the software, you can find instructions on how to install the applications free on the ECU IT site using this link: [Microsoft 360 Plus for ECU Students](#)
4. A PDF viewer. We recommend Adobe Reader. Please [download Adobe Reader](#) if you don't have the application.
5. Basic computer skills, including word processing, emailing, navigating Blackboard and the ECU library website, and viewing videos.

If your current computer/internet connection does not meet these requirements, please make alternate arrangements to access the course through the ECU labs at the main or satellite campuses, a public library, or a friend or family member's house. You will not be able to succeed in this course without access to adequate technology.

Technical Support

It is expected that participants have an adequate working knowledge of Blackboard and personal computer. For all other technical problems, such as retrieving a forgotten password or email access, please contact campus IT support at 859-622-3000. Campus tech support hours and additional information can be accessed via the Help tab at the top of every page in Blackboard.

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services.

If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Non-Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. You can learn more about [Green Dot](#), request a presentation, or get involved.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#).

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter

[Director of the Office of Institutional Equity & Title IX Coordinator](#)

Jones 416, Lindsey.Carter@eku.edu, 859.622.8020

SSE 856 | Course Schedule

	TOPICS	Assignments (Due: Sunday 11:59p.m. EST)
Week 1	Chapter 1 Introduction & Supply Chain Impact HBR Article 1	Jigsaw Group Formation Individual and Group Assignments Quiz
Week 2	Chapter 2 The Economics of Supply Chain Security HBR Article 2	Individual and Group Assignments Quiz
Week 3	Chapter 3 Threats to Supply Chains HBR Article 3	Individual and Group Assignments Podcast Quiz
Week 4	Chapter 4 The Role of Government in Supply Chain Management	Individual and Group Assignments Jigsaw Learning Group Quiz Midterm Exam
Week 5	Chapter 5 The Role of Information Technology in Supply Chain Management HBR Article 4	Individual and Group Assignments Quiz
Week 6	Chapter 6 The Business and Government Interface HBR Article 5	Individual and Group Assignments Social Media Response Quiz
Week 7	Chapter 7 Trade Efficiency and Security: Trade-off? HBR Article 6	Individual and Group Assignments Podcast Quiz
Week 8	Chapter 8 and Chapter 9 Mitigating Risk, Evaluating Success, and the Future of Supply Chain Security	Jigsaw Group Completion Individual and Group Project Submissions Jigsaw Learning Group Quiz Final Exam

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

Part I

(Check one)	Department Name	Safety & Security
☒ New Course (Parts II, IV)	College	Justice & Safety
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	SSE 857
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	Global Supply Chain Risk and Resilience
☐ New Minor (Part III)	*Program Title	
☐ Program Suspension (Part III)		
☐ 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	1/28/2021	Council on Academic Affairs	4/15/21
College Curriculum Committee	2-1-2021	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	FALL 2021
Graduate Council*	2-26-2021		

*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 course – SSE 857 Global Supply Chain Risk and Resilience A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	B. The justification for this action: This course is part of the replacement certificates for the 17 classes/certificates suspended in 2017 (with teach out completed at the end of 2018). This new course is part of 4 new certificates to be offered over a 3-year period within the MS-SSEM program correlating to the remaining 2 years of our contract with Pearson (2 new courses per year-online budget). Also joining with Anthropology and possibly other programs for use of this course in their curriculum. This new course strengthens our ABET accreditation application and requires no new faculty.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

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

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

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

SSE 857 Global Supply Chain Risk and Resilience. (3) A. Understanding and evaluating risk and resiliency are essential to ensuring a secure, dependable global supply chain. This course explores risk assessment strategies, modeling, and mitigation approaches used in reducing global supply chain vulnerability.

Part III. Recording Data for Revised or Suspended Program

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

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
SSE	857	Fall 2021	BT _____ HS _____ CL _____ JS <u>X</u> ED _____ SC _____	DSAS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
3	Lecture <u>X</u> Laboratory _____ Other _____		CIP Code (first two digits only) 43	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
		N	FR _____ JR _____	
1	3		SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis	Global Supply Chain Risk & Resil	
		Internship _____		
		Independent Study _____		
		Practicum		

CoRequisites and Prerequisites ****See definitions on following page******Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

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

Course Prefix and No.

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

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

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



COURSE INFORMATION

SSE 857: Global Supply Chain Risk and Resilience | Draft 01.25.21 |
Summer 2021 – CRN: xxxx

Instructor Contact Information

Jim B. Fatzinger, DBA, Ed.D, MBA

Phone: 305.469.9465

Office: BTC 076, "Virtual Office" BB Menu Link

Available via Phone, Zoom, Skype, E-mail

E-mail: jim.fatzinger@eku.edu

For general questions, please use the Virtual Office discussion board forum. For questions of a more confidential nature, email me. I will respond to your email within 48 hours and in most cases, sooner.

Catalog Course Description & Prerequisites

SSE 857 Global Supply Chain Risk and Resilience. Understanding and evaluating risk and resiliency are essential to ensuring a secure, dependable global supply chain. This course explores risk assessment strategies, modeling, and mitigation approaches used in reducing global supply chain vulnerability.

Required Materials

- *Supply Chain Risk Management: Understanding Emerging Threats to Global Supply Chains.* by John Manners-Bell. 2nd Edition. (2018).
- In addition, you will need to purchase this [Harvard Business Review](#) course pack specifically designed for this course and the student learning outcomes.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Explain how globalization and supply chain complexity has increased risk
2. Identify examples of “internal” and “external” risks facing supply chains
3. Describe models used for understanding latent threats and resiliency in the logistics industry
4. Interpret the most frequently used definitions of resiliency and which apply best to supply chains
5. Discuss the “Black Swan” concept and how it applies to resiliency models
6. Compare and contrast methods of quantifying risk to supply chains
7. Evaluate ways of mitigating supply chain risk and developing resiliency plans

Instructor Bio

Dr. Jim B. Fatzinger is an ECU Tenure-track faculty member and President of the Kentucky Chapter of the Fulbright Association. Prior to arriving at ECU, he served as a Presidential Fellow at Auburn University. Dr. Fatzinger completed his DBA at the University of Florida researching community resiliency in the wake of natural disasters, his Ed.D at Vanderbilt University and an MBA and BBA from the University of Miami. Today, in addition to an active research agenda, Dr. Fatzinger teaches graduate courses in the Vanderbilt University College of Engineering.

Instructional Philosophy

I teach to inspire and believe the classroom is a technology-rich, active, learning laboratory designed for developing leaders of character prepared to respond effectively to an ever-changing 21st century global, business environment. My goal is that you reach yours in this course and beyond.

Professionalism

Each participant in this program brings a unique set of experiences that contribute to the learning and development of leaders of character prepared to respond effectively to an ever-changing 21st century global, business environment. Mutual respect is essential in this environment and professional courtesy is an expectation.

Course Outline

Every week, students will need to complete the following tasks on [EKU Blackboard](#):

- Complete interactive learning activity for the applicable chapter(s)
- View instructor videos
- Read/reread the text as needed for clarification and further explanation
- Complete the homework assigned for applicable chapter(s)
- Complete the applicable chapter quiz(zes)
- Submit all weekly assignments by 11:59p.m. ET on Sunday

COURSE REQUIREMENTS AND EVALUATION METHODS

Weekly Assignments

All weekly assignments are due by Sunday, 11:59p.m. Since many of the chapters are sequential, you should complete, all activities assigned in a Learning Module before beginning the next Learning Module.

- **Learning Modules:** Each Chapter will open with a corresponding weekly Learning Module. These assignments cover the basics/foundational material, which we will then build upon in the next module as the course progresses. You should plan to complete all Learning Module activities ***before moving on to the next Learning Module***. You must complete all Learning Module activities before 11:59p.m. each Sunday in order to receive credit. After the due date, you may use the Learning Module as a review tool without affecting your grade.
- **Assignments:** Assignments are a necessary and important part of learning mastery for this course. Assignments may take the form of Wiki Responses, Discussion Board Responses, Podcast Responses, Social Media Responses, and/or Video Responses. Each assignment is clearly defined with a video demonstrating the technology platform (e.g. Wiki, Discussion Board, Podcast, Social Media, and/or Video Response), upload instructions, and application to the course material. Grading rubrics appear below each assignment. Assignments are due by 11:59p.m. each Sunday. Assignments may in some cases, be submitted by Group, and will be clearly identified in the Learning Module as a Group Submission or Individual Submission.
- **Quizzes:** Weekly individual quizzes are designed to give you feedback on how well you have learned the material. Each individual quiz has 25 points possible. Weekly individual quizzes may be completed any time prior to Sunday 11:59p.m. Because of the schedule flexibility associated with quizzes, **make-up quizzes will not be given.**
- **Midterm/Final Exam:** The course will consist of an individual Midterm and Final Exam. Each exam will consist of 50 points or 25 questions including True/False Responses, Short-Answer, Multiple Choice, and Essay responses. The Honor Code will be strictly enforced, and completion instructions are detailed in each respective Learning Module.

