
COUNCIL ON ACADEMIC AFFAIRS AGENDA

March 25, 2021

1:30 p.m.

Zoom E-Presence Meeting

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

Consent Agenda: Routine Curriculum Proposals

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Health Promotion and Administration

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Program Revisions

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1. Editorial revisions to the program introductory language, three course numbers, and a supporting course for the pre-professional concentration.
2. Remove HEA 285 and HEA 420 from the core
3. Remove HEA 315 from the Health Promotion concentration
4. Remove HEA 463 from the ACCT, and from the Health Promotion and Pre-Professional Concentrations
5. Remove BIO 307 and BIO 308 from supporting courses for the Health Promotion Concentration
6. Revise pre-professional concentration quantitative requirements
7. Add HEA 485, 497, 499 to the core
8. Add HEA 300, 305, 498, and 594 to the Health Promotion concentration
9. Change the number of elective hours from 3 to 6 for the Health Promotion concentration
10. Add HEA 498 to the Pre-Professional concentration
11. Add HEA 499 to the ACCT
12. Add HLS 101, HLS 260, HSA 100, HSA 302, HSA 401, NFA 447, REC 280, SJS 101, SJS 313, SOC 235, SOC 365 to the supporting courses for the Health Promotion concentration

Bachelor of Science (B.S.) & Master of Public Health (M.P.H) PUBLIC HEALTH

ACCELERATED 3 + 2 DUAL

317

1. Editorial revisions to the program introductory language and three course numbers.
2. Remove HEA 285 and HEA 420 from the core
3. Remove HEA 315 from the Health Promotion concentration
4. Remove HEA 463 from the ACCT, and from the Health Promotion and Pre-Professional concentrations
5. Remove BIO 307 and BIO 308 from supporting courses for the Health Promotion concentration
6. Revise pre-professional concentration quantitative requirements
7. Add HEA 485, 497, 499 to the core
8. Add HEA 300, 305, 498, and 594 to the Health Promotion concentration
9. Change the number of elective hours from 3 to 6 for the Health Promotion concentration
10. Add HEA 350 and HEA 498 to the Pre-Professional concentration
11. Add HEA 499 to the ACCT
12. Add HLS 101, HLS 260, HSA 100, HSA 302, HSA 401, NFA 447, REC 280, SJS 101, SJS 313, SOC 235, SOC 365 to the supporting courses for the Health Promotion concentration

Minor in Public Health

343

Revise the courses in the Minor in Public Health

Certificate in Public Health

345

Revise the courses in the Departmental Certificate in Public Health

New Minor in Substance Use Prevention

347

To add a minor in Substance Use Prevention

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1. Edit catalog to reflect admission criteria revisions.
2. Add HEA 794 as an elective for the Health Promotion Concentration.

School of Nursing

Course Revisions

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Increase the number of credit hours for NSC 880 from 2 to 3. Add NSC 800 as pre-req. Catalog cleanup for course description.

NSC 881 - Applied Psychopharmacology 378

Increase the number of credit hours for NSC 881 from 2 to 3. Catalog cleanup for course description.

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Increase the number of credit hours for NSC 881 from 2 to 3. Catalog cleanup for course description.

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EASTERN KENTUCKY UNIVERSITY

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College of Business and Technology

School of Applied Arts & Technology

School of Business

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M E M O R A N D U M

TO: Council on Academic Affairs

FROM: Dr. William E. Davis, Associate Dean
College of Business & Technology

DATE: March 5, 2021

SUBJECT: Curriculum Proposal(s)

Please consider the following curriculum proposal(s) from the College of Business & Technology at your meeting on March 25, 2021:

College of Business & Technology Consent Agenda

School of Applied Sciences & Technology (AETM)

Prerequisite Revision

- AVN 315, Aviation Safety Programs
- AVN 325, Aircraft Systems
- AVN 335, Weather Reporting/Analysis
- AVN 340, Airport Management I
- AVN 341, Airport Management II
- AVN 350, Air Transportation
- AVN 360, General Aviation Management
- AVN 370, Aviation Supervision and Leadership
- AVN 390, Aviation Decision Making
- AVN 401, Airline Management
- AVN 402, Corporate and Business Aviation
- AVN 410, Air Traffic Control
- AVN 425, Applied Aerodynamics

- AVN 460, Aviation Law

Course Revision

- AVN 480, Glass Cockpit Technology

School of Business (SBUS)

Course Drop

- GBU 349 A-H and QMB 200
- MGT 465, Entrepreneurial Leadership

Course Revision

- ECO 230, Principles of Microeconomics
- ECO 231, Principles of Macroeconomics

College of Business and Technology: Substantial Curriculum Change Agenda

School of Applied Sciences & Technology (AETM)

Program Revisions

- BS Aviation with Curriculum Map
- Minor in Aerospace Management

School of Business (SBUS)

New Courses

- MGT 335, Innovation Lab with Syllabus

Course Revisions

- PGM 101, Student Success Seminar with Syllabus

Program Revisions

- BBA General Business
- BBA Risk Management and Insurance
- Minor in Entrepreneurship with Curriculum Map

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>Business and Technology</td> </tr> <tr> <td>Department Name</td> <td>Applied Engineering and Technology</td> </tr> <tr> <td>Course Prefix & Number</td> <td>AVN 315</td> </tr> <tr> <td>Course Title</td> <td>Aviation Safety Programs</td> </tr> </table> Proposal Approved by (date): <table style="width: 100%;"> <tr> <td style="width: 50%;">Departmental Committee</td> <td>03/01/2021 Graduate Council</td> <td style="width: 10%; text-align: center;">NA</td> </tr> <tr> <td>College Curriculum Committee</td> <td>03/04/2021 Council on Academic Affairs</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>General Education Committee</td> <td>NA EFFECTIVE ACADEMIC TERM**</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Teacher Education Committee</td> <td>NA</td> <td style="text-align: center;">_____</td> </tr> </table>	College	Business and Technology	Department Name	Applied Engineering and Technology	Course Prefix & Number	AVN 315	Course Title	Aviation Safety Programs	Departmental Committee	03/01/2021 Graduate Council	NA	College Curriculum Committee	03/04/2021 Council on Academic Affairs	_____	General Education Committee	NA EFFECTIVE ACADEMIC TERM**	_____	Teacher Education Committee	NA	_____
College	Business and Technology																				
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Course Prefix & Number	AVN 315																				
Course Title	Aviation Safety Programs																				
Departmental Committee	03/01/2021 Graduate Council	NA																			
College Curriculum Committee	03/04/2021 Council on Academic Affairs	_____																			
General Education Committee	NA EFFECTIVE ACADEMIC TERM**	_____																			
Teacher Education Committee	NA	_____																			

Specific revision(s) being proposed: Add prerequisite option of 30+ credit hours.

New or Revised Catalog Text

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

AVN 315 Aviation Safety Programs. (3) I, II. A. Prerequisite: AVN 150 or 30 credit hours. A presentation of factors, procedures, and aircraft accident investigation case studies relating to aviation safety, including risk management assessment, hazard identification analysis, safety program development, called Safety Management Systems (SMS) by Federal Aviation Administration, and evaluation of outcomes.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____ CIP Code (first two digits only) _____ Class Restriction: FR _____ SO _____ X _____ JR _____ X _____ SR _____ X _____	Grading Mode _____ 1 _____
3	Lecture _____ X _____ Laboratory _____ Other _____	Not Offered as Audit/ Pass/Fail _____ X _____ (Will be available as Audit and Pass/Fail unless noted otherwise)	Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
Schedule Types: N	Work Load: _____		

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	AVN 150
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.

Council on Academic Affairs

Routine Curriculum Change for Consent Agenda

(Present changes for only one course per form)

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College	Business and Technology												
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College Curriculum Committee	03/04/2021 Council on Academic Affairs												
General Education Committee	NA	EFFECTIVE ACADEMIC TERM** Fall 2021											
Teacher Education Committee	NA												

Specific revision(s) being proposed: Add prerequisite of AVN 150

New or Revised Catalog Text

Use strikethroughs to indicate deletions and underlines to indicate additions.

AVN 325 Aircraft Systems. (3) I, II. Prerequisite AVN 150. A study of electrical, mechanical and hydraulic systems, design and performance standards, capabilities and limitations, and conformance to FAA specifications.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____ CIP Code (first two digits only) _____ Class Restriction: FR _____ SO _____ JR _____ SR _____	Grading Mode _____ 1 _____
3	Lecture ☒ Laboratory _____ Other _____		Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
Schedule Types: N	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	<u>AVN 150</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	
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)
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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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General Education Committee	NA	EFFECTIVE ACADEMIC TERM** FALL 2021											
Teacher Education Committee	NA												

Specific revision(s) being proposed: Add prerequisite of PHY 101.

New or Revised Catalog Text

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

AVN 335 Weather Reporting/Analysis. (3) I, II. Prerequisite: PHY 101 or higher. A comprehensive analysis of weather conditions and patterns as they apply to flight.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____ CIP Code (first two digits only) _____ Class Restriction: FR _____ SO _____ JR _____ SR _____	Grading Mode _____ 1 _____
3	Lecture ☒ X _____ Laboratory _____ Other _____		Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
Schedule Types: N	Work Load: _____	Not Offered as Audit/ Pass/Fail ☒ X (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	<u>PHY 101 OR higher</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	
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)
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1C (3)					

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Routine Curriculum Change for Consent Agenda

(Present changes for only one course per form)

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College	Business and Technology																
Department Name	Applied Engineering and Technology																
Course Prefix & Number	AVN 340																
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College Curriculum Committee	03/04/2021	Council on Academic Affairs															
General Education Committee	NA	EFFECTIVE ACADEMIC TERM**	FALL 2021														
Teacher Education Committee	NA																

Specific revision(s) being proposed: Add prerequisite of AVN 150.

New or Revised Catalog Text

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

AVN 340 Airport Management I: Operations and Security. (3) I, II. Prerequisite AVN 150. An in-depth overview of airport operational issues, unmanned systems integration, air traffic control issues, safety, security, and planning.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____ CIP Code (first two digits only) _____ Class Restriction: FR _____ SO _____ JR _____ SR _____	Grading Mode _____ 1 _____
3	Lecture ☒ Laboratory _____ Other _____		Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
Schedule Types: N	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	<u>AVN 150</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	
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.

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>Business and Technology</td> </tr> <tr> <td>Department Name</td> <td>Applied Engineering and Technology</td> </tr> <tr> <td>Course Prefix & Number</td> <td>AVN 341</td> </tr> <tr> <td>Course Title</td> <td>Airport Management II: Planning and Administration</td> </tr> </table> Proposal Approved by (date): Departmental Committee <u>03/01/2021</u> Graduate Council <u>NA</u> College Curriculum Committee <u>03/04/2021</u> Council on Academic Affairs General Education Committee <u>NA</u> EFFECTIVE ACADEMIC TERM** <u>FALL 2021</u> Teacher Education Committee <u>NA</u>	College	Business and Technology	Department Name	Applied Engineering and Technology	Course Prefix & Number	AVN 341	Course Title	Airport Management II: Planning and Administration
College	Business and Technology								
Department Name	Applied Engineering and Technology								
Course Prefix & Number	AVN 341								
Course Title	Airport Management II: Planning and Administration								

Specific revision(s) being proposed: Add prerequisite of AVN 340. Change course name to "Airport Management II: Planning and Finance"

New or Revised Catalog Text

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

AVN 341 Airport Management II: Planning and ~~Administration~~ Finance. (3) I, II. Prerequisite AVN 340. An in-depth overview of airport administration, finance, marketing, airfield design, planning, construction, air service development, and community relations.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____ CIP Code (first two digits only) _____ Class Restriction: FR _____ SO _____ JR _____ SR _____	Grading Mode _____ 1 _____
3	Lecture <u>X</u> Laboratory _____ Other _____		Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
Schedule Types: N	Work Load: _____	Not Offered as Audit/ Pass/Fail <u>X</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	<u>AVN 340</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	
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)					

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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>Business and Technology</td> </tr> <tr> <td>Department Name</td> <td>Applied Engineering and Technology</td> </tr> <tr> <td>Course Prefix & Number</td> <td>AVN 350</td> </tr> <tr> <td>Course Title</td> <td>Air Transportation</td> </tr> </table> Proposal Approved by (date): <table style="width: 100%;"> <tr> <td style="width: 50%;">Departmental Committee</td> <td>03/01/2021 Graduate Council</td> <td style="width: 50%; text-align: right;">NA</td> </tr> <tr> <td>College Curriculum Committee</td> <td>03/04/2021 Council on Academic Affairs</td> <td style="text-align: right;">NA</td> </tr> <tr> <td>General Education Committee</td> <td>NA</td> <td style="text-align: right;">EFFECTIVE ACADEMIC TERM** FALL 2021</td> </tr> <tr> <td>Teacher Education Committee</td> <td>NA</td> <td></td> </tr> </table>	College	Business and Technology	Department Name	Applied Engineering and Technology	Course Prefix & Number	AVN 350	Course Title	Air Transportation	Departmental Committee	03/01/2021 Graduate Council	NA	College Curriculum Committee	03/04/2021 Council on Academic Affairs	NA	General Education Committee	NA	EFFECTIVE ACADEMIC TERM** FALL 2021	Teacher Education Committee	NA	
College	Business and Technology																				
Department Name	Applied Engineering and Technology																				
Course Prefix & Number	AVN 350																				
Course Title	Air Transportation																				
Departmental Committee	03/01/2021 Graduate Council	NA																			
College Curriculum Committee	03/04/2021 Council on Academic Affairs	NA																			
General Education Committee	NA	EFFECTIVE ACADEMIC TERM** FALL 2021																			
Teacher Education Committee	NA																				

Specific revision(s) being proposed: Change course from AVN 350 to AVN 250 and add AVN 150 as a prerequisite.

New or Revised Catalog Text

Use strikethroughs to indicate deletions and underlines to indicate additions.

AVN ~~350~~ 250 **Air Transportation. (3) A. Prerequisite AVN 150.** A survey of the historical development of the air transportation system covering facilities, impact of regulations, problems encountered, and future requirements.



Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____ CIP Code (first two digits only) _____ Class Restriction: FR _____ SO _____ JR _____ SR _____	Grading Mode _____ 1 _____
3	Lecture ☒ X _____ Laboratory _____ Other _____		Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
Schedule Types: N	Work Load: _____	Not Offered as Audit/ Pass/Fail ☒ X (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	<u>AVN 150</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	
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)					

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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>Business and Technology</td> </tr> <tr> <td>Department Name</td> <td>Applied Engineering and Technology</td> </tr> <tr> <td>Course Prefix & Number</td> <td>AVN 360</td> </tr> <tr> <td>Course Title</td> <td>General Aviation Management</td> </tr> </table>	College	Business and Technology	Department Name	Applied Engineering and Technology	Course Prefix & Number	AVN 360	Course Title	General Aviation Management				
College	Business and Technology												
Department Name	Applied Engineering and Technology												
Course Prefix & Number	AVN 360												
Course Title	General Aviation Management												
*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 style="width: 50%;">Departmental Committee</td> <td>03/01/2021 Graduate Council</td> <td style="width: 50%; text-align: right;">NA</td> </tr> <tr> <td>College Curriculum Committee</td> <td>03/04/2021 Council on Academic Affairs</td> <td></td> </tr> <tr> <td>General Education Committee</td> <td>NA</td> <td style="text-align: right;">EFFECTIVE ACADEMIC TERM** FALL 2021</td> </tr> <tr> <td>Teacher Education Committee</td> <td>NA</td> <td></td> </tr> </table>	Departmental Committee	03/01/2021 Graduate Council	NA	College Curriculum Committee	03/04/2021 Council on Academic Affairs		General Education Committee	NA	EFFECTIVE ACADEMIC TERM** FALL 2021	Teacher Education Committee	NA	
Departmental Committee	03/01/2021 Graduate Council	NA											
College Curriculum Committee	03/04/2021 Council on Academic Affairs												
General Education Committee	NA	EFFECTIVE ACADEMIC TERM** FALL 2021											
Teacher Education Committee	NA												

Specific revision(s) being proposed: Add prerequisite of AVN 150.

New or Revised Catalog Text

Use strikethroughs to indicate deletions and underlines to indicate additions.

AVN 360 General Aviation Management. (3) I, II. Prerequisite AVN 150. Designed to provide students with an understanding of an airport Fixed Base Operator's role and also of Aviation Service Businesses in the aviation industry, to include managerial and operational problems.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____ CIP Code (first two digits only) _____ Class Restriction: FR _____ SO _____ JR _____ SR _____	Grading Mode _____ 1 _____
3	Lecture ☒ X _____ Laboratory _____ Other _____		Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
Schedule Types: N	Work Load: _____	Not Offered as Audit/ Pass/Fail ☒ X (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	<u>AVN 150</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	
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)					

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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>Business and Technology</td> </tr> <tr> <td>Department Name</td> <td>Applied Engineering and Technology</td> </tr> <tr> <td>Course Prefix & Number</td> <td>AVN 370</td> </tr> <tr> <td>Course Title</td> <td>Aviation Supervision and Leadership</td> </tr> </table> Proposal Approved by (date): <table style="width: 100%;"> <tr> <td style="width: 50%;">Departmental Committee</td> <td>03/01/2021 Graduate Council</td> <td style="width: 50%; text-align: right;">NA</td> </tr> <tr> <td>College Curriculum Committee</td> <td>03/04/2021 Council on Academic Affairs</td> <td style="text-align: right;">NA</td> </tr> <tr> <td>General Education Committee</td> <td>NA</td> <td style="text-align: right;">EFFECTIVE ACADEMIC TERM** FALL 2021</td> </tr> <tr> <td>Teacher Education Committee</td> <td>NA</td> <td></td> </tr> </table>	College	Business and Technology	Department Name	Applied Engineering and Technology	Course Prefix & Number	AVN 370	Course Title	Aviation Supervision and Leadership	Departmental Committee	03/01/2021 Graduate Council	NA	College Curriculum Committee	03/04/2021 Council on Academic Affairs	NA	General Education Committee	NA	EFFECTIVE ACADEMIC TERM** FALL 2021	Teacher Education Committee	NA	
College	Business and Technology																				
Department Name	Applied Engineering and Technology																				
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Course Title	Aviation Supervision and Leadership																				
Departmental Committee	03/01/2021 Graduate Council	NA																			
College Curriculum Committee	03/04/2021 Council on Academic Affairs	NA																			
General Education Committee	NA	EFFECTIVE ACADEMIC TERM** FALL 2021																			
Teacher Education Committee	NA																				

Specific revision(s) being proposed: Add AVN 150 as a prerequisite.

New or Revised Catalog Text

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

AVN 370 Aviation Supervision and Leadership. (3) I, II. Prerequisite: AVN 150. A study of effective supervisory and leadership techniques, with application to practical situations in the aviation industry

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____ CIP Code (first two digits only) _____ Class Restriction: FR _____ SO _____ JR _____ SR _____	Grading Mode _____ 1 _____
3	Lecture ☒ X _____ Laboratory _____ Other _____		Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
Schedule Types: N	Work Load: _____	Not Offered as Audit/ Pass/Fail ☒ X _____ (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	<u>AVN 150</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	
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)					

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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>Business and Technology</td> </tr> <tr> <td>Department Name</td> <td>Applied Engineering and Technology</td> </tr> <tr> <td>Course Prefix & Number</td> <td>AVN 390</td> </tr> <tr> <td>Course Title</td> <td>Aviation Decision Making</td> </tr> </table> Proposal Approved by (date): <table style="width: 100%;"> <tr> <td style="width: 50%;">Departmental Committee</td> <td>03/01/2021</td> <td>Graduate Council</td> <td>NA</td> </tr> <tr> <td>College Curriculum Committee</td> <td>03/04/2021</td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>General Education Committee</td> <td>NA</td> <td>EFFECTIVE ACADEMIC TERM**</td> <td>FALL 2021</td> </tr> <tr> <td>Teacher Education Committee</td> <td>NA</td> <td></td> <td></td> </tr> </table>	College	Business and Technology	Department Name	Applied Engineering and Technology	Course Prefix & Number	AVN 390	Course Title	Aviation Decision Making	Departmental Committee	03/01/2021	Graduate Council	NA	College Curriculum Committee	03/04/2021	Council on Academic Affairs		General Education Committee	NA	EFFECTIVE ACADEMIC TERM**	FALL 2021	Teacher Education Committee	NA		
College	Business and Technology																								
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Departmental Committee	03/01/2021	Graduate Council	NA																						
College Curriculum Committee	03/04/2021	Council on Academic Affairs																							
General Education Committee	NA	EFFECTIVE ACADEMIC TERM**	FALL 2021																						
Teacher Education Committee	NA																								

Specific revision(s) being proposed: Add AVN 150 as a prerequisite.

New or Revised Catalog Text

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

AVN 390 Aviation Decision Making. (3) A. Prerequisite AVN 150. A study of decision theory and its application to aviation decision-making and problem solving.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____ CIP Code (first two digits only) _____ Class Restriction: FR _____ SO _____ JR _____ SR _____	Grading Mode _____ 1 _____
3	Lecture ☒ Laboratory _____ Other _____		Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
Schedule Types: N	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	<u>AVN 150</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	
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)
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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>Business and Technology</td> </tr> <tr> <td>Department Name</td> <td>Applied Engineering and Technology</td> </tr> <tr> <td>Course Prefix & Number</td> <td>AVN 401</td> </tr> <tr> <td>Course Title</td> <td>Airline Management</td> </tr> </table>	College	Business and Technology	Department Name	Applied Engineering and Technology	Course Prefix & Number	AVN 401	Course Title	Airline Management								
College	Business and Technology																
Department Name	Applied Engineering and Technology																
Course Prefix & Number	AVN 401																
Course Title	Airline Management																
*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><u>03/01/2021</u></td> <td>Graduate Council</td> <td><u>NA</u></td> </tr> <tr> <td>College Curriculum Committee</td> <td><u>03/04/2021</u></td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>General Education Committee</td> <td><u>NA</u></td> <td>EFFECTIVE ACADEMIC TERM**</td> <td><u>FALL 2021</u></td> </tr> <tr> <td>Teacher Education Committee</td> <td><u>NA</u></td> <td></td> <td></td> </tr> </table>	Departmental Committee	<u>03/01/2021</u>	Graduate Council	<u>NA</u>	College Curriculum Committee	<u>03/04/2021</u>	Council on Academic Affairs		General Education Committee	<u>NA</u>	EFFECTIVE ACADEMIC TERM**	<u>FALL 2021</u>	Teacher Education Committee	<u>NA</u>		
Departmental Committee	<u>03/01/2021</u>	Graduate Council	<u>NA</u>														
College Curriculum Committee	<u>03/04/2021</u>	Council on Academic Affairs															
General Education Committee	<u>NA</u>	EFFECTIVE ACADEMIC TERM**	<u>FALL 2021</u>														
Teacher Education Committee	<u>NA</u>																

Specific revision(s) being proposed: Change prerequisite from AVN 350 to AVN 250 and 60 credit hours.

New or Revised Catalog Text

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

AVN 401 Airline Management. (3) A. Prerequisite: AVN ~~350~~ 250 ~~with a "C" or better~~ and junior standing (at least 60 hours). Acquaint student with the development, administrative and operational factors peculiar to FAR Part 121 Airline Operations. Emphasis is placed on proper market analysis, financial matters, the company plan, aircraft selection, aircraft acquisition, route structure, timetable and pertinent regulatory requirements.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____ CIP Code (first two digits only) _____ Class Restriction: FR ___ SO ___ JR ___ X ___ SR ___ X	Grading Mode _____ 1 _____
3	Lecture <u>X</u> Laboratory _____ Other _____		Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
Schedule Types: N	Work Load: _____	Not Offered as Audit/ Pass/Fail <u>X</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	AVN ~~350~~ <u>250</u> ~~with a "C" or better~~ and <u>junior standing (at least 60 hours)</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	
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)					

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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>Business and Technology</td> </tr> <tr> <td>Department Name</td> <td>Applied Engineering and Technology</td> </tr> <tr> <td>Course Prefix & Number</td> <td>AVN 402</td> </tr> <tr> <td>Course Title</td> <td>Corporate and Business Aviation</td> </tr> </table> Proposal Approved by (date): <table style="width: 100%;"> <tr> <td style="width: 50%;">Departmental Committee</td> <td>03/01/2021</td> <td>Graduate Council</td> <td>NA</td> </tr> <tr> <td>College Curriculum Committee</td> <td>03/04/2021</td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>General Education Committee</td> <td>NA</td> <td>EFFECTIVE ACADEMIC TERM**</td> <td>FALL 2021</td> </tr> <tr> <td>Teacher Education Committee</td> <td>NA</td> <td></td> <td></td> </tr> </table>	College	Business and Technology	Department Name	Applied Engineering and Technology	Course Prefix & Number	AVN 402	Course Title	Corporate and Business Aviation	Departmental Committee	03/01/2021	Graduate Council	NA	College Curriculum Committee	03/04/2021	Council on Academic Affairs		General Education Committee	NA	EFFECTIVE ACADEMIC TERM**	FALL 2021	Teacher Education Committee	NA		
College	Business and Technology																								
Department Name	Applied Engineering and Technology																								
Course Prefix & Number	AVN 402																								
Course Title	Corporate and Business Aviation																								
Departmental Committee	03/01/2021	Graduate Council	NA																						
College Curriculum Committee	03/04/2021	Council on Academic Affairs																							
General Education Committee	NA	EFFECTIVE ACADEMIC TERM**	FALL 2021																						
Teacher Education Committee	NA																								

Specific revision(s) being proposed: Add prerequisites of AVN 250 and 60 credit hours.

New or Revised Catalog Text

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

AVN 402 Corporate and Business Aviation. (3) A. Prerequisite AVN 250 and junior standing (at least 60 hours). The study of the operation of a corporate flight department. Course includes the value of management mobility, aircraft and equipment evaluation, maintenance, flight operations, administration and fiscal considerations.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____ CIP Code (first two digits only) _____ Class Restriction: FR ___ SO ___ JR ___ X ___ SR ___ X	Grading Mode _____ 1 _____
3	Lecture ___ X ___ Laboratory ___ Other		Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis ___ Internship ___ Practicum ___ Independent Study ___
Schedule Types: N	Work Load: _____	Not Offered as Audit/ Pass/Fail ___ X ___ (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	<u>AVN 250</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	
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.

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>Business and Technology</td> </tr> <tr> <td>Department Name</td> <td>Applied Engineering and Technology</td> </tr> <tr> <td>Course Prefix & Number</td> <td>AVN 410</td> </tr> <tr> <td>Course Title</td> <td>Air Traffic Control</td> </tr> </table>	College	Business and Technology	Department Name	Applied Engineering and Technology	Course Prefix & Number	AVN 410	Course Title	Air Traffic Control								
College	Business and Technology																
Department Name	Applied Engineering and Technology																
Course Prefix & Number	AVN 410																
Course Title	Air Traffic Control																
*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>03/01/2021</td> <td>Graduate Council</td> <td>NA</td> </tr> <tr> <td>College Curriculum Committee</td> <td>03/04/2021</td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>General Education Committee</td> <td>NA</td> <td>EFFECTIVE ACADEMIC TERM**</td> <td>FALL 2021</td> </tr> <tr> <td>Teacher Education Committee</td> <td>NA</td> <td></td> <td></td> </tr> </table>	Departmental Committee	03/01/2021	Graduate Council	NA	College Curriculum Committee	03/04/2021	Council on Academic Affairs		General Education Committee	NA	EFFECTIVE ACADEMIC TERM**	FALL 2021	Teacher Education Committee	NA		
Departmental Committee	03/01/2021	Graduate Council	NA														
College Curriculum Committee	03/04/2021	Council on Academic Affairs															
General Education Committee	NA	EFFECTIVE ACADEMIC TERM**	FALL 2021														
Teacher Education Committee	NA																

Specific revision(s) being proposed: Add prerequisites of AVN 250 and 60 credit hours.

New or Revised Catalog Text

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

AVN 410 Air Traffic Control. (3) I, II. Prerequisite AVN 250 and junior standing (at least 60 hours). A study of the national air traffic control system with emphasis on basic air traffic control procedures; the role of centers, approach control, towers, and flight service centers; communications; navigation procedures, radar operations, facilities.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____ CIP Code (first two digits only) _____ Class Restriction: FR ___ SO ___ JR ___ X ___ SR ___ X	Grading Mode _____ 1 _____
3	Lecture ___ X ___ Laboratory ___ Other		Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis ___ Internship ___ Practicum ___ Independent Study ___
Schedule Types: N	Work Load: _____	Not Offered as Audit/ Pass/Fail ___ X ___ (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	<u>AVN 250</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	
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)					

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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>Business and Technology</td> </tr> <tr> <td>Department Name</td> <td>Applied Engineering and Technology</td> </tr> <tr> <td>Course Prefix & Number</td> <td>AVN 425</td> </tr> <tr> <td>Course Title</td> <td>Applied Aerodynamics</td> </tr> </table>	College	Business and Technology	Department Name	Applied Engineering and Technology	Course Prefix & Number	AVN 425	Course Title	Applied Aerodynamics				
College	Business and Technology												
Department Name	Applied Engineering and Technology												
Course Prefix & Number	AVN 425												
Course Title	Applied Aerodynamics												
*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 style="width: 50%;">Departmental Committee</td> <td>03/01/2021 Graduate Council</td> <td style="width: 50%; text-align: right;">NA</td> </tr> <tr> <td>College Curriculum Committee</td> <td>03/04/2021 Council on Academic Affairs</td> <td></td> </tr> <tr> <td>General Education Committee</td> <td>NA</td> <td style="text-align: right;">EFFECTIVE ACADEMIC TERM** FALL 2021</td> </tr> <tr> <td>Teacher Education Committee</td> <td>NA</td> <td></td> </tr> </table>	Departmental Committee	03/01/2021 Graduate Council	NA	College Curriculum Committee	03/04/2021 Council on Academic Affairs		General Education Committee	NA	EFFECTIVE ACADEMIC TERM** FALL 2021	Teacher Education Committee	NA	
Departmental Committee	03/01/2021 Graduate Council	NA											
College Curriculum Committee	03/04/2021 Council on Academic Affairs												
General Education Committee	NA	EFFECTIVE ACADEMIC TERM** FALL 2021											
Teacher Education Committee	NA												

Specific revision(s) being proposed: Delete math prerequisite requirement.

New or Revised Catalog Text

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

AVN 425 Applied Aerodynamics. (3) A. Prerequisite: ~~MAT 114 or higher, and~~ PHY 101. Applied theories of flight and flight factors, including a study of the principles of aircraft performance, stability and control, and operational data

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____	Grading Mode _____ 1 _____
3	Lecture ☒ Laboratory _____ Other _____	CIP Code (first two digits only) _____ Class Restriction: FR _____ SO _____ JR _____ SR _____	Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
Schedule Types: N	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 114 or higher, and~~ PHY 101
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)					

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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>Business and Technology</td> </tr> <tr> <td>Department Name</td> <td>Applied Engineering and Technology</td> </tr> <tr> <td>Course Prefix & Number</td> <td>AVN 460</td> </tr> <tr> <td>Course Title</td> <td>Aviation Law</td> </tr> </table>	College	Business and Technology	Department Name	Applied Engineering and Technology	Course Prefix & Number	AVN 460	Course Title	Aviation Law				
College	Business and Technology												
Department Name	Applied Engineering and Technology												
Course Prefix & Number	AVN 460												
Course Title	Aviation Law												
*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 style="width: 33%;">Departmental Committee</td> <td style="width: 33%;">03/01/2021 Graduate Council</td> <td style="width: 33%; text-align: right;">NA</td> </tr> <tr> <td>College Curriculum Committee</td> <td>03/04/2021 Council on Academic Affairs</td> <td></td> </tr> <tr> <td>General Education Committee</td> <td>NA</td> <td>EFFECTIVE ACADEMIC TERM** FALL 2021</td> </tr> <tr> <td>Teacher Education Committee</td> <td>NA</td> <td></td> </tr> </table>	Departmental Committee	03/01/2021 Graduate Council	NA	College Curriculum Committee	03/04/2021 Council on Academic Affairs		General Education Committee	NA	EFFECTIVE ACADEMIC TERM** FALL 2021	Teacher Education Committee	NA	
Departmental Committee	03/01/2021 Graduate Council	NA											
College Curriculum Committee	03/04/2021 Council on Academic Affairs												
General Education Committee	NA	EFFECTIVE ACADEMIC TERM** FALL 2021											
Teacher Education Committee	NA												

Specific revision(s) being proposed: Add prerequisite of AVN 250 and 60 credit hours.

New or Revised Catalog Text

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

AVN 460 Aviation Law. (3) I, II. Prerequisite: AVN ~~350~~ 250 and junior standing (at least 60 hours). A study of civil law as it pertains to aviation and includes the historic development of United States and international aviation law while surveying governmental responsibility for aviation accidents.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____ CIP Code (first two digits only) _____ Class Restriction: FR ___ SO ___ JR <u>X</u> SR <u>X</u>	Grading Mode <u>1</u>
3	Lecture <u>X</u> Laboratory _____ Other _____		Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
Schedule Types: N	Work Load: _____	Not Offered as Audit/ Pass/Fail <u>X</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	AVN ~~350~~ <u>250 and junior standing (at least 60 hours)</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	
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.

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: 33%;">College</td> <td colspan="2">Business and Technology</td> </tr> <tr> <td>Department Name</td> <td colspan="2">Applied Engineering and Technology</td> </tr> <tr> <td>Course Prefix & Number</td> <td colspan="2">AVN 480</td> </tr> <tr> <td>Course Title</td> <td colspan="2">Glass Cockpit Technology</td> </tr> </table> Proposal Approved by (date): Departmental Committee <u>03/01/2021</u> Graduate Council <u>NA</u> College Curriculum Committee <u>03/04/2021</u> Council on Academic Affairs _____ General Education Committee <u>NA</u> EFFECTIVE ACADEMIC TERM** <u>FALL 2021</u> Teacher Education Committee <u>NA</u>	College	Business and Technology		Department Name	Applied Engineering and Technology		Course Prefix & Number	AVN 480		Course Title	Glass Cockpit Technology	
College	Business and Technology												
Department Name	Applied Engineering and Technology												
Course Prefix & Number	AVN 480												
Course Title	Glass Cockpit Technology												

Specific revision(s) being proposed: Change name and course number of AVN 480 from "Glass Flight Deck Technologies" to "AVN 280, Glass Cockpit Technology."

	New or Revised Catalog Text Use <u>strikethroughs</u> to indicate deletions and <u>underlines</u> to indicate additions.
AVN ~~480 280~~ Glass ~~Cockpit Technology Technologies~~. (1) A. Prerequisite: AVN ~~220 222A or AVN 232A and 330~~. <u>Course provides instruction in operation of the Garmin G1000 glass cockpit to prepare students for operation of a G1000-equipped airplane in the Commercial Pilot Syllabus. Provides an integrated approach to the theory, technology, and operations of "Glass" flight deck technologies to prepare student pilots to successfully operate "glass" flight deck aircraft. Course includes 3 hours in a Garmin G1000 training device. "Glass" capable AATD flight simulator.</u>	

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____ CIP Code (first two digits only) _____ Class Restriction: FR ___ SO ___ JR ___ SR ___	Grading Mode _____ 1 _____
3	Lecture ☒ Laboratory _____ Other _____		Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
Schedule Types: N	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	AVN ~~220 222A or AVN 232A and 330~~
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.

Department Name	School of Business		
College	Business and Technology		
Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee:	<u>2/5/2021</u>	Graduate Council*	<u>NA</u>
College Curriculum Committee:	<u>03/04/2021</u>	Council on Academic Affairs	<u></u>
General Education Committee*:	<u>NA</u>	Approved ____ Disapproved ____	
Teacher Education Committee*	<u>NA</u>	*If Applicable (Type NA if not applicable.)	

A. Effective Academic Year: (Example: Fall 2010/11) Fall 2021
B. The justification for this action: (course no longer taught/comment if other) GBU 349 A-H: These designations are no longer used. Other courses dropped as part of revisions to business core.

[illegible]

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%;">College of Business and Technology</td> </tr> <tr> <td>Department Name</td> <td>School of Business</td> </tr> <tr> <td>Course Prefix & Number</td> <td>MGT 465</td> </tr> <tr> <td>Course Title</td> <td>Entrepreneurial Leadership</td> </tr> </table> Proposal Approved by (date): <table style="width: 100%;"> <tr> <td style="width: 33%;">Departmental Committee</td> <td style="width: 33%;">02/25/2021 Graduate Council</td> <td style="width: 33%;">NA</td> </tr> <tr> <td>College Curriculum Committee</td> <td>03/04/2021 Council on Academic Affairs</td> <td></td> </tr> <tr> <td>General Education Committee</td> <td>NA</td> <td>EFFECTIVE ACADEMIC TERM** FALL 2021</td> </tr> <tr> <td>Teacher Education Committee</td> <td>NA</td> <td></td> </tr> </table>	College	College of Business and Technology	Department Name	School of Business	Course Prefix & Number	MGT 465	Course Title	Entrepreneurial Leadership	Departmental Committee	02/25/2021 Graduate Council	NA	College Curriculum Committee	03/04/2021 Council on Academic Affairs		General Education Committee	NA	EFFECTIVE ACADEMIC TERM** FALL 2021	Teacher Education Committee	NA	
College	College of Business and Technology																				
Department Name	School of Business																				
Course Prefix & Number	MGT 465																				
Course Title	Entrepreneurial Leadership																				
Departmental Committee	02/25/2021 Graduate Council	NA																			
College Curriculum Committee	03/04/2021 Council on Academic Affairs																				
General Education Committee	NA	EFFECTIVE ACADEMIC TERM** FALL 2021																			
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 the MGT 465 course

New or Revised Catalog Text

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

MGT 465 Entrepreneurial Leadership (3) A. Prerequisite: MGT 300 or MGT 301 (with a minimum grade of "C" in each prerequisite course). Investigation of contemporary issues and trends in entrepreneurship through a leadership lens. Topics include values-based entrepreneurship, ethics, social responsibility, and the societal impact of entrepreneurship

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.

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)					

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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%;">Business and Technology</td> </tr> <tr> <td>Department Name</td> <td>School of Business</td> </tr> <tr> <td>Course Prefix & Number</td> <td>ECO 230</td> </tr> <tr> <td>Course Title</td> <td>Principles of Microeconomics</td> </tr> </table>	College	Business and Technology	Department Name	School of Business	Course Prefix & Number	ECO 230	Course Title	Principles of Microeconomics				
College	Business and Technology												
Department Name	School of Business												
Course Prefix & Number	ECO 230												
Course Title	Principles of Microeconomics												
Proposal Approved by (date): <table style="width: 100%;"> <tr> <td style="width: 50%;">Departmental Committee</td> <td style="width: 25%;">01/07/2021 Graduate Council</td> <td style="width: 25%;">NA</td> </tr> <tr> <td>College Curriculum Committee</td> <td>01/14/2021 Council on Academic Affairs</td> <td></td> </tr> <tr> <td>General Education Committee</td> <td>02/02/2021 EFFECTIVE ACADEMIC TERM**</td> <td>FALL 2021</td> </tr> <tr> <td>Teacher Education Committee</td> <td>03/02/2021</td> <td></td> </tr> </table>		Departmental Committee	01/07/2021 Graduate Council	NA	College Curriculum Committee	01/14/2021 Council on Academic Affairs		General Education Committee	02/02/2021 EFFECTIVE ACADEMIC TERM**	FALL 2021	Teacher Education Committee	03/02/2021	
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General Education Committee	02/02/2021 EFFECTIVE ACADEMIC TERM**	FALL 2021											
Teacher Education Committee	03/02/2021												

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

Specific revision(s) being proposed

Revision to course title. ECO 230 is a course in our Fundamentals of Business series (Environment of Business, specifically). Revision of the course title provides consistency in course titles for the Fundamentals Series.

New or Revised Catalog Text

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

ECO 230 Fundamentals of Microeconomics ~~Principles of Microeconomics~~. (3)-I, II. Prerequisite: completion of academic readiness indicators. For students with a composite ACT score of less than 21, completion of ECO 120 or 130 is strongly recommended prior to taking this course. Microeconomic principles, including the study of opportunity cost, consumer and producer choices, market demand and supply, pricing and resource allocation, comparative advantage and international trade. Gen. Ed. E-5B [SB]

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____	Grading Mode _____
	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	

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)					

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements
**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%;">Business and Technology</td> </tr> <tr> <td>Department Name</td> <td>School of Business</td> </tr> <tr> <td>Course Prefix & Number</td> <td>ECO 231</td> </tr> <tr> <td>Course Title</td> <td>Principles of Macroeconomics</td> </tr> </table>	College	Business and Technology	Department Name	School of Business	Course Prefix & Number	ECO 231	Course Title	Principles of Macroeconomics								
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Teacher Education Committee	03/02/2021																

*Use the Multiple Course Drop Form for simultaneous course drops

**Editorial Changes need no further approval

Specific revision(s) being proposed:

Revision to course title. ECO 231 is a course in our Fundamentals of Business series (Environment of Business, specifically). Revision of the course title provides consistency in course titles for the Fundamentals Series.