Grading

More specific instructions and rubrics for each assignment may be found on Blackboard under each weekly module.

Your final grade will be determined based on the following grade components and weights:

	Points
Midterm Exam	50
Quizzes	200
Assignments/Wiki's/Video/Podcast/Discussion Board Responses and/or (Individual and/or Group) Project Submissions	160
Final Exam	50
Total	460

Grading Scale

The final grade will be given using the following grading scale:

- 90%-100%: A
- 80%-89%: B
- 70%-79%: C
- 60%-69%: D
- Below 60%: F

COURSE POLICIES

Late Assignment Policy

Every assignment is due at the end of the day (11:59 p.m. ET) of the due date. Late assignments will be reduced 20% for each day past the due date. No assignments will be accepted beyond two days after the due date.

Given the flexible access and scheduling of your work for this class, extensions and make-up work are generally an option. If you encounter extenuating circumstances, you should contact your professor as soon as possible to discuss your ability to complete assignments.

Important Dates

See the [Colonel's Compass](#) for important dates such as add/drop, withdrawal, refund and others.

Summer 2021 8-Week Term / Second Session

Weeks in term	8
Term Start Date	XX/XX/21
Term End Date	XX/XX/21
Last day to ADD or DROP a class. <i>Last day for 100% refund. Last day to change from P/F or Audit to GRADE.</i>	XX/XX/21
Mid-Term Date: <i>Mid-Term Grades Submission Deadline.</i>	XX/XX/21
*Last day to WITHDRAW from class without a fee.	XX/XX/21
**Last Day to WITHDRAW from class. <i>Withdraw fee applies.</i>	XX/XX/21
Last day for 100% refund	XX/XX/21
Last day for 50% refund	XX/XX/21
Last day for 25% refund	XX/XX/21
Last Day to Change from Grade to AUDIT or P/F.	XX/XX/21

Student Progress

Grades for assignments and exams will be available under “My Grades” on Blackboard. Please check your grades regularly and contact your instructor/facilitator if you have concerns.

Academic Integrity

Students are advised that ECU's Academic Integrity policy will strictly be enforced in this course. The [Academic Integrity policy](#) is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Academic Integrity. For current University policies and regulations, please go to ECU's [Policy Website](#).

Students are expected to do all assignments independently, unless explicitly told otherwise. The official definitions of cheating and plagiarism can be found in the Academic Integrity policy.

Attendance Policy

As this class meets entirely online, attendance will be measured by regularly logging into the Blackboard course and submitting assignments in a timely manner. Failure to participate in the course will result in failure.

Communication and Feedback

The Virtual Office is the classroom meeting place used throughout the course to answer general questions about the course. Students may post a question in the Virtual Office at any time. Posting them here will allow others with similar concerns to see the responses. Students are expected to read the entries posted here and may respond to classmate posts. Nothing in the Virtual Office will be graded.

Students are encouraged to ask questions through Virtual Office discussion board forum on Blackboard or via email. The Virtual Office is generally the best place to ask most general questions. However, if you need to contact the instructor with questions about your grade or other confidential matters, please use email. The instructor will try to respond within 48 hours, excluding weekends and other official holidays.

An official ECU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this email address. To ensure the instructor identifies your message with this section, please use the class number ESS 857 in your subject line. If the instructor has not responded within a 48-hour timeline as mentioned above, please email the instructor again.

Your Module Learning Assignments and Quizzes will be graded immediately upon submission. Your Wiki Responses, Discussion Board Responses, Podcast Responses, Social Media Responses, and Video Responses will receive specific feedback on Blackboard.

The Announcements tool in Blackboard will be used by the instructor to communicate changes to the course and other course information.

Technological Requirements

To be successful in this online course, you will need:

1. A working computer system with the latest version of [Firefox](#). Blackboard will work with other browsers, but ECU's IT recommends (and supports) only Firefox.
2. Access to a reliable moderate-to-high speed Internet connection for viewing the videos and films.
3. Access to Microsoft Word and PowerPoint. ECU provides Microsoft 360 Plus for students. If you haven't accessed your version of the software, you can find instructions on how to install the applications free on the ECU IT site using this link: [Microsoft 360 Plus for ECU Students](#)
4. A PDF viewer. We recommend Adobe Reader. Please [download Adobe Reader](#) if you don't have the application.
5. Basic computer skills, including word processing, emailing, navigating Blackboard and the ECU library website, and viewing videos.

If your current computer/internet connection does not meet these requirements, please make alternate arrangements to access the course through the ECU labs at the main or satellite campuses, a public library, or a friend or family member's house. You will not be able to succeed in this course without access to adequate technology.

Technical Support

It is expected that participants have an adequate working knowledge of Blackboard and personal computer. For all other technical problems, such as retrieving a forgotten password or email access, please contact campus IT support at 859-622-3000. Campus tech support hours and additional information can be accessed via the Help tab at the top of every page in Blackboard.

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services.

If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Non-Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. You can learn more about [Green Dot](#), request a presentation, or get involved.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/resources> for resources. The Policy on Discrimination and Harassment is available [here](#). Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter

[Director of the Office of Institutional Equity & Title IX Coordinator](#)

Jones 416, Lindsey.Carter@eku.edu, 859.622.8020

SSE 857 | Course Schedule

	TOPICS	Assignments (Due: Sunday 11:59p.m. EST)
Week 1	Chapter 1 A Framework for Understanding Risk HBR Article 1	Individual Assignments Quiz
Week 2	Chapter 2 Engineering Supply Chain Resilience HBR Article 2	Individual Assignments Quiz
Week 3	Chapter 3 Industry Sector Resilience to Supply Chain Threats Chapter 4 Natural Disasters and Pandemics	Individual and Group Assignments Podcast Quiz
Week 4	Chapter 5 Climate Change and Emissions Policy	Individual and Group Assignments Group Quiz Midterm Exam
Week 5	Chapter 6 Economic Risks to the Supply Chain Chapter 7 Societal Risks to Supply Chains	Individual and Group Assignments Quiz
Week 6	Chapter 8 Corruption in the Logistics Industry Chapter 9 Cargo Crime and Policy	Individual and Group Assignments Social Media Response Quiz
Week 7	Chapter 10 Political Risks in Supply Chains Chapter 11 Illicit Supply Chains HBR Article 3	Individual and Group Assignments Podcast Quiz
Week 8	Chapter 12 Terrorism and Security HBR Article 4	Individual and Group Project Submissions Quiz Final Exam

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

Part I

(Check one)	Department Name	Safety & Security
☒ New Course (Parts II, IV)	College	Justice & Safety
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	SSE 866
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	Special Topics in Healthcare Safety
☐ New Minor (Part III)	*Program Title	
☐ Program Suspension (Part III)		
☐ 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	1/28/2021	Council on Academic Affairs	4/15/21
College Curriculum Committee	2-1-2021	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	FALL 2021
Graduate Council*	2-26-2021		

*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 course – SSE 866 – Special Topics in Healthcare Safety A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	B. The justification for this action: This course is part of the replacement certificates for the 17 classes/certificates suspended in 2017 (with teach out completed at the end of 2018). This new course is part of 4 new certificates to be offered over a 3-year period within the MS-SSEM program correlating to the remaining 2 years of our contract with Pearson (2 new courses per year-online budget). Also joining with Anthropology and possibly other programs for use of this course in their curriculum. This new course strengthens our ABET accreditation application and requires no new faculty.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

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

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

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

SSE 866 Special Topics in Healthcare Safety. (3) A. This course, utilizing case studies and readings, will focus on current events, risks and threats to the healthcare delivery system, special safety issues, and emergency management related to the safety of healthcare facilities.

Part III. Recording Data for Revised or Suspended Program

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

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
SSE	866	Fall 2021	BT _____ HS _____ CL _____ JS <u>X</u> ED _____ SC _____	DSAS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
3	Lecture _____ Laboratory _____ Other _____		CIP Code (first two digits only) 43	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
		N	FR _____ JR _____	
8	3		SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis	Spcl Topics	
		Internship _____	Healthcare Safety	
		Independent Study _____		
		Practicum		

CoRequisites and Prerequisites **See definitions on following page****Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

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

Course Prefix and No.

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

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

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

Instructor's Name: Joanne McGlown, PhD
Office: Stratton 285
Office Phone: 859-622-3488
E-Mail: joanne.mcgrown@eku.edu

Class Meeting Location: Online
Term Duration: 6 Weeks: Dates Inserted Here
Office Hours: No set hours. As needed by students.

COURSE DESCRIPTION:

This course, utilizing case studies and readings, will focus on current events, risks and threats to the healthcare delivery system, special safety issues, and emergency management related to the safety of healthcare facilities.

Students will apply course concepts using case studies and real-world scenarios. The course also emphasizes the following skills that contribute to the academic and professional success of students: 1) critical and creative thinking, 2) professional writing, and 3) research and information literacy.

STUDENT LEARNING OUTCOMES AND SCOPE:

On completion of this course, students will be able to:

1. Assess the context underlying contemporary disaster management and safety issues as they relate to the healthcare environment in the United States.
2. Identify and explain components of the “four phases of emergency management” as they relate to the healthcare environment and continuum.
3. Design preparedness strategies to improve a healthcare facilities readiness for select hazards and threats.
4. Compare and contrast two disaster case studies or scenarios from the perspective of the challenges faced by healthcare facilities and personnel.

Fundamental and powerful concepts for this course include the following: Healthcare continuum, Safety and Emergency Preparedness Accreditation Standards; Four Phases of Emergency Management: preparedness, response, recovery and mitigation; disasters: natural, technological, man-made; Cybersecurity; emergency response teams; federalized medical assets; healthcare facility evacuation; hazards vulnerability assessment (HVA); emergency management and the “Whole Community” approach.

STATEMENT ON APPROACH:

The College of Justice and Safety leverages the *active learning approach* in courses. This course follows this learning approach that:

- Requires that students become active participants in their learning;
- Minimizes the use of lectures;
- Maximizes activities where students engage the weekly material in a cooperative learning environment; and
- Requires that students apply course concepts in critical thinking and communication assignments.

As such, it is the responsibility of the student to complete assigned readings in advance of class sessions and be prepared to be tested on the assigned materials and to ask questions. Questioning is the doorway to active learning and all knowledge comes through asking questions. Classroom activities are intended to cover aspects or portions of teaching materials, but not all.

It is an ECU goal to develop informed, critical, and creative thinkers who communicate effectively. All writing assignments in this course will be conducted using the elements and standards of critical and creative thinking. An overview of the critical and creative thinking framework may be found on Blackboard.

COURSE MATERIALS AND READINGS:

Students should procure the following text: TEXT TBD

Course readings also include handouts from the sources below and others that will be made available by the instructor in paper or digital format on Blackboard and via the Internet. These materials will help the student obtain a greater understanding of the course concepts.

COURSE SYLLABUS/GUIDANCE:

Students are encouraged to keep a hard copy of the course syllabus/guidance in their course notes. The course syllabus/guidance explains course guidelines and methodology, assignments, and the grading criteria; additionally, it contains the course schedule, which is a good approximation of the week-by-week teaching schedule identifying many of the topics anticipated to be addressed, as well as the assigned readings and activities. The instructor reserves the right to modify the guidelines, as needed.

Read e-mails and Blackboard announcements from the instructor as those may contain additional guidance on readings, assignments, etc., and changes to the syllabus and schedule.

COURSE METHODOLOGY AND REQUIREMENTS:

This six-week, 100% online course will utilize various methodologies and strategies to help students develop a comprehensive understanding of the course material. Students will utilize critical and creative thinking skills in class assignments, and as part of applied learning in course projects, writing assignments, and examinations.

The course will be facilitated and supported by the Blackboard course management system at <http://www.learn.eku.edu>. The course syllabus, schedule, and other pertinent course documents will be uploaded to the course within Blackboard. Unless otherwise noted, **all assignments should be turned in via the Blackboard system** with grades being posted to the Blackboard Grade Center. Though detailed guidelines will be provided for assignments, the following provides an overview of course assignments and activities.

GRADING:

Evaluation Activity:	Calculation:	Total Points:
Class Engagement and Participation; Introduction to Healthcare Emergency Management	Self Introduction; and Participation in Weekly Discussion Boards (50pts X 3)	50Points 150 Points
Safety and Internal Issues of the Healthcare Environment; Journal articles or case reviews	Review and post a recent study from among selected journals/sources; 4 per term (50 pts. X 4)	200 Points
Safety and External Issues of the Healthcare Environment; Research project	Draft a 1-3 page report or white paper to the CEO summarizing threats to your (or a chosen) healthcare facility.	200 Points
The Healthcare Environment : Facing Future Threats	Using methods learned in class, research and submit a paper addressing a future threat of your choice; identifying the unique challenges faced by healthcare providers and assessing current preparedness for this event type.	200 Points
Conduct a Hazards Vulnerability Assessment	Using the components of the Kaiser-Permanente (FEMA) model, research and conduct a HVA on ONE type of disaster (per their categorization), and submit a 3-5 page paper of your findings. Make recommendations for future preparedness.	200 Points
Total Points Possible:		1000

Student scores in SSE 866 will be translated into course grades as follows:

Points Earned:	Corresponding Letter Grade:	Percentage:
900 – 1000	A	90 - 100 %
800 – 890	B	80 - 89 %
700 – 790	C	70 - 79 %
600 – 690	D	60 - 69 %
<600	F	0 - 59 %

PROPER STYLE AND SOURCE DOCUMENTATION:

Students will be required to utilize the *American Psychological Association (APA) Publication Manual, 6th Edition*, for all assignments. In addition to the manual, APA formatting and style guidelines may be found on the following web site: <http://owl.english.purdue.edu>. Unless otherwise noted in assignment guidelines, assignments will be assessed using the HLS Research and Writing Rubric, which may be found under the Writing Guidelines, Grading Rubrics & Critical Thinking menu item on Blackboard. Research for assignments may be obtained from the ECU Libraries' Homeland Security LibGuide at <http://libguides.ecu.edu/homelandsecurity> or other scholarly sources as identified by the student. Students having problems finding material for their writing assignments should consult with Ms. Heather Beirne, College of Justice & Safety Reference Librarian at the main Library.

The instructor will not comment on every style and source documentation error in student written assignments. However, the instructor will comment on a few common errors and the overall quality of a written assignment's style and source documentation compliance with appropriate references. The instructor will also make recommendations on actions the student may take based on the level of their problems in these areas. Recommendations may include for students to:

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TUTORING SERVICES:

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Connect with a Guru via:

Facebook: ECU Gurus / Twitter: EKUGURUS

Skype: eku_gurus, eku_gurusTC or eku_gurusSSB

Phone: (859) 622.2496

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ACCEPTANCE OF COURSE GUIDELINES:

Students acknowledge that they accept the terms of this syllabus (course agreement) and the guidelines outlined throughout. Further, students agree to follow the course schedule, guidelines and requirements that are necessary for successful completion of the course. The Professor reserves the right to alter the contents of this agreement in order to achieve specified course objectives. Should this occur, students will be notified orally in class as well as in written format on the Blackboard Learning Management System.

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

Part I

(Check one)	Department Name	Safety & Security
☒ New Course (Parts II, IV)	College	Justice & Safety
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	SSE 867
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	Safety and Security Across the Healthcare Continuum
☐ New Minor (Part III)	*Program Title	
☐ Program Suspension (Part III)		
☐ 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	1/28/2021	Council on Academic Affairs	4/15/21
College Curriculum Committee	2-1-2021	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	FALL 2021
Graduate Council*	2-26-2021		

*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 course – SSE 867 – Safety & Security Across the Healthcare Continuum	
A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) NA	
B. The justification for this action: This course is part of the replacement certificates for the 17 classes/certificates suspended in 2017 (with teach out completed at the end of 2018). This new course is part of 4 new certificates to be offered over a 3-year period within the MS-SSEM program correlating to the remaining 2 years of our contract with Pearson (2 new courses per year-online budget). Also joining with Anthropology and possibly other programs for use of this course in their curriculum. This new course strengthens our ABET accreditation application and requires no new faculty.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: NA Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA	

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

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

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

SSE 867 Safety and Security Across the Healthcare Continuum. (3) A. This course introduces the healthcare continuum, focusing on the hospital/medical center environment. Ancillary and specialty services, including the 17 healthcare service types addressed in the CMS Final Rule for Emergency Preparedness, will be addressed.

Part III. Recording Data for Revised or Suspended Program

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

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

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2016)	College/Division:	Dept. (4 letters)*
SSE	867	Fall 2021	BT _____ HS _____ CL _____ JS <u>X</u> ED _____ SC _____	DSAS
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
3	Lecture <u>X</u> Laboratory _____ Other _____		CIP Code (first two digits only) 43	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
		N	FR _____ JR _____	
1	3		SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation: (30 character limit)	
		Thesis	Safety & Security	
		Internship _____	Across Health	
		Independent Study _____		
		Practicum		

CoRequisites and Prerequisites **See definitions on following page****Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

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

Course Prefix and No.

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

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

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

Instructor's Name: Joanne McGlown, PhD
Office: Stratton 285
Office Phone: 859-622-3488
E-Mail: joanne.mcgrown@eku.edu

Class Meeting Location: Online
Term Duration: 6 Weeks: (Dates entered here)
Office Hours: No set hours. As needed by students.