New or Revised Catalog Text

Use strikethroughs to indicate deletions and underlines to indicate additions.

ECO 231 Fundamentals of Macroeconomics ~~Principles of Macroeconomics~~, (3) I, II. Prerequisite: completion of academic readiness indicators. For students with a composite ACT score of less than 21, completion of ECO 120 or 130 is strongly recommended prior to taking this course. Macroeconomic principles, including the study of measures of national economic performance, determinants of aggregate production, employment and prices, monetary and fiscal policy, balance of payments, economic growth and development. Gen. Ed. E-5B [SB]

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____	Grading Mode _____
	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 ____
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Corequisites: (List only corequisites. See below for prerequisites and combinations.)

Course Prefixes and Numbers	

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

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

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

TO: Rick McGee
FROM: Dr. Faye Deters
Associate Dean
DATE: March 3, 2021
SUBJECT: COE Agenda

Please consider the following routine agenda items for the College of Education at the next Council on Academic Affairs meeting on March 25, 2021:

Department of Educational Leadership and Counselor Education

Course Revision
EDL 941 Diversity and Cultural Competency

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 EDL 941 Diversity and Cultural Competency 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
College Curriculum Committee	01-19-2021	Faculty Senate**
General Education Committee*	NA	Board of Regents**
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***
Graduate Council*	02-26-2021	

*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.)

Change the title of EDL 941: Diversity and Cultural Competence to Critical Pedagogy: Examining Diversity, Race, and Cultural Equity

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

Fall 2021

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

B. The justification for this action:

The title has two issues. The term "diversity" is too vague and doesn't pinpoint the primary topics this course intends to cover: race. Also, "Cultural Competence" is an introductory concept. Students in EDL 941 are engaging in actions for change.

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:

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.)

EDL 941 ~~Diversity and Cultural Competency~~ Critical Pedagogy: Examining Diversity, Race, & Cultural Equity. (3) A.
 Examines education as a social and cultural phenomenon. Students will gain skills to critically analyze educational practice, promote inclusion in schools, lead for cultural ~~competency~~ equity within organizations, and work with varied communities to better serve marginalized students.

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

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



EASTERN KENTUCKY UNIVERSITY

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

Rowlett 203
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: March 4, 2021

SUBJECT: Routine Curriculum Proposals

The College of Health Sciences submits the following routine curriculum proposal for consideration at the March 25, 2021 CAA meeting.

College of Health Sciences

Routine Curriculum Proposals: Consent Agenda

Health Promotion and Administration

Course Drop
HEA 420, 460 & 463

Department Name	Health Promotion and Administration		
College	Health Sciences		
Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee:	<u>1/29/2021</u>		Graduate Council* <u> </u>
College Curriculum Committee:	<u>3/3/2021</u>		Council on Academic Affairs <u> </u>
General Education Committee*:	<u> </u>		Approved <u> </u> Disapproved <u> </u>
Teacher Education Committee*			*If Applicable (Type NA if not applicable.)

A. Effective Academic Year: (Example: Fall 2010/11) **Spring 2022**

We are dropping these courses (HEA 420, 460, and 463) so that they can be replaced with re-numbered courses to better reflect the actual sequence in which they are offered.

[illegible]



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

College of Justice and Safety- A Program of Distinction

College of Justice and Safety

Office of the Associate Dean
School of Justice Studies
School of Safety, Security & Emergency

348-A Stratton Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
(859) 622-1980
FAX: (859) 622-6561
Derek.Paulsen@eku.edu
www.justice.eku.edu

MEMORANDUM

TO: Council on Academic Affairs

FROM: Dr. Derek Paulsen, Interim Associate Dean
College of Justice and Safety

DATE: March 5, 2021

SUBJECT: Routine Curriculum Proposal(s)

Please consider the following curriculum proposal(s) from the College of Justice and Safety's Curriculum Committee at the next CAA meeting on March 25, 2021:

School of Justice Studies would like to submit Routine Course Revision for the following course:

SJS 400

Course Revision

To revise the course description to fit disciplinary developments and to add language about the semester offering of the course. The course has been offered only in the fall semester for 8-9 years, and if students don't contact the SJS advisor during their degree progress, they assume the course is offered every semester. In case it needs to be offered in a different semester, we will leave "A" in the code.

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%;">Justice and Safety</td> </tr> <tr> <td>Department Name _____</td> <td>School of Justice Studies.</td> </tr> <tr> <td>Course Prefix & Number _____</td> <td>SJS 400</td> </tr> <tr> <td>Course Title _____</td> <td>Feminist Theory and Practice</td> </tr> </table>	College _____	Justice and Safety	Department Name _____	School of Justice Studies.	Course Prefix & Number _____	SJS 400	Course Title _____	Feminist Theory and Practice								
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Proposal Approved by (date): <table style="width: 100%;"> <tr> <td style="width: 33%;">Departmental Committee</td> <td style="width: 33%;">3/2/21</td> <td style="width: 33%;">Graduate Council</td> <td style="width: 33%;">NA</td> </tr> <tr> <td>College Curriculum Committee</td> <td>3-4-2021</td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>General Education Committee</td> <td></td> <td>EFFECTIVE ACADEMIC TERM**</td> <td>Fall 2021</td> </tr> <tr> <td>Teacher Education Committee</td> <td>NA</td> <td></td> <td></td> </tr> </table>		Departmental Committee	3/2/21	Graduate Council	NA	College Curriculum Committee	3-4-2021	Council on Academic Affairs		General Education Committee		EFFECTIVE ACADEMIC TERM**	Fall 2021	Teacher Education Committee	NA		
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General Education Committee		EFFECTIVE ACADEMIC TERM**	Fall 2021														
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 to fit disciplinary developments and to add language about the semester offering of the course. The course has been offered only in the fall semester for 8-9 years, and if students don't contact the SJS advisor during their degree progress, they assume the course is offered every semester. In case it needs to be offered in a different semester, we will leave "A" in the code.

New or Revised Catalog Text

Use strikethroughs to indicate deletions and underlines to indicate additions.

SJS 400 Feminist Theory and Practice. (3) A. Cross listed with WGS 400. Prerequisite: WGS 201 or SJS 101, or departmental approval. Examines intersectional development of feminist theory and its implications for continuing feminist scholarship. Includes related research project in student's major. Usually offered in the fall semester. Credit will not be awarded to ~~students who have credit for both SJS 400 and WGS 400.~~

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____	Grading Mode <u>N</u>
3	Lecture _____ Laboratory _____ Other _____	CIP Code (first two digits only) _____ Class Restriction: FR _____ SO _____ JR _____ SR _____	Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Practicum _____ Independent Study _____
Schedule Types: 1	Work Load: <u>3</u>	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	WGS 201 or SJS 101
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	Credit will not be awarded to ~~students who have credit~~ for both SJS 400 and WGS 400.

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.

**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 2, 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 March 25, 2021.

CONSENT AGENDA ROUTINE CURRICULUM PROPOSALS

Department of Anthropology, Sociology, and Social Work

Editorial Change:

WGS 201 Intro to Women & Gender Studies: Revise course description

Prerequisite Revisions:

WGS 305 Domestic Violence

Course Revision:

WGS 400 Feminist Theory and Practice: Revise course description and credit not awarded statement

Honors Program

Course Revision:

HON 117 Honors Seminar in the Natural Sciences:__: Revise course description and credit not awarded

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%;">Letters, Arts, and Social Sciences</td> </tr> <tr> <td>Department Name</td> <td>Anthropology, Sociology, and Social Work</td> </tr> <tr> <td>Course Prefix & Number</td> <td>WGS 201</td> </tr> <tr> <td>Course Title</td> <td>Intro to Women & Gender Studies</td> </tr> </table> Proposal Approved by (date): <table style="width: 100%;"> <tr> <td style="width: 33%;">Departmental Committee</td> <td style="width: 33%;">10/29/20</td> <td style="width: 33%;">Graduate Council</td> <td style="width: 33%;">NA</td> </tr> <tr> <td>College Curriculum Committee</td> <td>02/22/21</td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>General Education Committee</td> <td>03/02/21</td> <td>EFFECTIVE ACADEMIC TERM**</td> <td>FALL 2021</td> </tr> <tr> <td>Teacher Education Committee</td> <td>NA</td> <td></td> <td></td> </tr> </table>	College	Letters, Arts, and Social Sciences	Department Name	Anthropology, Sociology, and Social Work	Course Prefix & Number	WGS 201	Course Title	Intro to Women & Gender Studies	Departmental Committee	10/29/20	Graduate Council	NA	College Curriculum Committee	02/22/21	Council on Academic Affairs		General Education Committee	03/02/21	EFFECTIVE ACADEMIC TERM**	FALL 2021	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:

To revise the course description to reflect more accurate language and concepts within the disciplinary field.

New or Revised Catalog Text

Use strikethroughs to indicate deletions and underlines to indicate additions.

WGS 201 Intro to Women & Gender Studies. (3) A. Introduction to interdisciplinary field of women's, ~~and~~ and gender, and sexuality studies and feminist scholarship. Provides overview of the ~~diversity~~ intersectionality of women's gendered experiences, images, and issues from a wide variety of disciplinary perspectives. Gen. Ed. E-6 [GE].

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>N</u>
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Course Prefixes and Numbers	

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Course Prefixes and Numbers	
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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
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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)

☐ 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%;">Letters, Arts, and Social Sciences</td> </tr> <tr> <td>Department Name</td> <td>Anthropology, Sociology, and Social Work</td> </tr> <tr> <td>Course Prefix & Number</td> <td>WGS 305</td> </tr> <tr> <td>Course Title</td> <td>Domestic Violence</td> </tr> </table> Proposal Approved by (date): <table style="width: 100%;"> <tr> <td style="width: 33%;">Departmental Committee</td> <td style="width: 33%;">10/29/20</td> <td style="width: 33%;">Graduate Council</td> <td style="width: 33%;">NA</td> </tr> <tr> <td>College Curriculum Committee</td> <td>02/22/21</td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>General Education Committee</td> <td>NA</td> <td>EFFECTIVE ACADEMIC TERM**</td> <td>FALL 2021</td> </tr> <tr> <td>Teacher Education Committee</td> <td>NA</td> <td></td> <td></td> </tr> </table>	College	Letters, Arts, and Social Sciences	Department Name	Anthropology, Sociology, and Social Work	Course Prefix & Number	WGS 305	Course Title	Domestic Violence	Departmental Committee	10/29/20	Graduate Council	NA	College Curriculum Committee	02/22/21	Council on Academic Affairs		General Education Committee	NA	EFFECTIVE ACADEMIC TERM**	FALL 2021	Teacher Education Committee	NA		
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Departmental Committee	10/29/20	Graduate Council	NA																						
College Curriculum Committee	02/22/21	Council on Academic Affairs																							
General Education Committee	NA	EFFECTIVE ACADEMIC TERM**	FALL 2021																						
Teacher Education Committee	NA																								

Specific revision(s) being proposed:

To revise the prerequisites to match the description of CRJ 305.

New or Revised Catalog Text

Use strikethroughs to indicate deletions and underlines to indicate additions.

WGS 305 Domestic Violence. (3) A. Cross-listed as CRJ 305. Prerequisite: CRJ 101 with a grade of "C" or better, sophomore standing, or departmental approval. Examination of the theoretical and empirical literature on violence against women, children, and elders. Addresses such issues as physical and sexual abuse of children, courtship violence, domestic violence, marital rape, and elder abuse. Credit will not be awarded for both WGS 305 and CRJ 305.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours _____ CIP Code (first two digits only) _____ Class Restriction: FR ___ SO <u>X</u> JR ___ SR ___	Grading Mode <u>N</u>
3	Lecture ___ Laboratory ___ Other ___		Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis ___ Internship ___ Practicum ___ Independent Study ___
Schedule Types: 1	Work Load: <u>3</u>	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	CRJ 101 <u>with a grade of "C" or better, sophomore standing,</u> or departmental approval.
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.

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%;">Letters, Arts, and Social Sciences</td> </tr> <tr> <td>Department Name</td> <td>Anthropology, Sociology, and Social Work</td> </tr> <tr> <td>Course Prefix & Number</td> <td>WGS 400</td> </tr> <tr> <td>Course Title</td> <td>Feminist Theory and Practice</td> </tr> </table> Proposal Approved by (date): <table style="width: 100%;"> <tr> <td style="width: 33%;">Departmental Committee</td> <td style="width: 33%;">10/29/20</td> <td style="width: 33%;">Graduate Council</td> <td style="width: 33%;">NA</td> </tr> <tr> <td>College Curriculum Committee</td> <td>02/22/21</td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>General Education Committee</td> <td>NA</td> <td>EFFECTIVE ACADEMIC TERM**</td> <td>FALL 2021</td> </tr> <tr> <td>Teacher Education Committee</td> <td>NA</td> <td></td> <td></td> </tr> </table>	College	Letters, Arts, and Social Sciences	Department Name	Anthropology, Sociology, and Social Work	Course Prefix & Number	WGS 400	Course Title	Feminist Theory and Practice	Departmental Committee	10/29/20	Graduate Council	NA	College Curriculum Committee	02/22/21	Council on Academic Affairs		General Education Committee	NA	EFFECTIVE ACADEMIC TERM**	FALL 2021	Teacher Education Committee	NA		
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Teacher Education Committee	NA																								

Specific revision(s) being proposed: To revise the course description to fit disciplinary developments and to add language about the semester offering of the course. The course has been offered only in the fall semester for 8-9 years, and if students don't contact the WGS advisor during their degree progress, they assume the course is offered every semester. In case it needs to be offered in a different semester, we will leave "A" in the code.

New or Revised Catalog Text

Use strikethroughs to indicate deletions and underlines to indicate additions.

WGS 400 Feminist Theory and Practice. (3) A. Cross listed with SJS 400. Prerequisite: WGS 201 or SJS 101, or departmental approval. Examines intersectional development of feminist theory and its implications for continuing feminist scholarship. Includes related research project in student's major. Usually offered in the fall semester. Credit will not be awarded ~~to students who have credit~~ for both WGS 400 and SJS 400.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours ____	Grading Mode <u>N</u>
3	Lecture ____ Laboratory ____ Other ____	CIP Code (first two digits only) ____ Class Restriction: FR ____ SO ____ JR ____ SR ____	Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis ____ Internship ____ Practicum ____ Independent Study ____
Schedule Types: 1	Work Load: <u>3</u>	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	Credit will not be awarded ~~to students who have credit~~ for <u>both WGS 400 and SJS 400.</u>

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)

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>Honors</td> </tr> <tr> <td>Course Prefix & Number</td> <td>HON 317</td> </tr> <tr> <td>Course Title</td> <td>Honors Seminar in the Natural Sciences:----</td> </tr> </table> Proposal Approved by (date): <table style="width: 100%;"> <tr> <td style="width: 33%;">Departmental Committee</td> <td style="width: 33%;">1/19/21</td> <td style="width: 33%;">Graduate Council</td> <td style="width: 33%;">NA</td> </tr> <tr> <td>College Curriculum Committee</td> <td>1/25/21</td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>General Education Committee</td> <td>03/02/21</td> <td>EFFECTIVE ACADEMIC TERM**</td> <td>FALL 2021</td> </tr> <tr> <td>Teacher Education Committee</td> <td>NA</td> <td></td> <td></td> </tr> </table>	College	CLASS	Department Name	Honors	Course Prefix & Number	HON 317	Course Title	Honors Seminar in the Natural Sciences:----	Departmental Committee	1/19/21	Graduate Council	NA	College Curriculum Committee	1/25/21	Council on Academic Affairs		General Education Committee	03/02/21	EFFECTIVE ACADEMIC TERM**	FALL 2021	Teacher Education Committee	NA		
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General Education Committee	03/02/21	EFFECTIVE ACADEMIC TERM**	FALL 2021																						
Teacher Education Committee	NA																								

Specific revision(s) being proposed: Update course description to: A) Eliminate reference to outdated HON 316W; B) Clarify that the course may be taken only once for a maximum of three credit hours; and C) Update to current standard on ENG 102 (etc.) pre-req.

New or Revised Catalog Text

Use strikethroughs to indicate deletions and underlines to indicate additions.

HON 317 Honors Seminar in the Natural Sciences: _____. (3) A. Prerequisite: ENG 102 or 102R, or 105(B) or HON 102 and admission to the Honors Program; or departmental approval. A topics course in the natural sciences meeting the goals of the Honors Program. ~~Credit will not be awarded for both HON 317 and HON 316W.~~ 2 Lec./ 2 Lab. Gen. Ed. E-4.

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

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 <u>or</u> 105(B) or HON 102 and admission to the Honors Program; or departmental
Test Scores	approval.
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	~~Credit will not be awarded for both HON 317 and HON 316W.~~

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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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: March 3, 2021

SUBJECT: College of Science Curriculum proposals for consideration at CAA on March 25, 2021

Consent Agenda:

Department of Biological Science

BIO 349 Applied Learning in Biology

BIO 331 Cell Biology

Geosciences

GLY 498 Capstone Project in Geology

GEO 458 Advanced Geographic Imagery

GLY 349 A-N Cooperative Study: Geology

GLY 398 Independent Studies in Geology

GLY 349 Applied Learning in Geology

Physics and Astronomy

PHY 131 College Physics I, prerequisite revision

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%;">Science</td> </tr> <tr> <td>Department Name</td> <td>Biological Sciences</td> </tr> <tr> <td>Course Prefix & Number</td> <td>BIO 349</td> </tr> <tr> <td>Course Title</td> <td>Applied Learning in Biology</td> </tr> </table>	College	Science	Department Name	Biological Sciences	Course Prefix & Number	BIO 349	Course Title	Applied Learning in Biology								
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General Education Committee	NA	EFFECTIVE ACADEMIC TERM**	Fall 2021														
Teacher Education Committee	NA																

Specific revision(s) being proposed: Correct term-offering designation of course in catalog.

New or Revised Catalog Text

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

BIO 349 Applied Learning in Biology. (5-8) A ~~I~~ II. Prerequisites: BIO 111 (C or better) or BIO 112 (C or better). Work in placements related to academic studies. One to eight hours credit per semester or summer. A minimum of 80 hours of employment required for each semester hour of academic credit. Three hours may be applied to the major. May not be used to satisfy minor requirements. Graded Satisfactory/Unsatisfactory.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours ____	Grading Mode <u>S/U</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)
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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 _____	Science _____								
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Departmental Committee _____	Graduate Council _____								
College Curriculum Committee _____	Council on Academic Affairs _____								
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Teacher Education Committee _____									

Specific revision(s) being proposed: Correct term-offering designation of course in catalog.

New or Revised Catalog Text

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

BIO 349 A-N Cooperative Study: Biology. (.5-8) ~~A I, II~~. Prerequisites: BIO 111 (C or better) or BIO 112 (C or better). Work in placements related to academic studies. One to eight hours credit per semester or summer. A minimum of 80 hours of employment required for each semester hour of academic credit. Three hours may be applied to the major. May not be used to satisfy minor requirements. Graded Satisfactory/Unsatisfactory.

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>S/U</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.)
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(Present changes for only one course per form)

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Specific revision(s) being proposed: Correct term-offering designation of course in catalog.

New or Revised Catalog Text

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

BIO 331. Cell Biology. (3) I, II. Prerequisites: Junior or senior standing in Biology, Biomedical Sciences, Wildlife Management, Chemistry, Animal & Veterinary Sciences, or Forensic Science, or departmental approval. An examination of cellular structure and function. Emphasis will be placed on macromolecule biosynthesis, gene expression, membrane dynamics, cytoskeletal function, intracellular signaling cascades, protein trafficking, and intercellular interactions. Molecular research methods and their applications will also be discussed.

Credit Hours	Weekly Contact Hours	Repeatable Max. Number of Hours ____	Grading Mode _____
	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)
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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%;">Science</td> </tr> <tr> <td>Department Name</td> <td>Geosciences</td> </tr> <tr> <td>Course Prefix & Number</td> <td>GLY 498</td> </tr> <tr> <td>Course Title</td> <td>Capstone Project in Geology</td> </tr> </table> Proposal Approved by (date): <table style="width: 100%;"> <tr> <td style="width: 33%;">Departmental Committee</td> <td style="width: 33%;">1/15/2020</td> <td style="width: 33%;">Graduate Council</td> <td style="width: 15%;">NA</td> </tr> <tr> <td>College Curriculum Committee</td> <td>2.22.21</td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>General Education Committee</td> <td>NA</td> <td>EFFECTIVE ACADEMIC TERM**</td> <td>Fall 2021</td> </tr> <tr> <td>Teacher Education Committee</td> <td>NA</td> <td></td> <td></td> </tr> </table>	College	Science	Department Name	Geosciences	Course Prefix & Number	GLY 498	Course Title	Capstone Project in Geology	Departmental Committee	1/15/2020	Graduate Council	NA	College Curriculum Committee	2.22.21	Council on Academic Affairs		General Education Committee	NA	EFFECTIVE ACADEMIC TERM**	Fall 2021	Teacher Education Committee	NA		
College	Science																								
Department Name	Geosciences																								
Course Prefix & Number	GLY 498																								
Course Title	Capstone Project in Geology																								
Departmental Committee	1/15/2020	Graduate Council	NA																						
College Curriculum Committee	2.22.21	Council on Academic Affairs																							
General Education Committee	NA	EFFECTIVE ACADEMIC TERM**	Fall 2021																						
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 course title.

New or Revised Catalog Text

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

GLY 498 Capstone Research Project in Geology-Geosciences. (3). A. Prerequisite: senior standing and departmental approval. A capstone experience for geology majors that integrates a research experience with the students' professional development and the production of a substantive deliverable product (e.g., poster, conference presentation, geologic map).

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.

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.

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%;">Science</td> </tr> <tr> <td>Department Name</td> <td>Geosciences</td> </tr> <tr> <td>Course Prefix & Number</td> <td>GEO 458</td> </tr> <tr> <td>Course Title</td> <td>Advanced Geographic Imagery</td> </tr> </table> Proposal Approved by (date): <table style="width: 100%;"> <tr> <td style="width: 33%;">Departmental Committee</td> <td style="width: 33%;">1/15/2020</td> <td style="width: 33%;">Graduate Council</td> <td style="width: 15%;">NA</td> </tr> <tr> <td>College Curriculum Committee</td> <td>2.22.21</td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>General Education Committee</td> <td>NA</td> <td>EFFECTIVE ACADEMIC TERM**</td> <td>Fall 2021</td> </tr> <tr> <td>Teacher Education Committee</td> <td>NA</td> <td></td> <td></td> </tr> </table>	College	Science	Department Name	Geosciences	Course Prefix & Number	GEO 458	Course Title	Advanced Geographic Imagery	Departmental Committee	1/15/2020	Graduate Council	NA	College Curriculum Committee	2.22.21	Council on Academic Affairs		General Education Committee	NA	EFFECTIVE ACADEMIC TERM**	Fall 2021	Teacher Education Committee	NA		
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General Education Committee	NA	EFFECTIVE ACADEMIC TERM**	Fall 2021																						
Teacher Education Committee	NA																								

Specific revision(s) being proposed: Change course title to delineate the advanced imagery techniques being taught, and change prerequisite.

New or Revised Catalog Text

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

GEO 458 ~~Advanced Geographic Imagery~~ LiDAR Imaging. (3) II. Prerequisite: ~~GEO 353~~ GEO 456. Characteristics, interpretation, integration and applications of advanced geographic imagery, including remote sensing and GIS digital data. Attention on satellite and multispectral imagery, including image processing. Hands-on emphasis. 2 Lec/2 Lab.

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	<u>GEO 353</u> <u>GEO 456</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	
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)
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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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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 course title.

New or Revised Catalog Text

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

GLY 349 Applied Learning in ~~Geology~~ Geosciences, (5-8) I, II. Work in placements related to academic studies. Total hours for baccalaureate, sixteen. A minimum of 80 hours of employment required for each semester hour of academic credit. May not be used to satisfy area, major, or minor requirements.

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

Course Prefixes and Numbers	

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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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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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Council on Academic Affairs

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(Present changes for only one course per form)

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New or Revised Catalog Text

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GLY 349 A-N Cooperative Study: ~~Geology-Geosciences~~. (.5-8) I, II. Work in placements related to academic studies. Total hours for baccalaureate, sixteen. A minimum of 80 hours of employment required for each semester hour of academic credit. May not be used to satisfy area, major, or minor requirements.

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Test Scores	
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Course Prefixes and Numbers	

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

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Council on Academic Affairs

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(Present changes for only one course per form)

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College	Science																								
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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: Change course title.

New or Revised Catalog Text

Use strikethroughs to indicate deletions and underlines to indicate additions.

GLY 398 Independent Studies in ~~Geology~~ Geosciences, (1-6) A. Prerequisite: departmental approval. Topic determined by student and instructor. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be retaken to a maximum of six hours provided topic is different each time.

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.

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

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1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)
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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: Update prerequisite to decrease override burden and remove reference to dropped course.

New or Revised Catalog Text

Use strikethroughs to indicate deletions and underlines to indicate additions.

PHY 131 College Physics I. (5) I, II. Prerequisite: MAT ~~412~~ 120 or higher or departmental approval. ~~MAT 120 or higher is recommended.~~ Algebra and trigonometry based approach to Newtonian mechanics, including kinematics, Newton's laws, momentum, energy, and rotation. Credit will not be awarded to students who have credit for PHY 201. 6 Lec/Lab. Gen. Ed. E-4 [NS].

Credit Hours _____	Weekly Contact Hours _____	Repeatable Max. Number of Hours _____ CIP Code (first two digits only) _____ Class Restriction: FR _____ SO _____ JR _____ SR _____	Grading Mode _____ 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 ~~412~~ <u>120</u> or higher or departmental approval
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	PHY 201

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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1C (3)					

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EASTERN KENTUCKY UNIVERSITY

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College of Business and Technology

School of Applied Arts & Technology

School of Business

Offices of the Associate Deans

214 Business & Technology Center

521 Lancaster Avenue

Richmond, Kentucky 40475-3102

(859) 622-1574

FAX: (859) 622-1413

Ed.Davis@eku.edu

www.cbt.eku.edu

M E M O R A N D U M

TO: Council on Academic Affairs

FROM: Dr. William E. Davis, Associate Dean
College of Business & Technology

DATE: March 5, 2021

SUBJECT: Curriculum Proposal(s)

Please consider the following curriculum proposal(s) from the College of Business & Technology at your meeting on March 25, 2021:

College of Business and Technology: Substantial Curriculum Change Agenda

School of Applied Sciences & Technology (AETM)

Program Revisions

- BS Aviation
- Minor in Aerospace Management

School of Business (SBUS)

New Courses

- MGT 335, Innovation Lab

Course Revisions

- PGM 101, Student Success Seminar with Syllabus
- BUS 402, Integrated Strategic Management with Syllabus

Program Revisions

- BBA General Business
- BBA Risk Management and Insurance
- Minor in Entrepreneurship with Curriculum Map

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

Part I

(Check one)	Department Name	Applied Engineering & Technology
☐ New Course (Parts II, IV)	College	Business & Technology
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	
☐ New Minor (Part III)	*Program Title	BS Aviation
☐ 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	03/01/2021	Council on Academic Affairs
College Curriculum Committee	03/04/2021	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.) Add requirement that all aviation courses (AVN prefix) must be completed with a grade of "C" or above. Changes outline in Part III.
A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) Not applicable
B. The justification for this action: This change incorporates aviation course adjustments/revisions agreed upon by the Aviation Curriculum Committee during the 2020 Assurance of Learning day.
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.

Bachelor of Science (B.S.)**Aviation**

CIP Code: 49.0101

UNIVERSITY GRADUATION REQUIREMENTS

- General Education.....36 hours (9 supporting hours are included within the 36 hours of General Education requirements)
- Student Success Seminar (BTO 100; waived for transfers with 30+ hrs.) 1 hour
- Writing Intensive Course (Hrs. incorporated into Major/ Supporting/Gen Ed/Free Electives category)
- Upper division courses (42 hrs. distributed throughout Major/ Supporting/Gen Ed/Free Electives categories)
- ACCT - Aviation majors will fulfill ACCT with AVN 401. (Credit hours are incorporated into program requirements below.)

Total hours University Graduation Requirements.....37 hours**MAJOR REQUIREMENTS**

- All aviation courses (AVN prefix) must be completed with a grade of "C" or above.

College Requirement: Professional Skills Seminar

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

Core Courses 36 hoursAVN 150, 250, 315, 325, 329W, 340, ~~350~~ 370, 390, 401, 402, 410, 460. Majors must also select one of the following concentrations.**Concentrations (select one):****Professional Flight.....38 hours**AVN 161 or 192 (4), 161A (1) or 192A (1), 162A (1) or 193A (1), 220 (4), 221A (1), 222A (1), 280 (1), 300 (2), 301A (2), 302A (1), 303A (1), 304A (2), 305 (1), 305A (1), 330, 415, 415A (1), ~~425, and 435, and 480.~~**Aerospace Management.....33 hours**

ACC 201, 202; GBU 204; MKT 301; AVN 360, ECO 231, STA 215, and 12 hours free electives. * Note: selecting only lower division courses may result in additional course work being needed to meet the university requirement of 42 hours of upper division credits. Students are referred to DegreeWorks to check for course pre-requisites and monitor upper division course.

Aerospace Technology.....33 hours

AVN 360, 435, and twenty-seven credit hours of aviation technical electives.

Supporting Course Requirements 9 hoursAVN 335 or GEO 315; ECO 230 (^GElement 5B); MAT 112 or higher (^GElement 2); BIO ~~301~~ 307 or MGT 300 or 301; PHY 101 or higher (^GElement 4); and CMS 100 or CMS 210 or EES 250 (^GElement 1C), TEC 161.*(^G = Course also satisfies a General Education element. Supporting hours are included within the 36 hours of General Education requirements).***Free Electives 2-5 hours****Exit Exam Requirement:**

Students must take an aviation exit examination before graduation

AVN 467 (CR only).....0 hours**Total hours to complete Degree 120 hours**

Revised* Program Text

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

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

Part I

(Check one)	Department Name	Applied Engineering & Technology
☐ New Course (Parts II, IV)	College	Business & Technology
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	
☐ New Minor (Part III)	*Program Title	Aviation
☐ Program Suspension (Part III)		Minor in Aerospace Management
☒ 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	03/01/2021	Council on Academic Affairs
College Curriculum Committee	03/04/2021	Faculty Senate**
General Education Committee*	NA	Board of Regents**
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***
Graduate Council*	NA	Fall 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.) Make changes to program as noted in Part III.
A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) Not applicable
B. The justification for this action: Change "advisor approved elective" to specific aviation elective options, as these are the courses that most closely align with this program. These courses include AVN 341, AVN 349, and AVN 350.
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 ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

Part III. Recording Data for Revised or Suspended Program

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

Minor in Aerospace Management

Aviation Program Requirements.....18 hours

A student may minor in aerospace management by completing a minimum of 18 semester hours as follows: AVN 150, 315, 340, 350, 460, and ~~three hours of approved electives: AVN 341, or 349, or 360.~~

Revised* Program Text

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

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%; border-bottom: 1px solid black;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">School of Business</td> </tr> <tr> <td style="border-bottom: 1px solid black;">College</td> <td style="border-bottom: 1px solid black;">College of Business and Technology</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Prefix & Number</td> <td style="border-bottom: 1px solid black;">MGT 335</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Title (full title±)</td> <td style="border-bottom: 1px solid black;">Innovation Lab</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Program Title</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td colspan="2" style="border-bottom: 1px solid black;">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">* Provide only the information relevant to the proposal.</td> <td style="border-bottom: 1px solid black;">± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	School of Business	College	College of Business and Technology	*Course Prefix & Number	MGT 335	*Course Title (full title±)	Innovation 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	School of Business														
College	College of Business and Technology														
*Course Prefix & Number	MGT 335														
*Course Title (full title±)	Innovation 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	02/25/2021	Council on Academic Affairs
College Curriculum Committee	03/04/2021	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.)

Add this new 0-hour credit lab course to complement the revised Innovation and Entrepreneurial Thinking minor

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

Spring 2022

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

B. The justification for this action:

This 0-credit required interactive lab course helps students think and act entrepreneurially in new ventures, social enterprises, artistic endeavors, product design, technology creation, and intrapreneurship, regardless of their chosen major or profession. The lab course provides a high-impact learning environment with the direction of an instructor/mentor. The course will culminate with a professionally prepared business model canvas and pitched to the lab faculty, as well as other interested parties.

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.)

MGT 335 Interactive lab (0) Prerequisite: Department Approval. Corequisite/Prerequisite: ACC 200 or ACC 202 or BUS 209, GBU 204 or BUS 204, CCT 270, FIN 310, MGT 300 or 301 or BUS 303 or MKT 300 or MKT 301 or BUS 305, MGT 330. Course identifies value proposition and business model within student's major. Course culminates with professionally prepared business model canvas, pitched to faculty and others.

Part III.**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)*
MGT	335	Spring 2022	BT <u>X</u> HS <u> </u> CL <u> </u> JS <u> </u> ED <u> </u> SC <u> </u>	SBUS
Credit Hrs.	Weekly Contact Hrs.1		Repeatable Maximum No. of Hrs. 1	
0	Lecture <u> </u> Laboratory <u>1</u> Other <u> </u>		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
	1	C	FR <u> </u> JR <u> </u> SO <u> </u> SR <u>X</u>	
			Course Title Abbreviation:(30 character limit)	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Innovation Lab	
		Thesis <u> </u>		
		Internship <u> </u>		
		Independent Study <u> </u>		
		Practicum <u> </u>		
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.		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.		Pre- or co-requisites: ACC 200 or ACC 202 or BUS 209, GBU 204 or BUS 204, CCT 270, FIN 310, MGT 300 or 301 or BUS 303 or MKT 300 or MKT 301 or BUS 305, MGT 330		

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 OF STUDY

MGT 335

COURSE DESCRIPTION:

MGT 335 – Innovation Lab: Interactive lab

Course identifies value proposition and business model within student's major. Course culminates with professionally prepared business model canvas, pitched to faculty and others.

I. Co-requisite(s) and/or Prerequisite(s): .

ACC 200 or ACC 202 or BUS 209, GBU 204 or BUS 204, CCT 270,
FIN 310, MGT 300 or 301 or BUS 303 or MKT 300 or MKT 301 or BUS 305, MGT 330

II. CREDIT HOURS:

Zero (0) Credit hours

III. TEXTBOOK/S:

Normally not required, but may be assigned by the instructor at his/her discretion.

IV. MATERIALS FURNISHED BY STUDENT:

All materials necessary for the study of the selected topic.

V. COURSE OBJECTIVES:

This interactive lab course helps students think and act entrepreneurially in new ventures, social enterprises, artistic endeavors, product design, technology creation, and intrapreneurship, regardless of their chosen major or profession. The lab course provides a high-impact learning environment with the direction of an instructor/mentor. The course will culminate with a professionally prepared business model canvas and pitched to the lab faculty, as well as other interested parties.

VI. COURSE OUTLINE:

Content of the course outline will vary depending on the student's senior capstone or final major course.

VII. COURSE REQUIREMENTS:

The student's senior capstone, or major final course.

VIII. COURSE EVALUATION:

Feedback will be provided to the student at regular intervals as specified in the approved proposal form. The instructor is responsible for evaluation, based on student performance on class activities and assignments.

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%; border-bottom: 1px solid black;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">School of Business</td> </tr> <tr> <td style="border-bottom: 1px solid black;">College</td> <td style="border-bottom: 1px solid black;">Business and Technology</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Prefix & Number</td> <td style="border-bottom: 1px solid black;">BTO 100</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Course Title (full title±)</td> <td style="border-bottom: 1px solid black;">Student Success Seminar</td> </tr> <tr> <td style="border-bottom: 1px solid black;">*Program Title</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td colspan="2" style="border-bottom: 1px solid black;">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">* Provide only the information relevant to the proposal.</td> <td style="border-bottom: 1px solid black;">± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	School of Business	College	Business and Technology	*Course Prefix & Number	BTO 100	*Course Title (full title±)	Student Success Seminar	*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 Business														
College	Business and Technology														
*Course Prefix & Number	BTO 100														
*Course Title (full title±)	Student Success Seminar														
*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	01/07/2021	Council on Academic Affairs	
College Curriculum Committee	01/14/2021	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	N/A		

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

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

A.1. Specific action requested: With proposed addition of BUS 100, the only content remaining for the existing BTO 100 is required content for PGM students, previously included in the PGM section of BTO 100. BTO 100 will become PGM 101 and will decrease to 0.5. The content is required for PGA accreditation; the course will be required only for students with a Marketing Major, PGM Concentration. With these changes, this course will no longer meet University requirements for the Student Success Seminar.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students:

B. The justification for this action: PGA content, required as part of PGA accreditation, is currently delivered in the BTO 100 section designated for PGM majors. This required content lays the foundation for a student's PGM option. With the replacement of BTO 100 with BUS 100 for business majors (the first of a four-part professional development series), an additional half-credit course is needed to deliver content previously taught in BTO 100. Since the proposed revisions for business majors remove BTO 100 from requirements for majors, it is now needed only by PGM majors. The content has decreased, so the credit hours need to decrease accordingly.

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.)

~~BTO 100 Student Success Seminar. (I) PGM 101 Orientation I, II.~~ Designed to orient the student to university academic life and afford background for career choice and preparation. Included are University regulations and calendar, catalog details, registration, various career opportunities, and program requirements. Open to all students during their first two semesters of enrollment at EKU; beyond that open to students with fewer than 30 semester hours earned. PGM 101 introduces students to the components of a PGA Golf Management education, the golf industry, the role of a PGA member; the organizational structure of the PGA of America, and the Rules of Golf.

(~~1~~ 0.5 Lec/~~1~~ 0.5 Lab for School of Business Marketing Majors PGM concentration Only.)

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)*
PGM	101	FALL 2021	BT <u>X</u> HS _____ CL _____ JS _____ ED _____ SC _____	School of Business
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
<u>(0.5)</u> 4	Lecture <u>4</u> <u>.5</u> Laboratory <u>4</u> <u>.5</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>0.5</u>	<u>0.5</u>	N-Normal	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30-character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

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

Course Prefix and No.

Course Prefix and No.

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

Course Prefix and No.

Marketing Majors PGM concentration Only

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.	BTO 100
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 Management, Marketing and International Business
PGM 101: PGA Golf Management Orientation, CRN XXXXX, 0.5 credit hour
Date/Time

Instructor: Tyler Caviness, PGA
Office: B&T Center 084
Phone: 859.622.4976
E-mail: tyler.caviness@eku.edu
Zoom ID: 714-287-7651

Course Description:

PGM 100 introduces students to the components of a PGA Golf Management education, the golf industry, the role of a PGA member; the organizational structure of the PGA of America, and the *Rules of Golf*.

Required Text: PGA Qualifying Level Manuals

Student Learning Objectives: After completing this course the student will:

1. Investigate the career opportunities, challenges & potential benefits of PGA membership.
2. Distinguish between the two pathways to PGA membership, and describe the structure and requirements of the PGA PGM program and access educational resources.
3. State the mission of the PGA of America; outline the basic structure of the Constitution of the PGA of America, and describe the difference between a Bylaw and a Regulation.
4. Describe the PGA's organizational structure, including its officers, Board of Directors, Board of Control, and Sections.
5. Define what constitutes a Code of Ethics violation, and the procedure for processing a violation.
6. Describe the policies and procedures of the Eastern Kentucky University PGA Golf Management Program as well as the guidelines required by the PGA Education Center.
7. Describe the organization of the Rules of Golf, define key terms, locate and apply the *Rules*, and describe the history of the *Rules of Golf*
8. Prepare a professional resume and cover letter and prepare for an employment interview.

Course Assignments and Assessment:

Students must be currently enrolled in Eastern Kentucky University's PGA Golf Management Program. Below is a summary of the required assignments for this course. Please note that the assignment schedule will be adjusted at the instructor's discretion.