COURSE DESCRIPTION:

This course introduces the healthcare continuum, focusing on the hospital/medical center environment. Ancillary and specialty services, including the 17 healthcare service types addressed in the CMS Final Rule for Emergency Preparedness, will be addressed.

Students will apply course concepts using case studies and real-world scenarios. The course also emphasizes the following skills that contribute to the academic and professional success of students: 1) critical and creative thinking, 2) professional writing, and 3) research and information literacy.

STUDENT LEARNING OUTCOMES AND SCOPE:

On completion of this course, students will be able to:

1. Assess the context underlying contemporary safety issues as they relate to the healthcare environment in the United States.
2. Understand the fundamental principles and lessons of the patient safety movement.
3. Apply the terminology and basic methodology of quality measurement to assigned coursework.
4. Understand the principles of designing and evaluating quality measures in healthcare safety.

Fundamental and powerful concepts for this course include the following: Healthcare continuum, Quality Assessment, Performance Improvement, Patient Safety, Root Cause Analysis, Safety Culture, Infection Control, Ethical Issues in Healthcare, Accreditation Standards

STATEMENT ON APPROACH:

The College of Justice and Safety leverages the *active learning approach* in courses. This course follows this learning approach that:

- Requires that students become active participants in their learning;
- Minimizes the use of lectures;
- Maximizes activities where students engage the weekly material in a cooperative learning environment; and
- Requires that students apply course concepts in critical thinking and communication assignments.

As such, it is the responsibility of the student to complete assigned readings in advance of class sessions and be prepared to be tested on the assigned materials and to ask questions. Questioning is the doorway to active learning and all knowledge comes through asking questions. Classroom activities are intended to cover aspects or portions of teaching materials, but not all.

It is an EKU goal to develop informed, critical, and creative thinkers who communicate effectively. All writing assignments in this course will be conducted using the elements and standards of critical and creative thinking. An overview of the critical and creative thinking framework may be found on Blackboard.

COURSE MATERIALS AND READINGS:

Students should procure the following text: TEXT TBD

Course readings also include handouts from the sources below and others that will be made available by the instructor in paper or digital format on Blackboard and via the Internet. These materials will help the student obtain a greater understanding of the course concepts.

COURSE SYLLABUS/GUIDANCE:

Students are encouraged to keep a hard copy of the course syllabus/guidance in their course notes. The course syllabus/guidance explains course guidelines and methodology, assignments, and the grading criteria; additionally, it contains the course schedule, which is a good approximation of the week-by-week teaching schedule identifying many of the topics anticipated to be addressed, as well as the assigned readings and activities. The instructor reserves the right to modify the guidelines, as needed.

Read e-mails and Blackboard announcements from the instructor as those may contain additional guidance on readings, assignments, etc., and changes to the syllabus and schedule.

COURSE METHODOLOGY AND REQUIREMENTS:

This six-week, 100% online course will utilize various methodologies and strategies to help students develop a comprehensive understanding of the course material. Students will utilize critical and creative thinking skills in class assignments, and as part of applied learning in course projects, writing assignments, and examinations.

The course will be facilitated and supported by the Blackboard course management system at <http://www.learn.eku.edu>. The course syllabus, schedule, and other pertinent course documents will be uploaded to the course within Blackboard. Unless otherwise noted, **all assignments should be turned in via the Blackboard system** with grades being posted to the Blackboard Grade Center. Though detailed guidelines will be provided for assignments, the following provides an overview of course assignments and activities.

GRADING:

Evaluation Activity:	Calculation:	Total Points:
Class Engagement and Participation	Self Introduction and Participation in Weekly Discussion Boards	15 Points
Formal review of Patient Safety or Healthcare Environment journal article	Review and post a recent study from among selected journals/sources.	15 Points
Healthcare Environment Safety Project	Draft a 1-3 page proposal for a safety intervention in your healthcare environment	15 Points
Evaluation of a Quality Measure	Using methods learned in class, submit a 1-3 page evaluation addressing the strengths and weaknesses of the measure	15 Points
Develop a New Quality Measure	Using the components of measurement discussed in class, develop a new measure for your field of interest	10 Points
Draft a Healthcare Quality Improvement Project	Develop a project, addressing barriers and leveraging strengths to achieve improvement in your healthcare environment.	30 Points
Total Points Possible:		100

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Students are not allowed to use research topics or research papers from previous courses without instructor permission. Students are responsible for knowing the content of the ECU Academic Integrity Policy, including knowing the definitions for cheating and plagiarism. Not understanding the ECU Academic Integrity Policy cannot be used as a defense if the student incurs a failing grade on an assignment, a failing grade in the course, or suspension or expulsion from the university.

ACCEPTANCE OF COURSE GUIDELINES:

Students acknowledge that they accept the terms of this syllabus (course agreement) and the guidelines outlined throughout. Further, students agree to follow the course schedule, guidelines and requirements that are necessary for successful completion of the course. The Professor reserves the right to alter the contents of this agreement in order to achieve specified course objectives. Should this occur, students will be notified orally in class as well as in written format on the Blackboard Learning Management System.

Council on Academic Affairs Curriculum Change Form

COURSE DROP

Department Name	Safety & Security		
College	Justice & Safety		
Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee:	1/28/2021	Graduate Council*	2-26-2021
College Curriculum Committee:	2-1-2021	Council on Academic Affairs	4/15/21
General Education Committee*:		Approved ☒ Disapproved ☐	
Teacher Education Committee*		*If Applicable (Type NA if not applicable.)	

Completion of A and B is required:

A. Effective Academic Year: (Example: Fall 2010/11) Fall 2021

B. The justification for this action: (course no longer taught/comment if other)

Courses are no longer being taught and concentrations have been dropped from the curriculum

List course or courses to be dropped

Prefix	Number	Title	Comments:
SSE	898	Thesis	The Thesis exit option was replaced with the Capstone exit option. All remaining Thesis students have been processed to graduation.
SSE	896A	SSEM Capstone Continuation	Though originally included in our strategy to launch the Capstone exit option, we have found that a continuation section is not needed as students have been able to successfully complete the Capstone in one semester given the groundwork that is laid in SSE 880.
SSE	824	Leadership in the Fire and Emergency Services	This class can be eliminated in light of our decision to terminate our Fire and Emergency Services Certificate due to low enrollment.
SSE	825	Public Sector Finance and Budgeting	This class can be eliminated in light of our decision to terminate our Fire and Emergency Services Certificate due to low enrollment.
SSE	829	Public Emergency Services	This class can be eliminated in light of our decision to terminate our Fire and Emergency Services Certificate due to low enrollment.
SSE	820	Strategic Planning for Fire and Emergency Services	This class can be eliminated in light of our decision to terminate our Fire and Emergency Services Certificate due to low enrollment.
SSE	851	Human Factors in Simple & Complex Systems	This class can be eliminated in light of our decision to eliminate the Ergonomics Certificate due to low enrollment, while we have retained SSE 850 as an elective course in Ergonomics.
SSE	852	Ergonomics Process & Practice	This class can be eliminated in light of our decision to eliminate the Ergonomics Certificate due to low enrollment, while we have retained SSE 850 as an elective course in Ergonomics.
SSE	853	Applied Research in Ergonomics	This class can be eliminated in light of our decision to eliminate the Ergonomics Certificate due to low enrollment, while we have retained

			SSE 850 as an elective course in Ergonomics.
SSE	861	Labor & Employment Issues for Safety Professionals	This class can be eliminated in light of our decision to terminate our Labor and Employment Certificate due to low enrollment.
SSE	862	Collective Bargaining & Labor Law for the Safety Professionals	This class can be eliminated in light of our decision to terminate our Labor and Employment Certificate due to low enrollment.
SSE	863	Discrimination Law for Safety Professionals	This class can be eliminated in light of our decision to terminate our Labor and Employment Certificate due to low enrollment.
SSE	871	Risk Management	This class can be eliminated in light of our decision to terminate our School Safety Certificate due to low enrollment.
SSE	872	School Crisis Response	This class can be eliminated in light of our decision to terminate our School Safety Certificate due to low enrollment.
SSE	873	School Safety Evaluation	This class can be eliminated in light of our decision to terminate our School Safety Certificate due to low enrollment.

FALL IMPLEMENTATION

DECEMBER 1 - The following documents are due to the Associate Provost:

- Council on Postsecondary Education **Notification of Intent (NOI)**
- Southern Association of Colleges & Schools – Commission on Colleges **full proposal, all ECU curriculum related forms and supplemental documents**

DECEMBER 15th

Council on Postsecondary Education Notification of Intent information entered by Associate Provost

JANUARY

College Approval

Council on Postsecondary Education Council of Chief Academic Officers approval

FEBRUARY

When necessary, approvals from the following bodies:

- University General Education Committee (UGEC)
- Graduate Council
- College of Education's Teacher Education Committee (TEC)

MARCH

Council on Academic Affairs Approval deadline

APRIL

Faculty Senate Approval

JUNE

ECU Board of Regents (BOR) Approval

AUGUST or OCTOBER

Council on Postsecondary Education – Academic & Strategic Initiatives Committee

SEPTEMBER or NOVEMBER

New program (25-49%) notification due to SACSCOC

For a substantive change requiring notification only, it can be submitted any time before implementation.

Once the institution has submitted notification, it may implement before receiving a response from SACSCOC.

December 15

New Program (50-100%) Approval due to SACSCOC (for January 1 deadline)

AUGUST (FALL) IMPLEMENTATION

SPRING IMPLEMENTATION

OCTOBER 1 - The following documents are due to the Associate Provost:

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-

OCTOBER 15TH

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NOVEMBER

College Approval

Council on Postsecondary Education Council of Chief Academic Officers approval

DECEMBER

When necessary, approvals from the following bodies:

- University General Education Committee (UGEC)
- Graduate Council
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JANUARY

Council on Academic Affairs Approval deadline

FEBRUARY

Faculty Senate Approval

MARCH

ECU Board of Regents (BOR) Approval

MAY

Council on Postsecondary Education – Academic & Strategic Initiatives Committee

JUNE

New program (25-49%) notification due to SACSCOC

June 15

New Program (50-100%) Approval due to SACSCOC (for July 1 deadline)

AUGUST (FALL) IMPLEMENTATION

Proposed CAA Process Revision, Spring 2021 (Fall 2021 implementation)

College Responsibility for all items:
Associate Dean communication with relevant Associate Deans
College Curriculum Committee approval vote

	Examples	Department/Unit Responsibility (NOTE: All items must include a revised curriculum map)	Additional Committee Action (as appropriate)	CAA
NEW COURSE (100% new content)	Note: New courses that are included in a new or substantially revised program should be submitted as a collection.	Substantial Curriculum Change Form General Education Approval Form, As applicable Syllabus Department Curriculum Committee approval vote	Approvals (as appropriate): Graduate Education Council General Education Committee Teacher Education Committee	Approval

REVISED COURSE- Substantial (50-99% revised content as measured via student learning outcomes, description, and/or title)	Renumbering course to a different level (e.g. 200 to 300) Revising >50% student learning outcomes	Substantial Curriculum Change Form General Education Approval Form, As applicable Syllabus Department Curriculum Committee approval vote	Approvals (as appropriate): Graduate Education Council General Education Committee Teacher Education Committee	Approval
REVISED COURSE- Routine (25-49% revised content as measured via student learning outcomes, description, and/or title)	Prerequisite and co-requisite changes	Routine Curriculum Change Form Syllabus Department Curriculum Committee approval vote	Notification (as appropriate): Graduate Education Council General Education Committee Teacher Education Committee	Notification
REVISED COURSE- Editorial (0-24% revised content as measured via student learning outcomes, description, and/or title)	Course title changes Prerequisite changes Drop former equivalent course number	Routine Curriculum Change Form Syllabus Department Curriculum Committee approval vote	Notification (as appropriate): Graduate Education Council General Education Committee	Notification

			Teacher Education Committee	
DROP COURSE		Course Drop Form Department Curriculum Committee approval vote	Notifications (as appropriate): Graduate Education Council General Education Committee Teacher Education Committee	Notification
NEW PROGRAM (50-100% new content for a new CIP code)	New program CIP with new courses.	SACSCOC New Program Proposal CPE New Program Proposal Substantial Curriculum Change Form Department Curriculum Committee approval vote	Approvals (as appropriate): Graduate Education Council Teacher Education Committee	Approval
NEW PROGRAM (25-49% new content for a new CIP code)	New program CIP with existing courses.	SACSCOC New Program Proposal	Approvals (as appropriate):	Approval

		CPE New Program Proposal	Graduate Education Council	
		Substantial Curriculum Change Form	Teacher Education Committee	
		Department Curriculum Committee approval vote		
Program Suspension/Closure		SACSCOC Program Closure Proposal (with teach-out plan)	Approvals (as appropriate):	Approval
		Substantial Curriculum Change Form	Graduate Education Council	
		Department Curriculum Committee approval vote	Teacher Education Committee	
REVISED PROGRAM Substantial (50-99% revised content as measured via program-level learning objectives, description, and/or title)	Revisions to a program core. Addition or deletion of a minor or concentration. Combining or separating existing programs. Changing program delivery modality.	Substantial Curriculum Change Form	Approvals (as appropriate):	Approval
		Department Curriculum Committee approval vote	Graduate Education Council	
			Teacher Education Committee	

REVISED PROGRAM- Routine (0-49% revised content as measured via program-level learning objectives, description, and/or title)	Changing a CIP code. Deleting dropped courses. Updating course numbers and related credit hours. Revising supporting courses.	Substantial Curriculum Change Form Department Curriculum Committee approval vote	Notification (as appropriate): Graduate Education Council Approval (as appropriate): Teacher Education Committee	Notification
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FAQ

1. What is a “program?”
 - a. Combination of courses and related activities organized for the attainment of broad educational objectives that lead to a certificate, diploma, associate’s degree, bachelor’s degree, master’s degree, specialist degree, or doctoral degree. (CPE)
 - b. Coherent course of study leading to a for-credit credential including a degree, diploma, certificate, or other generally recognized credential. Exception: General education, for substantive change purposes, is usually considered a program even if a credential is not awarded. (SACSCOC Substantive Change Policy & Procedure, p. 79)
2. How long does it take to begin a new program?
 - a. After completion of the new program proposals, the approval process can take approximately 18 months.
3. How do advisors learn about curriculum changes?
 - a. After CAA meetings, Associate Deans will communicate curriculum changes with college advisors.

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Council on Postsecondary Education Council of Chief Academic Officers approval

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MARCH

Council on Academic Affairs Approval deadline

APRIL

Faculty Senate Approval

JUNE

EKU Board of Regents (BOR) Approval

AUGUST or OCTOBER

Council on Postsecondary Education – Academic & Strategic Initiatives Committee

SEPTEMBER or NOVEMBER

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AUGUST (FALL) IMPLEMENTATION

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FEBRUARY

Faculty Senate Approval

MARCH

ECU Board of Regents (BOR) Approval

MAY

Council on Postsecondary Education – Academic & Strategic Initiatives Committee

JUNE

New program (25-49%) notification due to SACSCOC

June 15

New Program (50-100%) Approval due to SACSCOC (for July 1 deadline)

AUGUST (FALL) IMPLEMENTATION

Revised Recommendation for Revisions to Certificates

Background

The Certificates Working Group, a group of ten individuals from various ECU areas, reviewed and analyzed policies, practices, and processes related to ECU certificates (all levels, all types). The current certificate process can be found here: [prot_certapproval.pdf \(ecu.edu\)](#).

Recommendations

Certificates can provide: specialized knowledges or skill sets for employability and advancement; appealing options for learners returning to school; and a recognition while pursuing a lengthier program of study. Therefore, the following actions are recommended:

1. Reduce the minimum number of hours for an undergraduate University Certificate to 12 hours in the 2021-2022 catalog.
2. Reduce the minimum number of hours for a graduate University Certificate to 12 hours in the 2021-2022 catalog.
3. Begin offering badges (6-hour minimum) via a digital learner record.

TO: Council on Academic Affairs
FROM: Shannon Tipton, Registrar
DATE: April 6, 2021
SUBJECT: Academic Bankruptcy

The Office of the Registrar would like to change the name of Academic Bankruptcy to Academic Fresh Start. This would provide a more positive tone to the existing policy. The policy itself is not changing.

A handwritten signature in cursive script, appearing to read "STipton".

Shannon Tipton M.S.
University Registrar

Council on Academic Affairs

Registered Student Organization (RSO) / Academic Program

Graduation Regalia Request

Effective Fall 2016: All RSOs, even those with previously approved regalia, must complete this form and be recertified before wearing organization specific regalia at Fall 2016 Commencement.

All regalia worn at University Commencement and/or College Convocations must be approved by the Council on Academic Affairs (CAA) prior to graduation. Special regalia worn at Commencement/Convocation is a privilege afforded to those individuals/groups who have met a distinctive academic expectation.

An RSO requesting to have members wear organization specific regalia (stoles, cords, etc.) must complete this form and submit to the Office of ECU Student Life. Student Life will present the request at the next available CAA meeting. The wearing of sashes may not be proposed as it is exclusively reserved for those students earning Latin Honors. A request by an academic program should be submitted to the Dean's Office of their relevant college. The request will then be brought forward to CAA by the Associate Dean of the college.

Forms should be submitted no later than the 2nd week in October to request an item be approved for a December ceremony, or the 2nd week in March for a May ceremony.