Cover Letter/Resume

In preparation for applying for an internship, students will develop a cover letter and resume to be reviewed by PGA GM faculty and staff.

Guided Notes

Throughout the semester, students will complete and submit guided notes corresponding to PGA materials. These assignments are designed to help students engage with the material and prepare for the PGA Qualifying exam.

Quizzes/Exams:

Quizzes will administered through Blackboard throughout the semester. Quizzes should be attempted during the established window of time at a student's convenience. Exams will be administered in class during the assigned class meeting. **Make-up exams will not be given.** A daily schedule is provided so students know in advance when exams are given. If a student missed class due to official college business, arrangements may be made to take the examination at an alternative time.

Course Policies:Grading:

Assignments are assigned a point value as follows:

Quizzes(5)	100 points
Exam #1	100 points
Exam #2	100 points
Participation	50 points
Resume/Cover Letter	50 points
Guided Notes	<u>100 points</u>
Total	500 points

****The instructor reserves the right to make adjustments as necessary.****

Written assignments are graded based on the following criteria:

1. Accuracy – Free of format, spelling, grammar, and content errors
2. Completeness – Adequate coverage of data and appropriate organization
3. Clarity – Logic of writing and ease of understanding
4. Candor – Appropriate in tone
5. Relevance – Realistic, logical, and meaningful to reader
6. Timing – Submitted at the scheduled time
7. Acceptance – Overall usefulness and satisfactory to PGA Education Center

Grading Scale: A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 59% & below

Late Work:

Work is on time if it is submitted by an established deadline (11:59 p.m. unless a different deadline is specified). Otherwise, the work is late and will receive the following deduction:

- 5% if submitted late, same day
- 10% if submitted next calendar day
- 20% if submitted more than one day late – up to seven days
- 100% if submitted more than eight days late, papers will not be graded

Student Progress:

A student may access major components of his or her grades from Blackboard throughout the term.

Attendance:

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.

****Students are encouraged to stay home when they feel ill. This facilitates the highest possible level of health and protection for our students and faculty.****

Participation:

Active participation in the classroom is vital to the learning process. Students are expected to actively engage in discussions/activities during class meetings, including virtually. A percentage of your overall grade will be awarded based on your efforts in the classroom.

Drop/Add Period:

Please note that the last day to drop/add a class is **Sunday, August 23, 2020**. Withdrawing from a class after **Monday, October 12, 2020** will result in a **\$50 charge PER CREDIT HOUR**. The last day to withdraw from a class is **Sunday, November 08, 2020**.

Advising:

All PGA Golf Management students are required to come for an advising session with their academic advisor during the advising period. To help you register as early as possible, please sign up for an appointment with your advisor. Any student who does not take advantage of this advising opportunity during the focused advising dates above will be advised based on the availability of his/her advisor during faculty office hours. Be sure to bring a tentative schedule and a copy of your Degree Works audit with you to your advising appointment. **Advising dates are TBD.**

Technology Policy:

The use of cell phones, laptops, etc. is not permitted during class meetings except in specific situations. If you must use your cell phone, please step-out of the classroom so that class is not disrupted.

Instructor Feedback/Communication:

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.

Office Hours:

A weekly schedule is available to students to schedule appointments with the instructor (virtually and face-to-face). Face-to-face meetings are limited due to COVID-19 protocols. Additionally, the instructor will have regular virtual office hours, via Zoom, for students to ask questions and engage with the instructor.

University Policies:*Academic Integrity Statement:*

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

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

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

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

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.

PGA of America Policies:

PGA Testing Policy:

Each student will have six (6) months to complete the Qualifying Level Test. (Fall entering freshmen must pass on or before April 1. Spring entering freshmen must pass on or before September 1.) If a student fails to complete the Qualifying Level Test within 6 months, he/she must re-purchase portal access (\$200) and the six month clock to pass the Qualifying Level will re-start.

Each on-campus retake attempt at the Qualifying Level test is \$75. Students may retake on-campus during the testing opportunity for his/her specific level at the university, provided it is at least 30 days following the original attempt. Registrations for on-campus retakes will be made by the PGA Golf Management University Program staff directly with the PGA.

PGA Exam Policy on Cheating:

Cheating is considered a violation of the PGA Code of Ethics which specifies sportsmanship and ethical practices. Anyone who brings unauthorized material to the testing site or who is discovered to copy or attempt to copy work from another may be expelled from the PGA PGM program for a period of up to 5 years.

PGA ADA Testing Policy:

The PGA of America is in full compliance with the Americans with Disabilities Act (ADA). The PGA of America offers reasonable accommodations to individuals for testing needs due to a disability. Individuals seeking accommodations for testing must submit the Non-Standard Testing Accommodations Form (available from PGA), along with supporting medical documentation at least 90 days prior to the testing date for which accommodations are requested. For Non-Standard Testing requiring only additional time for the student, this test can still be proctored by a member of the PGA Golf Management staff. The additional time is built into the timer when the test is launched.

EKU Student Tutoring Services / Resources:

As a student at ECU, 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, provides free assistance for all ECU students. You can visit the Student Success Center for tutoring in over 200 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. Email successcenter@ecu.edu or visit <http://successcenter.ecu.edu>. Drop-in visits are welcome, and no appointment is necessary.

Noel Studio:

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 multi-modal 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 <https://studio.ecu.edu>.

Library Support:

You may need to use the library's electronic and hard-copy resources in this course. [ECU Libraries' Distance and Online Learning](#) page is designed to help if you are taking online/remote classes. You can find answers to most of your questions in this section. For example, the library will mail hard copies of books or articles to an address for free using UPS, and you can return them to the library for free. If this section does not answer your questions, you can use the **"Ask Us" live chat feature** located on the upper-left corner of every library webpage. The online chat is available all weekdays and weekends/holidays at varying hours.

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 Outline and Tentative Schedule:

Date	Topic	Assignment
Wk1: 8/16	Introduction to class; review of syllabus; class expectations; “Nuts & Bolts” of PGA Golf Management	Intro Assign. due
Wk2: 8/23	Introduction to PGA PGM: Lesson 1 & 2	Guided Notes #1 Due
Wk3: 8/30	Introduction to PGA PGM: Lesson 3 & 4	Quiz #1 Due Guided Notes #2 Due
Wk4: 9/06	LABOR DAY 09/06 Summer Co-Op 101	
Wk5: 9/13	Module 2, Career Enhancement A: Cover Letters & Resumes	Quiz #2 Due Guided Notes #3 Due
Wk6: 9/20	Module 2, Career Enhancement A: Interviewing	Guided Notes #4 & Cover letter & resume Due
Wk7: 9/27	Module 3, Rules of Golf A: Lessons 1 & 2 Module 3, Rules of Golf A: Lessons 1 & 2	Guided Notes #5 Due
Wk8: 10/4	Module 3, Rules of Golf A: Lesson 3	Quiz #3 Due Guided Notes #6 Due
Wk9: 10/11	Fall Break 10/11-10/11 Exam #1 – Intro to PGA PGM, Career Enhancement, and <i>Rules of Golf</i>	
Wk10: 10/18	Module 4, PGA Constitution: Lesson 1	Guided Notes # 7 Due
Wk11: 10/25	Module 4, PGA Constitution: Lesson 2	Quiz #4 Due
Wk12: 11/01	Module 4, PGA Constitution: Lesson 3	Guided Notes #8 Due
Wk13: 11/08	Module 4, PGA Constitution- Lesson 4	Quiz #5 Due Guided Notes #9 Due
Wk14: 11/15	Exam #2 – PGA Constitution	
Wk15: 11/22	Thanksgiving Break 11/24-11/26 PGA Qualifying Exam Review	Take Practice Exam
Wk16: 11/29	PGA Qualifying Level Exam	

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 Business; Accounting, Finance, & Inf Sys</td> </tr> <tr> <td>College</td> <td>College of Business and Technology</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>(B.B.A.) General Business</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 Business; Accounting, Finance, & Inf Sys	College	College of Business and Technology	*Course Prefix & Number		*Course Title (full title±)		*Program Title	(B.B.A.) General Business	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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* 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	2/25/2021	Council on Academic Affairs
College Curriculum Committee	03/04/2021	Faculty Senate**
General Education Committee*	NA	Board of Regents**
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***
Graduate Council*	NA	Fall, 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.) Delete MGT 465 from requirements for Corporate Communications Concentration for General Business Major.	
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: Update requirements for Corporate Communications Concentration for General Business Major to reflect dropping MGT 465.	
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 III. Recording Data for Revised or Suspended Program

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

Revised* Program Text
 (*Use ~~strike through~~ for deletions and underlines for additions.)
Bachelor of Business Administration (B.B.A.)
GENERAL BUSINESS
CIP Code: 52.0101

UNIVERSITY GRADUATION REQUIREMENTS

- General Education 36 hours
- Student Success Seminar 1 hour
- (BUS100)
- Writing Intensive Course (hours incorporated into Major/Supporting/Gen Ed/Free Electives category)
- Upper division courses (42 hrs. distributed throughout Major/Supporting/Gen Ed/Free Electives categories)
- ACCT - General Business majors will fulfill ACCT with BUS 402 (Credit hours may be incorporated into Major or Supporting requirements)
- Total Hours University Graduation Requirements 37 hours

MAJOR REQUIREMENTS

College Requirements:

BUS 300 (1 hours) and BUS 400 (1 hour.. 2 hours

GPA Requirement for Business and Marketing Education/Teaching concentration:

Minimum 2.75 for business teaching core and supporting courses, 2.75 for professional education requirements courses with a grade of "C" or better AND meet all requirements for student teaching.

Business Core Courses:

Professional Development Series.....1 hour

BUS 100, 200, 300, and 400 (hours for BUS 100, 300, and 400 included above)

Nature of Business: BUS 101.....3 hours

Fundamentals Series: Environment and Tools of Business.....4 hours

Environment of Business: BUS 204

Tools of Business: BUS 206, 207, 209

Essentials Series: Functions of Business: BUS 301W, 302, 303, 304, 305, and 306.....18 hours

Mastery of Business: BUS 402.....3 hours

Supporting Courses:

Fundamentals Series: Environment and Tools of Business.....15 hours

Environment of Business: ECO 230 (^GElement 5B) and 231

Tools of Business: MAT 112A and 112B (^GElement 2), 114(^GElement 2), or 211(^GElement 2), STA 270 (Element 2, 3 hours, and Element 5B, 3 hours, included above)

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

General Business Concentrations:

General Business..... 24-hours

GBU 201; three hours in MKT 306, 309, 310, 350, 400, 401, or 435; three hours in FIN 301, 302, 304, 310, 311, 324, or 330; three hours in MGT 320, 330, 406, 430, or 470; one approved upper-division course from FIN, MKT, or MGT; nine hours of approved business electives from the following prefixes: ACC, CCT, CIS, FIN, GBU, MGT, MKT, RMI.

International Business..... 27 hours
GBU 201; six hours of foreign language; CCT 310; FIN 330; MGT 430; MKT 400; six hours of business credit which will include course of study and/or internship in a foreign country. Exemptions from the foreign study requirement are available only with the chairperson approval. International students may choose to fulfill this requirement through internships, cooperative education, or approved upper-division courses in business or economics (ECO 394).

Global Supply-Chain Management.....33 hours
GBU 201; MGT 375, 435; MKT 315, 350, 431, 455, CIS 410, CCT 310, and six hours of approved business electives from ACC, CCT, CIS, FIN, GBU, MGT, MKT, RMI, or International Economics (ECO 394).

Corporate Communication and Technology.....33 hours
CCT 270, 304S, 310, 550, 570, , 201, , and 480; three hours from: MKT 309, 400, or 401; 3 hrs from MGT 320 or 330, or 465.

Business and Marketing Education/Teaching.....9 hours
CCT 270, 304S, and three hours from: MKT 310, 400, or 435.
Professional Education Requirements..... 37 hours
EDF 203, 204(2), 219, 413, EMS 300W, 474, 490, ESE 573, SED 104 (^oElement 6), EDC 300(3), and 11 credit hours of Clinical Experiences: CED 100(0), 200(0), 300(0.5), 400(0.5), 450(1), 499(9).
Candidates earning a degree that leads to teacher certification must take the PRAXIS Series (Professional Assessments for Beginning Teachers) and PLT (Principles of Learning and Teaching) exams as a requirement for graduation. Candidates are encouraged to review the schedule for PRAXIS and PLT registration deadlines prior to beginning the senior year (<http://www.kyepsb.net/assessment/index.asp> AND www.ets.org/praxis).
Specialty exams are required for each certification area sought and it may take more than one test date to complete all requirements. Candidates should confer with their education advisor/counselor to determine the most optimal time to take required exams.

Free Electives 0-13 hours
TOTAL HOURS TO COMPLETE DEGREE 120-129 hours

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 Business</td> </tr> <tr> <td>College</td> <td>College of Business and Technology</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>BBA Risk Management and Insurance</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 Business	College	College of Business and Technology	*Course Prefix & Number		*Course Title (full title±)		*Program Title	BBA Risk Management and Insurance	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 Business														
College	College of Business and Technology														
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Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	2/5/2021	Council on Academic Affairs
College Curriculum Committee	03/04/2021	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.)

Add the following courses as RMI major electives: FIN 304, MKT 408 and 490, OSH 110, 225, 262, and 390.
 Remove FIN 310 as an RMI major elective.

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:

Adding FIN 304: This course will be helpful for RMI majors who are interested in working for a financial services company.

Adding MKT 408 and MKT 490: Our RMI Advisory Board asked that we strengthen our sales content course options for RMI majors, so that more of our graduates are better prepared for careers working as agents and brokers. Adding MKT 408 as a major elective is one way to help strengthen sales content in our major.

Adding OSH courses: Adding these courses will help students who are interested in working specifically in workers compensation and related insurance areas. The RMI Advisory Board requested that we add OSH courses as RMI electives for this purpose.

Removing FIN 310-Due to significant consolidation on the agency and brokerage side of the insurance industry, the content of this course, entrepreneurial finance, is not as relevant as it once was for students interested in working at an agency or brokerage.

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

Personnel Impact: No additional sections of any of these classes will be required because of these changes.

Operating Expenses Impact: None

Equipment/Physical Facility Needs: No additional resources needed

Library Resources: No additional resources needed

Part III. Recording Data for Revised or Suspended Program

For a revised program, provide the current program requirements using ~~strike through~~ for deletions and *underlines* for additions.

Bachelor of Business Administration (B.B.A.)
 RISK MANAGEMENT AND INSURANCE
 CIP Code: 52.1701

UNIVERSITY GRADUATION REQUIREMENTS

General Education 36 hours
 Student Success Seminar 1 hour (BUS 100)
 Writing Intensive Course (hours incorporated into Major/Supporting/Gen Ed/Free Electives category)
 Upper division courses (42 hrs. distributed throughout Major/Supporting/Gen Ed/Free Electives categories)
 ACCT - Risk Management and Insurance majors will fulfill ACCT with BUS 402. (Credit hours may be incorporated into Major or Supporting requirements)
 Total Hours University Graduation Requirements 37 hours

MAJOR REQUIREMENTS

College Requirements:

BUS 300 (1 hour) and BUS 400 (1 hour).. 2 hours.

Core Courses:

Professional Development Series.....1 hour

BUS 100, 200, 300, and 400 (hours for BUS 100, 300, and 400 included above)

Nature of Business: BUS 101.....3 hours

Fundamentals Series: Environment and Tools of Business.....4 hours

Environment of Business: BUS 204

Tools of Business: BUS 206, 207, 209

Essentials Series: Functions of Business: BUS 301W, 302, 303, 304, 305, and 306.....18 hours

Mastery of Business: BUS 402

Supporting Courses:

Fundamentals Series: Environment and Tools of Business.....15 hours

Environment of Business: ECO 230 (^GElement 5B) and 231 (^GElement 2)

Tools of Business: MAT 112A and 112B (^GElement 2), 114(^GElement 2), or 211(^GElement 2), STA 270
 (^GElement 2)(Element 2, 3 hours, and Element 5B, 3 hours, included above)

Risk Management and Insurance Requirements..... 24 hours

RMI 370, 372, 374, 378 and MKT 310;

9 additional hours of Risk Management and Insurance electives may be taken from the following: RMI 349—up to a maximum of six hours, RMI 376, 380, 382, 462, 472, 474, 476, 486 and RMI 400—up to a maximum of six hours total, RMI 490—up to a maximum of six hours; TRS 332, GBU 310, 311, MGT 330, FIN 201, **FIN 310 304**, 311, 324, 390S, **MKT 408, 490, OSH 110, 225, 262, 390** or advisor approved electives.

Supporting Course Requirements..... 9 hours

CIS 212 or INF 104; ECO 230 (^GElement 5B), and 231; MAT 112 (^GElement 2) or 211 (^GElement 2); PSY 200 (^GElement 5B) or 200W(^GElement 5B) or SOC 131 (^GElement 5B). (^G = Course also satisfies a General Education element. Hours are included within the 36 hour General Education requirement above. A maximum of three credit hours will count toward Element 5B.)

Free Electives..... 13 hours

TOTAL HOURS TO COMPLETE DEGREE 120 hours

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

Part I

(Check one) ☐ 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 Business</td> </tr> <tr> <td>College</td> <td>College of Business & Technology</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Minor in Entrepreneurship</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 Business	College	College of Business & Technology	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Minor in Entrepreneurship	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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Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	02/25/2021	Council on Academic Affairs
College Curriculum Committee	03/04/2021	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.)

Revising minor to be available for any student in any major on campus, as well as creating interdisciplinary opportunities between departments and colleges. Revise program title.

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 change to the minor complements strategic enrollment initiatives, answers financial stewardship concerns, enhances the student experience, and drives a collaborative and interdisciplinary culture.

This program will teach students how to think and act entrepreneurially in new ventures, social enterprises, artistic endeavors, product design, technology creation, and intrapreneurship, regardless of their chosen major, profession, or passion. An ad-hoc group of faculty and advising staff, who have been part of teaching, developing, or advising in the Entrepreneurship program, recognized an opportunity to streamline the design to offer a program of instruction available to all EKU students.

This streamlined approach is needed for students as they enter a 21st century economy where the pace of change accelerates, the global playing field for talent flattens, and automation threatens every employment sector. The successful university students who complete the streamlined minor, will have a unique skillset that complements their major, helps them understand and manage risk, challenges them to consider creating a job versus getting a job, and makes them more competitive in job markets that have yet to be invented.

This design is also important for faculty programming as we face pressure from legislators, parents, and the marketplace to offer a reliable value proposition. This design not only meets that need in our college, but also opens up a service to every college, department, and program on campus, offering the same value proposition.

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 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 ~~strikethrough~~ for deletions and underlines for additions.)

Minor in Innovation & Entrepreneurial Thinking ~~Entrepreneurship~~

The Entrepreneurship Minor is offered to students majoring in programs other than business who have a desire to obtain basic business knowledge and skills related to starting their own business or possibly assuming management of an existing business (family owned, for example). The program consists of 15 hours of required courses and six hours of electives from specified business courses. To enroll in a 300-level business course, students must have completed a minimum of 60 hours and have met the prerequisites of the specific course. Students must earn at least 12 of the total hours used for the minor in Entrepreneurship at ECU and attain a cumulative GPA of 2.0 in the minor.

The minor in Innovation and Entrepreneurial Thinking is an interdisciplinary program, open to all ECU students, that teaches students how to think and act entrepreneurially in new ventures, social enterprises, artistic endeavors, product design, technology creation, and intrapreneurship. Successful students will have a unique skill set that complements their major, making them competitive in the 21st century economy. The program is 18 hours of required courses, including a 0-credit required lab associated with the student's senior capstone or final major course. To enroll in a 300-level business course, students must have completed a minimum of 30 hours. Students must earn at least 12 of the total hours used for the minor in Innovation and Entrepreneurial Thinking at ECU and attain a cumulative GPA of 2.0 in the minor.

Required Courses.....15 hours

— CCT 270, 304S, MGT 301, 330, 465

Required Courses

ACC 200 or ACC 202 or BUS 209, GBU 204 or BUS 204, CCT 270, FIN 310, MGT 300 or 301 or BUS 303 or MKT 300 or MKT 301 or BUS 305, MGT 330 and 335(0)

Choose two courses from one of the following options:

— Quantitative — Choose two of the following courses:

— ACC 201, 202, FIN 310,

— OR

— Qualitative — Choose two of the following courses:

— GBU 204, MKT 301, MKT 380

Total Requirements.....2418 hrs

Minor in Entrepreneurship Program Curriculum Objective Map I: Introduction of learning goals (update or initial reflection) R: Reinforcement of learning goals		Critical Thinking: Students will use critical thinking skills to review, distinguish, organize, and evaluate information leading to their making sound decisions and solving problems.	Communications: Students will communicate effectively in written, oral, and presentations.	Core Knowledge: Students will demonstrate a comprehensive foundation of global business principles, methods, issues, and technologies.	Professional Skills: Students will display the technical and professional skills necessary for success in business.
REQUIREMENTS					
ACC 200 or BUS 209	Survey of Accounting or Fundamentals of Financial and Managerial Accounting	I	R	R	R
BUS 204	Fundamentals of Business Law and Ethics	R	I	I	R
CCT 270 or BUS 207	Entrepreneurship	I	I	I	I
FIN 310	Entrepreneurial Finance	R	R	R	I
MGT 300 or 301	Principles of Management	R	R	I, R	R
MKT 300 or 301	Principles of Marketing	R	R	I, R	R
MGT 330	Small Business Management Innovation and Entrepreneurship	R	R	I,R	I,R
MGT 335	Interactive Lab	I,R	I,R	I,R	I,R



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

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

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

TO: Rick McGee
FROM: Dr. Faye Deters
Associate Dean
DATE: March 3, 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 March 25, 2021:

Department of Curriculum & Instruction

Program Revision
Rank I – Elementary and Middle Grade Education
Rank I – Secondary Education and P-12

Rank I Curriculum Map

Department of Educational Leadership and Counselor Education

Program Revision
Ed.D. Educational Leadership & Policy Studies

Ed.D. Curriculum Map

New Minor, Concentration, University Certificate or Department Certificate

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

Part I

(Check one)	Department Name	Curriculum & Instruction
☐ New Course (Parts II, IV)	College	Education
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	
☐ New Minor (Part III)	*Program Title	Rank I - Elementary and Middle Grade Education
☐ 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	9.3.20	Council on Academic Affairs	
College Curriculum Committee	1.19.21	Faculty Senate**	
General Education Committee*	N/A	Board of Regents**	
Teacher Education Committee*	2.2.21	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	2.26.21		

*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.)
 COMBINE Rank Preparation Programs:
 Rank I - Elementary and Middle Grade Education and Rank I – Secondary Education and P-12 into one program
entitled Rank I – Elementary, Middle, Secondary, P-12

A. 2. Proposed Effective Academic Term: (Example: Fall 2016)
 Fall 2021

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
 The courses taken by current elementary, middle, secondary, P-12 Rank I students will not change.

B. The justification for this action:
 The previous 2 separate programs will be combined into ONE program called Rank I – Elementary, Middle, Secondary, P-12. This will not impact the courses students take, but will reduce the load of reporting required for accreditation and cause less confusion for students when applying for a non-degree Rank I program.

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

Personnel Impact: cost savings because fewer reports will be prepared for accreditation purposes.

Operating Expenses Impact: 0
Equipment/Physical Facility Needs: 0
Library Resources: 0

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

Catalog Revisions 20-21 ECU Graduate Catalog for substantial changes of 2 old Rank I programs and combining into one new Rank I program.

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Rank Preparation Programs
~~Rank I – Elementary and Middle Grade Education~~
~~Rank I – Secondary Education and P-12~~
~~Rank I – Elementary, Middle, Secondary, P-12~~
Rank I – Library Science
Rank I – School Counseling

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Rank I Certification, the Sixth Year Program

The College of Education, in cooperation with the offering departments within the College of Education, other colleges of the University, and the Office of Graduate Education and Research, offers Rank I programs for teachers, school counselors, school administrators, supervisors, directors of pupil personnel, and directors of special education.

Program guidelines are highly flexible. General institutional guidelines include:

1. A minimum 30-semester hour program in addition to:
 - a. requirements for Rank II classification, or
 - b. 60 semester hours including the master's degree.
2. Each program shall be planned in consultation with the candidate's advisor prior to completion of nine hours of course work applicable to the program. The planned program shall be filed with the Office of Licensure and Certification. Upon application by the candidate and completion of the program, the College of Education certification officer shall recommend Rank I classification to the Kentucky Department of Education.
3. Candidates shall be fully admitted to the Graduate School prior to approval of the Rank I planned curriculum by the advisor and the filing of the curriculum with the Office of Licensure and Certification.
4. At least 15 semester hours shall be taken at Eastern Kentucky University. The remaining 15-semester hours credit may be taken at ECU or, upon approval by the advisor, at other accredited graduate schools and transferred.
5. All courses in the 30 semester hour requirement for Rank I shall be graduate level and a "B" average shall be required for certification. No credit shall be allowed for any course carrying a grade lower than "C." At least 12 hours shall be courses open only to graduate candidates. Only graduate credits not used in the Rank II (fifth-year non-degree program) shall be considered in the Rank I program. All

credits earned in the master's degree program can be included in the 60 hours required for completion of the Rank I program.

6. The Rank I program shall include six additional semester hours of professional education, 24 hours of courses in a certified teaching field (combined in the Rank II and Rank I programs) and free electives to total 30 semester hours. Preparation certification programs for school administrators, school counselors, pupil personnel directors, and directors of special education can be part of a Rank I program.

7. Course credit specified for Rank I cannot be more than 10 years old at the completion of the program.

8. For any specific requirement applicable to special fields or individual departments, contact the appropriate department or school.

The Office of Licensure and Certification receives and processes applications for teaching certificates (Rank III, II and I) and additional certificates for school personnel (principals, supervisors, superintendents, directors of special education, school counselors, school psychologists, and pupil personnel directors).

Questions may be directed to a College of Education certification officer at coecert@eku.edu or (859) 622-1829.

Planned programs for degree and non-degree teacher certification programs are received and maintained in the Licensure and Certification Office.

Candidates seeking initial teaching certification must meet all the requirements for admission to the teacher education program as stated in the Undergraduate Catalog. Candidates pursuing an alternative route to certification will follow the admission requirements as described in the program display.

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RANK I NON-DEGREE PROGRAMS

Rank I Classification, the Sixth Year Program

I. GENERAL INFORMATION

General policies governing the sixth year program leading to Rank I classification appear in the general section of the College of Education.

II. ADMISSION REQUIREMENTS

- Admission to the Graduate School
- A bachelor's or master's degree with a cumulative grade point average of 3.0 on a 4.0 scale or a grade point in the last 60 hours of credit completed, including undergraduate and graduate coursework
- A Verbal score of 150, a Quantitative score of 143 and an Analytical Writing score of 4.0 on the GRE. Applicants with a cumulative GPA of 3.0 or higher or a 3.25 in the last 60 semester hours are exempt from the Entrance Examinations.
- Statement of Eligibility or Professional Certificate with EPSB
- Candidates must have a Master's degree or Rank II certification through a regionally accredited institution.
- Reference inventory on Candidate Dispositions (which candidates receives from a colleague or administrator who has worked directly with the candidate): In the areas of Communication, Collaboration, Critical Thinking, and Creativity, the candidate must receive a rating of 3 or higher to be eligible for admission to advanced programs.
- Professional Code of Ethics, Character Fitness Declaration, and

Professional Dispositions

- o Candidates must review the Professional Code of Ethics for Kentucky School Certified Personnel established in 16 KAR 1:020 and sign a COE Professional Code of Ethics for Kentucky Declaration form.
- o Candidates must review the character and fitness questionnaire contained in Section III of the CA-1 incorporated by reference in 16 KAR 2:010 and sign a COE Professional Character and Fitness Declaration form.
- o Candidates must demonstrate understanding of professional dispositions expected of Professional educators.

~~II. PROGRAM REQUIREMENTS Curriculum for Sixth Year Rank I Program Elementary and Middle Grade Education~~

III. PROGRAM REQUIREMENTS Curriculum for Sixth Year/ Non-degree Rank I Program: Elementary, Middle, Secondary, P-12

Professional Education	6 hours
Courses in Certified Teaching Area	12-~~15~~ hours
~~Elementary (P-5)~~	~~12 hours~~
~~Middle Grade (5-9)~~	~~15 hours~~
Electives	9-12 hours
~~Elementary (P-5)~~	~~12 hours~~
~~Middle Grade (5-9)~~	~~9 hours~~
~~Selected with prior approval of the advisor.~~	
Minimum Program Total	30 hours

~~Curriculum for Sixth Year Rank I Program Secondary Education and P-12~~

~~Professional Education~~	~~6 hours~~
~~Courses in Certified Teaching Area~~	~~12 hours~~
~~Electives~~	~~12 hours~~
~~Selected with prior approval of the advisor.~~	
~~Minimum Program Total~~	~~30 hours~~

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 & Instruction</td> </tr> <tr> <td>College</td> <td>Education</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Rank I – Secondary Education and P-12</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 & Instruction	College	Education	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Rank I – Secondary Education and P-12	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 & Instruction														
College	Education														
*Course Prefix & Number															
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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	9.3.20	Council on Academic Affairs	
College Curriculum Committee	1.19.21	Faculty Senate**	
General Education Committee*	N/A	Board of Regents**	
Teacher Education Committee*	2.2.21	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	2.26.21		

*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.)

COMBINE Rank Preparation Programs:

Rank I - Elementary and Middle Grade Education and Rank I – Secondary Education and P-12 into one program
entitled Rank I – Elementary, Middle, Secondary, P-12

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

Fall 2021

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

The courses taken by current elementary, middle, secondary, P-12 Rank I students will not change.

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

Personnel Impact: cost savings because fewer reports will be prepared for accreditation purposes.
Operating Expenses Impact: 0
Equipment/Physical Facility Needs: 0
Library Resources: 0

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.

SEE BELOW

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

Catalog Revisions 20-21 ECU Graduate Catalog for substantial changes of 2 old Rank I programs and combining into one new Rank I program.

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Electives	9-12 hours
~~Elementary (P-5)~~	~~12 hours~~
~~Middle Grade (5-9)~~	~~9 hours~~
~~Selected with prior approval of the advisor.~~	
Minimum Program Total	30 hours

~~Curriculum for Sixth Year Rank I Program~~

~~Secondary Education and P-12~~

~~Professional Education~~	~~6 hours~~
~~Courses in Certified Teaching Area~~	~~12 hours~~
~~Electives~~	~~12 hours~~

~~Selected with prior approval of the advisor.~~

~~**Minimum Program Total** **30 hours**~~

Rank I – Elementary, Middle, Secondary Curriculum Map

Student Learning Objectives	Professional Education Core 6 hours chosen from courses below	Courses in Certified Teaching Area	Electives Related to Professional Role 12 hours OR Adding Courses for adding certification or endorsement 12 hours
SLO 1 Understands and demonstrates how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	✓	✓	<i>Student Learning Objectives will vary depending upon course selection</i>
SLO 2 Understands and demonstrates knowledge of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	✓	✓	<i>Student Learning Objectives will vary depending upon course selection</i>
SLO 3 Understands and demonstrates central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	✓	✓	<i>Student Learning Objectives will vary depending upon course selection</i>
SLO 4 Understands and demonstrates multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making	✓	✓	<i>Student Learning Objectives will vary depending upon course selection</i>

SLO 5 Understands and demonstrates instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.	✓	✓	<i>Student Learning Objectives will vary depending upon course selection</i>
SLO 6 Understands and demonstrates a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	✓	✓	<i>Student Learning Objectives will vary depending upon course selection</i>
SLO 7 engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	✓	✓	<i>Student Learning Objectives will vary depending upon course selection</i>
SLO 8 seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	✓	✓	<i>Student Learning Objectives will vary depending upon course selection</i>

PROFESSIONAL EDUCATION – Select 6 Hours

EDF 855	Foundations of Multicultural Education
EMS 777	Cultural Competency with ELLs
EMS 776	Assessment Methods for ELL
EMS 850	Curr. for Leaders in Education
EMS 855	Gifted and Talented Youth
EMS 856	Curriculum in Gifted/Talented Education

EPY 839	Human Development & Learning
EPY 869	Research in Education
ETL 800	Leadership Skills for Teachers
ETL 801	Leading Achievement Change
ETL 803	Curriculum for Teacher Leaders
LIB 801	Educational Technologies
SED 800	Exceptional Learners in the Regular Class
ELE 871	Literacy programs P-5 (ONLY for elementary specialization)
EMG 806	Reading Instruction in Middle Grades (ONLY for Middle and Secondary specialization)
EMS 874	Disciplinary Literacy
EAD 856	Learning for At Risk Students (15-hour field experiences)
EAD 829	Community Relations and Educational Advocacy (10-hour field experiences)

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 Ed.D. Educational Leadership & Policy Studies If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	01-11-21	Council on Academic Affairs	
College Curriculum Committee	01-19-21	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	02-02-21	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	02-26-21		

*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.)

Add a written sample requirement in the application process.

Change name of Concentration 1 in the Ed.D. Program to Educational Leadership, Policy Studies, & Social Justice.

Create an additional concentration area for the Ed.D. in Educational Leadership & Policy Studies Program. This will provide prospective students with three options (1) Educational Leadership, Policy Studies, & Social Justice (2) Counselor Education (3) Curriculum Leadership for Social Justice.

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

Fall 2021

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

B. The justification for this action:

Create a concentration option for practicing educators or aspiring administrators in curriculum studies to obtain a terminal degree in curriculum leadership.

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.)**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.)

DOCTOR OF EDUCATION (Ed.D.) CIP Code: 13.0401

I. GENERAL INFORMATION The Doctor of Education (Ed.D.) includes a common core of coursework and ~~two-three~~ areas of concentration including (1) ~~Leadership and Policy Studies~~ **Leadership, Policy Studies, and Social Justice**, and (2) Counselor Education and Supervision, and (3) **Curriculum Leadership for Social Justice**. Students in ~~either~~ **each** concentration complete common core coursework that provides foundational training in three areas including research, leadership, and social justice advocacy. Basic general information about each concentration appears below.

CONCENTRATION 1: ~~Leadership and Policy Studies~~ **Leadership, Policy Studies, and Social Justice**. P-12 and Postsecondary Leaders are charged to direct broad educational programs that increase excellence and equity as measured by outcomes. Educational entities and organizations need professionals who use current knowledge and possess strong leadership skills to design and administer programs that can improve teaching and learning. Moreover, they need leaders who know about and respond to the specific challenges and strengths of the communities they serve. The Doctor of Education (Ed.D.) program in this concentration at Eastern Kentucky University will play a significant role in developing such leaders. Participation in this doctoral program will lead to enhanced practical capacity with regard to human learning, educational institutions, and the interaction of the larger society with educational, financial, and governmental processes. Likewise, participation will allow for the acquisition of skills to conduct and successfully apply research. Course work will be built on a knowledge base that reflects current research, theory, and practice. Doctoral faculty will serve as mentors.

CONCENTRATION 2: Counselor Education and Supervision. Counselor Education and Supervision is a unique area of training that provides doctoral level educational and experiential preparation for advanced clinical practitioners; clinical supervisors; mental health agency administrators and school counseling administrators; as well as counselor educators. The need for trained professionals in these areas is expected to grow faster than the national average. Attaining success in these fields will be related to obtaining an educational background in Counselor Education and Supervision that is based on the best standards of practice as set forth by the Council for Accreditation of Counseling and Related Programs or CACREP. The Doctor of Education (Ed.D.) with a concentration in Counselor Education and Supervision at Eastern Kentucky University has been designed to align with these standards which stipulate training in five specific areas including Counseling; Supervision; Teaching Research and Scholarship; and Leadership and Advocacy. Each student and his or her advisor will create a specialized 600-hour internship designed to meet the student's interests and future career path. Students will receive individual attention and mentoring to help them make the most of their doctoral training experience.

CONCENTRATION 3: Curriculum Leadership for Social Justice. Curriculum Leadership for Social Justice is geared for devoted practitioners committed to addressing problems facing leaders in the field of education. This degree concentration aims to develop scholars who wish to assume leadership roles in educational institutions, such as school or district curriculum leadership. Students will research and implement a diverse range of curricular trends focused on equity and social justice. Doctoral faculty will serve as mentors in helping students create doctoral dissertations that meet their professional goals.

II. ADMISSION REQUIREMENTS

The decision to admit a student to doctoral work constitutes a major commitment from the faculty in the form of advising, teaching, chairing and serving on the committee, preparing and evaluating examinations, and guiding the dissertation to successful completion. The applications are due by March 1 for admission in the following fall semester. Applications received after March 1 may be considered for Spring admission pending availability of openings in the programs.

Admission to the Doctor of Education program is based upon the following entrance requirements:

1. Earned a master's degree in education or a related field with a minimum graduate GPA of 3.5. Students applying for the concentration in Counselor Education and Supervision must have a 60 hour master's degree from a CACREP accredited program or its

equivalent.

2. Must have professional experience (preference will be given to those with leadership, school counseling, or clinical mental health counseling experience) The applicant should note that the decision to admit students to the doctoral program is a collective judgment of the faculty and represents their determination of the likelihood of the applicant's success in all major phases of the degree program. These judgments take into account the applicant's professional experiences, communication and thinking skills, and other relevant capabilities. Thus, an applicant is not automatically admitted on the basis of meeting the minimal criteria.

A completed application packet will include:

1. Completed graduate school and concentration applications
2. Transcripts of all undergraduate and graduate work
3. Résumé of professional experience
4. Score reports from the Graduate Record Examination (GRE) or Miller Analogies Test if the graduate GPA is less than 3.5
5. At least three letters of recommendation—including at least one each from a peer, a supervisor, and a college/university faculty member.
6. Writing sample from previous graduate program that exemplifies applicant's writing and research skills

After a holistic review of the application packets, the Doctoral Program Committee will select those applicants to be interviewed. ~~Note: If selected for an admission interview, applicants will be asked to complete a writing sample.~~ A dispositions evaluation (an assessment of attitudes and behaviors practiced in the areas of personal responsibility, ethics, emotional management, communication, and work ethic) of the candidate to be conducted by one or more members of the Doctoral Program Committee using an established format/protocol.

Students will be required to complete a criminal background check during their first semester, but may complete coursework on a provisional status pending completion of the criminal background check

III. PROGRAM REQUIREMENTS

Candidates in both concentrations complete the following core coursework. Thereafter, each candidate's program of study will be individually planned within the following curriculum framework as defined by the concentration area:

Ed.D. Core*30 hours minimum
 EDD 901, 902, 903, 904, 906, and 907 or 908 18 hours
 EDD 999 (Dissertation).....12 hours minimum
 Additional dissertation hours may be required.

Concentration 1: ~~Leadership and Policy Studies~~ Leadership, Policy Studies, and Social Justice.....30 hours
 Discipline Specific Concentration.....18 hours
 EDL 940, 941, 942, 943, 944, 945
 Electives * 12 hours
 Select from EDL 950, 951, 954, 955, 956, or from either
 EDD 907 or 908 ~~(may not duplicate core courses)~~ (if not taken in Ed.D. core), or from either EAD 807 or 897

*Candidates adding Superintendent licensure will take the DOCTOR OF EDUCATION (Ed.D.) following discipline specific and elective courses: EAD 839 (instead of EDL 940), 849, 859, and 879 (instead of EDL 943), and six hours from the electives list. Exit Requirements.....0 hours GRD 878P (Qualifying/Preliminary Exam) and GRD 878Z (Dissertation Defense) Minimum Program Total.....60 hours

Concentration 2: Counselor Education and Supervision.....30 hours minimum
 Discipline Specific Concentration COU 891, 892, 893, 894, 895, 902, 912, 980, 987, COU 981 Internship (minimum of 6 hours)
 Exit Requirements.....0 hours GRD 878P (Qualifying/Preliminary Exam) and GRD 878Z (Dissertation Defense)
 Minimum Program Total.....60-63 hours

Concentration 3: Curriculum Leadership for Social Justice.....30 hours
Discipline Specific Concentration.....18 hours
EDF 855; EMS 850; EDL 820, EDL 940, EDL 941, EDL 950

Electives 12 hours
Select from EAD 807, EAD 897; EDL 925, EDL 943, EDL 944, EDL 954; COU 892; CRJ 861, CRJ 862; PSY 837
Exit Requirements.....0 hours
GRD 878P (Qualifying /Preliminary Exam) and GRD 878Z (Dissertation Defense)
Minimum Program Total.....60 hours

IV. EXIT REQUIREMENTS

Qualifying/Preliminary Examination – The Student's Doctoral Committee prepares and scores the Qualifying/Preliminary examination. This examination consists of two (2) options, which include (1) written responses by the student to the prepared questions written by the Student Doctoral Committee and/or (2) a written methodology paper and oral defense by the student that is evaluated by the student doctoral committee. The Student Doctoral Committee will require students to rewrite any failed portion of the Qualifying examination by the last day of classes during the following semester.