RSOs must complete the form and attach a color picture of the regalia for which they are proposing approval. Failure to receive approval will result in any unapproved regalia being confiscated at graduation.

SUBMITTED BY:

NAME Kyle Amyot PHONE CONTACT (919) 609-8198 DATE 3/11/21
 EMAIL: kyle_amyot@my.mail.eku.edu

RSO/Academic Program Graduation Regalia Request

- [Required] Name of RSO/Program: Chi Beta Tau
- [Required] Contact Name: Kyle Amyot [Required] Contact Email: kyle_amyot@my.mail.eku.edu [Required] Contact Phone Number: (919) 609-8198

1. Organizations can apply to CAA to have Commencement regalia approved in one of the following ways:

- A. The RSO may request approval for all members to wear Commencement regalia because the organization has an academic membership requirement of a GPA of 2.5 or higher.
- B. The RSO may request approval for those individual members who have attained a 2.5 GPA or higher to be allowed to wear the approved regalia.
- C. A college may submit a request for regalia indicating completion of an academic minor; students who are Veterans may wear regalia as determined by the ECU Office of Military and Veteran Affairs; International Students may wear regalia approved and designated by the Office of International Student and Scholar Services.

2. [Required] Does your organization have a minimum grade point requirement for membership? If so, what is it?

Please attach copies of official organization communications that relay these expectation to organization members.

Yes 2.3

3. [Required] Are you proposing that only those members who meet the 2.5 GPA academic threshold wear the regalia?

Yes

4. [Required] Please describe the significance of wearing the stole at graduation. Why should your members wear graduation regalia?

To show pride in their academic achievements

5. [Required] Please provide a brief description of the stole or cords you are requesting to be worn (and attach a color photo).

Red with gold writing of XBT and number on left and crest on right

Done XBT Constitution & By-Laws Revi...



Any member of the Fraternity who is suspended until a date or event certain that ends at least six (6) months after the date of their suspension may petition the Executive Council of the Fraternity for reinstatement by the same means and methods as are provided in Section 7 above for the appeal to the Executive Council of an expulsion from membership.

Section 10. Probation.

Probation is an action that either restricts activity or enacts activity within a member's membership. Usual rights and privileges of active membership may be restricted or actions may be undertaken with regard to social and academic activities. The member shall remain an Active Member of the fraternity.

Section 11. Academic Probation.

Academic probation is a form of discipline in which a person does not show adequate performance in their school work. A member shall be placed on Academic Probation if that member shows bad character in regards to school work and grades. The member will be required to complete library hours or other forms of tutoring/studying either solely or with other members of the undergraduate chapter.

Section 12. Causes for Academic Probation.

- (a) Member's GPA is at a 2.3 or lower;
- (b) Member fails or is currently failing 2 or more classes in a semester without extenuating circumstances.

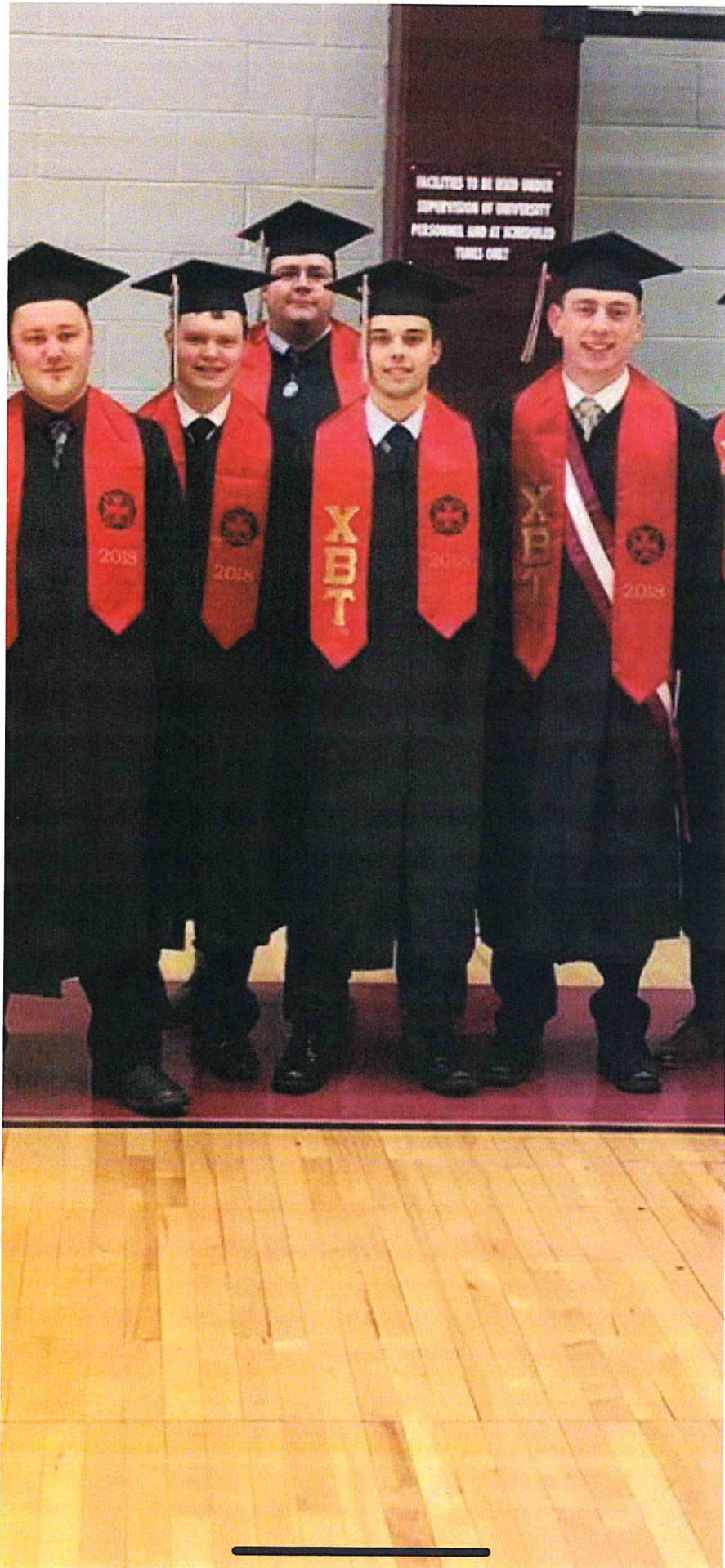
Section 13. Social Probation.

Social Probation is a form of discipline when a member shows to insufficiently represent the values of Chi Beta Tau. This could be through personal demeanor, actions at an event, or other forms of social gathering. Restrictions include but are not limited to wearing Stitched Chi Beta Tau apparel at non-official events, Public posts on social media relating to Chi Beta Tau which have not been approved, or sole representation of the fraternity in an official capacity. Other restrictions will be put in place by the Executive Council of the Fraternity with direct relevance to the reason for the member's probation.

Section 14. Causes for Social Probation.

Causes for Social Probation include:

- (a) Violations of laws, rules, or regulations of the fraternity
- (b) Conduct ~~misrepresenting Chi Beta Tau~~



Council on Academic Affairs

Registered Student Organization (RSO) / Academic Program

Graduation Regalia Request

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An RSO requesting to have members wear organization specific regalia (stoles, cords, etc.) must complete this form and submit to the Office of EKU Student Life. Student Life will present the request at the next available CAA meeting. The wearing of sashes may not be proposed as it is exclusively reserved for those students earning Latin Honors. A request by an academic program should be submitted to the Dean's Office of their relevant college. The request will then be brought forward to CAA by the Associate Dean of the college.

Forms should be submitted no later than the 2nd week in October to request an item be approved for a December ceremony, or the 2nd week in March for a May ceremony.

RSOs must complete the form and attach a color picture of the regalia for which they are proposing approval. Failure to receive approval will result in any unapproved regalia being confiscated at graduation.

SUBMITTED BY:

NAME Mary Rose Stelzer-Weise PHONE CONTACT 1-859-314-3660 DATE 3/12/21

EMAIL: mary-stelzerweise@eku.edu

RSO/Academic Program Graduation Regalia Request

- [Required] Name of RSO/Program: Dance Theatre at EKU
- [Required] Contact Name: Mary Rose Stelzer Weise [Required] Contact Email: mary-stelzerweise@mymail.eku.edu [Required] Contact Phone Number: 859-314-3660

1. Organizations can apply to CAA to have Commencement regalia approved in one of the following ways:

- A. The RSO may request approval for all members to wear Commencement regalia because the organization has an academic membership requirement of a GPA of 2.5 or higher.
- B. The RSO may request approval for those individual members who have attained a 2.5 GPA or higher to be allowed to wear the approved regalia.
- C. A college may submit a request for regalia indicating completion of an academic minor; students who are Veterans may wear regalia as determined by the EKU Office of Military and Veteran Affairs; International Students may wear regalia approved and designated by the Office of International Student and Scholar Services.

2. [Required] Does your organization have a minimum grade point requirement for membership? If so, what is it?

Please attach copies of official organization communications that relay these expectation to organization members.

N/A

3. [Required] Are you proposing that only those members who meet the 2.5 GPA academic threshold wear the regalia?

Yes

4. [Required] Please describe the significance of wearing the stole at graduation. Why should your members wear graduation regalia?

Dance Theatre is a big part of our dancer's college careers. In Dance Theatre, students build long-lasting relationships and create memories that they will hold forever. Stoles will represent these bonds and accomplishments.

5. [Required] Please provide a brief description of the stole or cords you are requesting to be worn (and attach a color photo).



Purple Stole, white
lettering.

Council on Academic Affairs

Registered Student Organization (RSO) / Academic Program

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Forms should be submitted no later than the 2nd week in October to request an item be approved for a December ceremony, or the 2nd week in March for a May ceremony.

RSOs must complete the form and attach a color picture of the regalia for which they are proposing approval. Failure to receive approval will result in any unapproved regalia being confiscated at graduation.

SUBMITTED BY: Marketing Club
 NAME Olivia Arlinghaus PHONE CONTACT 859-512-4360 DATE 3/08/2021
 EMAIL: olivia-arlinghaus@mymail.eku.edu

RSO/Academic Program Graduation Regalia Request

- [Required] Name of RSO/Program: Marketing Club
- [Required] Contact Name: Olivia Arlinghaus [Required] Contact Email: olivia-arlinghaus@mymail.eku.edu [Required] Contact Phone Number: 859-512-4360

1. Organizations can apply to CAA to have Commencement regalia approved in one of the following ways:

- A. The RSO may request approval for all members to wear Commencement regalia because the organization has an academic membership requirement of a GPA of 2.5 or higher.
- B. The RSO may request approval for those individual members who have attained a 2.5 GPA or higher to be allowed to wear the approved regalia.
- C. A college may submit a request for regalia indicating completion of an academic minor; students who are Veterans may wear regalia as determined by the EKU Office of Military and Veteran Affairs; International Students may wear regalia approved and designated by the Office of International Student and Scholar Services.

2. [Required] Does your organization have a minimum grade point requirement for membership? If so, what is it?

Please attach copies of official organization communications that relay these expectation to organization members.

Yes

3. [Required] Are you proposing that only those members who meet the 2.5 GPA academic threshold wear the regalia?

Yes

4. [Required] Please describe the significance of wearing the stole at graduation. Why should your members wear graduation regalia?

our members have earned the cords at graduation for keeping above the gpa requirement and for representing

5. [Required] Please provide a brief description of the stole or cords you are requesting to be worn (and attach a color photo).

Silver & light blue (photo attached)

the Marketing Club on

EKU's campus.

Graduation Cords - Single

As low as **\$2.50** per cord (1000+)



Silver/grey and light blue

\$2.75 per cord (500+)
\$3.50 per cord (300+)
\$3.75 per cord (100+)
\$4.50 per cord (30+)
\$5.00 per cord (10+)
\$6.00 per cord (1-9)

~70 inches long.
Ships same day.

Council on Academic Affairs

Registered Student Organization (RSO) / Academic Program

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Forms should be submitted no later than the 2nd week in October to request an item be approved for a December ceremony, or the 2nd week in March for a May ceremony.

RSOs must complete the form and attach a color picture of the regalia for which they are proposing approval. Failure to receive approval will result in any unapproved regalia being confiscated at graduation.

SUBMITTED BY:

NAME Patrick Reagin PHONE CONTACT 770-364-8284 DATE 3/25/2021
 EMAIL: patrick_reagin@mymail.eku.edu

RSO/Academic Program Graduation Regalia Request

- [Required] Name of RSO/Program: OMEGA DELTA SIGMA
 - [Required] Contact Name: PATRICK REAGIN [Required] Contact Email: patrick_reagin@mymail.eku.edu [Required] Contact Phone Number: 770 364 8284
1. Organizations can apply to CAA to have Commencement regalia approved in one of the following ways:
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 - B. The RSO may request approval for those individual members who have attained a 2.5 GPA or higher to be allowed to wear the approved regalia.
 - C. A college may submit a request for regalia indicating completion of an academic minor; students who are Veterans may wear regalia as determined by the EKU Office of Military and Veteran Affairs; International Students may wear regalia approved and designated by the Office of International Student and Scholar Services.
 2. [Required] Does your organization have a minimum grade point requirement for membership? If so, what is it?
 Please attach copies of official organization communications that relay these expectation to organization members.
Yes. GPA of 2.0
 3. [Required] Are you proposing that only those members who meet the 2.5 GPA academic threshold wear the regalia?
Yes
 4. [Required] Please describe the significance of wearing the stole at graduation. Why should your members wear graduation regalia?
We would like to recognize our members as being a part of the first Military fraternity in the Commonwealth of Kentucky.
 5. [Required] Please provide a brief description of the stole or cords you are requesting to be worn (and attach a color photo).
Blue and Black Stole with greek letters and name

ARTICLE III

Membership

Section 1

Eligibility

1.1 Membership to Omega Delta Sigma shall meet the following requirements:

- a) Be enrolled at a College or University with a chapter/colony;
- b) Have a minimum 2.5 out of 4.0 grade point average
- c) Be enrolled with a minimum:
 - Undergraduate Level: 6 Semester Hours or equivalent
 - Graduate Level: 3 Semester Hours or equivalent
- d) Qualify as one of the following:
 - Active Duty:
 - Currently Serving in the United States Military, Reserve of National Guard component.
 - Veteran:
 - Any Honorable condition discharge or medical discharge.

Section 2

Recognized Membership, Titles, and Honorifics

2.1 The Title of Fraternity Founding Father (FFF): This title is reserved for the member that founded the Fraternity, Carlos Espita.

2.2 The Title of National Founding Member (NF): This title is reserved for the members that formed the National Chapter and completed service as the first National Board; Peter Ficnerski, Samuel Smith, Michael McCown, Jon Stephanchick.

2.3 The Title of Chapter Founding Father (CFF): This title is reserved for the member that founded a chapter of the fraternity at their university or college.

2.4 The Title of Chapter Charter Member (CC): This title is for members who signed the Charter for the local chapter and paid all fees and dues required when the chapter was formed.

2.5 The Title of Chapter Member (M): A member in good standing of any chapter/colony of Omega Delta Sigma, National Veterans Fraternity as set forth under Article III.

2.6 The Title of Honorary (H): Honorary memberships are offered to individuals who have done something extraordinary for the fraternity or this country. Honorary members have no active part in the fraternity. Any Chapter or Colony wishing to induct an Honorary or Honoraries must be submitted to National Chapter for a vote from the National Board. The Honorary membership has a fee equal to a Paid Life Member that is paid by the requesting chapter. Colonies are not eligible for honorary membership submission. Honorary Members may not vote or hold any office.

2.7 Paid Life Member (LM): Alumni paying the designated one-time fee for Paid Life Membership shall receive voting rights via the Alumni Chapter. This vote is to be considered as part of a chapter vote in the Alumni Chapter. A Paid Life Member may hold any office on the National Board. Paid Life Member status is awarded to national officers who have honorably completed a term of service.





EASTERN KENTUCKY UNIVERSITY
Serving Kentuckians Since 1906

College of Education
Dr. Sherry Powers, Dean
859/622-1175

420 Bert Combs Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
sherry.powers@eku.edu

MEMORANDUM

DATE: April 6, 2021

TO: Jennifer Wies, Associate Provost

FROM: Faye Deters, Associate Dean

RE: Proposed Program Relocation

The College of Education is requesting an organizational change in collaboration with the College of Business and Technology. The Career and Technical Education programs will be moving from the Department of Applied Engineering & Technology to the Department of Curriculum & Instruction effective July 1, 2021. Specifically, the B.S. in Career and Technical Education/Teaching Agriculture Education Teacher Certification under the Department of Agriculture (2020-2021 Undergraduate Catalog, p. 90), and the B.S. in Career and Technical Education/Teaching (2020-2021 Undergraduate Catalog, p. 96) and the A.A.S. in Career and Technical Education (Teaching) (2020-2021 Undergraduate Catalog, p. 99) under the Department of Applied Engineering and Technology will be moved to the Department of Curriculum and Instruction.

Please review this request and move forward for approval and implementation. Please contact me should additional information or clarification be needed. We appreciate your assistance in this matter!