Dissertation – The purpose of the dissertation is for students to demonstrate the ability to conceptualize and complete an inquiry project. The dissertation process, during which students register for a minimum of twelve (12) credit hours, includes three (3) stages. First, there is the development of a proposal that the Student Doctoral Committee reviews and approves. Second, students prepare the dissertation document.

Finally, students submit and defend the dissertation to the Student Doctoral Committee.

For additional information, consult the Doctoral Program Director for Educational Leadership and Policy Studies or for Counselor Education and Supervision.

Curriculum Map for Department of Educational Leadership and Counselor Education
DOCTOR OF EDUCATION (Ed.D.) CIP Code: 13.0401

I. GENERAL INFORMATION

The Doctor of Education (Ed.D.) includes a common core of coursework and ~~two~~ **three** areas of concentration including (1) Leadership and Policy Studies ~~and~~ (2) Counselor Education and Supervision, **and (3) Curriculum Leadership for Social Justice**. Students in ~~either~~ **each** concentration complete common core coursework which provides foundational training in three areas including research, academic, and ~~curriculum~~ **elective** studies. Basic general information about each concentration appears below.

Core SLOs	Course Addressing This
1. Communicate in a clear, professional and scholarly manner by formulating research questions appropriate for professional research and publication	I-EDD 901 R-EDD 906 M-EDD 999
2. Consume, Produce, & Apply emergent research practices and processes in a manner appropriate to the context	I-EDD 901 R-EDD 906 M-EDD 999
Leadership SLOs	Course Addressing This
1 Adapt Leadership Style to Organizational Contexts	I-EDL 940, R-EDL 951 R-EDL 944, R-EDL 954, R-EDL 955 M-EDD 999
2 Promote an Organizational Culture that is Committed to Equity & Social Justice	I-EDL 940, R-EDL 950 R-EDL 941, R-EDL 955 M-EDL 945
3 Discover & Explore Innovative Approaches to Leadership	I-EDL 940, R-EDL 954, R-EDL 955 R-EDL 943 M-EDD 999
4 Lead & Manage Complex Organizations	I-EDL 940, R-EDD 907 R-EDL 942, R-EDD 908, R-EDL 955, M-EDD 999
CES SLOs	Course Addressing This
1. Individualize theoretical frameworks and models of clinical supervision	I-COU 895 R-COU 987 M-COU 987
2. Develop personal style of clinical supervision	I-COU 895 R-COU 987 M-COU 987
3. Integrate pedagogy and teaching methods relevant to counselor education	I-COU 893 R-COU 893 M-COU 981

4. Construct instructional and curriculum design, delivery, and evaluation methods relevant to counselor education	I-COU 893 R-COU 893 M-COU 981
Curriculum SLOs	Course Addressing This
1 Adapt Leadership Style to Organizational Contexts	I - EDL 820 I - EDL 954 R - EDL 925 R - EDL 940 R - EDL 944 R - EAD 807 R - COU 892 M – EDD 999
2 Promote an Organizational Culture that is Committed to Equity & Social Justice	I - EDF 855 R - EAD 807 R - EMS 850 R - EDL 820 R - EDL 925 R - EDL 940 R - EDL 941 R - EDL 950 R - COU 892 R - CRJ 861 R - CRJ 862 R - PSY 837 M – EDD 999
3 Discover & Explore Innovative Approaches to Curriculum	I - EDF 855 R - EMS 850 R - EDL 820 R - EDL 941 R - EDL 943 R - EDL 950 M – EDD 999
4 Lead & Manage Complex Organizations	I - EDL 940 R - EDL 925 R - EDD 907 R - EDD 908 M – EDD 999

Doctoral Core								
Courses → SLO's ↓	EDD 901 Orientation to Doctoral Studies	EDD 903 Qualitative Research Methods	EDD 902 Quantitative Research Methods	EDD 904 Applied Advanced Research Methods	Analysis of Research Literature	EDD 906 Dissertation Practicum	GRD 877P Dissertation Prospectus	GRD 878Z Dissertation Defense

1	I					R		M
2	I					R		M

Education Leadership & Policy Studies Core Concentration

Courses → SLO's ↓	EDL 940	EDL 941	EDL 942	EDL 943	EDL 944	EDL 945
1	I				R	
2	I	R				M
3	I			R		
4	I		R			

Educational Leadership & Policy Studies Electives

Courses → SLO's ↓	EDL 950	EDL 951	EDD 907	EDD 908	EDL 954	EDL 955
1		R			R	R
2	R					R
3					R	R
4			R	R		R

Counselor Education and Supervision Core

Courses → SLO's ↓	COU 891	COU 902	COU 892	COU 893	COU 894	COU 980	COU 981	COU 895	COU 987				EDD 999
1								I	R/M				
2								I	R/M				
3				I/R			M						
4				I/R			M						

Curriculum Leadership for Social Justice Concentration

Courses → SLO's ↓	EDF 855	EMS 850	EDL 820	EDL 940	EDL 941	EDL 950
1			I	R		
2	I	R	R	R	R	R
3	I	R	R		R	R
4				I		

Curriculum Leadership for Social Justice Electives											
Courses →	EAD 807	EAD 897	EDL 820	EDL 925	EDL 943	EDL 944	EDL 954	COU 892	CRJ 861	CRJ 862	PSY 837
SLO's ↓											
1			I	R		R	I	R			
2	R		R	R				R	R	R	R
3			R		R						
4				R							

New Minor, Concentration, University Certificate or Department Certificate

Proposal Approval Form

When proposing a new minor, concentration, university or department certificate, the following factors should be considered:

- Minors and certificates often add time to degree.
- Minors can increase the number of credit hours that students have at graduation.
- Minors and certificates can potentially increase student debt because of the factors above.
- Minors, concentrations, university and department certificates can significantly add to faculty workloads.
- Minors, concentrations, university and department certificates increase the need for oversight and administration.

The following information should be provided in addition to the normal curriculum change forms. Before a new minor, concentration, university or department certificate is submitted to CAA, the Dean must approve the proposal based on the information on this form and any other information requested by the Dean.

From the Proposing Program

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

The **added concentration in curriculum leadership for social justice** will broaden the number of potential students we can attract to our Ed.D. program. The ideal student for this concentration would be practicing teachers and aspiring curriculum leaders at the department, school, or district level. As soon as the concentration is approved, we will begin recruiting in local school districts.

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

The justification for this proposed concentration is to recruit more students to our Ed.D. program and meet the desires of teachers who want a terminal degree while not necessarily desiring a program centered on educational administration or higher education leadership.

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

We don't anticipate any extra qualifications needed for faculty to teach within this concentration or the addition of any new faculty. There are some electives within the new concentration that are in the Department of Psychology and the Department of Criminal Justice and Safety. Those courses will remain taught by faculty within their respective departments.

4. What are the potential costs of the proposed curriculum addition, especially 3-5 years from implementation? Fully explain the answer, particularly if there are no perceived costs.

There are no anticipated costs for the proposed addition of the concentration, as there are no new faculty or resources needed. In fact, we anticipate the addition of students will help ensure more students enroll in historically low-enrolled courses. We also anticipate it will add to the number of qualified students who are accepted into our annual cohorts, as we will be reaching more potential students.

From the Dean

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

A. New Resources. Explain.

None required.

B. Reallocation of resources. Explain.

None required.

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

Sherry W Powers

[Sherry W Powers \(Feb 17, 2021 08:33 EST\)](#)

Dean's Signature

Feb 17, 2021

Date



EASTERN KENTUCKY UNIVERSITY
521 Lancaster Avenue; Roark 103
Richmond, KY 40475-3102

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

DATE: February 22, 2021
TO: Jennifer Wies, Associate Provost
FROM: Jeremy Mulholland, Associate Dean
RE: Proposed Department Restructuring

A handwritten signature in blue ink, which appears to read "Jeremy Mulholland", is placed to the right of the "FROM" line of the memo.

The College of Letters, Arts, & Social Sciences is requesting an organizational change, separating the Department of Social Work from the current Anthropology, Sociology, and Social Work department. Social Work will be known as the **Department of Social Work** and managed by Department Chair. The proposed reorganization will provide efficiencies in the design, delivery and assessment of undergraduate and graduate Social Work programs, in the delivery of e-Campus social work offerings, 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.



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 2, 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 March 25, 2021.

SUBSTANTIAL AGENDA CURRICULUM PROPOSALS

Department of Communication

Program Revisions:

- B.A. in Broadcasting and Electronic Media: Remove exit requirement
- B.A. in Public Relations: Remove exit requirement

Department of Psychology

Course Revision:

- PSY 816 Philosophical Underpinnings in Behavior Analysis: Revise prerequisite and course description

New Course:

- PSY 500/700 Veteran Identity Theory

Program Revisions:

- M.S. in General Psychology: Applied Behavior Analysis Concentration: Add comprehensive exam to concentration
- Minor in Veterans Studies: Revise program requirements
- University Certificate in Veterans Studies: Revise program requirements

School of Music

Program Revision:

- B.M. in Music with an Emphasis in Music Industry-Recording Arts: Program Emphasis title change

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

Part I

(Check one)	Department Name	Communication
☐ New Course (Parts II, IV)	College	CLASS
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	
☐ New Minor (Part III)	*Program Title	B. A. in Broadcasting and Electronic Media
☐ 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	02/09/2021	Council on Academic Affairs
College Curriculum Committee	02/22/2021	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.) Remove COM 300 exit requirement from Broadcasting and Electronic Media graduation requirements. 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: COM 300 is a no credit exit requirement for BEM majors. This requirement no longer meets the needs of students.
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.)

**BACHELOR OF ARTS (B.A.)
BROADCASTING AND ELECTRONIC MEDIA**

*CIP Code: 09.0702***UNIVERSITY GRADUATION REQUIREMENTS**

- General Education 36 hours
- Student Success Seminar (waived for transfers with 30+ hrs.).....1 hour
- Writing Intensive Course (*Hrs. incorporated into Major/Supporting/Gen Ed/Free Electives category*)
- Upper division courses (42 hrs. distributed throughout Major/Supporting/Gen Ed/Free Electives categories)
- ACCT - Broadcast and Electronic Media majors will fulfill ACCT with BEM 491(2) and at least one hour from BEM 343(1), 349(1), or 398(1). (Credit hours are incorporated into program requirements below.)

Total Hours University Graduation Requirements....37 hours

MAJOR REQUIREMENTSSupporting Course Requirement.....0 hours **CMS 210 (Gen. Ed. E-IC [OC].) ^G =Course also satisfies a General Education element. Hours are included within the 36 hr. General Education requirement above.**

Core Courses.....26 hours

BEM 200, 202, 295(4), 320, 395(4), 405, 425, 349(1), and 491(2).

Concentrations:

Broadcasting and Electronic Media.....18 hours

BEM 300; three hours selected from: BEM 203, 301, 353W, 330; 12 hours from BEM 203, 301, 305W, 343(1), 349(1), 353W, 375, 395(4), 396, 398(1), 400, 401, 415, 495(4), 499, BEM 330, 445, 325, PUB 375, 380.

Multimedia Journalism.....24

BEM 203, 300, 301, 302(1*), 305W, 401, 412, 415.

*Students are required to take a total of three credits of BEM 302 for the major. Students may take one credit per semester.

Film Techniques & Technology.....23 hours

BEM 350, 351, 352, 353W, 370 (4), 425, 495 (4).

Exit Requirement**COM 300 CR only, no hours.****Free Electives**.....33-39 hours**TOTAL HOURS TO COMPLETE DEGREE**.....120 hours

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

Part I

(Check one) ☐ 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>Communication</td> </tr> <tr> <td>College</td> <td>CLASS</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>B.A. in Public Relations</td> </tr> <tr> <td colspan="2">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td>* Provide only the information relevant to the proposal.</td> <td>± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Communication	College	CLASS	*Course Prefix & Number		*Course Title (full title±)		*Program Title	B.A. in Public Relations	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation
Department Name	Communication														
College	CLASS														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	B.A. in Public Relations														
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	2/9/21	Council on Academic Affairs	
College Curriculum Committee	2/22/21	Faculty Senate**	
General Education Committee*	N/A	Board of Regents**	
Teacher Education Committee*	N/A	EFFECTIVE ACADEMIC TERM***	
Graduate Council*	N/A		

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

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

A. 1. Specific action requested: Remove COM 300 as an Exit Requirement for the Public Relations (PUB) program.	
A. 2. Proposed Effective Academic Term: Fall 2021	
A. 3. Effective date of suspended programs for currently enrolled students: N/A	
B. The justification for this action: COM 300 is a no credit course required for graduation. The requirement is no longer functional for the PUB program. Its removal will have no impact on the rest of the PUB curriculum.	
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 III. Recording Data for Revised or Suspended Program

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

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

BACHELOR OF ARTS (B.A.)

PUBLIC RELATIONS

CIP Code: 09.0902

UNIVERSITY GRADUATION REQUIREMENTS

- General Education..... 36 hours
- Student Success Seminar 1 hour
(waived for transfers with 30+ hrs.)
- Writing Intensive Course (Hrs. incorporated into Major/ Supporting/Gen Ed/Free Electives category)
- Upper division courses (42 hrs. distributed throughout Major/ Supporting/Gen Ed/Free Electives categories)
- ACCT - Public Relations majors will fulfill ACCT with PUB 490 or 490S. (Credit hours are incorporated into program requirements below.)

Total Hours University Graduation Requirements ... 37 hours

MAJOR REQUIREMENTS

Core Courses 51 hours

BEM 295(4); BEM 202, 203, 305W, and 405; PUB 305; ECO 120 or 130 or 230 or 231; MKT 301; PUB 412 or BEM 412; PUB 320 or BEM 320; PUB 375, 380, 410 or 410S, 470 (1) or 349(1); PUB 475; PUB 490 or 490S; PUB 491(1), and 425.

Electives 6 hours

Six hours from: BEM 415, 325, COM 400, PUB 325 or 325S, 385 or 385S, 390, 400, 415S, 480, 499, 520, or MGT 301.

Supporting Course Requirements.....3 hours

BEM 200 or 200W; one of the following, any of which will fulfill ⁶Element 5B : ANT 120, POL 100, POL 101, PSY 200, PSY 200W, SOC 131. ⁶ = Course also satisfies a General Education element. Hours are included within the 36 hour General Education requirement above.

Free Electives.....23 hours

Exit Requirement: COM 300(0)

TOTAL HOURS TO COMPLETE DEGREE 120 hours

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

Part I

(Check one) ☐ 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>Psychology</td> </tr> <tr> <td>College</td> <td>CLASS</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>PSY 816</td> </tr> <tr> <td>*Course Title (full title±)</td> <td>Philosophical Underpinnings in Behavior Analysis</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	Psychology	College	CLASS	*Course Prefix & Number	PSY 816	*Course Title (full title±)	Philosophical Underpinnings in Behavior Analysis	*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	Psychology														
College	CLASS														
*Course Prefix & Number	PSY 816														
*Course Title (full title±)	Philosophical Underpinnings in Behavior Analysis														
*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	11/19/20	Council on Academic Affairs	
College Curriculum Committee	1/25/21	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	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: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Change the course catalog description of PSY 816. 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: To reduce the need to provide large numbers of pre-requisite overrides when students are registering for the prerequisite course (PSY 817) in an A term and PSY 816 in a B term.
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 ~~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.)**PSY 816 Philosophical Underpinnings in Behavior Analysis, (3) A.** Prerequisite: ~~PSY 817~~ Departmental Approval.

Philosophical foundations of behavioral science as applied in the field of Applied Behavior Analysis. This course covers BCBA level content requirements in the Foundational area of Philosophical Underpinnings of Behavior Analysis as required by the Behavior Analysis Certification Board.

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)*
PSY	816	FALL 2021	BT _____ HS _____ CL <u>X</u> JS _____ ED _____ SC _____	PSYC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____ 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>	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.

Departmental Approval. PSY 817

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

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

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

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

Part I

(Check one) ☒ 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 <u>Psychology</u> College <u>CLASS</u> *Course Prefix & Number <u>VT5 500</u> *Course Title (full title±) <u>Veteran Identity Theory</u> *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: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;"><u>Date</u></td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;"><u>Date</u></td> </tr> <tr> <td>Departmental Committee</td> <td style="text-align: center;">11/10/2020</td> <td>Council on Academic Affairs</td> <td></td> </tr> <tr> <td>College Curriculum Committee</td> <td style="text-align: center;">1/25/2021</td> <td>Faculty Senate**</td> <td></td> </tr> <tr> <td>General Education Committee*</td> <td style="text-align: center;">NA</td> <td>Board of Regents**</td> <td></td> </tr> <tr> <td>Teacher Education Committee*</td> <td style="text-align: center;">NA</td> <td>EFFECTIVE ACADEMIC TERM***</td> <td></td> </tr> <tr> <td>Graduate Council*</td> <td style="text-align: center;">NA</td> <td></td> <td></td> </tr> </table>				<u>Date</u>		<u>Date</u>	Departmental Committee	11/10/2020	Council on Academic Affairs		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		
	<u>Date</u>		<u>Date</u>																							
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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: Add a 500-level Veterans Studies course suitable for students seeking advanced study of veterans' issues	
A. 2. Proposed Effective Academic Term: Fall 2021	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: VTS 500 will provide juniors and seniors with an option for advanced study, and the course will increase the availability of upper-level electives related to diversity in programs across campus	
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.)

VTS 500 Veteran Identity Theory. (3) A. Prerequisite: ENG 102 or ENG 102R, ENG 105(B), or HON 102, VTS 200, and Junior standing. Advanced study and application of interdisciplinary theories and perspectives to the topic of veteran identity.

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.)

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.	Psychology CLASS VTS 700 Veteran Identity Theory ± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	11/10/2020	Council on Academic Affairs	
College Curriculum Committee	1/25/2021	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	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: Add a 700-level Veterans Studies course suitable for inclusion in the numerous graduate-level degree and certificate programs in the helping professions offered by the University

A. 2. Proposed Effective Academic Term: Fall 2021

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

B. The justification for this action: VTS 700 offers a unique opportunity for online and in-person graduate students enrolled in numerous degree and certificate programs (particularly PSY and SWK, especially credentials offered by ECU Online) to gain advanced knowledge of veteran identity that can help them provide services to military veterans in their future careers

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.)

VTs 700 Veteran Identity Theory. (3) A. Designed for students in all areas. Advanced study and application of interdisciplinary theories and perspectives to the topic of veteran identity.

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)*
VTS	700	Fall 2021	BT _____ HS _____ CL <u>X</u> _____ JS _____ ED _____ SC _____	PSYC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture <u>X</u> Laboratory _____ Other _____		CIP Code (first two digits only) 30	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
I	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.		VTS 500		
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 Psychology
VTS 500/700 Veteran Identity Theory
3 Credit Hours
CRN: _____
Fall 2021

Instructor Information

Instructor:
 Email:
 Phone:
 Student Hours:
 Class GroupMe:
 Zoom Link:

Required Texts / Resources

- *The New Social Theory Reader* (2001). Edited by Steven Seidman and Jeffery Alexander. ISBN10: 0-415-43769-5
- *Tribe: On Homecoming and Belonging* (2016). Sebastian Junger. ISBN-13: 978-1455566389
- *What It Is Like to Go to War* (2012). Karl Marlantes. ISBN-13: 978-0802145925
- *Odysseus in America* (2002). Jonathan Shay. ISBN-13: 978-0-7432-1156-7

Catalog Descriptions

VTS 500 – Veteran Identity Theory. (3) A. Prerequisite: ENG 102 or ENG 102R, VTS 200, and Junior standing. Advanced study and application of interdisciplinary theories and perspectives to the topic of veteran identity.

VTS 700 – Veteran Identity Theory. (3) A. Designed for students in all areas. Advanced study and application of interdisciplinary theories and perspectives to the topic of veteran identity. Credit will not be awarded for both VTS 500 and 700.

Course Description

Veterans Studies is an emerging discipline that seeks to provide a framework through which to understand the social and psychological experiences of military veterans—in *both real life and the American unconscious*. This course will expose you to a variety of interdisciplinary scholars, each with some unique vantage through which to interpret the world around us. These texts will be difficult. But we will devote each class to unpacking and applying interdisciplinary theories to veterans' issues. Our goal will be to start a conversation—to say something original about veterans in society. We will see how culture influences veterans' social experiences. We will also see how the veteran's symbolic existence influences America as a whole.

Student Learning Outcomes

VT5 500 (Undergraduate)

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

1. **Interpret** advanced social theories through critical reading, critical thinking, and collaboration with other scholars [Assessment: Discussion Board Assignments]
2. **Analyze** veterans' experiences using interdisciplinary scholarship and intersectional conceptions of identity [Assessment: Quiz Making Assignments]
3. **Distinguish** between the way your home discipline and other disciplines approach veterans' issues [Assessment: Primary Source Analyses]
4. **Design** a multi-media presentation with an original argument about on one of the social issues discussed in the course [Assessment: Final Presentation]

VT5 700 (Graduate)

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

1. **Interpret** advanced social theories through critical reading, critical thinking, and collaboration with other scholars [Assessment: Discussion Board Assignments]
2. **Analyze** veterans' experiences using interdisciplinary scholarship and intersectional conceptions of identity [Assessment: Quiz Making Assignments]
3. **Distinguish** between the way your home discipline and other disciplines approach veterans' issues [Assessment: Primary Source Analyses]
4. **Design** a multi-media presentation with an original argument about on one of the social issues discussed in the course [Assessment: Final Presentation]
5. **Write** a substantial research essay about an issue germane to your home discipline [Assessment: Essay Rough Draft, Essay Final Draft]

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

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 social theory in the course you will be given short works of poetry, fiction, non-fiction, or film that illustrate common themes found among veterans' experiences before, during, and after service. Your task will be to write a one-to-two-page paper each week that uses a theoretical perspective to explain what you read or watch. 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.



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. (Graduate students: You are welcome to give your presentation over your Research Paper topic)



Graduate Students: Research Paper

In graduate school it is expected that you can produce sustained prose that harnesses scholarly sources in service of an original argument about a topic or theme found in the course. This paper will ask you to take a stance, highlight the relevant literature on the topic, identify gaps in that literature, and explore it using a variety of interdisciplinary, intersectional frameworks. You will produce a rough draft, engage in peer-review, and have several opportunities to revise and resubmit this 10-15-page paper.



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.

Graduate Students: Your essay rough draft will be due in week 8. Your peer-review notes will be due in week 12. Your final essay will be due at the beginning of week 15. You are free at anytime to submit your essay to the instructor early for feedback.

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:

VTS 500 (Undergraduate)

Discussion Board Posts (x15) – 25%
 Quiz-Making Assignments (x15) – 25%
 Primary Source Analyses (x15) – 25%
 Final Presentation – 25%
 Total – 100%

VTS 700 (Graduate)

Discussion Board Posts (x15) – 15%
 Quiz-Making Assignments (x15) – 15%
 Primary Source Analyses (x15) – 15%
 Final Presentation – 15%
 Research Paper Draft – 5%
 Research Paper Peer-Review – 5%
 Research Paper Final Draft – 30%
 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 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.

Noel Studio

ECU'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.ecu.edu/online-consultations; schedule your own online consultations by following the directions at <https://studio.ecu.edu/schedule-appointment>. Have questions or need help scheduling? Use the chat box at studio.ecu.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.

Veterans Studies Learning Outcomes

Minor

	Apply interdisciplinary theories and perspectives to veterans' problems	Reframe stereotypes and misconceptions about former service members to highlight the resiliency and strengths	Exhibit communication skills and empathy as a bridge between veteran and civilian cultures	Examine veterans' unique situations through an intersectional lens, one inclusive of social identities as well as knowledge about eras and types of military service	Use skills and concepts in Veterans Studies in acts of service learning and civic engagement
Core Requirements					
VTs 200	x	x	x	x	x
PSY 405	x		x		x
VTs 400	x	x		x	
VTs 401	x	x		x	
Cultural Competency Requirement					
ENG 386W	x			x	
MSL 303	x		x	x	
PLS 375	x			x	
VTs 300	x	x		x	x
VTs 350					
VTs 500	x	x		x	
Applied Electives					
PSY 308	x	x		x	
PSY 258	x		x		x
PSY 314	x	x		x	
PSY 476	x	x			
SWK 201	x				x
VTs 349	x		x		x

Veterans Studies Learning Outcomes

University-level Certificate

	Apply interdisciplinary theories and perspectives to veterans' problems	Reframe stereotypes and misconceptions about former service members to highlight the resiliency and strengths	Exhibit communication skills and empathy as a bridge between veteran and civilian cultures	Examine veterans' unique situations through an intersectional lens, one inclusive of social identities as well as knowledge about eras and types of military service	Use skills and concepts in Veterans Studies in acts of service learning and civic engagement
Core Requirements					
VTs 200	x	x	x	x	x
VTs 400	x	x		x	
VTs 401	x	x		x	
Cultural Competency Requirement					
ENG 386W	x			x	
MSL 303	x		x	x	
PLS 375	x			x	
VTs 300	x	x		x	x
VTs 350					
VTs 500	x	x		x	
Applied Electives					
NSC 442	x	x			
MGT 300/301	x	x	x	x	
PSY 258	x		x		x
PSY 405	x		x		x
SWK 365	x		x		
VTs 349	x		x		x
Theoretical Perspectives					
CMS 205W	x		x		
POL 325	x				x
PSY 300	x	x		x	x
SOC 131	x				x
SWK 201	x		x		x
VTs 500	x	x		x	
Intersectionality Requirement					
AFA 202	x	x		x	
ANT 330	x	x		x	
CDF 424	x	x		x	
WGS 201	x	x		x	
Additional Electives					
HLS 400	x				x
HUM 300	x			x	
PHI 130	x	x			
POL 357	x		x	x	x
PSY 308	x	x		x	
PSY 314	x	x		x	

PSY 476	x	x			
SWK 310	x			x	x
SWK 335	x		x	x	

Veterans Studies Learning Outcomes

AGS Concentration

	Apply interdisciplinary theories and perspectives to veterans' problems	Reframe stereotypes and misconceptions about former service members to highlight the resiliency and strengths	Exhibit communication skills and empathy as a bridge between veteran and civilian cultures	Examine veterans' unique situations through an intersectional lens, one inclusive of social identities as well as knowledge about eras and types of military service	Use skills and concepts in Veterans Studies in acts of service learning and civic engagement
Core Requirements					
VTS 200	x	x	x	x	x
Electives					
CDF 331	x	x			
CDF 437	x			x	
ENG 386W	x			x	
MSL 303	x		x	x	
PLS 375	x			x	
POL 320	x				x
POL 415	x				x
PSY 308	x	x		x	
PSY 320	x	x		x	
SWK 440	x		x	x	
VTS 350					
WGS 304	x	x		x	

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

Part I

(Check one)	Department Name	Psychology
☐ New Course (Parts II, IV)	College	CLASS
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	
☐ New Minor (Part III)	*Program Title	M.S. in General Psychology
☐ Program Suspension (Part III)		Applied Behavior Analysis Concentration
☒ 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	1/11/2021	Council on Academic Affairs	
College Curriculum Committee	1/25/2021	Faculty Senate**	
General Education Committee*	NA	Board of Regents**	
Teacher Education Committee*	NA	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: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Add a comprehensive examination to the Applied Behavior Analysis Concentration. 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: To assess MS Psychology, ABA concentration student learning in general psychology concepts.
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 ~~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 ~~strike through~~ for deletions and underlines for additions.)

MASTER OF SCIENCE (M.S.) General Psychology CIP Code: 42.0101

Information about the Master's Degree

There are two Master's Degrees in General Psychology: one in Experimental Psychology which requires a thesis, and one for those who seek the educational requirements to pursue ABA Certification.

Information about the Experimental Psychology Master's program The Master of Science degree program in General Psychology offers students advanced training in the core areas of psychology and the opportunity to develop and explore specialized areas of interest. Students work closely with a faculty mentor to design an individualized course of study that combines classroom training and hands-on research experience, and culminates in a Master's thesis. Graduates will have a solid foundation for pursuing doctoral-level training in psychology and related fields or for entry into a variety of work settings.

Information about the ABA Concentration (within the General Psychology M.S. degree) •

To obtain a BCBA Certification students must (1) hold a Master's or Doctoral degree; (2) have completed Board approved ABA coursework; (3) have completed the required and documented supervised practical experience; and (4) pass an examination administered by the Behavioral Analyst Certification Board. •The M.S. General Psychology Degree with ABA Concentration is designed for students interested in earning a Master's degree that will provide expertise in applied behavior analysis, and allow them to work toward eligibility to sit for the BCBA Certification Exam. •

The M.S. General Psychology Degree with ABA Concentration provides (1) the required Master's degree and (2) the required Board approved ABA coursework. •Students are responsible for finding their own practical experiences in order to accumulate the required hours of supervised experience, and for scheduling and paying for the BCBA Certification Exam. Information can be found at www.bacb.com

ADMISSION REQUIREMENTS

M.S. General Psychology: Experimental Concentration •

Minimum overall undergraduate grade point average of 2.5, or 2.75 for the last 60 hours • Minimum of five undergraduate courses in psychology, including general psychology, statistics, experimental psychology, and two other courses acceptable to the departmental admissions committee. • Satisfactory performance on the general sections of the Graduate Record Examination. Analytical Writing scores of 4.0 or higher are expected. • Three letters of recommendation (sent directly to the department); two letters must be related to the undergraduate major, with at least one from psychology faculty. • Applications for fall admission should be received by March 1. Notification regarding admission normally will be made in April. Students applying later may be accepted as space is available Admission is competitive and limited to available space. Meeting the minimum requirements, therefore, does not guarantee admission.

M.S. General Psychology: ABA Concentration •

Minimum overall undergraduate grade point average of 2.5, or 2.75 in the last 60 hours • Minimum of one research course and one statistics course • Minimum of three additional courses in psychology or a related discipline • GRE: If undergraduate GPA is below 3.0, then satisfactory performance on the general sections of the Graduate Record Examination (GRE) is required. • Personal statement must address the following areas: A) What personal characteristics do you possess that you believe are important to the practice of applied behavior analysis? Do you possess any particular strengths that you feel will be an asset to you in graduate school? What about any personal challenges that you think might hinder your progress? B) What are your professional goals? C) Describe any experiences that have particularly prepared you for graduate study in applied behavior analysis (e.g., co-op/ internships, work experiences, life experiences. D) If you feel that any portion of your application does not accurately reflect your academic skills or preparation for graduate school in psychology (e.g., GRE, GPA, etc.), please explain.

II. PROGRAM REQUIREMENTS A total of 33 credit hours is required for candidates for the Master of Science in General Psychology. In order to complete the degree program, ABA concentration students must earn a grade of B or better in the following core courses: PSY 817, PSY 813, PSY 816, PSY 833, PSY 895, PSY 855, PSY 866. In order to complete the certificate program, ABA certificate students must earn a grade of B or better in the following core courses: PSY 817, PSY 813, PSY 816, PSY 833, PSY 895, PSY 855, PSY 866

CORE COURSES in Psychological Foundations.....15 hours PSY 833, 837, 849, 853, 859.

Students Must Select One Concentration to complete the M.S. Degree

Experimental Concentration.....18 hours
 PSY 862.....3 hours
 Electives (approved by graduate advisor).....9 hours
 Thesis (PSY 898).....6 hours

Exit Requirements* GRD 857j, 858j.....0 hours

Total Requirements for Experimental Concentration...33 hours

*Exit Requirements: Students in the Experimental Concentration must complete the following: (1) Comprehensive Examination: register for a written comprehensive examination in their area of study (GRD 857j) (0 credit hours), and pass this examination; (2) Thesis Defense: register for an oral defense of the thesis (GRD 858j) (0 credit hours), and pass the oral defense of the thesis.

Applied Behavior Analysis Concentration (Online Only).....18 hours

PSY 817, 813, 816, 855, 895 15 hours
 Capstone Requirement: PSY 866.....3 hours

Exit Requirements* GRD 857j.....0 hours

Total Requirements for ABA Concentration.....33 hours

*Exit Requirements: Students in the Applied Behavior Analysis Concentration must complete the following: Comprehensive Examination: register for a written comprehensive examination in their area of study (GRD 857j) (0 credit hours), and pass this examination.

ABA Certificate Only - Admission Requirements •

Note that persons planning to apply for BCBA Certification are required by the Behavior Analyst Certification Board to hold a Master's or Doctoral degree, to have completed the Board approved ABA coursework, to have completed the required and documented supervised practical experience, and to pass an examination administered by the Behavioral Analyst Certification Board. • The ABA Certificate from ECU provides the required ABA coursework. Students are responsible for finding their own practical experiences in order to accumulate the required hours of supervised experience, and for scheduling and paying for the BCBA Certification Exam. Information can be found at www.bacb.com

For students with a Master's degree, admission requirements are minimum overall graduate grade point average of 2.75, and a personal statement. • For students without a Master's degree, admission requirements are minimum overall undergraduate grade point average of 2.5, or 2.75 for the last 60 hours, and a personal statement. • Personal statement must address the following areas:

A) What personal characteristics do you possess that you believe are important to the practice of applied behavior analysis? Do you possess any particular strengths that you feel will be an asset to you in graduate school? What about any personal challenges that you think might hinder your progress?

B) What are your professional goals?

C) Describe any experiences that have particularly prepared you for graduate study in applied behavior analysis (e.g., co-op/internships, work experiences, life experiences. D) Explain if you feel that any portion of your application does not accurately reflect your academic skills or preparation to complete this certificate.

APPLIED BEHAVIOR ANALYSIS CERTIFICATE • To obtain a BCBA Certification students must (1) hold a Master's or Doctoral degree in Psychology, Education, or Behavior Analysis; (2) have completed Board approved ABA coursework; (3) have completed the required and documented supervised practical experience; and (4) pass an examination administered by the Behavioral Analyst Certification Board. • The ABA Certificate is designed for students who already have an appropriate Master's or Doctoral degree, and who want to work toward eligibility to sit for the BCBA Certification Exam. • The ABA Certificate provides the required approved ABA coursework. • Students are responsible for finding their own practical experiences in order to accumulate the required hours of supervised experience, and for scheduling and paying for the BCBA Certification Exam. Information can be found at www.bacb.com

ABA Certificate (Online Only).....21 hours PSY 817 (Must be taken before other ABA courses), 813, 816, 833, 855, 895.....18 hours
 Capstone Requirement: PSY 866.....3 hours

Total Requirements for ABA Certificate only 21 hours

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>Psychology</td> </tr> <tr> <td>College</td> <td>CLASS</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Minor in Veterans Studies</td> </tr> <tr> <td colspan="2">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td>* Provide only the information relevant to the proposal.</td> <td>± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Psychology	College	CLASS	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Minor in Veterans Studies	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation
Department Name	Psychology														
College	CLASS														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	Minor in Veterans Studies														
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	11/10/2020	Council on Academic Affairs	
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: Revise the Minor in Veterans Studies curriculum to include PSY 258 and VTS 349 as options in the "Applied Electives" category; add VTS 500 to the "Cultural Competency Electives" category. A. 2. Proposed Effective Academic Term: Fall 2021 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
B. The justification for this action: The current Veterans Studies curriculum focuses heavily on preparing students for careers in veterans services and both PSY 258 and VTS 349 support those efforts; VTS 500 provides opportunities for advanced study.
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.)

Core Requirements.....9 hours

VTS 200, PSY 405, and VTS 400 or VTS 401 or VTS Program-approved capstone in the student's major)

Cultural Competency Elective (selected from the list below) 3 hours

ENG 386W; HIS 300A: War and American Society; MSL 303; PLS 375; VTS 300; VTS 350 Special Topics; VTS 500; other VTS program-approved course (e.g., HIS 300A: War and American Society, WGS 300: Gender and War).

Applied Electives (selected from the list below) 6 hours

PSY 308; PSY 314; PSY 258; PSY 476; SWK 201; VTS 349; other VTS program- approved elective

Total Curriculum Requirements.....18 hours

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

Part I

(Check one) ☐ 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>Psychology</td> </tr> <tr> <td>College</td> <td>CLASS</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>University Certificate in Veterans Studies</td> </tr> <tr> <td colspan="2">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td>* Provide only the information relevant to the proposal.</td> <td>± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Psychology	College	CLASS	*Course Prefix & Number		*Course Title (full title±)		*Program Title	University Certificate in Veterans Studies	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation
Department Name	Psychology														
College	CLASS														
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*Course Title (full title±)															
*Program Title	University Certificate in Veterans Studies														
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	11/10/2020	Council on Academic Affairs	
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:**

Revise the University-level Certificate in Veterans Studies to include PSY 258 in the "Applied Electives" category; add VTS 500 to the "Theoretical Perspectives" category.

A. 2. Proposed Effective Academic Term: Fall 2021**A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)**B. The justification for this action:**

The current Veterans Studies curriculum focuses heavily on preparing students for careers in veterans services, and PSY 258 supports that effort; VTS 500 provides opportunities for advanced study.

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.)

Core Requirements.....6 hours

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

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

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

Applied Electives (select from the following) 3 hours

NSC 442; MGT 300 or MGT 301(Non-Business Majors); PSY 258; PSY 405; SWK 365; VTS 349; Other VTS-approved electives

Theoretical Perspectives (select from the following) 3 hours

CMS 205(W) Advocacy and Opposition; POL 325 Global Security; PSY 300 Social Psychology; SOC 131 Introductory Sociology; SWK 210 Introduction to Social Work; VTS 500 Veteran Identity Theory

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

AFA 202; ANT 330; CDF 424; WGS 201

Additional Electives (select from the following) 6 hours

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

Total Curriculum Requirements 24 hours

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

Part I

(Check one)	Department Name	School of Music
☐ New Course (Parts II, IV)	College	College of Letters, Arts, and Social Sciences
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	
☐ New Minor (Part III)	*Program Title	Bachelor of Music with an Emphasis in Music Industry - Recording Arts
☐ 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	1/27/2021	Council on Academic Affairs
College Curriculum Committee	2/22/2021	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.) We are requesting to remove the Music Industry designation in the title of the Emphasis in Music Industry-Recording Arts. The name will be updated to Bachelor of Music with and Emphasis in Recording Arts. No other curriculum changes are being requested. 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 due to recommendations made on the Initial Approval Action Plan that was from the Accreditation Committee of the National Association of Schools of Music for the Bachelor of Music with an Emphasis of Music industry-Recording Arts. No curriculum changes have been requested.
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

BACHELOR OF MUSIC (B.M.)

MUSIC

CIP Code: 50.0901

Program Objectives

Upon successful completion of the Bachelor of Music program, graduates will be able to perform a recital in their major applied area, communicate effectively about the theoretical concepts in music, and identify and analyze musical works from diverse cultures and historical periods.

In addition, all music education majors will demonstrate the ability to sing, play a variety of instruments, develop lesson plans, and engage in effective teaching during a student teaching semester. All theory and composition students will demonstrate composition skills and present original compositions in public recitals as well as identifying an area of advanced analysis of musical works through a senior project. All music industry students will demonstrate music technology skills, identify trends in the many facets of this business field, and demonstrate an ability to work with professionals through cooperative learning experiences. All performance majors will prepare two performance recitals and analyze repertoire presented on those recitals, in addition to identifying different pedagogical approaches in their area.

Admission to the Music Major Program

Admission to the Bachelor of Music programs requires a successful audition for the applicable applied teacher. The student is expected to demonstrate acceptable levels of achievement in performance in terms of intonation, tone quality and rhythmic accuracy. Incoming students will be expected to perform two selections of contrasting styles. Students may be accepted on probationary status at the discretion of the applied teacher and the School of Music chair. Students seeking to opt out of one of more semesters of class piano (MUS 110, 111, 210, 211) may complete a placement exam prior to the start of the semester of study.

Bachelor of Music Core Requirements

Applied Music

All music majors must complete a minimum of seven semesters of applied lessons with at least three of the semesters at the upper division levels (numbered 300 or 400). Applied students must complete a jury examination at the end of each semester. Each major is required to enroll in applied music every semester of full-time enrollment.

Solo Recital Performance

Each major is required to perform the equivalent of a half recital (MUS 399) during the course of study.

Ensemble Requirements

Each major is expected to enroll in a major ensemble reflecting the major applied area of study every semester of full-time enrollment. Wind and percussion majors will enroll in MUS 256 (Marching Band), MUS 255A/455A (Symphonic Band), MUS 255B/455B (Concert Band), or MUS 235/435 (Symphony Orchestra). With permission of the Chair of the School of Music, MUS 254/454 (Jazz Ensemble) may be submitted for the major ensemble requirement for wind and percussion majors. Orchestral string majors will enroll in MUS 235/435 (Symphony Orchestra) or MUS 236/436 (String Orchestra). Some string bass majors may be assigned to MUS 255A/455A (Symphonic Band) based on audition results. Guitar majors will enroll in MUS 257/457 (Guitar Ensemble) and MUS 250 (Electric Guitar Ensemble). Vocal majors will enroll in MUS 228A/428A (EnChor SSAA Choir) or MUS 228B/428B (Koros TTBB Choir) or MUS 226/426 (University Singers). Even if the student plans to study in two or more applied areas, one of them must be declared the major. Students enrolling in more than three ensembles must receive permission for such participation from their applied teacher, ensemble director, and advisor.

Recital Attendance

All majors are required to attend 16 recitals including the departmental recitals and other School of Music concerts and recitals held throughout the semester (MUS 101) for at least six semesters. Performances off campus must receive approval by the Chair of the School of Music.

Music Education

All wind and percussion majors must complete at least two semesters of MUS 256. Non-marching instruments/voice may choose an advisor approved ensemble in lieu of MUS 256.

Music Performance

All Music Performance majors must pass an audition beyond the entrance audition. They will be on probationary status for one to four semesters. At the end of the probationary period, the student may re-audition for full candidacy. The Audition Committee will consist of at least three members of the music faculty including the applied teacher. All performance majors must give a full recital (MUS 499) in addition to the half recital required of all majors. Vocal Performance majors must elect foreign language as part of their Gen. Ed. All Music Industry and ~~Music Industry~~ Recording Arts majors must complete 3 or 4 credit hours of Co-op (MUS 349) and 2 credit hours of Music Industry Senior Capstone (MUS 449). All Co-op projects must be approved by the Co-op office, department chair, and Co-op coordinator.

Music Theory and Composition

Music Theory and Composition majors must complete 3 credits of beginning composition (MUS 283) and 8 credits of advanced composition (MUS 483). Beginning composition (MUS 283) is open to all music students with permission of the instructor. Students wishing to move on to advanced composition (MUS 483) must receive the approval of the theory/composition faculty based on their performance in MUS 283. Students seeking to apply for entry into advanced composition study will submit a portfolio of their compositions. All theory and composition majors, whose major applied area is not piano, must elect two semesters of additional piano studies (MUS 112). Music Theory and Composition students will complete a senior project (MUS 499) consisting of a theory project and a half recital of original compositions as part of this degree program.

UNIVERSITY GRADUATION REQUIREMENTS

- General Education..... 36 hours
 - Student Success Seminar (ASO 100; waived for transfers with 30+ hrs.) 1 hour
 - Writing Intensive Course (Hrs. incorporated into Major/Supporting/Gen Ed/Free Electives category)
 - Upper division courses (42 hrs. distributed throughout Major/Supporting/Gen Ed/Free Electives categories)
 - ACCT – Music majors will fulfill ACCT with MUS 349, 482, 499, 550, or 551, or CED 499. (Credit hours may be incorporated into Major or Supporting requirements)
- Total Hours University Graduation Requirements ... 37 hours**

MAJOR REQUIREMENTS

Core Courses 46 hours

MUS 110(1), 111(1), 117(3), 118(3), 149 (1), 210(1), 211(1), 217(3), 218(3), 317(3), 366(2), 399(0), and 549(2); MUH 275 (2), 276W(2), and 373(2); a minimum of 7 hrs of applied primary instrument or voice over 7 semesters (2 credits at 100 level, 2 credits at 200 level, 2 credits at 300 level and 1 credit at 400 level); 7 semesters of major ensembles; 2 credits of chamber ensembles; 6 semesters of MUS 101 (0 credit course).

Degree Concentrations:

Music Performance.....37 hours MUS 190(2), 249(2); 220(1) and 221(1) or 285(2); 384(2), 373(2) or 481(2), 499(1), 482(2), 501(2), 516 (1), 517(2), 519(2), 550(1), and 551(1); additional 5 hrs of applied primary instrument (2 hrs at 300 level, and 3 hrs at 400 level); a minimum of 1 additional hour of ensembles; 2 additional credits of chamber ensembles; 4 hrs of music performance electives; 2 hrs of upper division music history electives.

Emphasis in Music Industry 47 hours MUS 190(2), 191(2), 192(2), 290(2), 300(0), 349 (2), 390(3), 391(3), and 449(2); MUH 273(3); 9 hrs from: ACC 200 or 201, MGT 301, PUB 375, 385 or 415S; 7 elective credits in MUS/MUH courses.

Emphasis in ~~Music Industry~~ Recording Arts.....37 hours

MUS 190 (2), 191 (2), 192 (2), 290 (2), 292 (2), 300(0), 349(2), 390(3), 391(3), 392 (2), 492 (2), and 449(2); MUH 273(3); 9 credits chosen from: ACC 200 or 201, MGT 301, PUB 375, PUB 385, PUB 415S; 1 elective credit in MUS/ MUH courses.

Music Theory and Composition 37 hours

MUS 112(2), MUS 190(2), 283(3), 373(2), 384(2), 482(2), 483(8), 484(2), 499 (2), 511(2), and 517(2); 557(2) or 556; additional 1 hr of applied primary instrument (at 400 level); 1 additional credit of ensembles; 2 additional credits of chamber ensembles; 2 hrs music history electives.

Music Education.....13 hours

MUS 113 (1)*, 116(1), 215(1), 216(1), 230(1), 256(2)**, 354(1), 365(1), 369(2), and 384(2)

**vocal majors will take MUS 210 instead of MUS 113. **non-marching instruments/voice may choose an advisor approved ensemble instead of MUS 256*

Supporting Course Requirements:

Performance/Vocal

Vocal Performance majors must elect 3 hrs of foreign language (GEelement 6) as part of their General Education studies.

Professional Education Requirements for Music Education.....35 hours

EDC 300, EDF 203, 219, and 413(2); EDF 204(2) or MUS 384(2); EMS 300W(1), 474, and 490(1); MUE 302(2) or ELE 303(2); MUE 402(2) or ESE 402(2); MUE 502(2) or EMS 502(2); SED 104 (GEelement 6), and 11 credit hours of Clinical Experiences: CED 100(0), 200(0), 300(0.5), 400(0.5), 450(1), 499(9).

G = Course also satisfies a General Education element.

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

Free Electives.....0-8 hours

EXIT REQUIREMENT.....0 hours

PRAXIS EXAMINATION

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

PRAXIS DISCLAIMER: Kentucky educator certification requirements are subject to change. Before registering for the test(s), please check the Education Professional Standards Board website at www.epsb.ky.gov for current test requirements and current cut scores. You may also contact the Division of Educator Preparation, Assessment, and Internship at (502) 564-5789.

TOTAL HOURS TO COMPLETE DEGREE 120-127 hours

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>College of Science</td> </tr> <tr> <td>College</td> <td>College of Science</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Certificate in Environmental Education</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	College of Science	College	College of Science	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Certificate in Environmental Education	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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Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	NA	Council on Academic Affairs
College Curriculum Committee	11/16/20	Faculty Senate**
General Education Committee*	NA	Board of Regents**
Teacher Education Committee*	12/1/20	EFFECTIVE ACADEMIC TERM***
Graduate Council*	NA	

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

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

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

Add ELE 424, EMG 492, ESE 561/761 and coop or internship to the choices for the certificate.

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:

These changes increase the number of relevant elective course options for certificate students while continuing to meet assessment requirements for reaccreditation by the North American Association for Environmental Education.

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 ~~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.)**Certificate in Environmental Education**

A student may complete a short-term (Departmental) certificate by taking the following requirements:

Core Requirements.....6 hours**BIO 590/~~790~~(3), EMS 561*~~764~~(3)**Elective Requirements.....6 hours**Six (6) hours of electives from the following: BIO 500/~~700~~(3) or GEO 302W(3), CHE 501/~~701~~ (3), ELE 424* (2), EMG 492, EMS 563*/~~763~~(3), ESE 561*/~~764~~, REC 590/~~790~~(3), and UNP 500/~~700~~ (3), or a three credit co-op or internship program with Natural Areas (BIO GEO 349, HIS 349, REC 463, or SCO 349).**Total Curriculum Requirements.....12 hours***course has a prerequisite of admission to professional educationThis Environmental Education Certificate does not lead to teacher certification or to a professional teaching license, although some of these courses can be used towards licensure.

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>College of Science</td> </tr> <tr> <td>College</td> <td>College of Science</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Certificate in Environmental Education</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	College of Science	College	College of Science	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Certificate in Environmental Education	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	College of Science														
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* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation														

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	NA	Council on Academic Affairs
College Curriculum Committee	11/16/20	Faculty Senate**
General Education Committee*	NA	Board of Regents**
Teacher Education Committee*	12/1/20	EFFECTIVE ACADEMIC TERM***
Graduate Council*	2/26/21	

*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.)

Add ESE 761 and BIO 839 to the choices for the certificate and remove the undergraduate course numbers.

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 change increases the number of relevant elective course options for certificate students while continuing to meet assessment requirements for reaccreditation by the North American Association for Environmental Education.

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.)**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.)**Certificate in Environmental Education**

A student may complete a short-term (Departmental) certificate by taking the following requirements:

Core Requirements.....6 hours**BIO ~~590/790~~(3), EMS ~~561~~761(3)**Elective Requirements.....6 hours**Six (6) hours of electives from the following: BIO ~~500/700~~(3) or GEO 302W(3), CHE 501/701 (3), EMS ~~563~~763(3), ESE 761, REC ~~590/790~~(3), and UNP 500/700 (3) and BIO 839 (3).**Total Curriculum Requirements.....12 hours***course has a prerequisite of admission to professional educationThis Environmental Education Certificate does not lead to teacher certification or to a professional teaching license, although some of these courses can be used towards licensure.

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%; border-bottom: 1px solid black;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">College of Science</td> </tr> <tr> <td style="border-bottom: 1px solid black;">College</td> <td style="border-bottom: 1px solid black;">College of Science</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;">Certificate in Environmental Sustainability and Stewardship</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	College of Science	College	College of Science	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Certificate in Environmental Sustainability and Stewardship	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	College of Science														
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Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	NA	Council on Academic Affairs
College Curriculum Committee	2.22.21	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 certificate to shorten title, replace dropped course, and add another choice of 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: The certificate was moved to the College of Science and needs to be updated to remove a course that was previously dropped and replace it with a currently offered course. This is one of the only environmental offerings at ECU and we have student interest in declaring the certificate.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None, all courses are currently offered, many are general education courses. Faculty in Natural Areas will provide advising. Operating Expenses Impact: NA Equipment/Physical Facility Needs: NA Library Resources: NA

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

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

New or Revised* Catalog Text(*Use ~~strike through~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)**Part III. Recording Data for Revised or Suspended Program**

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

Revised* Program Text(*Use ~~strike through~~ for deletions and underlines for additions.)**Certificate in Environmental ~~Sustainability and Stewardship~~ Science**The certificate in Environmental ~~Sustainability and Stewardship~~ Science requires a minimum of 12 credit hours as indicated below.**Core Requirement.....3 6 hours**ENV 200-GEO 110GEO 302W or BIO 500**Electives Requirement.....~~9~~ 6 hours**~~Nine~~ Six hours of electives from any approved AGR, ANT, APP, BIO, EHS, GEO, GLY, REC, or WLD courses, ~~with no more than 6 hours from any one "Content Area"~~**Total Curriculum Requirement.....12 hours**

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>Computer Science</td> </tr> <tr> <td>College</td> <td>College of Science</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>B.S. Digital Forensics and Cybersecurity</td> </tr> <tr> <td colspan="2">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td>* Provide only the information relevant to the proposal.</td> <td>± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Computer Science	College	College of Science	*Course Prefix & Number		*Course Title (full title±)		*Program Title	B.S. Digital Forensics and Cybersecurity	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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Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	10/2/2020	Council on Academic Affairs
College Curriculum Committee	2.22.21	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.) Add a course and delete a supporting course requirement. 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 new course is needed to cover content required in this rapidly changing field. It will also satisfy new standards from FEPAC and ABET.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None, the 500/700 level course is needed for our e-campus offerings in certificates and the MS computer science major, so it will be taught even if it wasn't required for this degree. Operating Expenses Impact: None Equipment/Physical Facility Needs: NA Library Resources: NA

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

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

New or Revised* Catalog Text(*Use ~~strike through~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)**Part III. Recording Data for Revised or Suspended Program**

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

Bachelor of Science (B.S.)

DIGITAL FORENSICS AND CYBERSECURITY

CIP Code: 43.0116

UNIVERSITY GRADUATION REQUIREMENTS

- General Education.....36 hours
- Student Success Seminar..... 1 hour
(waived for transfers with 30+ hours)
- Writing Intensive Course (Hrs. incorporated into Major/Supporting/Gen Ed/Free Electives category)
- Upper division courses (42 hrs. distributed throughout Major/Supporting/Gen Ed/Free Electives categories)
- ACCT – Digital Forensics and Cybersecurity majors will fulfill ACCT with CSC 549 or CSC 495 or INF 495 with a program-approved topic. (Credit hours may be incorporated into Major or Supporting requirements)

Total Hours University Graduation Requirements.....37 hours**MAJOR REQUIREMENTS****Digital Forensics and Cybersecurity Core Requirements~~57~~ 60 hours**CSC 189 or CSC 190, 210, 313, 332, 360, 400, 410, 536, 537, 547, 548 and 549; CSC308 or 309; INF318, 321, ~~and~~ 322, and 518; two courses selected from CSC 520, 539, 542, 543, and 544; and 3 credit hours of CSC 349 or 495.**Supporting Course Requirements ~~25-26~~ 21-22-23 hours**CMS210 (GEelement 1); FOR 301, 401 (1), 465W; STA 270 (4); MAT 234 (4) (GEelement 2); two courses selected from BIO 111(4) (GEelement 4), CHE 111/111L (GEelement 4), and PHY 201(5) (GEelement 4); ~~two one~~ courses selected from CRJ 101, PLS 216, 316, and 416; one course selected from CIS 320, 325, HLS 400, 401, 402, 403, NET 303, 354, and 454.*^G = Course also satisfies a General Education element. Hours are included within the 36 hr. General Education requirement above.***Free Elective 0- 1 hour****TOTAL HOURS TO COMPLETE DEGREE 120 hours**

Bachelor of Science (B.S.)
Digital Forensics and Cybersecurity
CIP Code: 43.0116

Program Mission

The mission of the Bachelor of Science program in Digital Forensics and Cybersecurity is to provide students with an education that will prepare them to build a solid foundation of knowledge and skills in digital forensics and cybersecurity and develop a career in the related professional fields.

Program Educational Objectives (PEOs)

The graduates of the program will

PEO 1: Be productive professionals in the digital forensics and/or cybersecurity industry

PEO 2: Be prepared for advanced studies in the fields of digital forensics and/or cybersecurity

UNIVERSITY GRADUATION REQUIREMENTS

- General Education..... 36 hours
- Student Success Seminar..... 1 hour
(waived for transfers with 30+ hours)
- Writing Intensive Course (Hrs. incorporated into Major/Supporting/Gen Ed/Free Electives category)
- Upper division courses (42 hrs. distributed throughout Major/Supporting/Gen Ed/Free Electives categories)
- ACCT – Digital Forensics and Cybersecurity majors will fulfill ACCT with CSC 549 or CSC 495 or INF 495 with a program-approved topic. (Credit hours may be incorporated into Major or Supporting requirements)

Total Hours University Graduation Requirements 37 hours

MAJOR REQUIREMENTS

Digital Forensics and Cybersecurity Core Requirements~~57~~ 60 hours

CSC 189, 210, 313, 332, 360, 400, 410, 536, 537, 547, 548 and 549; CSC308 or 309; INF318, 321, ~~and~~ 322, and 518; two courses selected from CSC 520, 539, 542, 543, and 544; and 3 credit hours of CSC 349 or 495.

Supporting Course Requirements ~~25-26~~ 22 – 23 hours

CMS210 (GEelement 1); FOR 301, 401, 465W; STA 270 (4); MAT 234 (4) (GEelement 2) or 234H (4) (GEelement 2); two courses selected from BIO 111(4) (^GElement 4), CHE 111/111L (^GElement 4), and PHY 201(5) (^GElement 4); ~~two one~~ courses selected from CRJ 101, PLS 216, 316, and 416; one course selected from CIS 320, 325, HLS 400, 401, 402, 403, NET 303, 354, and 454.

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

Free Elective 0- 1 hour

TOTAL HOURS TO COMPLETE DEGREE 120 hours

Curriculum Map:

The Digital Forensics and Cybersecurity program has the following Student Learning Outcomes (SLOs):

By the time of graduation, students will be able to

- SLO 1: Understand programming and computing hardware and software systems
- SLO 2: Design, implement and secure a computing network or data system
- SLO 3: Set up systems and policies for cybersecurity incident response.
- SLO 4: Detect, identify and document the security breaches of a computing network or data system
- SLO 5: Contain the harm or damage caused by security breach to a computing network or data system, eradicate the intrusion, and recover or restore the system to its original state.
- SLO 6: Work collaboratively and effectively with team members, law enforcement, and related personnel for cybersecurity incident response or to accomplish a digital forensic investigation.
- SLO 7: Conduct digital forensic investigations that conform to accepted professional and ethical standards.
- SLO 8: Apply appropriate laws, regulations and procedures to handle digital evidence in a digital forensic investigation.
- SLO 9: Identify potential digital evidence, and necessary techniques, skills, and tools needed for preserving and collecting the evidence.
- SLO 10: Use current techniques, skills, and tools necessary for digital evidence analysis.
- SLO 11: Present digital evidence in a professional and legal environment.

Curriculum Mapping with SLOs

Courses	Student Learning Outcomes										
	SLO1	SLO2	SLO3	SLO4	SLO5	SLO6	SLO7	SLO8	SLO9	SLO10	SLO11
CSC 189 Computing Concepts & Programming	/										
CSC 210 Data structure & programming	R										
CSC 308 or 309 Mobile App. Develop. for iOS or Android	R					/					
CSC 313 Database Systems	R	/									
CMS 210 Public Speaking											
Two of CRJ 101 Introduction to Criminal Justice, PLS 216 Criminal Law, PLS 316 Criminal Evidence, PLS 416 Criminal Procedure								/			/
INF 318 Mobile Device Security and Privacy			/	/	/						

INF 321 Computer Forensics I							I	I	I		I
INF 322 Computer Forensics II							I	R	R,A	I	
FOR 301 Intro. to Forensic Science							I	I			
FOR 401 Forensic Professional Practice							I				R
FOR 465 Expert Witness Testimony							R				E
CSC 332 Digital Storage Forensics								R	R	R	
CSC 360 Computer Org & Architecture	E	I									
CSC 400 Operating Systems	E,A	R			I	R					
CSC 410 Cyber Networking & Security		E, A	R	R	R						
INF 518 Principles of Cybersecurity			R								
CSC 520 Multimedia System and Forensics							R	R	R	R	
CSC 536 Incident Response I			R	R	R						
CSC 537 Incident Response II			E,A	E,A	E,A	E	R				
Three of CSC 520 Multimedia Systems and Forensics, CSC 539 MAC Forensics, CSC 542 Internet Forensics, CSC 543 Windows Forensics And CSC 544 Database Administration and Security							R	R	R	R	R
CSC 547 Network Forensics & Investigation				E, A	R		R	R	R	E	R
CSC 548 Personal Electronic Device Forensics							R	R	R	E,A	R
3 credit hours of CSC 349 Applied Learning in Computer Science, OR CSC495 Independent Work						R	R	R	R	R	R
CSC 549 Computer Forensics Capstone						E,A	E,A	E,A	E,A	E	E,A

A=Assessment Point

E=Emphasize

I=Introduce

R=Reinforce

* ETS field test relating to algorithms, theory, computer math, computer organization, and architecture.

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%;">Computer Science</td> </tr> <tr> <td>College</td> <td>Science</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>INF 518</td> </tr> <tr> <td>*Course Title (full title±)</td> <td>Principles of Cybersecurity</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	Computer Science	College	Science	*Course Prefix & Number	INF 518	*Course Title (full title±)	Principles of Cybersecurity	*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	Computer Science														
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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	10/2/2020	Council on Academic Affairs
College Curriculum Committee	1/25/21	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.)

Create a new course for the BS in Digital Forensics & Cybersecurity program

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 cybersecurity discipline is growing rapidly in all directions. This course is designed to introduce students to cybersecurity management, governance, assessment, and practices in the industry.

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

Personnel Impact: The 500/700 level course is needed for our e-campus offerings in certificates and the MS computer science major; replacing a CSC course

Operating Expenses Impact: n/a

Equipment/Physical Facility Needs: n/a

Library Resources: n/a

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

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

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

INF 518 Principles of Cybersecurity. (3) A. Pre-requisite: A minimum grade of "C" in CSC 210 or CSC 310. This course discusses cybersecurity principles. Topics include security governance, risk assessment, security, people, information, and physical asset management; system development, access, and management; threat and incident management; business continuity; security monitoring and improvement.

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)*
INF	518	Fall 2021	BT _____ HS _____ CL _____ JS _____ ED _____ SC <u>x</u>	COSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
3	Lecture <u>3</u> Laboratory _____ Other _____		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ 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.

A minimum grade of “C” in CSC 210 or CSC 310

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

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>Computer Science</td> </tr> <tr> <td>College</td> <td>Science</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>INF 718</td> </tr> <tr> <td>*Course Title (full title±)</td> <td>Principles of Cybersecurity</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	Computer Science	College	Science	*Course Prefix & Number	INF 718	*Course Title (full title±)	Principles of Cybersecurity	*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	Computer Science														
College	Science														
*Course Prefix & Number	INF 718														
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* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation														

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	10/2/2020	Council on Academic Affairs
College Curriculum Committee	1/25/21	Faculty Senate**
General Education Committee*	NA	Board of Regents**
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***
Graduate Council*	2/26/21	

*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 for the Cybersecurity & Digital Forensics concentration of the MS CS program

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 cybersecurity discipline is growing rapidly in all directions. This course is designed to introduce students to cybersecurity management, governance, assessment, and practices in the industry.

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

Personnel Impact: The 500/700 level course is needed for our e-campus offerings in certificates and the MS computer science major; replacing a CSC course

Operating Expenses Impact: n/a

Equipment/Physical Facility Needs: n/a

Library Resources: n/a

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

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

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

INF 718 Principles of Cybersecurity. (3) A. Pre-requisite: departmental approval. This course discusses cybersecurity principles. Topics include security governance, risk assessment, security, people, information, and physical asset management; system development, access, and management; threat and incident management; business continuity; security monitoring and improvement.

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)*
INF	718	Fall 2021	BT _____ HS _____ CL _____ JS _____ ED _____ SC <u>x</u>	COSC
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
3	Lecture <u>3</u> Laboratory _____ Other _____		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ 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.

departmental approval

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

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

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

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

INF 518/718 – Principles of Cybersecurity

(CRN xxxxx, Fall 2021, 3 Credit Hours)

Department of Computer Science

Syllabus

I. General Information

Lectures:

Instructor: Shuangteng Zhang

Email: shuangteng.zhang@eku.edu

Phone: (859) 622-1925

Office: MEMRS 180 & Wallace 415

Office hours:

Course page: <http://www.eku.edu/onlinelearning/> (EKU Blackboard)

II. Course Description:

INF 518 Principles of Cybersecurity. (3) A. Pre-requisite: A minimum grade of “C” in CSC 210 or CSC 310. This course discusses cybersecurity principles. Topics include security governance, risk assessment, security, people, information, and physical asset management; system development, access, and management; threat and incident management; business continuity; security monitoring and improvement.

INF 718 Principles of Cybersecurity. (3) A. Pre-requisite: departmental approval. This course discusses cybersecurity principles. Topics include security governance, risk assessment, security, people, information, and physical asset management; system development, access, and management; threat and incident management; business continuity; security monitoring and improvement.

III. Textbook:

William Stallings, *Effective Cybersecurity: A Guide to Using Best Practices and Standards*, Addison-Wesley, 2019, ISBN-13: 9780134772806.

IV. Learning Outcomes:

INF 518 learning outcomes:

After this course, students will be able to:

1. Define cyber space and cybersecurity
2. Perform information risk assessment and physical asset management
3. Manage various security policies
4. Manage cybersecurity function in the aspect of human factors
5. Maintain secure system following system development guideline and best practice
6. Discuss system security strategy and plan covering system management and access control
7. Manage networks and communications for security purposes
8. Implement plan for security assessment as well as threat and incident management
9. Implement business continuity strategy and plan

INF 718 learning outcomes:

After this course, students will be able to:

1. Define cyber space and cybersecurity
2. Perform information risk assessment and physical asset management
3. Develop various security policies
4. Manage cybersecurity function in the aspect of human factors
5. Develop secure system following system development guideline and best practice
6. Create system security strategy and plan covering system management and access control
7. Manage networks and communications for security purposes
8. Create plan for security assessment as well as threat and incident management
9. Create business continuity strategy and plan

V. Course Topics:

- Overview of cyber space and cybersecurity
- Security government

- Information risk management
- Security management
- People management
- Information management
- Physical asset management
- System development, access and management
- Application management
- Networks and communications
- Technical security management
- Threat and incident management
- Physical security
- Business continuity
- Security assessment

Course Outline and Approximate Schedules

Week	Topics
Week 1	Cyber space and cybersecurity introduction Security government
Week 2	Information risk management Security management and people management
Week 3	Information and physical asset management System development and application management
Week 4	System access Review and Midterm Test
Week 5	System management Networks and communications
Week 6	Technical security management Threat and incident management
Week 7	Physical security and cloud security Business continuity
Week 8	Security assessment Final Exam

VI. Course Requirements, Grading and Evaluation policy

There will be two tests, one in the middle of the semester and one at the end of the semester. Approximately 8 assignments will be given throughout the semester. For INF 718 students, several of the eight assignments will be different from the assignments given to INF 518 students. Also, INF 718 students will take the two tests with two additional questions. These different assignments and additional questions in the tests will require INF 718 students to complete or answer with some higher level critical thinking skills that are indicated in student learning outcomes.

Additional requirements for INF 718:

An independent study paper on the survey of cyber security incident will be given. The minimum length of the paper is fifteen pages.

Grade Components:

INF 518:

Assignments 40%

Mid-Term	30%
Final Exam	30%

INF 718:

Assignments	30%
Term Paper	10%
Mid-Term	30%
Final Exam	30%

Grading Scale

Your final grade will be given using the following scale:

90-100 overall <u>AND</u> at least 80% in both exam/quiz and assignment categories-----	A
80-89 overall <u>AND</u> at least 70% in both exam/quiz and assignment categories-----	B
70-79 overall <u>AND</u> at least 60% in both exam/quiz and assignment categories-----	C
60-69 overall <u>AND</u> at least 60% in both exam/quiz and assignment categories-----	D
0-59 overall -----	F

Student Progress:

Students are required to check their midterm grade progress report with the instructor. The mid-term grade will be based on the first test and whatever assignments will be due before the mid-term. The tests will be 50% of the mid-term grade and the assignments will be the other 50%.

Late Assignment Policy:

Assignments must be submitted through Blackboard. Each assignment is due at midnight (11:59pm) of the due date. Late assignment will be **reduced 10% points for each day (excluding weekends and holidays)** that it is late, up to half of the total points of the assignment. **No assignment that is late for more than three days is accepted.**

VII. Official E-mail:

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.

VIII. Department Attendance Policy:

Attendance will be taken during lectures and labs. Unexcused absences in excess of 10% of the scheduled lecture/lab meetings **will result in a one letter grade reduction for the course.** Unexcused absences in excess of 20% of the scheduled lecture/lab meetings **will result in a two letter grade reduction for the course.** Unexcused absences in excess of 30% of the scheduled lecture/lab meetings **will result in a three letter grade reduction for the course.** Students with unusual circumstances should advise the instructor of their situation immediately. Students will be held responsible for all announcements made in class.

IX. Classroom Behavior

Behavior conducive for learning is expected in the classroom, which means no excessive talking to other students or sleeping. Also, this includes turning off cell phones and other electronic devices while in class. Electronics devices include laptop computers, unless you are using them to take class notes. If you are using them to take notes you need to get permission from the instructor. Anyone who violates this policy may be asked to leave the classroom for that class period.

X. Important Dates

The last day to drop the course and other important days can be found at <http://colonelscompass.eku.edu/spring-2020-deadlines-adddrop-refunds>.

XI. 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 www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

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.

↑ XII. 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, 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 Institutional Equity/Title IX Coordinator:

Lindsey Carter

Lindsey.Carter@eku.edu

(859) 622-8020

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

Discrimination and Harassment, Title IX, and Prevention Statement

✓ [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/>.

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.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

XII. Additional Notes

The instructor reserves the right to modify course policies, course schedule, and assignment/ project grade weight and due date. All students are expected to be responsible users of the computer systems for this course. If you require accommodation based on disability, please meet with the instructor in the first week of the semester to make sure you are appropriately accommodated.

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%;">Computer Science</td> </tr> <tr> <td>College</td> <td>Science</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Certificate in Cyber Security and Digital Forensics</td> </tr> <tr> <td></td> <td>(undergraduate level)</td> </tr> <tr> <td colspan="2">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td>* Provide only the information relevant to the proposal.</td> <td>± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Computer Science	College	Science	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Certificate in Cyber Security and Digital Forensics		(undergraduate level)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation
Department Name	Computer Science																
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Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	10/2/2020	Council on Academic Affairs
College Curriculum Committee	1/25/21	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 course requirements in the undergraduate Certificate in Cyber Security and Digital Forensics program

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:

Replace a course with a cyber security management course to cover cyber security management, governance, assessment, and practices in the industry.

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

Personnel Impact: n/a

Operating Expenses Impact: n/a

Equipment/Physical Facility Needs: n/a

Library Resources: n/a

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

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

New or Revised* Catalog Text(*Use ~~strike through~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)**Part III. Recording Data for Revised or Suspended Program**

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

Revised* Program Text(*Use ~~strike through~~ for deletions and underlines for additions.)**Certificate in Cyber Security and Digital Forensics****Requirements.....12 hours**

A student may qualify for a Certificate in Cyber Security and Digital Forensics by completing CSC 536, 537, 544, and ~~547~~ INF 518.

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>Computer Science</td> </tr> <tr> <td>College</td> <td>Science</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Certificate in Cyber Security and Digital Forensics</td> </tr> <tr> <td></td> <td>(graduate level)</td> </tr> <tr> <td colspan="2">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td>* Provide only the information relevant to the proposal.</td> <td>± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Computer Science	College	Science	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Certificate in Cyber Security and Digital Forensics		(graduate level)	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation
Department Name	Computer Science																
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General Education Committee*	NA	Board of Regents**
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***
Graduate Council*	2/26/21	

*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.)

Revise course requirements in the graduate Certificate in Cyber Security and Digital Forensics program

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:

Replace a course with a cyber security management course to cover cyber security management, governance, assessment, and practices in the industry.

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

Personnel Impact: n/a

Operating Expenses Impact: n/a

Equipment/Physical Facility Needs: n/a

Library Resources: n/a

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

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
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New or Revised* Catalog Text(*Use ~~strikethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)**Part III. Recording Data for Revised or Suspended Program**

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

Revised* Program Text(*Use ~~strikethrough~~ for deletions and underlines for additions.)**Departmental Certificate in Cyber Security and Digital Forensics**

*Required for admission - 2 programming courses equivalent to CSC 190 and 191.

Requirements.....12 hoursA student may qualify for a Certificate in Cyber Security and ~~---~~ Digital Forensics by completing CSC 736, 737, 744, and ~~747~~ INF 718.

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>Computer Science</td> </tr> <tr> <td>College</td> <td>Science</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>MS in Computer Science</td> </tr> <tr> <td colspan="2">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td>* Provide only the information relevant to the proposal.</td> <td>± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Computer Science	College	Science	*Course Prefix & Number		*Course Title (full title±)		*Program Title	MS in Computer Science	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation
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General Education Committee*	NA	Board of Regents**
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***
Graduate Council*	2/26/21	

*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.) Revise course requirements in the MS in Computer Science program 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: Replace a course with a cyber security management course to cover cyber security management, governance, assessment, and practices in the industry.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: n/a Operating Expenses Impact: n/a Equipment/Physical Facility Needs: n/a Library Resources: n/a

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

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strike through~~ for deletions and underlines for additions.
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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.) Computer Science***CIP Code: 11.0101***II. ADMISSION REQUIREMENTS**

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

(1) a baccalaureate degree from an accredited institution with minimum grade point average (GPA) of ~~2.75~~ 2.5 overall, or 3.0 on the last 60 semester hours of the baccalaureate program.

(2) one of the following:

- (a) satisfactory scores on GRE or GMAT. The expected satisfactory score is 149 or higher on Quantitative portion of the GRE or 37 points or higher on the Quantitative portion of the GMAT.
- (b) A bachelor's, master's or PhD degree in Science, Technology, Engineering or Math with a GPA of at least 3.0.
- (c) an undergraduate precalculus course or equivalent mathematics background

(3) at least a "C" in CSC 190 and 191, or equivalent courses or programming experience**III. PROGRAM REQUIREMENTS**

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

Curriculum for the Computer Science Program**Core Requirements 12 hours**

CSC 730, 815, 831, and 834.

Concentration in Artificial Intelligence in Data Science....12 hours

CSC 746, 781, 782, and 783.

Concentration in Cyber Security and Digital Forensics....12 hoursCSC 736, 737, 744, and ~~747~~ INF 718.**Concentration in Game Design 12 hours**

INF 711, 712, 713 and 715.

Electives 6 hours

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

Total Curriculum Requirements 30 hours

Curriculum Map: Master of Science in Computer Science

Courses	Student Outcome
CSC 730	<i>I</i>
CSC 736	<i>I</i>
CSC 737	<i>I, R, E, A</i>
CSC 744	<i>I, R</i>
CSC 746	<i>I</i>
CSC 781	<i>I, R</i>
CSC 782	<i>I, R, E</i>
CSC 783	<i>I, R, A</i>
CSC 815	<i>I</i>
CSC 825	<i>E</i>
CSC 831	<i>I</i>
CSC 834	<i>E, A</i>
CSC 835	<i>I, R</i>
CSC 839	<i>E</i>
CSC 890	<i>E</i>
INF 710	<i>R, A</i>
INF 711	<i>I, R</i>
INF 712	<i>I, R</i>
INF 715	<i>R</i>
INF 718	<i>I, R</i>
<i>A=Assessment Point</i> <i>E=Emphasize</i> <i>I=Introduce</i> <i>R=Reinforce</i>	



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

Rowlett 203
 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: March 4, 2021

SUBJECT: Substantial Curriculum Proposals

The College of Health Sciences submits the following substantial curriculum proposals for consideration at the March 25, 2021 CAA meeting.

College of Health Sciences

Substantial Curriculum Proposals

Applied Human Sciences

Program Revision

B.S. Child and Family Studies

1. Remove SWK 457 from the Family Studies curriculum;
2. Add a required choice of either SOC 235 or SWK 310W;
3. Adjust hours in Support and Free electives

Exercise and Sport Science

New Courses

ESS 520 - Create a new course Advanced Strength and Conditioning

ESS 720 - Create a new course Advanced Strength and Conditioning

Program Revisions

M.S. Exercise and Sport Science

Add new course ESS 720 Advanced Strength and Conditioning to Exercise & Wellness Concentration Support courses

B.S. Sport Management

Add INF 104 as an optional supporting course program requirement that could take the place of CIS 212

Health Promotion and Administration

New Courses

HEA 300	Infectious Disease and Public Health
HEA 305	Chronic Disease and Public Health
HEA 485	Community Organizing and Policy Development
HEA 497	Senior Seminar in Public Health
HEA 498	Community Health Education Process
HEA 499	Internship in Public Health
HEA 594	Substance Use Prevention Skills
HEA 794	Substance Use Prevention Skills

Program Revisions

B.S. Public Health

1. Editorial revisions to the program introductory language, three course numbers, and a supporting course for the pre-professional concentration.
2. Remove HEA 285 and HEA 420 from the core
3. Remove HEA 315 from the Health Promotion concentration
4. Remove HEA 463 from the ACCT, and from the Health Promotion and Pre-Professional Concentrations
5. Remove BIO 307 and BIO 308 from supporting courses for the Health Promotion Concentration
6. Revise pre-professional concentration quantitative requirements
7. Add HEA 485, 497, 499 to the core
8. Add HEA 300, 305, 498, and 594 to the Health Promotion concentration
9. Change the number of elective hours from 3 to 6 for the Health Promotion concentration
10. Add HEA 498 to the Pre-Professional concentration
11. Add HEA 499 to the ACCT
12. Add HLS 101, HLS 260, HSA 100, HSA 302, HSA 401, NFA 447, REC 280, SJS 101, SJS 313, SOC 235, SOC 365 to the supporting courses for the Health Promotion concentration

Bachelor of Science (B.S.) & Master of Public Health (M.P.H) PUBLIC HEALTH ACCELERATED 3 + 2 DUAL

1. Editorial revisions to the program introductory language and three course numbers.
2. Remove HEA 285 and HEA 420 from the core
3. Remove HEA 315 from the Health Promotion concentration
4. Remove HEA 463 from the ACCT, and from the Health Promotion and Pre-Professional concentrations
5. Remove BIO 307 and BIO 308 from supporting courses for the Health Promotion concentration
6. Revise pre-professional concentration quantitative requirements
7. Add HEA 485, 497, 499 to the core
8. Add HEA 300, 305, 498, and 594 to the Health Promotion concentration
9. Change the number of elective hours from 3 to 6 for the Health Promotion concentration
10. Add HEA 350 and HEA 498 to the Pre-Professional concentration
11. Add HEA 499 to the ACCT
12. Add HLS 101, HLS 260, HSA 100, HSA 302, HSA 401, NFA 447, REC 280, SJS 101, SJS 313, SOC 235, SOC 365 to the supporting courses for the Health Promotion concentration

Minor in Public Health

Revise the courses in the Minor in Public Health

Certificate in Public Health

Revise the courses in the Departmental Certificate in Public Health

New Minor in Substance Use Prevention

To add a minor in Substance Use Prevention

Master of Public Health (M.P.H.) Public Health

1. Edit catalog to reflect admission criteria revisions.
2. Add HEA 794 as an elective for the Health Promotion Concentration.

School of Nursing

Course Revisions

NSC 880 – Rural PMHNP I

Increase the number of credit hours for NSC 880 from 2 to 3. Add NSC 800 as pre-req. Catalog cleanup for course description.

NSC 881 - Applied Psychopharmacology

Increase the number of credit hours for NSC 881 from 2 to 3. Catalog cleanup for course description.

NSC 882 - Rural PMHNP II

Increase the number of credit hours for NSC 881 from 2 to 3. Catalog cleanup for course description.

Program Revision

Master of Science in Nursing (M.S.N)

Revising 3 courses to reflect increase in credit hours and increase credit hours in program

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

Part I

(Check one)	Department Name	Applied Human Sciences
☐ New Course (Parts II, IV)	College	Health Sciences
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	
☐ New Minor (Part III)	*Program Title	Bachelor of Science (B.S.) CHILD AND FAMILY STUDIES
☐ 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	2/25/2021	Council on Academic Affairs
College Curriculum Committee	3/3/2021	Faculty Senate**
General Education Committee*		Board of Regents**
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***
Graduate Council*		

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

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

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) 1. Remove SWK 457 from the Family Studies curriculum; 2. Add a required choice of either SOC 235 or SWK 310W; 3. Adjust hours in Support and Free electives	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: 1. SWK 457 Assessing Needs of Older Adults is being removed from the curriculum because the course content and textbook was similar to another course (CDF 411 Family Dynamics in Adulthood/Aging) already included in the curriculum. 2. Adding the requirement of either SOC 235 Social Problems or SWK310W Welfare Policy to the Family Studies curriculum enables our students to gain a deeper understanding of the issues individuals and families face in our society, and these courses are more closely aligned with the knowledge and skills our graduates need to be successful in their careers. 3. The removal of SWK 457 from the Family Studies Support and adding the option to choose from SOC 235 which is a GE Element 5B course or SWK 310W will change the total hours in this Concentration to variable hours of 12-15 and thus could also change the total hours of free electives.	