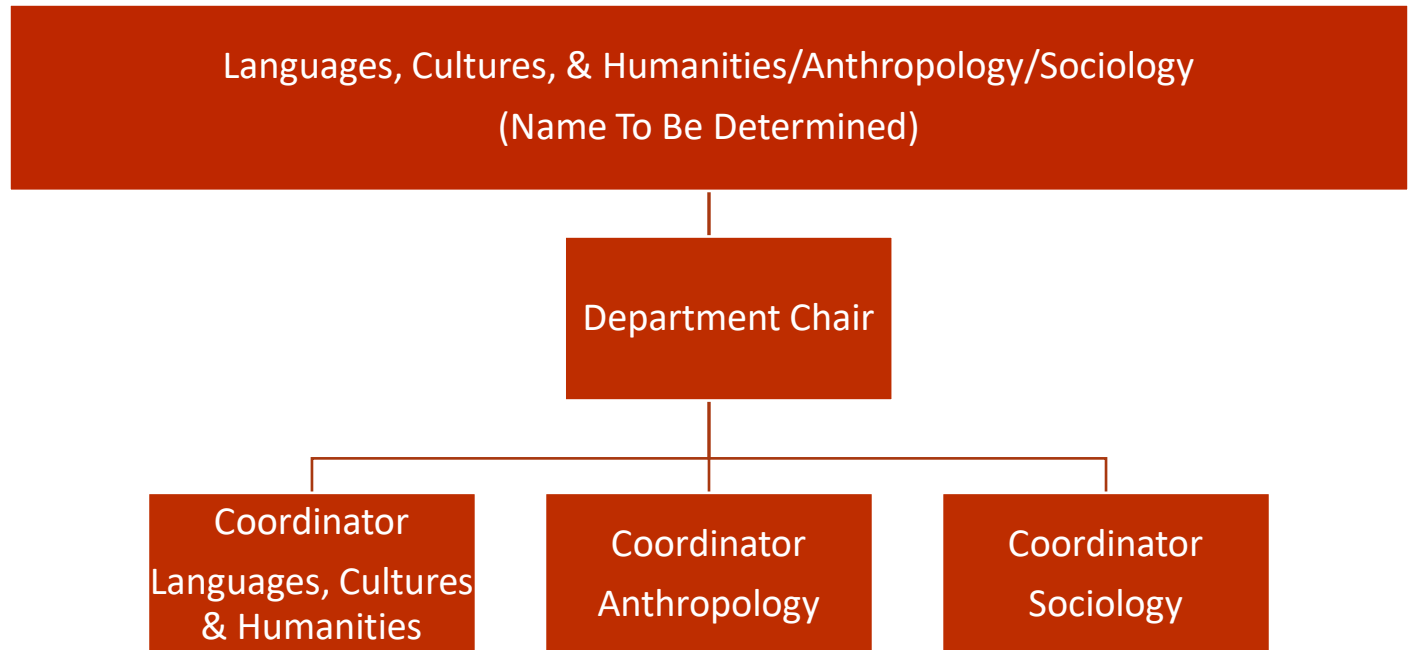


Eastern Kentucky University is an Equal Opportunity/Affirmative Action Employer and Educational Institution

DATE: April 8, 2021
TO: Jennifer Wies, Associate Provost
FROM: Jeremy Mulholland, Associate Dean
RE: Proposed Department Restructuring

The College of Letters, Arts, & Social Sciences is requesting an organizational change, merging the Department of Sociology, and Department of Anthropology, with the current Languages, Cultures, and Humanities Department. The new department name is to be determined and managed by the current Department Chair of Languages, Cultures, and Humanities. The proposed reorganization will provide efficiencies in the design, delivery and assessment of these undergraduate programs, and in the maintenance of program accreditation. This merger will also provide budget savings.

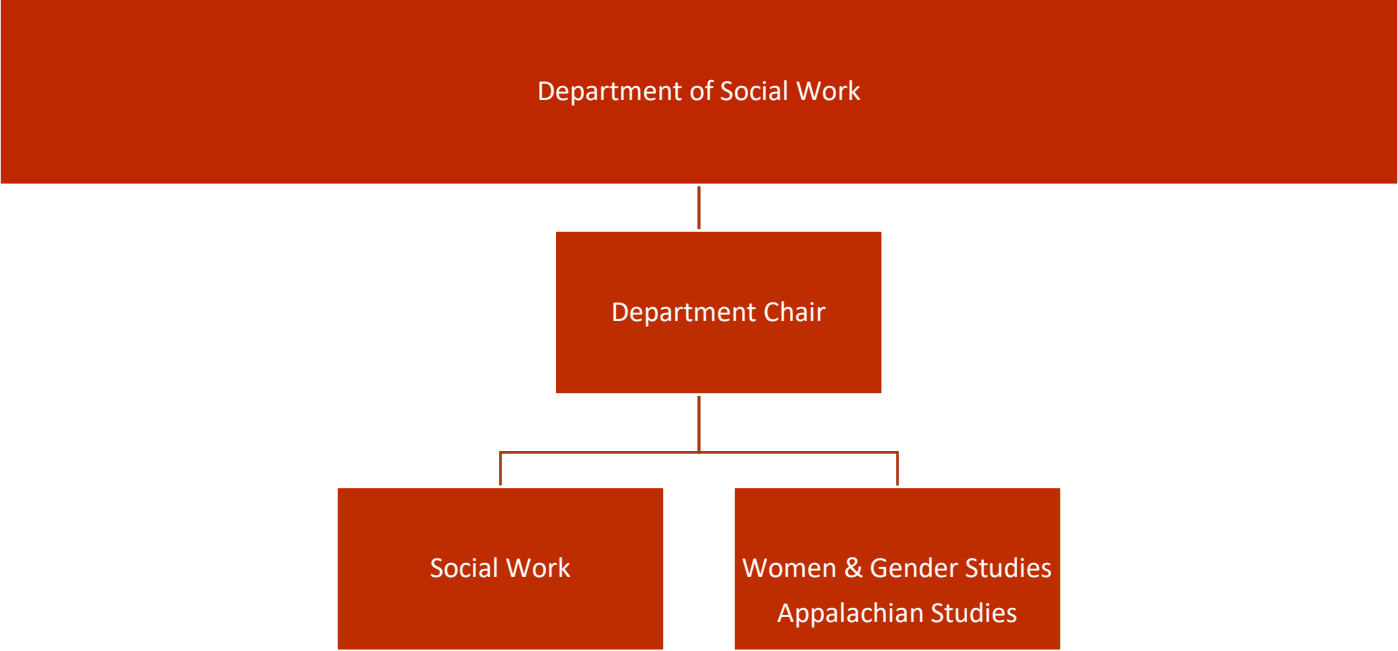
Please review this request and contact me should you need further information or clarification on any point. Please move this proposal forward for final approval and implementation.



DATE: April 8, 2021
TO: Jennifer Wies, Associate Provost
FROM: Jeremy Mulholland, Associate Dean
RE: Proposed Department Restructuring

The College of Letters, Arts, & Social Sciences is requesting an organizational change, merging the Department of Social Work with Women & Gender Studies, and Appalachian Studies. The new department will be known as the **Department of Social Work** and managed by a Department Chair. The proposed reorganization will provide efficiencies in the design, delivery and assessment of undergraduate and graduate programs, in the delivery of e-Campus offerings, and in the maintenance of program accreditations. This merger will also provide budget savings.

Please review this request and contact me should you need further information or clarification on any point. Please move this proposal forward for final approval and implementation.





EASTERN KENTUCKY UNIVERSITY

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College of Science
Office of the Associate Dean
Academic and Student Affairs
karin.sehmann@eku.edu

1228 Science Building
521 Lancaster Avenue
Richmond, KY 40475-3102
(859) 622-8140

TO: Council on Academic Affairs

FROM: Dr. Karin Sehmann, Associate Dean, College of Science DATE: 04/05/2022

SUBJECT: College and department reorganization

The College of Science will be transitioning to the College of Science, Technology, Engineering and Mathematics, effective July 1, 2021.

Departments in the new college will include:

Department of Agriculture (moving from College of Business and Technology)

Department of Applied Engineering and Technology (moving from College of Business and Technology)

Department of Biological Sciences

Department of Chemistry

Department of Computer Science and ? (name not confirmed)

Addition of the following degrees from the College of Business and Technology:

- 1) Bachelor of Science Cyber Systems Technology, concentration in (a) Network Security & Electronics (b) Tech Systems
- 2) Bachelor of Science Cyber Systems Technology 3+2 MS Applied Engineering, concentration in (a) Network Security & Electronics (b) Tech Systems
- 3) Bachelor of Science Network Security and Electronics, legacy degree not in current catalog
- 4) Bachelor of Science Network Security and Electronics 3+2, legacy degree not in current catalog
- 5) Minor in Computer Electronics Technology
- 6) Computer Networking Systems Concentration in the Associate of Arts in General Studies Degree
- 7) Departmental Certificate in Cyber Systems and Network Security

The following course prefixes would transition from the AE&T department to Computer Science: NET

Department of Mathematics and Statistics

Department of Physics, Geosciences, and Astronomy (merger of previous Department of Geosciences and Department of Physics and Astronomy)