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

No additional faculty, operating, physical, or library resources will be needed for the removal of SWK 457 or the addition of SOC 235/SWK 310W.

Personnel Impact: \$0

Operating Expenses Impact: \$0

Equipment/Physical Facility Needs: \$0

Library Resources: \$0

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

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

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

New or Revised* Catalog Text

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

Part III. Recording Data for Revised or Suspended Program

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

Revised* Program Text

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

See attached for revised curriculum.

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

MAJOR REQUIREMENTS**UNIVERSITY GRADUATION REQUIREMENTS**

- General Education 36 hours
- Student Success Seminar (HSO 100; waived or 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- Early Childhood Development CDF 450; Family Studies CDF 443; Interdisciplinary Early Childhood Education CED 499
(These courses are included in the Major totals)

Total Hours University Graduation Requirements ... 37 hours

Core Courses.....24 hours

CDF 132, 235*, 236, 327S, 424, 437; NFA 317, and FCS 400.

*Course meets Professional Education Requirements.

Concentrations: [May include substantial practicum hours, as mandated by program accrediting bodies.]

Child Development 36-39 hours

CDF 203, 246, 310, 363, 399 (3-6), 405, 406, 450(9)**, 538, and 547.

Family Studies..... 27 hours

CDF 232, 243, 331, 443(9)**, and 538; CDF 342 and 441.

Interdisciplinary Early Childhood.... 27 hours

CDF 246, 310, 363, 405, 544, CDS 360, SED 318, 352, 436.

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

Supporting Course Requirements:**Child Development 12 hours**

Twelve hours from the following: SED 318, NSC 500, OTS 515, SWK 440, or 456.

Family Studies..... 12 - 15 hours

FRM 352; SWK 440, and 456, ~~457~~; HEA 345;

SOC 235 (^gElement 5B) or SWK 310W

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

Interdisciplinary Early Childhood.... 12 hours

ELE 519, NSC 500, OTS 515, SWK 440, or 456.

Professional Education Requirements 25 hours**Interdisciplinary Early Childhood Concentration only:**

CDF 203*, 235(^cCore) EDF 204*(2), EMS 300W and 490;

EDF 413; CDF 544*(^cConcentration); SED 104 (^gElement 6), and 11 credit hours of clinical experiences: CED 100(0.0.), 200(0.0.), 300(0.5), 400(0.5) 450(1), and 499(9).

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

^c= Course also satisfies Core or Concentration requirements CDF 203=EDF 203; CDF 235=EDF 219; SED 352=EDF 413.

Free Electives

Child Development..... 8-11 hours

Family Studies..... 17-20 hours

Interdisciplinary Early Childhood 0 hours

EXIT REQUIREMENT 0 hours**PRAXIS EXAMINATION**

Students must register for and take the PRAXIS exam which correlates to their degree program, per College of Education requirements.

Refer to Degree Works for exam details. The PRAXIS exam must be taken prior to student teaching.

TOTAL HOURS TO COMPLETE DEGREE..... 120-125 hours

Child and Family Studies (B.S.) Program's Curriculum Objective Map		2.1a 1. Describe Basic Needs and Individual Well-Being	2.1a 2. Promote Individual Well-Being by Assisting Individuals in Meeting Basic Needs	2.1a 3. Identify Types of Families & Their Strengths	2.1a 4. Assist Families in Utilizing Their Strengths	2.1a 5. Develop Advocacy Strategies Based on Community Needs Assessment	2.1b 1. Illustrate Awareness of the Family's Relationship to Other Institutions	2.1b 2. Analyze Effects on Individual and Family Life Using the Ecological Model	2.1b 3. Describe Major Stages and Transitions in Development Through the Lifespan	2.1b 4. Apply knowledge of Life Course Development to Identify Needs & Enhance Well-Being	2.1c 1. Assist Individuals, Families, Communities in Selecting & Applying Problem-Solving Strategies	2.1c 2. Analyze Effects of Globalization on Individuals, Families, and/or Communities	2.1c 3. Understand Ways that Resource Utilization Affects Current and Future Generations	2.1c 4. Explain Efficacy of Various Technologies Related to Quality of Life	2.1c 5. Demonstrate Awareness of Factors Affecting Health & Wellness
1- introduce learning goals (update or initial reflection) 2- Reinforced learning goals 3 - Mastered learning goals 4- Assessed learning goals (assignments, etc.)															
CORE REQUIREMENTS															
CDF 132	Introduction to the Family	1,4	1	1,4	1,4		1,4					1	1		
CDF 235	Child Development: Conception-Eight Years		1						1,4	1		1,4			1,4
CDF 236	Interaction and Guidance										1	2		1,4	2
CDF 327S	Family Involvement with Young Children		2,4	2	2,4	1		2		2,4			2,4		2
CDF 424	Diversity Awareness for Professional Practice											3			
FCS 400W	Ethics and Advocacy					4									
NFA 201 or 317	Nutrition									1					
CDF 437	Family Stress and Resilience		3	3			3	3		3	3			3	3
CHILD DEVELOPMENT CONCENTRATIONS															
CDF 203	Philosophical & Historical Foundations of the EC Professional	1								1					
CDF 246	Creative Activities and Materials for Young Children									2					
CDF 310	Observation and Assessment in ECE				2				2	2				2	
CDF 363	Early Childhood Literacy				2				2		2				
CDF 399	Early Childhood Practicum					2,4	2		2		2				
CDF 405	Program Planning for Infants and Toddlers	2			3			3	3	2					
CDF 406	Program Planning for Preschool Children						3		3			3	3	3	
CDF 450	Early Childhood Practicum		3		3		3	3		3	3			3	3
CDF 538	Research Analysis in Child and Family Studies					3						3	3	3	
CDF 547	Organization and Administration of Early Childhood Programs						3	3							3
FAMILY STUDIES CONCENTRATION															
CDF 232	Identity and Sexuality	1	1	1								1			1
CDF 243	Introduction to Family Life Programs					2									
CDF 331	Marriage and Intimate Relationships	2	2	2								2			2
CDF 342	Child and Adolescent Development		1						1,4	1		1			1
CDF 441	Family Dynamics in Adulthood and Aging	3	3						2,4						
CDF 443	Family Studies Practicum			3		3,4	3		3	3	3		3		
CDF 538	Research Analysis in Child and Family Studies					3						3	3	3	

[illegible]

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%;">Exercise and Sport Science</td> </tr> <tr> <td>College</td> <td>Health Sciences</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>ESS 520</td> </tr> <tr> <td>*Course Title (full title±)</td> <td>Advanced Strength and Conditioning</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	Exercise and Sport Science	College	Health Sciences	*Course Prefix & Number	ESS 520	*Course Title (full title±)	Advanced Strength and Conditioning	*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	Exercise and Sport Science														
College	Health Sciences														
*Course Prefix & Number	ESS 520														
*Course Title (full title±)	Advanced Strength and Conditioning														
*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	12/7/20	Council on Academic Affairs
College Curriculum Committee	2/3/21	Faculty Senate**
General Education Committee*		Board of Regents**
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***
Graduate Council*		

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

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

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

Create a new course Advanced Strength and Conditioning

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

Fall 2021

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

B. The justification for this action: This course has been offered under the title of ESS 590 – Special Topics for the past five years. The rationale for the change in number/name is to recruit interested students by marketing the class with a clear title.

Course will be offered as a free elective therefore Program Revision and Program map not included.

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

Personnel Impact: No impact as the course has been offered as Special Topics in the past as part of instructor's normal teaching load.

Operating Expenses Impact: none

Equipment/Physical Facility Needs: Current classroom/Exercise Physiology Lab will suffice

Library Resources: No additional resources are needed.

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

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

ESS 520 Advanced Strength and Conditioning (3) I, II Prerequisites: ESS 407 with a minimum grade of "C"; or Instructor approval. Course is an advanced education in the field of strength and conditioning, principles, organization, and techniques. Higher level understanding of human physiology will be gained with specific emphasis on optimizing adaptation response.

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>ESS</u>	<u>520</u>	<u>Fall 2021</u>	BT _____ HS <u>X</u> CL _____ JS _____ ED _____ SC _____	<u>ESSC</u>
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
<u>3</u>	Lecture <u>3</u> Laboratory _____ Other _____		CIP Code (first two digits only) <u>31</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>3</u>	<u>N</u>	FR _____ JR <u>X</u> 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.

ESS 407 with a minimum grade of “C” or Instructor approval.

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

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

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

Instructor: Mike Lane
 Office Hours: By appointment
 Office Telephone: 859-622-1890

When & Where: MOB 221 Thurs 6-8:45pm Weaver Gym
 Office: Moberly 223
 E-mail: Michael.lane@eku.edu

Course Prerequisites: ESS 407 with a minimum grade of "C" or Instructor approval.

I. Course number:

ESS 520 – Advanced Strength and Conditioning (3 credits)

II. COURSE DESCRIPTION

Prerequisites: ESS 407 with a minimum grade of "C"; or Instructor approval. Course is an advanced education in the field of strength and conditioning, principles, organization, and techniques. Higher level understanding of human physiology will be gained with specific emphasis on optimizing adaptation response.

III. TEXTBOOK:

- a. Required: Haff and Triplett. (2016) NSCA's Essentials of Strength Training and Conditioning, 4th Edition. Champaign, IL. Human Kinetics (other editions will work fine)
- b. Optional: Rippetoe, M. Kilgore L. (2007) Starting Strength: Basic Barbell Training, 2nd Edition. Wichita Falls, TX. Aasgaard Publishing
- c. Optional: Rippetoe, M. Kilgore, L. (2005) Practical Programming. Wichita Falls, TX. Aasgaard Publishing

IV. COURSE OBJECTIVES

- Identify the fundamental methods used for teaching training methods
- Design & implement a needs analysis to identify an individual or group's conditioning profile
- Demonstrate understanding of the components of training
- Develop a systematic approach to combining science and practical application when designing conditioning programs
- Develop a periodized program of conditioning for sport success
- Demonstrate appropriate exercise selection and performance for athletic development
- Apply technology in optimizing physical adaptation for performance

V. COURSE EVALUATION

<u>Evaluation item</u>	<u>Points</u>	<u>Date due</u>	<u>Grading scale</u>
Program Critique (group of 3)	40	Week 8	A= 90% (540+)
Individual Written Article Critique	40	Week 9	B= 80% (480-539)
Quizzes & Homework	260	(Weekly)	C=70% (420-479)
Practical Exam	60	(Last 2 weeks)	D= 60% (360-419)
Programming Project	100	(Last week)	F= <60% (<360)
Final	100	(Final)	

VI. Student Progress:

Student progress will be determined from quizzes, class attendance, student preparation, and

class assignments. The remaining assessment will be a combination of quizzes, exams, class assignments, attendance, class performance and preparation.

VII. Attendance Policy:

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

The attendance policy of the Department of Exercise and Sport Science is consistent with Eastern Kentucky University Regulation 4.1.6R. Please refer to this regulation for examples of excusable reasons for absences and more complete information on compliance with this regulation. Consistent with the regulation, students should be prepared to provide appropriate verification for absences they wish to have excused. Students who are unable to resolve an absence issue with the instructor may appeal to the Department Chair/Unit Head. The Department Chair's/Unit Head's decision is final.

Students are expected to satisfy all academic objectives of the course as stipulated by the instructor. Students should miss only those classes absolutely necessary because of documented excusable reasons. Students whose total of unexcused absences exceeds 10% of the regular class meetings will automatically receive a grade of "FN" in the course.

VIII. Cell Phone Policy:

All cell phones and electronic devices are to be turned to silent during class. If a student is caught using a cell phone or device without prior permission during class, there will be a 5% reduction from your final class points. If your cell phone goes off during there will be a 10% reduction from your final class points.

IX. Notification of Last Day to Drop Course:

Please refer to the ECU *Colonel Compass* <http://colonelscompass.eku.edu/> for the official drop deadline and mid-term withdrawal deadline.

X. Accommodations for Disabilities: For current policy please refer to the following link: <http://www.academicaffairs.eku.edu/syllabi/>

XI. Student Academic Integrity Policy: For current policy please refer to the following link: <http://www.academicaffairs.eku.edu/syllabi/>

XII. Policies and Procedures:

Students are expected to be prepared for every class lecture
 Make up work and exams MUST be made up within **24 hours**
 A missed exam without prior permission will result in a "zero"
 Please be courteous of your fellow students, negative behavior will not tolerated

XIII. COURSE SCHEDULE (tentative)

WEEK	TOPIC	Readings	Date
1	Course Introduction; programming project & practical explanation	Chap. 21	Jan 19 th
2	Review of Prerequisite knowledge	Chap 1-4	Jan 26 nd
3	Assessments & Needs Analysis	Chap 12,13	Feb 2 nd
4	Exercise Technique and warming up	Chap 14-16	Feb 9 th
5	Program Design Foundations – strength training	Chap 17, 18	16 th
6	Program Design Foundations – conditioning	Chap 19,20	23 th
7	Program Design – Adaptations to programs	Chap 5,6,7	March 2 nd
8	Sport Psych	Chap 8	March 9 th
9	Program Design, Critique Poster Presentations	Chap 17-22	March 16 th
10	Nutrition and Supplementation	Chap 9-11	23 rd
11	Rehabilitation	Chap 22	March 30 th
12	Facility organization	Chap 22, 23	April 6 th
13	Program Design – putting it all together	1-24	13 th
14	Program Design – putting it all together	1-24	20 rd
15	Final Project Due // PRACTICALS		27 th
16	FINALS WEEK		May 4 th

Course project – Design a year-long periodized training program for an individual (undergrads) or group (grad students) of your choice. It can be position specific if justifiable for undergraduates.

Your profile will be turned in the third week of class. There will be no duplicates in class. A peer review of your project will be a required element to be turned in with your project. This review will be part of both your grade and your reviewer's. Graduate student programs should be auto regulated and specific to different positional roles for athletes on the team.

Notes:

- ✧ Week 3-4 – Client Profile is due; your Teaching Evaluation/Assessment Determined
- ✧ Teaching Evaluation/Assessment Week – you will be in groups, self-teaching and assessing each other. Each individual or pair will pre-select a test to take the rest of their group members through.

Periodized Programming Project Elements

- ✧ Profile (Client History) – 10%
- ✧ Assessment – (cite normative value sources) – 15%
 - What they are & why you chose them; protocols; results; set the foundation
 - interpret these results to justify your overall plan and initial workout
- ✧ Roadmap – 10%

- Macro-,meso-, micro-cycle training goals
- Can be written out, charted, “mapped” like JC examples or a combination of these

✧ “Highlight Weeks” ~ 25%

- Pull out a detailed week’s workout plan for major shifts in training (cycle changes)
- This should be in chart format

✧ Justifications (bullets or paragraphs) ~ 25%

- Why did you make these changes (between training weeks)?
- How does the second “highlight week” build off the first? How does it stick to the overall goals? Is it preparing for the next “highlight week” in a specific way?
- Exercise Details – explain any exercise you think should be clarified ... when in doubt, explain
- Program Defense

✧ Peer Review (you completed for someone else in class) & progress checks during class– 15%

Review Article

You will pick a topic on the area of strength and conditioning and write a brief review over the research in that topic area. This will be slowly built over the semester and discussed at different times during the class.

Program Review

In small groups of three or less you will be given a popular training program to review. You will

assess the program for the type of periodization, relevant populations, and general goals for the program, strength and weaknesses. You will then present your program to the class with your group. Each presentation will take approximately 15 minutes.

☒ Pre-Activity Screening – Readiness for Physical Activity Questionnaire (PAR-Q)

NAME: _____ ID # _____

DOB: _____ TODAY'S DATE: _____

(Circle one) Full-time student Part-time student Faculty Staff

COURSE: _____

COMMENTS:

- ☐ Physical activity is safe for most people; however, any change in physical activity may increase the risk of injury or illness. It is recommended that all people check with their physician prior to increasing their physical activity.
- ☐ Answer the following questions honestly to the best of your ability.

1	Has a physician ever said you have a heart condition and you should only do physical activity when recommended by a physician?	Yes	No
2	When you do physical activity, do you feel pain in your chest?	Yes	No
3	In the past month, have you had chest pain when you were not doing physical activity?	Yes	No
4	Do you ever lose your balance because of dizziness or do you ever lose consciousness?	Yes	No
5	Do you have a bone or joint problem that may be made worse by a change in physical activity?	Yes	No
6	Is a physician currently prescribing medications for blood pressure or a heart condition?	Yes	No
7	For women: are you pregnant?	Yes	No
8	Do you have Type 1 or Type 2 diabetes?	Yes	No
9	Are you 69 years of age or older?	Yes	No
10	Do you know of ANY other reason you should not do and/or increase your physical activity?	Yes	No

We RECOMMEND, if you answered:

YES to one or more Questions	NO to all Questions
☐ Talk with your physician BEFORE you start becoming physically active or have a fitness appraisal. Tell your doctor about the questions you answered YES. ☐ You may need to restrict the activities to those that are safe for you. Consult with your physician about the kinds of activities that are safe and follow her/his advice. ☐ After consultation with your physician, consult with your fitness instructor on how the program may/may not be modified to meet your health needs and the course objectives. ☐ If you answered 3 or more questions Yes, it will be recommended that you seek approval from a physician before beginning this program.	☐ You can be reasonably sure you can become physically active. Begin slowly and build up gradually. ☐ You can be reasonably sure you can take part in a sub-maximal fitness appraisal. ☐ DELAY PHYSICAL ACTIVITY if you are not feeling well due to temporary illness or injury. You may need to consult a physician before resuming physical activity. ☐ PLEASE NOTE: If your health changes so that you answer YES to any question above, inform your fitness professional and consult your physician.

I have read and understand the questionnaire. Any questions I had were answered to my satisfaction.

Signature of Student _____ Date _____

Signature of Parent/Guardian if under 18 _____

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>Exercise and Sport Science</td> </tr> <tr> <td>College</td> <td>Health Sciences</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>ESS 720</td> </tr> <tr> <td>*Course Title (full title±)</td> <td>Advanced Strength and Conditioning</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	Exercise and Sport Science	College	Health Sciences	*Course Prefix & Number	ESS 720	*Course Title (full title±)	Advanced Strength and Conditioning	*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	Exercise and Sport Science														
College	Health Sciences														
*Course Prefix & Number	ESS 720														
*Course Title (full title±)	Advanced Strength and Conditioning														
*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	12/7/20	Council on Academic Affairs
College Curriculum Committee	2/3/21	Faculty Senate**
General Education Committee*		Board of Regents**
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***
Graduate Council*	2/26/21	

*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 Advanced Strength and Conditioning

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

Fall 2021

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

B. The justification for this action: This course has been offered under the title of ESS 790 – Special Topics for the past five years. The rationale for the change in number/name is to recruit interested students by marketing the class with a clear title. Also, after MS ESS program review, we will revisit the possibility of Strength and Conditioning being an online master's degree for our program. This will align with the curriculum guidelines and marketing research.

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

Personnel Impact: No impact as the course has been offered as Special Topics in the past as part of instructor's normal teaching load.

Operating Expenses Impact: none

Equipment/Physical Facility Needs: Current classroom/exercise physiology lab with suffice.

Library Resources: No additional resources needed

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

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

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

ESS 720 –Advanced Strength and Conditioning (3) I, II This course is an advanced education in the field of strength and conditioning, principles, organization, and techniques. Higher level understanding of human physiology will be gained with specific emphasis on optimizing adaptation response.

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) ESS	Course Number (3 Digits) 720	Effective Academic Term (Example: Fall 2016) Fall 2021	College/Division: BT _____ HS X CL _____ JS _____ ED _____ SC _____	Dept. (4 letters)* ESSC
Credit Hrs. 3	Weekly Contact Hrs. Lecture 3 Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. 0	
		CIP Code (first two digits only) 31		
Schedule Type* (List all applicable) 1	Work Load (for each schedule type) 3	Grading Mode* N	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> Thesis _____ Internship _____ Independent Study _____ Practicum _____	Course Title Abbreviation:(30 character limit)	

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: Mike Lane
 Office Hours: By appointment
 Office Telephone: 859-622-1890

When & Where: MOB 221 Thurs 6-8:45pm or Weaver Gym
 Office: Moberly 223
 E-mail: Michael.lane@eku.edu

Course Prerequisites: None

I. Course number:

ESS 720 – Advanced Strength and Conditioning (3 credits)

II. COURSE DESCRIPTION

This course is an advanced education in the field of strength and conditioning, principles, organization, and techniques. Higher level understanding of human physiology will be gained with specific emphasis on optimizing adaptation response.

III. TEXTBOOK:

- a. Required: Haff and Triplett. (2016) NSCA's Essentials of Strength Training and Conditioning, 4th Edition. Champaign, IL. Human Kinetics (other editions will work fine)
- b. Optional: Rippetoe, M. Kilgore L. (2007) Starting Strength: Basic Barbell Training, 2nd Edition. Wichita Falls, TX. Aasgaard Publishing
- c. Optional: Rippetoe, M. Kilgore, L. (2005) Practical Programming. Wichita Falls, TX. Aasgaard Publishing

IV. COURSE OBJECTIVES

- Identify the fundamental methods used for teaching training methods and develop principled approaches for enhancing them
- Design & implement a needs analysis to identify an individual and group's conditioning profile and identify the greatest returns on training investment for those needs
- Demonstrate understanding of the components and physiological underpinnings of training
- Develop a systematic approach to combining science and practical application when designing conditioning programs
- Develop a periodized program of conditioning for sport success that auto regulates to athletic development and success
- Demonstrate appropriate exercise selection and performance for athletic development that is appropriate for each phase of athletic development
- Apply technology in optimizing physical adaptation for performance

V. COURSE EVALUATION

<u>Evaluation item</u>	<u>Points</u>	<u>Date due</u>	<u>Grading scale</u>
Program Critique (group of 3)	40	Week 8	A= 90%
Individual Written Article Critique	40	Week 9	B= 80%
Quizzes & Homework	260	(Weekly)	C=70%
Practical Exam	60	(Last 2 weeks)	D= 60%
Programming Project	100	(Last week)	F= <60%
Acute programs	25 each	Biweekly	
Final	100	(Final)	

VI. Student Progress:

Student progress will be determined from quizzes, class attendance, student preparation, and class assignments. The remaining assessment will be a combination of quizzes, exams, class assignments, attendance, class performance and preparation.

VII. Attendance Policy: <http://colonelscompass.eku.edu/>

The attendance policy of the Department of Exercise and Sport Science is consistent with Eastern Kentucky University Regulation 4.1.6R. Please refer to this regulation for examples of excusable reasons for absences and more complete information on compliance with this regulation.

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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 [here](#) and questions regarding the policy may be directed to the Chief Equity Officer and Title IX Coordinator. Any further university policy information can be found at: [https://academicaffairs.eku.edu/syllabi for the 2020-2021](https://academicaffairs.eku.edu/syllabi%20for%20the%202020-2021)

XII. Policies and Procedures:

Students are expected to be prepared for every class lecture
 Make up work and exams MUST be made up within 24 hours
 A missed exam without prior permission will result in a “zero”
 Please be courteous of your fellow students, negative behavior will not tolerated

XIII. COURSE SCHEDULE (tentative)

<u>WEEK</u>	<u>TOPIC</u>	<u>Readings</u>	<u>Date Approx.</u>
1	Course Introduction; programming project & practical explanation	Chap. 21	Jan 19 th
2	Review of Prerequisite knowledge	Chap 1-4	Jan 26 nd
3	Assessments & Needs Analysis	Chap 12,13	Feb 2 nd
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Course project – Design a year-long periodized training program for an individual (undergrads) or group (grad students) of your choice. It can be position specific if justifiable. **Your profile will be turned in the third week of class.** There will be no duplicates in class. A peer review of your project will be a required element to be turned in with your project. This review will be part of both your grade and your reviewer's. Graduate student programs should be auto regulated and specific to different positional roles for athletes on the team.

Notes:

- ✧ Week 3-4 – Client Profile is due; your Teaching Evaluation/Assessment Determined
- ✧ Teaching Evaluation/Assessment Week – you will be in groups, self-teaching and assessing each other. Each individual or pair will pre-select a test to take the rest of their group members through.

Periodized Programming Project Elements

- ✧ Profile (Client History) – 10%
- ✧ Assessment – (cite normative value sources) – 15%
 - What they are & why you chose them; protocols; results; set the foundation
 - interpret these results to justify your overall plan and initial workout
- ✧ Roadmap – 10%
 - Macro-, meso-, micro-cycle training goals
 - Can be written out, charted, “mapped” like JC examples or a combination of these
- ✧ “Highlight Weeks” ~ 25%
 - Pull out a detailed week’s workout plan for major shifts in training (cycle changes)
 - This should be in chart format
- ✧ Justifications (bullets or paragraphs) ~ 25%
 - Why did you make these changes (between training weeks)?
 - How does the second “highlight week” build off the first? How does it stick to the overall goals? Is it preparing for the next “highlight week” in a specific way?
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- ✧ Peer Review (you completed for someone else in class) & progress checks during class– 15%

Review Article

You will pick a topic on the area of strength and conditioning and write a brief review over the research in that topic area. This will be slowly built over the semester and discussed at different times during the class.

Program Review

In small groups of three or less you will be given a popular training program to review. You will assess the program for the type of periodization, relevant populations, general goals for the program, strength and weaknesses. You will then present your program to the class with your group. Each presentation will take approximately 15 minutes.

Biweekly Programs

Every two weeks you will write a brief mesocycle for specific sports and component development. Each scenario will be given to you at the beginning and then approached somewhat in class. Relative intensity chart appropriate programming is key or a grade of zero will be given.

☒ Pre-Activity Screening – Readiness for Physical Activity Questionnaire (PAR-Q)

NAME: _____ ID # _____

DOB: _____ TODAY'S DATE: _____

(Circle one) Full-time student Part-time student Faculty Staff

COURSE: _____

COMMENTS:

- ☐ Physical activity is safe for most people; however, any change in physical activity may increase the risk of injury or illness. It is recommended that all people check with their physician prior to increasing their physical activity.
- ☐ Answer the following questions honestly to the best of your ability.

1	Has a physician ever said you have a heart condition and you should only do physical activity when recommended by a physician?	Yes	No
2	When you do physical activity, do you feel pain in your chest?	Yes	No
3	In the past month, have you had chest pain when you were not doing physical activity?	Yes	No
4	Do you ever lose your balance because of dizziness or do you ever lose consciousness?	Yes	No
5	Do you have a bone or joint problem that may be made worse by a change in physical activity?	Yes	No
6	Is a physician currently prescribing medications for blood pressure or a heart condition?	Yes	No
7	For women: are you pregnant?	Yes	No
8	Do you have Type 1 or Type 2 diabetes?	Yes	No
9	Are you 69 years of age or older?	Yes	No
10	Do you know of ANY other reason you should not do and/or increase your physical activity?	Yes	No

We RECOMMEND, if you answered:

YES to one or more Questions	NO to all Questions
☐ Talk with your physician BEFORE you start becoming physically active or have a fitness appraisal. Tell your doctor about the questions you answered YES. ☐ You may need to restrict the activities to those that are safe for you. Consult with your physician about the kinds of activities that are safe and follow her/his advice. ☐ After consultation with your physician, consult with your fitness instructor on how the program may/may not be modified to meet your health needs and the course objectives. ☐ If you answered 3 or more questions Yes, it will be recommended that you seek approval from a physician before beginning this program.	☐ You can be reasonably sure you can become physically active. Begin slowly and build up gradually. ☐ You can be reasonably sure you can take part in a sub-maximal fitness appraisal. ☐ DELAY PHYSICAL ACTIVITY if you are not feeling well due to temporary illness or injury. You may need to consult a physician before resuming physical activity. ☐ PLEASE NOTE: If your health changes so that you answer YES to any question above, inform your fitness professional and consult your physician.

I have read and understand the questionnaire. Any questions I had were answered to my satisfaction.

Signature of Student _____ Date _____

Signature of Parent/Guardian if under 18 _____

Instructor: Mike Lane
 Office Hours: By appointment
 Office Telephone: 859-622-1890

When & Where: MOB 221 Thurs 6-8:45pm Weaver Gym
 Office: Moberly 223
 E-mail: Michael.lane@eku.edu

Course Prerequisites: ESS 407 with a minimum grade of "C" or Instructor approval.

I. Course number:

ESS 520 – Advanced Strength and Conditioning (3 credits)

II. COURSE DESCRIPTION

Prerequisites: ESS 407 with a minimum grade of "C"; or Instructor approval. Course is an advanced education in the field of strength and conditioning, principles, organization, and techniques. Higher level understanding of human physiology will be gained with specific emphasis on optimizing adaptation response.

III. TEXTBOOK:

- a. Required: Haff and Triplett. (2016) NSCA's Essentials of Strength Training and Conditioning, 4th Edition. Champaign, IL. Human Kinetics (other editions will work fine)
- b. Optional: Rippetoe, M. Kilgore L. (2007) Starting Strength: Basic Barbell Training, 2nd Edition. Wichita Falls, TX. Aasgaard Publishing
- c. Optional: Rippetoe, M. Kilgore, L. (2005) Practical Programming. Wichita Falls, TX. Aasgaard Publishing

IV. COURSE OBJECTIVES

- Identify the fundamental methods used for teaching training methods
- Design & implement a needs analysis to identify an individual or group's conditioning profile
- Demonstrate understanding of the components of training
- Develop a systematic approach to combining science and practical application when designing conditioning programs
- Develop a periodized program of conditioning for sport success
- Demonstrate appropriate exercise selection and performance for athletic development
- Apply technology in optimizing physical adaptation for performance

V. COURSE EVALUATION

<u>Evaluation item</u>	<u>Points</u>	<u>Date due</u>	<u>Grading scale</u>
Program Critique (group of 3)	40	Week 8	A= 90% (540+)
Individual Written Article Critique	40	Week 9	B= 80% (480-539)
Quizzes & Homework	260	(Weekly)	C=70% (420-479)
Practical Exam	60	(Last 2 weeks)	D= 60% (360-419)
Programming Project	100	(Last week)	F= <60% (<360)
Final	100	(Final)	

VI. Student Progress:

Student progress will be determined from quizzes, class attendance, student preparation, and

class assignments. The remaining assessment will be a combination of quizzes, exams, class assignments, attendance, class performance and preparation.

VII. Attendance Policy:

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

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NAME: _____ ID # _____

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Signature of Student _____ Date _____

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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%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td>Exercise and Sport Science</td> </tr> <tr> <td>College</td> <td>Health Sciences</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (full title±)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>MASTER OF SCIENCE (M.S.) Exercise & Sport Science</td> </tr> <tr> <td colspan="2">If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td> </tr> <tr> <td>* Provide only the information relevant to the proposal.</td> <td>± If Title is longer than 30 characters see Part IV to provide abbreviation</td> </tr> </table>	Department Name	Exercise and Sport Science	College	Health Sciences	*Course Prefix & Number		*Course Title (full title±)		*Program Title	MASTER OF SCIENCE (M.S.) Exercise & Sport Science	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)		* Provide only the information relevant to the proposal.	± If Title is longer than 30 characters see Part IV to provide abbreviation
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Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	12/7/20	Council on Academic Affairs
College Curriculum Committee	2/3/21	Faculty Senate**
General Education Committee*		Board of Regents**
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***
Graduate Council*	2/26/21	

*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.)

Add new course ESS 720 Advanced Strength and Conditioning to Exercise & Wellness Concentration Support 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: Adding ESS 720 as a supporting course will increase the opportunities for students seeking certifications as strength and conditioning specialists to improve knowledge and skills.

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

Personnel Impact: No impact as the course has been offered as Special Topics in the past as part of instructor's normal teaching load.

Operating Expenses Impact: none

Equipment/Physical Facility Needs: Classroom/Exercise Physiology Lab

Library Resources: No additional resources needed

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

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~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.)**MASTER OF SCIENCE (M.S.)****Exercise & Sport Science****CIP Code: 31.0505****Dr. Heather Adams, Graduate Coordinator/Advisor****www.ess.eku.edu****(859) 622-1898****I. GENERAL INFORMATION**

The Department of Exercise and Sport Science offers the Master of Science degree in Exercise and Sport Science with two concentrations: Exercise and Wellness, and Sports Administration. The concentration in Exercise and Wellness is designed for persons interested in studying the art and science of human movement. The Sports Administration concentration is designed for the prospective sports administrator in both school and non-school settings. All concentrations afford opportunity for in-depth study and research for purposes of advanced graduate work. The Department of Exercise and Sport Science also provides specialized courses used by the College of Education for Master of Arts in Education degree programs and certification programs leading to Rank II and Rank I, Physical Education. The Master of Arts in Education degree in Physical Education, the sixth year non-degree program, and the fifth year non-degree program in physical education are supported by the Department of Exercise and Sport Science and can be found in the College of Education section of this Catalog.

II. ADMISSION REQUIREMENTS

To be considered for admission, applicants must meet the general admission requirements of the Graduate School. Additional requirements established by the program are as follows:

1. Bachelor's degree in a related field
2. Minimum 2.5 undergraduate GPA
3. Two letters of reference uploaded directly to the EKU Graduate School application.

Applicants who do not meet the Graduate School's GPA requirement for admission must submit official GRE scores to be considered for Probationary Admission. Expected target scores on the GRE for Probationary Admission are 147 on the Verbal and Quantitative sections and an Analytical Writing score of 3.5.

Admission into the Master of Science degree program in Exercise and Sport Science requires demonstration of adequate undergraduate preparation in a field related to graduate study in Exercise and Sport Science. Adequate preparation may be demonstrated in one of two ways:

- (1) Completion of a baccalaureate degree program with a major or minor or equivalent in physical education/exercise sport science or similarly named major or related discipline. Transcripts serve as adequate documentation for admission.
- (2) Submission of a professional portfolio, which includes a combination of relevant academic and experiential preparation.

Presentation of a professional portfolio of work experiences serves as documentation for admission consideration. Portfolio materials must document experiences and may include assessments by supervisors or other valid assessment reports.

Note: Students must submit relevant documents with their original application for admission to the Graduate School.

III. PROGRAM REQUIREMENTS

Probation and Progress in the Program — If, in any semester of study, a student's graduate grade point average falls below 3.0 for all courses taken after admission to the program, the student will automatically be on academic probation. The student will be dismissed from the program following any second semester with a cumulative GPA below 3.0. A student in the program is allowed to earn no more than one "C" and no "D"s or "F"s in courses taken after admission to the program.

Core Course Requirements.....15 hours

ESS 800, 823, 835, 869 and 875

Concentrations (select one)

a) Exercise and Wellness.....15-18 hours

Required Courses.....9 hours

ESS 717, 812, 821

Supporting Courses.....0-3 hours

Select zero to three hours from: ESS 720, 762, 775, 790, 822, 700 and/or 800 Level course with prior departmental approval from non-ESS graduate departments (non-thesis students must take 3 hrs)

Exit Requirement:.....3-6 hours

ESS 871 (3) or ESS 897 (6)

GRD 888d (non-thesis) OR GRD 887b (thesis students)

b) Sports Administration.....15 hours

Required Courses.....6 hours

ESS 814, 896

Supporting Courses.....6 hours

Select six hours from: 730, 810, 822, 825, 850, 700 and/or 800 Level course with prior departmental approval from non-ESS graduate departments.

Exit Requirement.....3 hours

ESS 870 (3)

*A maximum of nine hours of 700 level course works is allowed.

Note: For information on the Master of Arts in Education Degree in Physical Education, see College of Education.

Total Requirements.....30-33 hours

Comprehensive Examination (GRD 887b or GRD 888d)

Candidates in Exercise and Wellness will be required to successfully complete a project, with a summary and oral presentation for fulfillment of exit requirements.

NOTE: The comprehensive exam exit requirement for students who successfully complete ESS 897 (Thesis) the written comprehensive exam is waived. However, the student must enroll in GRD 887b for exit requirement. The score of Satisfactory or Unsatisfactory will be assigned according to the thesis defense outcome.

Sports Administration Capstone Course – Candidates in Sports Administration Concentration shall perform satisfactorily (B or higher grade) in ESS 896.

Curriculum Map for Department of Exercise & Sport Science

MS in Exercise and Sport Science – Exercise and Wellness and Sports Administration Concentrations

EKU MS in Exercise and Sport Science Comprehensive Assessment Plan

Mission: The primary mission of the Eastern Kentucky University MS in Exercise and Sport Science is to prepare graduate students to become practitioners with a solid foundation of knowledge and theory as well as practical application in the fields of exercise, fitness, wellness, sports administration and strength and conditioning. The program will prepare students the foundation skills to future certifications or pursue advanced degrees.

Program Outcome/Goal: Graduates of the ECU MS in Exercise and Sport Science will demonstrate professional qualities to pursue employment and/or further education in sports administration, strength and conditioning and other fitness and wellness related fields.		
Objective	Assessment Method	Benchmark/Criterion
SLO 1: Students will integrate major concepts, theoretical perspectives and practical application of exercise and wellness; sports administration or strength and conditioning methods.	-Concentration Internship – ESS 870 or 871	90% of all students will score >or equal to 80% on final evaluation rubric

Program Outcome/Goal: Graduates of the ECU MS in Exercise and Sport Science will demonstrate professional qualities and critical thinking skills essential to professionals in sports administration, strength and conditioning and other fitness and wellness related fields.		
Objective	Assessment Method	Benchmark/Criterion
SLO 2: Students will demonstrate skills in foundational knowledge, contextually appropriate skill sets and professional level characteristics to entry-level positions.	-GRD 888d – Project paper -GRD 887b – Thesis exit requirement	100% of students will score “Satisfactory” on the rubric for capstone project final. 100% of students will score “Satisfactory” on course upon completion of thesis oral defense
SLO 3: Students will use critical and creative skills when thinking about, critiquing, and applying methods of practice in exercise and wellness; sports administration or strength and conditioning.	-ESS 896 Final Paper	80% of students will score > or equal to “competent” ratings according to the Scoring Guide for Critical & Creative Thinking for the final paper 80% of students will score > or equal to 80%

Program-Level Student Learning Outcomes

I = Initial

R = Reinforcement

CORE Courses

	ESS 800	ESS 823	ESS 869	ESS 835	ESS 875
SLO 1	I/R	I/R	I	I	I
SLO 2	I	I/R	I/R	I/R	I
SLO 3	I	I	I/R	R	I/R

Exercise and Wellness Concentration Courses

	ESS 717	ESS 812	ESS 821	GRD 888d	ESS 871	ESS 897
SLO 1	I	I/R	I	R	R	R
SLO 2	I	I	I/R	R	R	R
SLO 3	R	I/R	I/R	R	R	R

Sports Administration Concentration Courses

	ESS 814	ESS 870	ESS 896
SLO 1	I	R	I
SLO 2	I/R	R	R
SLO 3	R	R	R

Supporting Courses

	ESS 720	ESS 730	ESS 762	ESS 775	ESS 790	ESS 810	ESS 822	ESS 825	ESS 848	ESS 850	ESS 885	ESS 891
SLO 1	I	I	I	I	I	R	I	I	I	I	I	I
SLO 2	I/R	I/R	I	I	I	R	I	I	I	I	I/R	I
SLO 3	I/R	I/R	I	I	I	I/R	I/R	I/R	I/R	I/R	I/R	I

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

Part I

☐ (Check one)	Department Name	Exercise and Sport Science
☐ New Course (Parts II, IV)	College	Health Sciences
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	
☐ New Minor (Part III)	*Program Title	B.S. Sport Management
☐ 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	2/25/2021	Council on Academic Affairs
College Curriculum Committee	3/3/2021	Faculty Senate**
General Education Committee*		Board of Regents**
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***
Graduate Council*		

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

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

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Add INF 104 as an optional supporting course program requirement that could take the place of CIS 212 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: Student learning outcomes of INF 104 are similar to CIS 212 and both courses meet the degree requirements. The department often provides DegreeWorks exceptions for students who have taken INF 104 and providing the option within the supporting courses would provide students another viable option, without exceptions needed, to gain the information needed.
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.)**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.)

Bachelor of Science (B.S.)
 SPORT MANAGEMENT
 CIP Code: 31.0504

UNIVERSITY GRADUATION REQUIREMENTS

General Education.....36 hours
 Student Success Seminar (HSO 100; waived for transfers
 with 30+ hrs.).....1 hour
 Writing Intensive Course (Hrs. incorporated into Major/
 Supporting/Gen Ed/Free Electives category)
 Upper division courses (42 hrs. distributed throughout Major/
 Supporting/Gen Ed/Free Electives categories)
 ACCT - Sports Management majors will fulfill ACCT with ESS 470.
 (Credit hours are incorporated into major requirements below.)

Total Hours University Graduation Requirements....37 hours**MAJOR REQUIREMENTS**

Core Courses.....30 hours
 ESS 201, 322, 324, 327, 328, 400, 423, 470(6), and 530. (*Students are
 required to document a minimum of fifty (50) hours of appropriately
 related experiences prior to enrolling in ESS 470.*)
Supporting Course Requirements.....15 hours
 GBU 204, ACC 201, MGT 301, MKT 301, ECO 230 (^GElement 5B);
 and CIS 212 or INF 104.

Free Electives.....38 hours**TOTAL HOURS TO COMPLETE DEGREE.....120 hours**

*Students are required to document a minimum of fifty (50) hours of appropriately
 related experiences prior to enrolling in PHE 470.

SPORT MANAGEMENT B.S. - NON-BUSINESS MINORS**FRESHMAN YEAR****First Semester**

HSO 100.....	1
Gen. Ed. E-1A.....	3
Gen. Ed E-2.....	3
Gen. Ed E-1C.....	3
ESS 180.....	3
ESS 201.....	3
Total.....	16

Second Semester

Gen. Ed. E-1B.....	3
Gen. Ed. E-3A.....	3
Gen. Ed. E-3B.....	3
Gen. Ed E-6.....	3
ACC 201.....	3
Total.....	15

SOPHOMORE YEAR**First Semester**

Gen. Ed. E-4.....	3
Gen. Ed. E-4.....	3
Free Electives.....	3
GBU 204.....	3
ESS 324.....	3
ACC 202.....	3
Total.....	18

Second Semester

Gen. Ed. E-5A.....	3
Gen. Ed. E-5B.....	3
Gen. Ed. E-6.....	3
ESS 400.....	3
ECO 230.....	3
Total.....	18

JUNIOR YEAR**First Semester**

ESS 322.....	3
Free Elective.....	3
Free Elective.....	3
Free Elective.....	3
CIS 212 <u>or INF 104</u>	3
Total.....	15

Second Semester

ESS 328.....	3
ESS 530.....	3
MKT 300.....	3
Free Elective.....	3
Free Elective.....	3
Total.....	15

SENIOR YEAR**First Semester**

ESS 423.....	3
MGT 300.....	3
Free Elective.....	3
Free Elective.....	3
Free Elective.....	3
Total.....	15

Second Semester

Free Elective.....	2-3
ESS 470.....	6
Total.....	8-9

Curriculum Map for Department of Exercise & Sport Science

Sport Management Option:

SLO 1: Critical Thinking. Sport management students will demonstrate effective critical thinking:

Assessment:

- A Faculty will evaluate the students on the effectiveness of their critical thinking skills during all sport management classes.
- B. Criterion: 90% of students will receive a letter grade of “C” or better in the required coursework in the area of sport management.

SLO 2: Communications skills. Students will demonstrate effective communication skills in each of their required sport management skills.

Faculty will evaluate the students on the effectiveness of their communication skills during all sport management classes a. via presentations and other activities as assigned

Criterion: 90% of students will receive a letter grade of “C” or better in the required coursework in the area of sport management.

SLO 3: Professionalism in Preparation for Career Opportunities.

Assessment: Students will complete a resume, cover letter, list of references, participate in mock interviews and learn how to conduct an effective job search.

Criterion: 90% or more of the students will complete the review sessions prior to the completion of the exit requirement (during the internship) and indicate in the exit survey whether or not they were provided pertinent information for preparing for an interview.

Program-Level Student Learning Outcomes

I = Initial

R = Reinforcement

CORE Courses

	ESS	ESS	ESS	ESS	ESS	ESS	ESS	ESS
	201	324	327	328	423	530	400	470
Theory/Content	I	I	I	I	R	R	R	R
Crit./Creat. Th.	I	I	I	I	R	R	R	R
Communication	I	I	R	R	R	R	R	R

Supporting Courses

	GBU	ACC	INF	CIS	ECO	MGT	MKT
	204	201	104 or 212		230	301	301
Theory/Content	I	I	I		I	I	I
Crit./Creat. Th.	I	I	I		I	I	I
Communication	I	I	I		I	R	R

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 and Administration
☒ New Course (Parts II, IV)	College	Health Sciences
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	HEA 300
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	Infectious Disease and 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	2/15/2021	Council on Academic Affairs	
College Curriculum Committee	3/3/2021	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	
Graduate Council*			

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

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

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

To approve HEA 300 as a new course for public health, health promotion concentration students.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Spring 2022

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

B. The justification for this action: The addition of HEA 300 will help to fulfill Council on Education for Public Health (CEPH) Foundational Domains of Health and Science, and the National Commission for Credentialing Health Education (NCHCE) competency area VI, Communication, which were identified as gaps based on curricular analysis.

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

Personnel Impact: The program developed a 5-year teaching plan to assess the personnel impact. Reallocation of course assignments amongst faculty assures that the new course offerings can be accommodated in-load and without the need for additional personnel at this time.

Operating Expenses Impact: No impact

Equipment/Physical Facility Needs: N/A

Library Resources: No additional resources needed

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

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

HEA 300 Infectious Disease and Public Health (3) I, II, A. Prerequisite: BIO 100 or higher. This course explores etiology, clinical signs and symptoms, prevention, and treatment of common infectious diseases. The course examines potential health outcomes. The course will incorporate health education, advocacy and communications to inform diverse populations. Credit will not be awarded for HEA 315 and HEA 300.

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)*
HEA	300	Spring 2022	BT _____ HS <u>X</u> CL _____ JS _____ ED _____ SC _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
<u>3</u>	Lecture <u>3</u> Laboratory _____ Other _____		CIP Code (first two digits only) <u>51</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>3</u>	<u>N</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)	
			<u>Infectious Dis. and Public Health</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.

BIO 100 or higher

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.

HEA 315

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)				

HEA 300: Infectious Disease and Public Health (CRN: XXXXX)
Online XXX Semester, 202X (3 Credits)

Instructor: Dr. Laurie J. Larkin
Office: Dizney 227
Email: laurie.larkin@eku.edu
Phone: XXXXXXXXXX
Office Hours: XXXXXXXXXX

Course Description: **HEA 300 Infectious Disease and Public Health (3) I, II, A.** Prerequisite: BIO 100 or higher. This course explores etiology, clinical signs and symptoms, prevention, and treatment of common infectious diseases. The course examines potential health outcomes. The course will incorporate health education, advocacy and communications to inform diverse populations. Credit will not be awarded for HEA 315 and HEA 300.

Required Textbooks:

- Adams, D.P. (2021). *Foundations of Infectious Disease: A Public Health Perspective* First Edition ISBN: 9781284179644.
- Pommerville, J.C. (2012). *Guide to Infectious Diseases by Body System* Second Edition. Jones and Bartlett. ISBN: 9781449605919.

Student Learning Outcomes:

Upon completion of the course, the student should be able to:

1. define health, infectious disease, culturally competent health care, patient self-management and self-advocacy, and health literacy.
2. demonstrate communication skills for individual and group education.
3. demonstrate a clear understanding of anatomical structures and physiological changes in the body caused by infectious disease.
4. identify the signs, symptoms, and risk factors of common infectious diseases.
5. communicate the principles of disease prevention, screening, diagnosis, and treatment.
6. discuss the distribution and public health burden of select diseases.
7. acquire and summarize credible research information regarding a disease topic of interest.
8. plan, implement, and evaluate a prepared educational intervention to a target population regarding prevention of an infectious disease.
9. communicate the impact of a specific infectious disease and describe best practices for infection prevention and control to a target population group.

Grading Scale:

A	90.0-100%	C	70.0-79.9%	F	00.0-59.9%
B	80.0-89.9%	D	60.0-69.9%		

Evaluation Methods:

	Total Points
• 3 exams (@ 100 pts. each) found on Blackboard	300
• 10 Chapter Quizzes (10 pts. each)	100
• Class Assignments	100
• Infectious Disease in the News Story	20
• Infectious Disease Peer Presentation	30
• Infectious Disease Community Group Presentation	100

Total = 650

Exams: (3 @ 100 pts. each = 300 pts)

- Exams will be due every 4 weeks and will cover 3-4 chapters of information along with information from class and video assignments.
- Students may be allowed to make-up an exam at the discretion of the instructor and most likely will result in a minimum of 11% automatically subtracted from the overall exam grade unless a student has a legitimate documented excuse.

Chapter Quizzes: (10 @ 10 points each = 100)

- Quizzes are found on Blackboard. Each quiz will include 10 questions timed for 15 minutes. These *are due before midnight (11:59 pm) on the dates listed on your syllabus schedule*, so you must pay attention. The dates for each quiz are listed and will be turned off after the due date. Two attempts are allowed and the highest grade will be the score. Be sure you have access to adequate Wi Fi service when taking each quiz.

Class Assignments: (= 100 pts)

- **These are due by the due date** (see due dates on syllabus schedule). Course assignments will be assigned throughout the course. Some will be given in-class and some are available on Blackboard. When asked to give your opinion or viewpoint, be sure to make your thoughts reasonable and logical. Back up your opinions with information you learned from the text, power points, video and/or from credible sources.

Disease in the News Story Presentation (10 pts.)

- The presentation should be no more than 5 minutes discussing a topic/issue you read in the news. The following components are suggestions for your discussion & the written summary you turn in: The disease, source of information, summary of article/story, who was affected, how many people are affected, special characteristics, transmission, common symptoms, prevention or control and/or outcome of the disease, any other relevant information?

Group Presentation of Infectious Disease Identification, Prevention, and Treatment: (=100 pts. in Class presentation = 30 pts.)

- In groups of 3-4 students, you will be asked to choose a common infectious disease and then plan, implement, and evaluate an effective and entertaining educational 30-60 minute presentation to share with a specific target population. Each class group must seek an audience (dorm floor, sorority, fraternity, ECU class, health class at Model Junior High or High School, assisted living patients, church group, etc.) and schedule and present health information to the group. These presentations will first be practiced and evaluated in class and then the students will be asked to do their final presentation outside of class to their particular target population. Topics may include the prevention, identification, and treatment of one of the following: Chlamydia, HIV, HPV, Herpes, Syphilis, Hepatitis, Gonorrhea, bacterial meningitis, Mononucleosis, Methicillin-Resistant Staphylococcus Aureus (MRSA), strep A, influenza A or B, COVID-19, E-coli, salmonella, Shigellosis, pneumonia, Hepatitis A or B, common cold (rhinovirus), influenza type A virus or another infectious disease topic approved by your instructor. More specific presentation guidelines will be provided.

Late Assignments:

- Automatically, ½ of total points will be taken off for any unexcused late assignments. In order to have a late assignment excused, the student must provide documentation.

Accommodations for Students:

- For current policy please refer to the following link: <http://www.academicintegrity.eku.edu>.

Official Email:

- 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 ECU e-mail address. Do not send any emails from your personal email account. **Alert on disclosures made in postings or on assignments.** ECU is committed to a respectful 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, your instructor will have to provide that information 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 www.titleix.ecu.edu for resources

Cheating or 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. For cases of cheating, the students involved will earn a "0" on the assignment, quiz, and/or test and may be asked to withdraw from the class.

Drop and Withdraw Dates:

- Students should refer to <http://colonelscompass.ecu.edu/deadlines> for specific dates related to withdrawals, fees and refunds.

University 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 or loss of future financial aid eligibility.

Non-Discrimination and Harassment, Title IX, and Prevention Statement:

For current policy please refer to the following link: <https://academicaffairs.ecu.edu/syllabi>

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 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 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.

Technical Issues:

- Because this course includes an online component, it is assumed students understand and can work the technology. Last minute glitches are not acceptable reasons for late work--do not wait until the last minute to submit or do work. This is a technology-based format, requiring a reasonably good command of modern computer communications technology and methods. If you do not understand, or cannot quickly learn, such aspects as Blackboard, sending attachments, knowing which browser or word processing program you use, surfing the web, etc., perhaps this may not be the course format for you.

Course Relationship to the BS in Public Health Program:

- This is a course for the BS in Public Health Program at EKU. As such, it relates directly to the accomplishment of core competencies and option-specific competencies (listed below).

This course meets the following Foundational Domains set forth by the Council on Education for Public Health (CEPH):	Assessment
Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society ● Public Health Philosophy	See course outline for didactic coverage.
Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations ● Population Health Concepts ● Introduction to Approaches and Interventions to Address Needs and Concerns of Populations	See course outline for didactic coverage.
Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course ● Science of Human Health and Disease ● Health Promotion ● Health Protection	See course outline for didactic coverage.

Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities • Socio-economic, behavioral, biological, and environmental Impacts on Human Health and Health Disparities	See course outline for didactic coverage.
Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation • Introduction to Planning, Assessment, and Evaluation Concepts and Features	See course outline for didactic coverage.

**HEA 300: Infectious Disease and Public Health
Weekly Schedule Fall, 202X**

Date	Readings/Exams	Assignments
Module 1 Weeks 1-5		
Week 1	Chapter 1 Historical Perspectives <i>*Didactic Coverage: Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society</i> Chapter 2 Basics of Infectious Disease Epidemiology	• Syllabus Quiz • Chapter 1 & 2 Quiz
Week 2	Chapter 4 Infectious Disease Prevention <i>*Didactic Coverage: Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities Socio-economic, behavioral, biological, and environmental Impacts on Human Health and Health Disparities</i>	• Chapter 4 Quiz
Week 3	Chapter 5 Investigating Disease Outbreaks	• Chapter 5 Quiz • Epidemiologists: Disease Detectives In-Class Activity and Assignment
Week 4	Chapter 6 Anatomy and Physiology of the Immune System	• Chapter 6 Quiz
Week 5	Chapter 7 Prion Infections Online Exam over Chapters 1, 2, 4, 5, 6, & 7	• Chapter 7 Quiz

Module 2 Weeks 6-10		
Week 6	Chapter 8 Viral Infections	• Chapter 8 Quiz • Video (20 pts.; 60 min) <i>Influenza 1918</i> https://www.pbs.org/wgbh/americanexperience/films/influenza/#transcript • Video #13 due 11/8. (7 min; 10 pts.). <i>Hepatitis C</i>. https://video-alexanderstreet-com.libproxy.eku.edu/watch/hepatitis-c-can-lead-to-liver-disease-gounder?context=channel:academic-video-online
Week 7	eChapter COVID-19: A Global Pandemic	• Video COVID-19 • Form Presentation Groups and choose disease intervention topic
Week 8	Chapter 9 HIV/AIDS	• Chapter 9 Quiz • Video (60 min; 10 pts). <i>Target Zero: Preventing HIV</i> https://video-alexanderstreet-com.libproxy.eku.edu/watch/target-zero-preventing-hiv-transmission?context=channel:academic-video-online
Week 9	Chapter 10 Bacterial Infections	• Chapter 10 Quiz • Video (10 pts.; 30 min) <i>Antibiotic Apocalypse</i>. https://video-alexanderstreet-com.libproxy.eku.edu/watch/antibiotic-apocalypse
Week 10	Exam #2	
Module 3 Weeks 11-16		

Week 11	Chapter 13 Sexually Transmitted Infections <i>*Didactic Coverage</i> Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course • Science of Human Health and Disease • Health Promotion • Health Protection	• Chapter Quiz • Group Presentation Power Point Rough Draft Due
Week 12	Chapter 11 Parasitic Infections Chapter 12 Foodborne Infections	• Chapter Quiz • Group Presentation and Peer Evaluation
Week 13	Chapter 14 Healthcare-Acquired Infections	• Chapter Quiz • Group Presentation and Peer Evaluation
Week 14	<i>*Didactic Coverage</i> Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation Introduction to Planning, Assessment, and Evaluation Concepts and Features	• Group Presentation to Community Population and Self-Evaluations
Week 15		• Group Presentation to Community Population and Self-Evaluations
Week 16	Exam #3	

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 and Administration
☒ New Course (Parts II, IV)	College	Health Sciences
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	HEA 305
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	Chronic Disease and 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	2/15/2021	Council on Academic Affairs	
College Curriculum Committee	3/3/2021	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	
Graduate Council*			

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

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

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) To approve HEA 305 as a new course for public health, health promotion concentration students.	
A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Spring 2022	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: The addition of HEA 305 will help to fulfill Council on Education for Public Health (CEPH) Foundational Domains of Health and Science, and the National Commission for Credentialing Health Education (NCHEC) competency area VI, Communication, which were identified as gaps based on curricular analysis.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: The program developed a 5-year teaching plan to assess the personnel impact. Reallocation of course assignments amongst faculty assures that the new course offerings can be accommodated in-load and without the need for additional personnel at this time. Operating Expenses Impact: No impact Equipment/Physical Facility Needs: N/A Library Resources: No additional resources needed	

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

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

HEA 305 Chronic Disease and Public Health (3) I,II, A. Prerequisite: BIO 100 or higher. This course explores etiology, clinical signs and symptoms, prevention, and treatment of common chronic diseases. The course examines disease process and potential health outcomes. Students will identify effective health promotion strategies for chronic disease.

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)*
HEA	305	Spring 2022	BT _____ HS <u>X</u> CL _____ JS _____ ED _____ SC _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
<u>3</u>	Lecture <u>3</u> Laboratory _____ Other _____		CIP Code (first two digits only) <u>51</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>3</u>	<u>N</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)	
			<u>Chronic Disease and Public Health</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.

BIO 100 or higher

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)				

**HEA 305 Chronic Diseases and Public Health (CRN: XXXXX)
Semester, 202X (3 Credits)**

Instructor: Dr. Laurie J. Larkin
Office: Dizney 227
Email: laurie.larkin@eku.edu
Phone: XXXXXXXXXX
Office Hours: XXXXXXXXXX

Course Description: HEA 305 Chronic Disease and Public Health (3) I,II, A. Prerequisite: BIO 100 or higher. This course explores etiology, clinical signs and symptoms, prevention, and treatment of common chronic diseases. The course examines disease process and potential health outcomes. Students will identify effective health promotion strategies for chronic disease.

Required Textbook:

- Harris, R.E. (2020). *Epidemiology of Chronic Disease: Global Perspectives*. Second Edition. Jones and Bartlett. ISBN: 9781284151015.

Student Learning Outcomes:

Upon completion of the course, the student should be able to:

1. define health and chronic disease.
2. demonstrate communication skills for individual and group disease education and interventions.
3. demonstrate a clear understanding of structural and functional changes in the body caused by chronic disease.
4. identify the signs, symptoms, and risk factors of common chronic diseases.
5. communicate the importance of disease prevention, screening, diagnosis, and treatment.
6. discuss the distribution and public health burden of select diseases.
7. conduct an effective interview of someone living with a chronic disease.
8. acquire and summarize credible research information regarding a chronic disease topic of interest.
9. communicate the challenges and the impact of living with a specific chronic disease by completing a disease interview and presentation.

Technical Issues:

- Because this course includes an online component, it is assumed students understand and can work the technology. Last minute glitches are not acceptable reasons for late work--do not wait until the last minute to submit or do work. This is a technology-based format, requiring a reasonably good command of modern computer communications technology and methods. If you do not understand, or cannot quickly learn, such aspects as Blackboard, sending attachments, knowing which browser or word processing program you use, surfing the web, etc., perhaps this may not be the course format for you.

Grading Scale:

A	90.0-100%	C	70.0-79.9%	F	00.0-59.9%
B	80.0-89.9%	D	60.0-69.9%		

Evaluation Methods:

Total Points

• 3 exams (@ 100 pts. each) found on Blackboard	300
• Chapter Quizzes (10 pts. each)	150
• Video and Class Assignments	100
• Disease Interview and summary	50
• Disease Paper	100

Total = 700

Exams (Found on Blackboard): (3 @ 100 pts. each = 300 pts)

- Exams will be due every 4 weeks and will cover 3-4 chapters of information along with information from class and video assignments.
- Students may be allowed to make-up an exam at the discretion of the instructor and most likely will result in a minimum of 11% automatically subtracted from the overall exam grade unless a student has a legitimate documented excuse.

Chapter Quizzes: (15 @ 10 points each = 150)

- Quizzes are found on Blackboard. Each quiz will include 10 questions timed for 15 minutes. These *are due before midnight (11:59 pm) on the dates listed on your syllabus schedule*, so you must pay attention. The dates for each quiz are listed and will be turned off after the due date. Two attempts are allowed and the highest grade will be the score. Be sure you have access to adequate Wi Fi service when taking each quiz.

Class Assignments: (= 100 pts)

- **These are due by the due date** (see due dates on syllabus schedule). Course assignments will be assigned throughout the course. Some will be given in-class and some are available on Blackboard. When asked to give your opinion or viewpoint, be sure to make your thoughts reasonable and logical. Back up your opinions with information you learned from the text, power points, video and/or from credible sources.

Disease Interview, Summary, and Paper (50 pts.)

- Students will choose a chronic disease topic and interview a person (friend, acquaintance, family member, etc.) who lives with the disease. The student will need to create interview questions, interview the individual with the disease, and summarize and integrate the interview within a well-written chronic disease paper. See Paper Guidelines on syllabus.

Late Assignments:

- Automatically, ½ of total points will be taken off for any unexcused late assignments. In order to have a late assignment excused, the student must provide documentation.
- **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

Accommodations for Students:

For current policy please refer to the following link: <https://academicaffairs.eku.edu/syllabi>

Official Email:

- 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 ECU e-mail

address. Do not send any emails from your personal email account. **Alert on disclosures made in postings or on assignments.** ECU is committed to a respectful 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, your instructor will have to provide that information 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 www.titleix.ecu.edu for resources

Cheating or Academic Integrity:

- For current policy please refer to the following link: <https://academicaffairs.ecu.edu/syllabi>.

Drop and Withdraw Dates:

- Students should refer to <http://colonelscompass.ecu.edu/deadlines> for specific dates related to withdraws, fees and refunds.

University 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 or loss of future financial aid eligibility.

Non-Discrimination and Harassment, Title IX, and Prevention Statement:

- For current policy please refer to the following link: <https://academicaffairs.ecu.edu/syllabi>

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 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 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.

Course Relationship to the BS in Public Health Program:

- This is a course for the BS in Public Health Program at EKU. As such, it relates directly to the accomplishment of core competencies and option-specific competencies (listed below).

This course meets the following Foundational Domains set forth by the Council on Education for Public Health (CEPH):	Assessment
Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society ● Public Health Philosophy	See course outline for didactic coverage.
Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations ● Population Health Concepts ● Introduction to Approaches and Interventions to Address Needs and Concerns of Populations	See course outline for didactic coverage.
Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course ● Science of Human Health and Disease ● Health Promotion ● Health Protection	See course outline for didactic coverage.
Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities ● Socio-economic, behavioral, biological, and environmental Impacts on Human Health and Health Disparities	See course outline for didactic coverage.
Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology ● Technical writing, professional writing ● Use of Mass Media ● Use of Electronic Technology	See course outline for didactic coverage.

HEA 315: Issues in Health and Chronic Disease
Weekly Schedule Fall, 20xx

Date	Readings/Exams	Assignments
Module 1 Weeks 1-5		
Week 1	Chapter 1 Global Epidemiology of Chronic Diseases: The Epidemiologic Transition <i>*Didactic Coverage:</i> • Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society • Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities Socio-economic, behavioral, biological, and environmental Impacts on Human Health and Health Disparities	Syllabus Quiz Chapter Quiz
Week 2	Chapter 2 Global Epidemiology of Cardiovascular Disease Chapter 3 Epidemiology of Ischemic (Coronary) Heart Disease Chapter 4 Epidemiology of Myocardial Infarction and Sudden Cardiac Death Chapter 5 Epidemiology of Sudden Cardiac Death	• Chapter Quizzes • Video #6 due 9/27. (10 min.; 5 pts.) 23 ½ Hours http://www.youtube.com/watch?v=aUaInS6HIGo
Week 3	Chapter 6 Epidemiology of Stroke (Cerebral Infarction) Chapter 7 Epidemiology of Heart Failure	• Chapter Quizzes • Video (22 min; 5 pts.). <i>Stroke Prevention, Early Recognition, and Treatment.</i> https://eku.kanopy.com/video/stroke-awareness-recovery-series

Week 4	Chapter 8 Epidemiology of Aortic Aneurysm and Dissection Chapter 10 Epidemiology of Hypertension	Chapter Quizzes
Week 5	- Choose Chronic Disease Topic for Interview and Paper - Exam 1 <i>Didactic Coverage:</i> Identifying and Addressing Population Health Challenges: <i>Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations</i> Population Health Concepts <i>Introduction to Approaches and Interventions to Address Needs and Concerns of Populations</i>	Chronic Disease Topic and Interview Questions due

Module 2 Weeks 6-10		
Week 6	- Chapter 11 Pathogenesis of Cancer - Chapter 12 Global Epidemiology of Cancer - Chapter 13 Epidemiology of Lung Cancer - Chapter 18 Epidemiology of Colorectal Cancer	- Chapter Quizzes - Video (10 pts; 60 min.). <i>Cancer: Part 1 Magic Bullets</i> https://eku.kanopy.com/video/magic-bullets - Video (10 pts.; 60 min.) <i>Cancer: Part 3 The Emperor of All Maladies Finding the Achilles Heel</i> https://video-alexanderstreet-com.libproxy.eku.edu/watch/finding-the-achilles-heel?context=channel:ken-burns
Week 7	- Chapter 19 Epidemiology of Pancreatic Cancer - Chapter 20 Epidemiology of Primary Liver Cancer	- Chapter Quizzes Disease Interview due
Week 8	- Chapter 21 Epidemiology of Breast Cancer - Chapter 24 Epidemiology of Cervical Cancer	- Chapter Quizzes Video (60 min; 10 pts.). <i>Fight to Breathe</i> https://video-alexanderstreet-com.libproxy.eku.edu/watch/fight-to-breathe?context=channel:academic-video-online
Week 9	- Chapter 26 Epidemiology of Prostate Cancer - Chapter 27 Epidemiology of Testicular Cancer - Chapter 33 Epidemiology of Malignant Melanoma	- Chapter Quizzes Video (16 min; 5 pts.). <i>Living with Prostate Cancer parts 1, 3, & 4</i> https://eku.kanopy.com/video/living-prostate-cancer-0
Week 10	- Chapter 36 Epidemiology of Lymphoma - Chapter 37 Epidemiology of Leukemia - Exam #2	Chapter Quizzes

Module 3 Weeks 11-16		
Week 11	- Chapter 39 Epidemiology of Chronic Obstructive Pulmonary Disease - Chapter 40 Epidemiology of Asthma	- Chapter Quizzes - Disease Paper Outline/Rough draft due Video (60 min; 10 pts.). <i>Fight to Breathe</i> https://video-alexanderstreet-com.libproxy.eku.edu/watch/fight-to-breathe?context=channel:academic-video-online
Week 12	- Chapter 41 Epidemiology of Diabetes Mellitus - Chapter 42 Epidemiology of Obesity	- Chapter Quizzes Video (14 min; 10 pts.). <i>What is Diabetes?</i> https://video-alexanderstreet-com.libproxy.eku.edu/watch/what-is-diabetes?context=channel:academic-video-online Video (60 min.; 10 pts.) <i>The Weight of the Nation Part 3: Children in Crisis</i>. https://video.search.yahoo.com/yhs/search?fr=yhs-mozilla-004&hsimp=yhs-004&hspart=mozilla&p=HBO+Weight+of+the+Nation&guccounter=1#id=8&vid=48b4358c3f8ab3ff6d8045f297d01acb&action=view
Week 13	- Chapter 46 Epidemiology of Osteoporosis - Chapter 47 Epidemiology of Arthritis *Didactic Coverage: Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology. Technical writing, professional writing Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course - Science of Human Health and Disease - Health Promotion - Health Protection	- Chapter Quizzes - Disease Final Paper due

Week 14	• Chapter 48 Epidemiology of Alzheimer's Disease • Chapter 49 Epidemiology of Parkinson's Disease • Chronic traumatic encephalitis (CTE)	• Chapter Quizzes • Video (120 min; 15 pts) <i>League of Denial</i>. http://www.pbs.org/wgbh/pages/frontline/league-of-denial/
Week 15	• Chapter 50 Epidemiology of Multiple Sclerosis • Chapter 51 Epidemiology of Epilepsy	• Chapter Quizzes
Week 16	• Exam #3	

Disease Paper Guidelines

Include the following headings in your paper (headings organize the paper better).

Introduction (Paragraph 1 (maybe 2 paragraphs): (6 pts.)

Define the disease. Why did you choose to research and interview a person with this disease?

Epidemiology of the disease (Paragraphs 2-3?): (10 pts.)

Describe the incidence and/or prevalence of this disease in the state of KY, the U.S. and/or the world (usually the CDC.org website will give you this information).

Who typically develops this disease and how do they develop/contract it?

Describe the risk factors. What are possible causes of disease? How is it transmitted or acquired? (reference this information)? Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations

Signs and Symptoms (Paragraphs 4-?): (10 pts.)

Next, describe common signs and symptoms of the disease and both short term and long term consequences (reference this information). Describe the possible structural and functional changes caused by the disease in the body (reference this information).

Public health impact and/or impact on health services (Paragraphs 5+): (20 pts.)

Discuss what impact this problem has on public health by including information regarding the costs of treating this disease and any impact it has on the use of health care services associated with the disease. Include information regarding strategies for prevention, screening, diagnosis, & treatments for this disease (reference this information). Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course

Disease Interview Summary (Paragraphs 9+): Here describe your interview. Who did you interview? Summarize the answers to the questions you asked. Tell me what you learned from the interview. What were some of the most interesting comments given by the interviewee? Did it help you understand what it is like having and living with this particular disease? etc.....

Conclusion: (1-2 paragraphs) Summarize the main points of this paper. If appropriate, recommend any future research that is needed for more effective prevention and treatment of this disease. Should more education be done in the schools? If so, what information should be given? Should more education occur in the media or community organizations (in churches, workplace, etc..)?

Reference Page: (10 pts.)

You should include complete referencing information from all 5 sources you used to form your interview questions and write this paper.

Appendix A: Answers Given During Your Interview. THIS IS ESSENTIAL. (5 pts.)

Attach the answers from your interviewee at the end of your paper.

FORMAT (10 pts.)

Paper format:

Does it meet length criteria? (3 pg. minimum, not including references)

Is the paper double-spaced with 1" margins using 12-point Times Roman or Arial font?

3 References:

Are all 3 references cited? Are all articles published within the last 7 years?

Style:

Are the references presented appropriately both within the text and in the references section at the end of the paper? Is the style APA?

Composition: Is it well-written (e.g., did you use correct spelling, grammar)?

_____ **100 pts total**

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 and Administration
☒ New Course (Parts II, IV)	College	Health Sciences
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	HEA 485
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	Community Organizing and Policy Development
☐ 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	2/15/2021	Council on Academic Affairs	
College Curriculum Committee	3/3/2021	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	
Graduate Council*			

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

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

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) To approve HEA 485 as a new course for public health majors.	
A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Spring 2022	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: This course needs to be added based on program competency analysis and to help close curricular gaps based on competencies set forth by NCHEC (our credentialing body).	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: No impact; the program developed a 5 year teaching plan to assess the personnel impact; readjustment of course assignments amongst faculty assures that the new course offerings can be accommodated without the need for additional personnel. Operating Expenses Impact: No impact Equipment/Physical Facility Needs: N/A Library Resources: No additional resources needed	

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

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

HEA 485 Community Organizing and Policy Development (3) I, II, A. Prerequisite: Junior or senior standing or department approval. An analysis of community organizing and health policy development by examining community culture, the process of community organizing and coalition building, and the formation of a policy strategy to address policy issues affecting population health.

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)*
HEA	485	Spring 2022	BT _____ HS <u>X</u> CL _____ JS _____ ED _____ SC _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture <u>3</u> 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 <u>X</u> SO _____ SR <u>X</u>	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
			<u>Comm. Org. and Policy Development</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.	<u>Junior or senior standing or department approval</u>			
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
College of Health Sciences
Department of Health Promotion and Administration
HEA 485 Community Organizing and Policy Development (3 credit hours)
 Fall 2021, CRN XXXXX

INSTRUCTOR: Monica Mundy, MPH, CHES

PHONE: 859-622-1142

EMAIL: monica.mundy@eku.edu

OFFICE HOURS: By request on multiple platforms (Email, Phone, or Zoom)

COURSE DESCRIPTION

HEA 485 Community Organizing and Policy Development (3) I, II, A. Prerequisite: Junior or senior standing or department approval. An analysis of community organizing and health policy development by examining community culture, the process of community organizing and coalition building, and the formation of a policy strategy to address policy issues affecting population health.

REQUIRED TEXTBOOKS

McKnight, J., Plummer, J.M. (2015). Community organizing: Theory and practice. Pearson Higher Ed. ISBN:9780205516810

Kingdon, J.W. (2011). Agendas, alternatives, and public policies. Updated 2nd edition. Boston: Longman Classics in Political Science. ISBN:9780205000869

STUDENT LEARNING OUTCOMES

1. Identify health policy issues/concerns at the local, state, and national level, which concerns public health.
2. Describe the following community organizing processes and the essential capacities central to community organizing work: community cultural awareness, coalition building, issue development, strategy and campaign development, leadership development, and movement building
3. Evaluate the role and responsibility of the public health professional in shaping and implementing health policy.
4. Compare and contrast community organizing models.
5. Apply principles of cultural competence when identifying, educating, and advocating for health policy change.
6. Analyze ways of translating and disseminating research findings in a user-friendly format through article critiques.
7. Analyze the Problem, Policy, and Politics Streams of the Kingdon model.
8. Demonstrate the skill of writing a policy brief in the style, design, and tone to reach multiple audiences (i.e., policymakers, community members, media)
9. Identify funding sources for community coalition and community organizing efforts.
10. Develop key messaging to support health policy change by creating talking points and an elevator speech.
11. Design a mock community forum to educate community members, key stakeholders, and elected officials about health policy issues.

This course meets the following Foundational Domains set forth by the Council on Education for Public Health (CEPH):

Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the necessary processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations

- Population Health Concepts

Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government

- Legal, ethical, economical, and regulatory dimensions of health care and public health policy
- Governmental Agency Roles in health care and public health policy

Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology:

- Professional writing
- Use of Electronic Technology

This course meets the following responsibilities and competencies for the health education specialist:

Area II: Planning

- 2.1 Engage priority populations, partners, and stakeholders for participation in the planning process.
- 2.2 Define desired outcomes.

Area V: Advocacy

- 5.1: Identify a current or emerging health issue requiring policy, systems, or environmental change.
- 5.2: Engage coalitions and stakeholders in addressing the health issue and planning advocacy efforts.
- 5.3: Engage in advocacy.

Area VI: Communications

- 6.1: Determine factors that affect communication with the identified audience(s)
- 6.3: Develop message(s) using communication theories and/or models.
- 6.4 Select methods and technologies used to deliver message(s).

Area VII. Leadership and Management

- 7.1 Coordinate relationships with partners and stakeholders (e.g., individuals, teams, coalitions, and committees).
- 7.2 Prepare others to provide health education and promotion.

Area VIII: Ethics and professionalism

- 8.1 Practice in accordance with established ethical principles.
- 8.2 Serve as an authoritative resource on health education and promotion.

TECHNOLOGY REQUIREMENTS

In order to participate in this course, you must have the following:

1. A working computer system with the latest version of Firefox. Blackboard will work with other browsers, but ECU's I.T. 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. Ability to access and use Google Docs. In this course, you'll be collaborating with your peers using Google Docs. You won't need to make or share your own Docs, but you'll need to know how to comment, suggest, and edit the doc. You should also know how to access the ECU Google Drive, and sign in with your ECU email and password. There will be instructions throughout the course, but get familiar now!

6. 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 I.T. at (859) 622-3000 or support@ecu.edu to get them resolved. Inform the instructor via email if these issues are interfering with your work.

Attendance Policy

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.

Sessions in this course will be live-streamed and, at the discretion of the instructor, recorded. Such recordings/live streaming will be available only to students registered for this class. These recordings are the faculty's intellectual property, and they may not be shared or reproduced without the faculty member's explicit, written consent. Further, students may not share these sessions with those, not in the class or upload them to any social media or other online forum. Doing so may be a violation of the Family Education Rights and Privacy Act (FERPA) and University policies, including the Student Code of Conduct and Code of Ethics for Computing and Communications.

COURSE REQUIREMENTS

1. **Exams (2 at 100 points each)**- All students will complete a midterm and final exam. The midterm exam will cover material up to the exam date. The final will cover the remaining material for the semester. Exams will consist of application questions, primarily short answer and essay questions. You will need to use their knowledge and skills learned in the course to sufficiently answer the questions.
2. **Three Research Article Review Worksheets (3 at 10 points each)**- Students will read three articles related to module topics during the semester and answer questions to critically evaluate the article.
3. **Community Coalition Group Project (140 total points)**- Students will work in groups to identify a health policy issue they would like to work towards changing. The project will consist of three group assignments that will be completed throughout the semester.
 - a. **Part 1 Community Organization Profile (20 points)**- Each group member will choose a community organization they would like to represent. The Community Organization Profile will help identify the organization and how their goals align with the selected health policy issue and define the student's role during the group project.
 - b. **Part 2 Health Policy Issue Worksheet (20 points)**- Each group will answer questions to help define the health policy issue their group will be addressing for the semester. Students will define the problem in their chosen community, describe health policy to address the problem and provide data to show community needs and demonstrate how the chosen policy will address the health issue.
 - c. **Part 3 Community Coalition and Stakeholder Profile (20 points)**- Each group will identify their community coalition and define a mission statement, goals, and objectives. Students will identify key stakeholders in their community and develop a plan to reach and educate them on the health policy issue.
 - d. **Part 4 Community Coalition Fund Sources and Budget Worksheet (30 points)**- Each group will complete a worksheet describing potential funding sources for their coalition, including grants, in-kind funding, and organizational funding sources.

- e. **Part 5 Health Issue Brief (50 points)** - Since policymakers are typically busy and have competing demands for their time, it is important to distill information in a brief, concise, persuasive way. Students are required to write a policy brief/commentary during the semester. Students will use the article reviews to provide the evidence base for the policy brief. The Health Issue Brief will inform the policymakers about the health policy issue your group has selected. The Health Issue Policy Brief will be 12-point font, double spaced, 1-2 pages long.

4. Mock Community Forum (130 total points)

- a. **Elevator Speech and Talking Points (15 points each)**- Students will develop an elevator speech explaining their health policy issue to the general public and policymakers. Students will also develop talking points to support their health policy issue to present at the mock community forum.
- b. **Mock Community Forum Presentation (100 points)**- Community forums are times for coalitions to educate community members and policymakers about their particular health policy issue. Each group will host a mock community forum for their chosen health policy issue to inform the community and policymakers of their selected topics. Each group will give a 5-minute presentation sharing their health policy issue. Followed by a public comment period where students will present their Elevator speech and talking points supporting their policy position.

EVALUATION (Grading):

3 Article Reviews (10 points each)	30 points
Community Coalition Group Project	
Community Organization Profile	20 points
Community Coalition and Stakeholder Profile	20 points
Health Policy Issue Worksheet	20 points
Community Coalition Funding Plan and Budget	30 points
Health Issue Brief	50 points
Mock Community Forum	
Elevator Speech and Talking Points (15 Points Each)	30 points
Community Forum Presentations	100 points
Midterm Exam	100 points
Final Exam	100 points
Total	500 points

GRADING SCALE:

A=90.0-100% (≥450 points)
 B=80.0-89.9% (400 - 449 points)
 C=70.0-79.9% (350 - 399 points)
 D=60.0-69.9% (300 - 349 points)
 F=00.0-59.9% (299 ≤ points)

STUDENT PROGRESS/FEEDBACK

Scored assignments will serve as notification of grade standing. Feedback and scores will be provided through the grade center on Blackboard. 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 LAST DAY TO DROP COURSE

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

LATE ASSIGNMENTS

Please check the attached itinerary for assignment due dates. Late assignments without an excuse will receive a deduction in points. **10% of possible points will be deducted each day an assignment is late until 0 points are possible.**

Assignments must be typed or computer-generated and in correct grammatical form. All course requirements, including quizzes, will fall under this policy.

COVID-19 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 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 Student Conduct & Community Standards.

ECU NOEL STUDIO

ECU'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 Winter 2020. You can learn more about online consultations at studio.ecu.edu/online-consultations; schedule your own online consultations by following the directions at <https://studio.ecu.edu/schedule-appointment>. Have questions or need help scheduling? Use the chat box at studio.ecu.edu!

ACCESSIBILITY ACCOMMODATION STATEMENT

For current policy please refer to the following link: <https://academicaffairs.ecu.edu/syllabi>

ACADEMIC INTEGRITY STATEMENT

For current policy please refer to the following link: <https://academicaffairs.ecu.edu/syllabi>.

DISCRIMINATION AND HARASSMENT, TITLE IX, AND PREVENTION STATEMENT

For current policy please refer to the following link: <https://academicaffairs.ecu.edu/syllabi>.

Tentative Schedule of Classes

WEEK	TOPIC	READINGS	ASSIGNMENT
1	Introductions Syllabus Review The Importance of Community Organizing and Policy Change	Syllabus	Introduction Discussion Board
2	Module 1: Systems Think and Community Culture Community Systems Overview Analyzing Community Systems	McKnight Chapter 1 McKnight Chapter 2	Groups Assigned
3	Module 1: Systems Think and Community Culture Kaleidoscopic Community Systems Community Culture and Sociology Living and Working in Communities	McKnight Chapter 2 McKnight Chapter 3	Community Organization Profile
4	Module 2: Anatomy of Community Organizations Community Organizing Cycle Web-based Community Organizing Tools Reviewing Research Articles	McKnight Chapter 4 McKnight Chapter 5	

5	Module 2: Anatomy of Community Organizations Introduction to Community Coalitions Building an Effective Leadership Team Training your Coalition Coalition Building	McKnight Chapter 6 Research Article #1: Smoke-free Coalition Cohesiveness	Community Coalition Profile Research Article Review #1
6	Module 3: The Art and Science of Community Organizing Participatory Research Community Development Model Social Action Model	McKnight Chapter 7 McKnight Chapter 15	Health Policy Issue Worksheet
7	Module 4: Program Planning Process Identifying Community Health Concerns Community Readiness Model Program Planning Process and Community Organizing	McKnight Chapter 8 McKnight Chapter 9 Research Article #2: The Community Readiness Model	Research Article Review #2
8	Module 5: Organizational Structure and Budgeting Organizational Structure Locating Funding Budgeting	McKnight Chapter 10	Midterm Exam
9	Module 6: Community Empowerment and Policy Change Introduction to Policy Change Empowerment and Community Organizing Community Health and Policy Change	Kingdon Chapter 1 McKnight Chapter 11	Coalition Funding Plan and Budget
10	Module 7: The Policy Change Process Six Dimensions of Public Policy Participants in the Policy Change Process Program Planning Process and Policy Change	McKnight Chapter 12 Kingdon Chapter 2 Kingdon Chapter 3	Health Issues Brief
11	Kingdon Policy Steams Model -Introduction -The Policy Stream	Kingdon Chapter 6 Kingdon Chapter 7	
12	-The Policy Window and Joining the Steams -The Role of Health Educators in the Policy Process	Kingdon Chapter 8 Research Article #3: Passing Smoke-Free Laws A Multiple Streams Approach	Research Article Review #3
13	Module 8: Advocating for Policy Change Communicating with different audiences (media, community, policymakers) Creating an Elevator Speech and Talking Points	Kingdon Chapter 9 McKnight Chapter 14	Elevator Speech and Talking Points
14	Advocacy vs. Lobbying Community Readiness Model Case Study: Smoke-free Louisville		
15	Community Forum with Special Guests		Community Forum Presentation
16	Final Exam Week		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	Health Promotion and Administration
☒ New Course (Parts II, IV)	College	Health Sciences
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	HEA 497
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	Senior Seminar in 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	2/15/2021	Council on Academic Affairs	
College Curriculum Committee	3/3/2021	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	
Graduate Council*			

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

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

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) To approve HEA 497 (formerly HEA 420) as a new course for public health majors. A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Spring 2022 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
B. The justification for this action: HEA 497 (formerly HEA 420) is being re-numbered to better reflect the actual sequence in which the courses offered.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: No impact; this course is currently being taught under a different prefix. Thus, this requires no additional personnel. Operating Expenses Impact: No impact. Equipment/Physical Facility Needs: N/A Library Resources: No additional resources needed.

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

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

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

HEA 497 Senior Seminar in Public Health (3) I,II, A. Formerly HEA 420. Prerequisite or Corequisite: HEA 480W and junior or senior standing. Public Health major or departmental approval. Students will draw together skills and knowledge needed to enter the workforce, and will review core competencies required of the entry level public health professional. Credit will not be awarded for both HEA 420 and HEA 497.

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	497	Spring 2022	BT _____ HS <u>X</u> CL _____ JS _____ ED _____ SC _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>0</u>	
<u>3</u>	Lecture <u>3</u> Laboratory _____ Other _____		CIP Code (first two digits only) <u>51</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
<u>1</u>	<u>3</u>	<u>N</u>	FR _____ JR <u>X</u> SO _____ SR <u>X</u>	
		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.	<u>HEA 480W and junior or senior standing. Public Health major or department approval.</u>			
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.	<u>Credit will not be awarded for both HEA 420 and HEA 497.</u>			
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 Health Promotion and Administration

Syllabus for HEA 497 Senior Seminar in Public Health (3 hours) CRN: XXXXX

Instructor's Information

Instructor's Name: Dr. Michelyn Wilson Bhandari

Office: Dizney 117

Email: michelyn.bhandari@eku.edu

Phone: (859) 622-1145

Student Hours: Email me or call me and we will schedule a time to meet that work for both of us.

Catalog Course Description

HEA 497 Senior Seminar in Public Health (3) I,II, A. Formerly HEA 420. Prerequisite or Corequisite: HEA 480W and junior or senior standing. Public Health major or departmental approval. Students will draw together skills and knowledge needed to enter the workforce, and will review core competencies required of the entry level public health professional. Credit will not be awarded for both HEA 420 and HEA 497.

Texts and Course Materials

Bensley, R. J. & Brookins-Fisher, J. (2018). *Community health education methods: A practical guide*. (4th Ed). Burlington, MA: Jones and Bartlett Learning.

ChangeLab Solutions. (2019) A blueprint for changemakers: Achieving health equity through law & policy. ChangeLab Solutions.
<https://www.changelabsolutions.org/product/blueprint-changemakers>

National Commission for Health Education Credentialing, Inc. & Society for Public Health education, Inc. (2020). *A competency-based framework for health education specialists-2020*.

University of Kansas Center for Community Health and Development. (2020). *Community Toolbox*. University of Kansas. <http://ctb.ku.edu/en/table-of-contents>

Other course materials will be posted on Blackboard.

Student Learning Outcomes

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

1. Define professionalism and how it manifests in public health employment.
2. Apply for an internship and/or entry level public health employment.
3. Demonstrate skill in writing a resume and in interviewing.
4. Identify appropriate networking skills and opportunities for professional development.
5. Describe appropriate uses of social media as a professional.
6. Describe the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government
7. Demonstrate the basic concepts of public health-specific communication through professional writing.
8. Articulate the core competencies of the entry level public health practitioners/ eight areas of responsibility of the health education/health promotion specialist.
9. Explain the benefits of and the process of applying for the Certified Health Education Specialist (CHES).
10. Demonstrate skills in information literacy by locating and critiquing public health information in order to effectively serve as a resource for health promotion.
11. Facilitate collaborative efforts among priority populations, partner and other stakeholders.

Program competencies addressed by this course

This course meets the following Foundational Domains set forth by the Council on Education for Public Health (CEPH):

- *Health Policy, Law, Ethics, and Economics*
 - *Legal dimensions of health care and public health policy*
 - *Ethical dimensions of health care and public health policy*
 - *Economical dimensions of health care and public health policy*
 - *Regulatory dimensions of health care and public health policy*
 - *Governmental Agency Roles in health care and public health policy*
- *Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology:*
 - *Professional Writing*

This course meets the following Foundational Competencies set forth by the Council on Education for Public Health (CEPH):

Information Literacy: Students should be able to locate public health information

Assessment: You must identify and research one evidence-based law, policy, or regulation that aligns with strategies to address health inequities. You will select the policy from a menu of policies found in Appendix A of *Blueprint for Changemakers* (ChangeLab Solutions, 2019). In a one-page single-spaced document, you must (1) describe the health inequity/health issue being addressed by the law, policy, regulation, (2) describe the law, policy or regulation and describe how the policy is supposed to help the issue, (3) describe any potential economic impacts or ethical dilemma involved, (4) outline the roles/responsibilities of public health

agencies (not just health departments), and (5) identify the branches of government involved. Include references.

Course Format

This course is designed to provide a hybrid experience, including online synchronous instruction times (Let's Zoom Thru the Semester!) and online asynchronous instruction (At Your Own Pace!)

Let's Zoom Thru The Semester! On select dates (noted in the course schedule) will be offered through synchronous virtual instruction using the Zoom platform. In these classes, students will log into a virtual classroom at an assigned time(s) on the dates indicated in the syllabus. The time for this class is 10:35 am to 11:50 pm. The Zoom sessions will be a blend of mini-lectures and real-time activities similar to a traditional classroom. The instructor will take attendance and will require virtual participation during the assigned class times. At the discretion of the instructor, Zoom sessions in this session may or may not be recorded.

At Your Own Pace! Each week, a portion of your class, will require asynchronous activities. Some (but not all) weeks of this course will be only online asynchronous with no required meeting times. While this may sound a bit intimidating to some, you will not be learning alone. Dr. Bhandari has been teaching online for over a decade. The **online asynchronous sessions** will be a blend of direct instruction (video lectures), self-paced individual tasks, and small group/whole-class activities using Blackboard. Students will be provided with learning resources such as instructor developed short videos, videos produced by others, articles, online texts, and short readings.

Some sessions in this course will be live-streamed and at the discretion of the instructor, recorded. Such recordings/live streaming will only be available to students registered for this class. These recordings are the intellectual property of the faculty and they may not be shared or reproduced without the explicit, written consent of the faculty member. Further, students may not share these sessions with those not in the class, or upload them to any social media or other online forum. Doing so may be a violation of the Family Education Rights and Privacy Act (FERPA), and University policies, including the Student Code of Conduct and Code of Ethics for Computing and Communications.

Course Requirements

Participation: You will be expected to participate in classroom discussions and small group activities. This is not part of your final grade.

Weekly Exercises: You will complete various activities that may include discussion boards, online trainings, quizzes, readings with discussion questions, or other activities to apply concepts from learning resources.

Career Readiness Certificate: You will be enrolled in Professionalism 101, a series of modules developed the ECU Office of Academic and Career Services. This course will be access through Blackboard. You will complete all five modules of the course. Upon completion of the course, you will be given a career readiness certificate that will be submitted for a grade in this course (HEA 497).

Resume: This will be completed in phases. Develop and submit a draft resume. Complete peer review of resumes. After the resume peer reviews, make the suggested changes and submit your resume to be reviewed by ECU Office of Academic and Career Services. Also, submit as part of your final portfolio project for this class.

Cover Letter: This will be completed in phases. Select a desired job description. The student must create a personalized cover letter to apply for this particular position. Submit a draft cover letter. Complete peer review of cover letter. After the cover letter peer reviews, make the suggested changes and submit your cover letter as part of your final portfolio project for this class.

Mock Interview: Schedule and complete a mock interview with the Office for Academic and Career Services, Whitlock Building Room 463. You must provide proof of interview. Interviews must be schedule and completed by the date indicated on the syllabus. Please do not wait until the last minute to schedule these. Career Services can only accommodate a certain number of students each week. Instructions will be provided for setting up a mock interview appointment.

LinkedIn Profile: Develop a LinkedIn Profile that includes a photo, experience, education, and skills and expertise. Connect with department and instructor's LinkedIn profile. Further instruction on requirements and grading rubric will be included on Blackboard.

Capstone Experience Planning: This will be completed in three steps.

- Step 1: Students who plan to complete an internship are required to meet with the faculty internship coordinator (Dr. Laurel Schwartz). Honor's students meet with Dr. Bhandari to provide information on progress towards the Honor's thesis and career goals. This is not for a grade but is required to assure adequate progress. Sign up links will be made available.
- Step 2: Students must submit a progress note to Dr. Bhandari approximately 3 weeks following meeting with Dr. Laurel. A link to provide the note will be made available.
- Step 3: During the last week of the semester, you will be required to indicate plans for the internship/guided inquiry project and submit status of the forms to begin the internship. Honor's students not completing an internship will submit an exit assessment. This is not for a grade but is required to assure adequate progress. A link to submit this will be provided.

Information Literacy Assignment: You will locate a health related news story or article from popular press and conduct a critical analysis in which you fact check the article, analyze against a set of criteria important for information literacy, trace the article back to original peer reviewed source document(s) or secondary data that either supports or refutes the claims in the article. You will write a brief research report. Then, you will present a summary of your findings to peers in a discussion group. All sources must be cited. Further instruction to be posted on Blackboard.

Professional Ethics Assignment: You will complete an ethics assignment in which you will explain the definition of “professional ethics” and compare the ethical standards or guidelines between NCHEC Code of Ethics and the ethical standards of another professional area of interest (Substance Use Prevention, Counseling, Physician Assistant, Social Work, Nursing, Medicine, Recreation & Park Administration, and Exercise Sport Science). You will choose three standards that you feel are most important and explain why and how you would implement those standards in practice.

Evidence-based Policy Analysis: You must identify and research one evidence-based law, policy, or regulation that aligns with strategies to address health inequities. You will select the policy from a menu of policies found in Appendix A of *Blueprint for Changemakers* (ChangeLab Solutions, 2019). In a one-page single-spaced document, you must (1) describe the health inequity/health issue being addressed by the law, policy, regulation, (2) describe the law, policy or regulation and describe how the policy is supposed to help the issue, (3) describe any potential economic impacts or ethical dilemma involved, (4) outline the roles/responsibilities of public health agencies (not just health departments), and (5) identify the branches of government involved. Include references.

Meeting Facilitation: You will facilitate a 6-8 minute small group session in which you lead a discussion on some aspect of your policy analysis. You will need to have an objective for your session and your session must include audience participation. You will provide a 1 page meeting plan your session. Further instruction to be posted on Blackboard.

Final Portfolio: As a culminating project for the course, you will compile a portfolio that includes the following:

1. Resume that includes a LinkedIn URL
2. Cover letter tailored to a specific job announcement (attach the job announcement)
3. A personal statement in which you provide a personal biographical sketch and identify your short-term and long-term career goals.
4. A competency-based portfolio that documents knowledge and skills acquired throughout the public health program, must address at least 3 of the program competencies. For each of the three program competencies, you will write 1-2 paragraphs per competency that includes a description of the competency, a description

of the artifact (e.g. a completed assignment from a class), and an explanation of how completing the artifact demonstrates the competency.

Evaluation Methods

Course Requirement and Points:

• Weekly Exercises	200
• Career Readiness Certificate	100
• Resume (draft, PR, Career)	50
• Cover Letter (draft, PR)	50
• Mock Interview	100
• LinkedIn Profile	50
• Information literacy assignment	100
• Professional ethics assignment	50
• EB Policy analysis	100
• Meeting facilitation practice	100
• Final portfolio	<u>100</u>
	1000 points

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. The usual timeline for evaluating and grading assignments is three days for discussions and one week for written assignments. Grades will be made available to students prior to the last day to drop the course with a "W" which is April 4, 2021.

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.

Course Policies

Attendance Policy:

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. Since this class meets entirely online, the term “to attend” is defined as regularly logging into the Blackboard course, participating in group discussions, and submitting assignments in a timely manner.

Late Work Policy:

Late assignments are discouraged. However, your instructor will work with you when there is a situation that requires an assignment to be late. Notify the instructor whenever you will be late with an assignment. For late assignments not approved by the instructor, assignments submitted one day late will lose 10%; two days late 20%; three days late 30%; etc. Advance notice by the student to the instructor of possible upcoming late submittals will help facilitate such a waiver; whereas, no prior notification would preclude any waiver.

Modification of the Syllabus:

The instructor reserves the right to modify this syllabus, depending on course needs. If this happens, students will be advised of the modification via course announcement.

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.

Technological Requirements:

In order to participate in this course, you must have the following:

1. **A working computer system.**
2. **Access to a reliable moderate-to-high speed Internet connection** for viewing videos.
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.

University Policies

Official Email:

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 ECU 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 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 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.

Accessibility Accommodation Statement:

For current policy please refer to the following link: <https://academicaffairs.eku.edu/syllabi>

Academic Integrity Statement:

For current policy please refer to the following link: <https://academicaffairs.eku.edu/syllabi>.

Discrimination and Harassment, Title IX, and Prevention Statement:

For current policy please refer to the following link: <https://academicaffairs.eku.edu/syllabi>

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

HEA 497 Senior Seminar in Public Health CRN XXXX (3 credit hours)

Course Outline and Schedule

All assignments are due by **11:59 PM Eastern Time Zone** on the date indicated. This outline and schedule are subject to change. The most up-to-date version of the schedule is located here.

Week 1 (January 18 to January 24)**Topics**

- Introduction to the course
- Introduction to the ECU Public Health Undergraduate Capstone Experience

Learning resources

- Syllabus
- ECU Public Health Undergraduate Capstone Experience Manual (updated August 2020)
- Instructor Video: Course Overview

Assignments and Due Dates

- Week 1 Exercise 1: Quiz on Syllabus & Capstone Manual (Due: Sunday, January 24)
- Week 1 Exercise 2: Meet Your Class! Ice Breaker Introductions (Due: Sunday, January 24)

Zoom Meeting: No, all class activities online for this week

Week 2 (January 25 to January 31)**Topics**

- Professionalism
- Certified Health Education Specialist (CHES) and Master CHES
- Areas of responsibility and competencies for health education specialist and the Health Education Specialist Practice Analysis (HESPA) II 2020
- Introduce the competency portfolio assignment
- Kentucky Public Health Association membership benefits

Learning resources

- Instructor introduction to professionalism unit and this week
- Instructor presentation: CHES and MCHES Certification
- Handout: NCHEC. (2020). [Areas of responsibility, competencies and sub-competencies for Health Education Specialist Practice Analysis II 2020 \(HESPA II 2020\)](#).
- Video: [How has CHES changed your professional life?](#)
- Video: [Where do CHES and MCHES Work?](#)
- Hamby, S. (2019, May 22). [How to write a professional biosketch: A guide for people in university, health care, government, and nonprofit work](#). Psychology Today.

Assignments and Due Dates

- Week 2 Exercise 1: Professionalism discussion board (Due: Sunday, January 31)
- Week 2 Exercise 2: Quiz over CHES and MCHES presentation (Due: Sunday, January 31)
- Week 2 Exercise 3: Complete Form for KPHA Membership (Due: Sunday, January 31)
- Week 2 Exercise 4: Thinking about internship—submit a list of 3 places you would like to complete an internship (Due: Sunday, January 31)

Zoom Meeting: Yes, Monday, January 25, here is the [link](#).

Week 3 (February 1 to February 7)

Topics

- Career readiness
- Resumes
- Writing cover letters
- Writing professional emails
- Networking and social media

Learning resources

- Blackboard Course: Introduction to Professionalism: Resume Writing Module
- Blackboard Course: Introduction to Professionalism: Professional Writing Etiquette Module
- Blackboard Course: Introduction to Professionalism: Networking and Social Media Module
- Reading: [How to write a letter for an internship](#)
- Video: [5 tips for writing a professional email by Lauren Berger](#)
- Website: [EKU Career Services \(Resume resources\)](#)
- Blog: [9 resume hacks by the Intern Queen](#)
- Website: [EKU Career Services \(Networking 101\)](#)
- Website: [EKU Career Services \(Social Media for Job Search\)](#)
- Blog: [The danger of social media posts and how it could affect your hiring potential](#)

Assignments and Due Dates

- Complete tasks and quizzes for the following modules of the Introduction to Professionalism course: Resume Writing, Professional Writing Etiquette, and Networking and Social Media (Due: Sunday, February 7)
- Resume Draft (Due: Sunday, February 7)
- Week 3 Exercise 1: Submit a draft of an internship email (Due: Sunday, February 7)
- Week 3 Exercise 2: Career Readiness Discussion Board I (submit questions to ask career expert) (Due: Sunday, February 7)

Zoom Meeting: Yes, Monday, February 1, here is the [link](#).

Week 4 (February 8 to February 14)

Topics

- Interviewing
- Dress for success
- Career Readiness Discussion

Learning resources

- Blackboard Course: Introduction to Professionalism: Interviewing
- Blackboard Course: Introduction to Professionalism: Dress for Success
- Website: [EKU Career Services \(Interviewing resources\)](#)

Assignments and Due Dates

- Complete tasks and quizzes for the following modules of the Introduction to Professionalism course: Interviewing and Dress for Success (Due: Sunday, February 14)
- Resume Peer Review (Due: Sunday, February 14)
- Capstone planning step 1: Schedule an internship meeting with Dr. Schwartz or Honor's students with Dr. Bhandari (Have meeting scheduled by Sunday, February 14; meetings will be prioritized for those completing internship in summer and then fall; link will be posted)

Zoom Meeting: Yes, Monday, February 8, here is the [link](#).

Week 5 (February 15 to February 21)

Topics

- Interviews, Resumes
- Job Search
- Interview practice session in small groups via Zoom
- Prepare questions to ask Career Expert

Learning resources

- See resources from weeks 3 & 4
- [Blog: 30 Best Job Search Sites & Boards to Find Employment Fast](#)

Assignments and Due Dates

- Submit Career Readiness Certificate (Due: Sunday, February 21)
- Cover letter draft (Due: Sunday, February 21)

- Week 5 Exercise 1: Schedule Mock Interview (Due: Sunday, February 21)

Zoom Meeting: No, all class activities online for this week

Week 6 (February 22 to February 28)

Topics

- Q & A Session with Mandy Connelly of Career Services
- LinkedIn
- Phone etiquette
- Job Search

Learning resources

- Video: [How to write a great LinkedIn Profile](#)
- Video: [How to Use LinkedIn if You Are a Student](#)
- Video: [LinkedIn Tips: The Intern Queen](#)
- Video: [LinkedIn Tips Part 2: The Intern Queen](#)

Assignments and Due Dates

- Set up LinkedIn (Due: Sunday, February 28)
- Cover Letter Peer Review (Due: Sunday, February 28)
- Week 6 Exercise 1: Select preference for category for policy analysis topic (Due: Sunday, February 28)
- Week 6 Exercise 2: Submit resume to Office of Academic Career Services (Due: Sunday, February 28)

Zoom Meeting: Yes, Monday, February 22, here is the [link](#).

Week 7 (March 1 to March 7)

Topics

- Professional Ethics

Learning resources

- Web-on-Demand e-Learning Module: [Good Decision Making in Real Time: Public Health Ethics for Local Health Officials](#)
- National Commission for Health Education Credentialing. (2020). [Health Education Code of Ethics](#)
- American Public Health Association. (2019). *Public Health Code of Ethics*

Assignments and Due Dates

- Week 7 Exercise 1: Practical Public Health Ethics (Due: Sunday, March 7)
- Professional Ethics Assignment (Due: Sunday, March 7)

Zoom Meeting: Yes, Monday, March 1, here is the [link](#).

Week 8 (March 8 to March 14)

Topics

- Professional writing: Appropriate citations
- Information Literacy

Learning resources

- [Purdue Online Writing Lab, Research and Citation, APA Style 7th Edition](#)
- [Tacoma Community College, Libguide, Fake news, fact-checking, and bias: How to check for facts, bias, and fake news](#)
- [Northeastern University, Journalism: Fact Checking](#)
- [Popular Press Sources](#)
- [What's the difference between scholarly journals and popular magazines?](#)
- [10 Tips for Fighting Fake News: How to Fact Check Like a Pro](#)
- [Evaluation of Health Information on the Web](#)

Assignments and Due Dates

- Virtual Job Fair (Optional on March 10)
- Week 8 Exercise 1: Citation and reference list practice (Due: Sunday, March 14)
- Week 8 Exercise 2: Information literacy: Is fake news taking over? (Due: March 14)

Zoom Meeting: NO, all class activities online this week

Week 9 (March 15 to March 21)

Topics

- Information Literacy

Learning resources

- [Purdue Online Writing Lab, Research and Citation, APA Style 7th Edition](#)
- [Tacoma Community College, Libguide, Fake news, fact-checking, and bias: How to check for facts, bias, and fake news](#)
- [Northeastern University, Journalism: Fact Checking](#)
- [Popular Press Sources](#)
- [What's the difference between scholarly journals and popular magazines?](#)
- [10 Tips for Fighting Fake News: How to Fact Check Like a Pro](#)
- [Evaluation of Health Information on the Web](#)

Assignments and Due Dates

- Information Literacy Assignment (Due: Sunday, March 21)
- Week 9 Exercise 1: Pre-test on public health law (Due: Sunday, March 21)

Zoom Meeting: Yes, Monday, March 15, here is the [link](#).

Week 10 (March 22 to March 28)

Topics

- Health policy, law, and economics
- Health Equity

Learning resources

- Braveman, P., Arkin, E., Orleans, T., Proctor, D., & Plough, A. (2017, May 1). [*What is health equity? And what difference does a definition make?*](#) Robert Wood Johnson Foundation.
- ChangeLab Solutions. (2019, April). [A blueprint for changemakers: Achieving health equity through law & policy.](#)
- ChangeLab Solutions. (2019, June 3). [Public Health Law: Past & Present.](#)
- Pamukcu, A. (2018, March 26). [10 local laws that may be doing more harm than good: Some laws have unintended negative consequences.](#) ChangeLab Solutions.

Assignments and Due Dates

- Review instructions for policy analysis, select a policy from the assigned group category, and conduct research for your policy analysis that will be due in Week 11.
- Week 10 Exercise 1: Post-test on public health law (Due: Sunday, March 28)
- Week 10 Exercise 2: Health equity discussion board, Part 1 (Due: Sunday, March 28)

Zoom Meeting: Yes, Monday, March 22, here is the [link](#).

Week 11 (March 29 to April 4)

Topics

- Health policy, law, and economics
- Health equity
- Health equity discussion, part 2 (in class)

Learning resources

- Braveman, P., Arkin, E., Orleans, T., Proctor, D., & Plough, A. (2017, May 1). [*What is health equity? And what difference does a definition make?*](#) Robert Wood Johnson Foundation.
- ChangeLab Solutions. (2019, April). [A blueprint for changemakers: Achieving health equity through law & policy.](#)
- ChangeLab Solutions. (2019, June 3). [Public Health Law: Past & Present.](#)
- Pamukcu, A. (2018, March 26). [10 local laws that may be doing more harm than good: Some laws have unintended negative consequences.](#) ChangeLab Solutions.

Assignments and Due Dates

- Evidence-based policy analysis (Due: Sunday, April 4)
- Capstone planning part 2; submit progress report (Due: Sunday, April 4)

Zoom Meeting: Yes, Monday, March 29, here is the [link](#).

Week 12 (April 5 to April 11)

Topics

- Facilitating collaborative efforts: encouraging collaboration, planning for diversity, contacting stakeholders, understanding the role of influencers

Learning resources

- Community Tool Box Chapter 7
- Community Tool Box Chapter 24

Assignments and Due Dates

- Week 12 Exercise 1: Facilitating multisectoral collaboration (Due: Sunday, April 11)

Zoom Meeting: Yes, Monday, April 5, here is the [link](#).

Week 13 (April 12 to April 18)

Topics

- Facilitation collaborative efforts: effective meetings
- Group Facilitation
- Meeting set up

Learning resources

- Community Tool Box Chapter 16
- Thorne, Andrew, Encore Event Technologies. (2018, March 19). [Choosing the best seating style for your audience](#)
- Girdler, Adriana Girdler (2019, January 30). [Meeting facilitation tips: How to facilitate your first meeting](#)
- QIO Program. (2018, June 22). [Running an effective coalition meeting—Leadership and organization in actions.](#)

Assignments and Due Dates

- Week 13 Exercise 1: Effective meetings (Due: Sunday, April 18)
- Meeting facilitation 1 page plan (Due: Sunday, April 18)

Zoom Meeting: Yes, Monday, April 12, here is the [link](#).

Week 14 (April 19 to April 25)

Topics

- Prepare for meeting facilitation sessions
- Portfolio preparation

Learning resources

- See previous week materials

Assignments and Due Dates

- Practice your meeting facilitation plan
- Work on portfolio
- Mock Interview (Due: April 25)

Zoom Meeting: Yes, Monday, April 19, here is the [link](#).

Week 15 (April 26 to May 2)

Topics

- Group 1, 2, & 3: Meeting facilitation (breakout rooms in Zoom)
- Portfolio preparation

Learning resources

- TBD

Assignments and Due Dates

- All groups: Meeting Facilitation Practice (Monday, April 26)
- Capstone planning part 3; submit final plans; if honors student, submit Exit assessment (Due: Sunday, May 2)
- Self-assessment of meeting facilitation (Due Sunday, May 2)

Zoom Meeting: Yes, Monday, April 26, here is the [link](#).

Week 16 (May 3 Final Day)**Assignments and Due Dates**

- Portfolio (Due Monday, May 3)

Zoom Meeting: No, submit final assignments on final day.

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 and Administration
☒ New Course (Parts II, IV)	College	Health Sciences
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	HEA 498
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	Community Health Education Process
☐ 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	2/15/2021	Council on Academic Affairs	
College Curriculum Committee	3/3/2021	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	
Graduate Council*			

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

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

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) To approve HEA 498 as a new course for public health majors. A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Spring 2022 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
B. The justification for this action: HEA 498 (formerly HEA 460) is being re-numbered to better reflect the actual sequence in which the courses are offered.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: No impact; this course is currently being taught under a different prefix. Thus, this requires no additional personnel. Operating Expenses Impact: No impact. Equipment/Physical Facility Needs: N/A Library Resources: No additional resources needed.

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

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

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

HEA 498 Community Health Education Process (3) I, II, A. ~~Prerequisite or corequisite: HEA 316 or departmental approval. Planning, organizing, delivering, and evaluating the community health education program. Credit will not be awarded for HEA 460 and HEA 498.~~

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	498	Spring 2022	BT _____ HS <u>X</u> CL _____ JS _____ ED _____ SC _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u> 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) <u>Community Health Ed. Process</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.

HEA 316 or departmental approval

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 HEA 460 and HEA 498

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)				

College of Health Sciences Department of Health Promotion and Administration

HEA 498 Community Health Education Process (3 hours) CRN Spring 2021

Instructor's Information

Instructor's Name: Dr. Laurel M. Schwartz

Office: Dizney 232

Email: laurel.schwartz@eku.edu

Phone: (859) 622-1142

Catalog Course Description

HEA 498 Community Health Education Process (3) I, II, A. Prerequisite or corequisite: HEA 316 or departmental approval. Planning, organizing, delivering, and evaluating the community health education program. Credit will not be awarded for HEA 460 and HEA 498.

Texts and Course Materials

Osborne, H. (2013). *Health literacy from A-Z: Practical ways to communicate your health message*. (2nd Ed.) Burlington, MA: Jones & Bartlett Learning.

Bensley, R. J. & Brookins-Fisher, J. (2018). *Community health education methods: A practical guide*. (4th Ed.) Burlington, MA: Jones and Bartlett Learning.

STUDENT LEARNING OUTCOMES:

1. Participate in and apply skills in the following areas of responsibility of the Certified Health Education Specialist:
 - a. Plan for Health Education
 - b. Implement Health Education
 - c. Administer and Manage Health Education
 - d. Serve as a Health Education Resource Person
2. Develop a personal philosophy statement for the public health profession
3. Apply evidence-based strategies for health education specialists working with low literacy populations
4. Apply health literacy best practices in the development of health promotion materials
5. Assess personal cultural competence skills and identify ways to improve
6. Select and/or create appropriate materials for health promotion activities
7. Assess professional presentations skills and identify ways to improve

BSPH program competencies address by this course

This course meets the following Foundational Domains set forth by the Council on Education for Public Health (CEPH):

Public Health Communication: Evaluate information. Assessed through a **project**: In groups students locate, use, evaluate and synthesize public health information to plan and implement an event during National Public Health Week. See assignment at the end of syllabus.

Course Requirements

Evaluation Methods:

Assignments/Components	Due Date	Points	My Grade
1. Reading Quizzes	Variable	90	_____
2. Web-Day Assignments	Variable	100	_____
3. Midterm Exam	XXXX	100	_____
4. NPHW Group Project	XXXX	150	_____
5. Final Exam	XXXX	100	_____

.....
Total Points ~540

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

Student Progress: You will be notified of their grades through the Blackboard system at least once before the mid-point of the semester.

Course Requirement and Proportion of Final Grade:

Course Requirements:

1. Class participation and engagement

You are encouraged and expected to participate in online class engagement each week. No points are given for participation; points will only come from the assignments listed below.

2. Reading Quizzes (90 points)

Each week of class will cover different topics. Students will take a brief online reading quiz which covers the assigned weekly topic. Quizzes are five (5) questions and worth 10 points. Students will have 15 minutes to complete the online quizzes. Quizzes will open Monday morning (6:00 am.) and close the following Sunday by 11:59 p.m. Quizzes can only be taken once and a University approved excuse is required to “make-up” a quiz.

If you have a letter from the Center for Student Accessibility for extended time on quizzes and exams, please notify the instructor ASAP.

3. Web-day Assignments (100 points)

Complete required web-day assignments. These activities vary but will include online trainings, readings with discussion questions, short papers, or activities to apply readings and are listed on the syllabus schedule.

4. Exams (200 points)

There will be a **midterm exam (worth 100 points)** and a **final exam (worth 100 points)** in this course. The exams are **not comprehensive** and will be focused on assigned readings, class discussion, and activities. Exam questions will vary in format from multiple choice, essay question, true false, matching, short answer, or fill in the blank.

6. National Public Health Week Group Project (150 points)

Complete a group project that will focus on promoting themes for National Public Health Week. The purpose of the project is to demonstrate several cross-cutting skills, including team work, leadership, and collaboration, writing and speaking in ways that promote health literacy, and competency in one or more of the seven areas of responsibility for the health education/health promotion specialist. The project will include planning a tabling/speaking event and a social media campaign focusing on the themes of National Public Health Week.

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. The usual timeline for evaluating and grading assignments is three days for discussions and one week for written assignments. Grades will be made available to students prior to the last day to drop the course with a "W" which is XXXXX.

Notification of the Last Day to Drop the Course

COURSE ADD/DROP DATES

Last day to ADD or DROP a class. Last day for 100% refund.	XXXX
Deadline for online (EKU Direct) WITHDRAW	XXXX
Last Day to WITHDRAW online from University	XXXX

For current withdrawal dates please refer to the following link:

<http://colonelscompass.eku.edu/>

Course Policies

Attendance Policy:

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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.

Late Work Policy:

1. Make-up assignments and exams may be provided for **excused absences** as feasible.
2. If you do not have an excused absence and need to make up an exam, **the grade will be lowered by a 10% late penalty.**
3. A "late tax" will be imposed each day an assignment is late (10% point reduction per day). For example, if you turn in an assignment late (after the due date up to one day), it's a 10% reduction, two days late, it's a 20% reduction, three days late, it's a 30% reduction, four days late, it's a 40% reduction, and five days late, it's a 50% reduction.
4. No assignment (including exams) will be accepted after 5 calendar days.
5. *At the discretion of the instructor, specific time deadlines may be assigned to some make-up work.*

If you miss a Blackboard deadline and want to turn in an assignment late, please email the assignment to Dr. Schwartz.

Modification of the Syllabus:

The instructor reserves the right to modify this syllabus, depending on course needs. If this happens, students will be advised of the modification via course announcement.

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.

Technological Requirements:

In order to participate in this course, you must have the following:

1. A working computer system with the latest version of Firefox. Blackboard will work with other browsers, but EKU's IT only recommends (and supports) Firefox.
2. Access to a reliable moderate-to-high speed Internet connection for viewing videos.
3. Access to Microsoft Word. EKU 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 EKU IT site using this link: [Microsoft 360 Plus for EKU 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. Ability to access and use Google Docs. In this course, one option for collaborating with your peers is using Google Docs. You won't need to make or share your own Docs, but you'll need to know how to comment, suggest, and edit the doc. You should also know how to access the EKU Google Drive, and

sign in with your ECU email and password. There will be instructions throughout the course, but get familiar now!

6. 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.

Zoom Statement:

Sessions in this course will be live-streamed and at the discretion of the instructor, recorded. Such recordings/live streaming will only be available to students registered for this class. These recordings are the intellectual property of the faculty and they may not be shared or reproduced without the explicit, written consent of the faculty member. Further, students may not share these sessions with those not in the class, or upload them to any social media or other online forum. Doing so may be a violation of the Family Education Rights and Privacy Act (FERPA), and University policies, including the Student Code of Conduct and Code of Ethics for Computing and Communications.

University Policies

Official Email:

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 ECU e-mail address.

Accessibility Accommodation Statement:

For current policy please refer to the following link: <https://academicaffairs.eku.edu/syllabi>

Academic Integrity Policy:

For current policy please refer to the following link: <https://academicaffairs.eku.edu/syllabi>

Discrimination and Harassment, Title IX, and Prevention Statement:

For current policy please refer to the following link: <https://academicaffairs.eku.edu/syllabi>

Tentative spring 2021 Schedule

This syllabus is subject to change at the instructor's discretion

Week of 1/18

Topics

- Course overview
- Introductions

Assignments and Due Dates

- Zoom discussion board

Week of 1/25 - Public Health 3.0 and Social Determinants of Health

Topics

- Public Health 3.0 [Didactic Coverage: Public Health Philosophy; Population Health Concepts; Socio-economic Impacts on Human Health and Health Disparities]

Instructional Materials

- DeSalvo et al (2017). Public Health 3.0: A Call to Action for Public Health to Meet the Challenges of the 21st Century.
https://www.cdc.gov/pcd/issues/2017/17_0017.htm

Assignments and Due Dates

- Public Health 3.0 video

Week of 2/1 What is Health Promotion/Education in the Context of Public Health?

Topics

- Health Promotion in Public Health

Instructional Materials

- Bensley and Brookins-Fisher Chapters
- Ch. 1: Foundations for Selecting Community and Public Health Education Strategies
- Ch. 2: Becoming a Health Education Professional
- CHES Video ; HESPA Competencies ; A Day in the Life of a Health Educator

Assignments and Due Dates

- Health Promotion Philosophy Paper

Week of 2/8 Intro. To Health Literacy/Assessment of role of Health Literacy for Public Health Practitioner

Topics

- Introduction to Health Literacy/Role of Health Literacy for Public Health Practitioners [Didactic Coverage Introduction to Approaches and Interventions to Address Needs and Concerns of Populations]

Instructional Materials

- Osborne Chapters
- Ch. 1: About Health Literacy
- Ch. 2: Assessing Health Literacy
- Ch. 5: Communicating When Patients Feel Scared, Sick, and Overwhelmed

Assignments and Due Dates

- CDC Online Training: Health Literacy for Public Health Professionals

Week of 2/15 Health Literacy for Public Health, Communicating Risk

Topic

- Health Literacy for Public Health, Communicating Risk

Instructional Materials

- Osborne Chapters
- Ch. 9: Document Design
- Ch. 11: Ethics of Simplicity
- Ch. 13: General Public: Talking w/Patients about What They Learn from the Media
- Ch.: 16: Jargon, Acronyms, and other Troublesome Words
- Ch.18: Know your Audience: Culture and Language

Assignments and Due Dates

- CDC Online Trainings: Communicating Risk, Effective Communication for Health Care Professionals

Week of 2/22 Health Literacy: Strategies for Improvement

Topics

- Health Literacy: Strategies for Improvement [Didactic Coverage: Technical Writing]

Instructional Materials

- Osborne Chapters
- Ch. 7: Confirming Understanding: Teach-Back Technique
- Ch. 29: Question-Asking
- Ch. 34: Blogs and Other Social Media
- Ch. 37: Universal Design in Communication
- Ch. 38: Visuals Revising Health Information

Assignments and Due Dates

- Ch. 38: Visuals Revising Health Information due

Week of 3/1-MIDTERM EXAM

Week of 3/8 Cultural Competence in Public Health

Topics

- Cultural Competence in Public Health

Instructional Materials

- Bensley and Brookins-Fisher Chapters
- Ch. 3: Promoting Health Education in a Multicultural Society

Assignments and Due Dates

- Think Cultural Health Online Training: Guide to Providing Effective Communication and Language Assistance Services
- Cultural Competency Reflection Paper

3/15 Strategies for Implementation: Developing and Selecting Resources

Topics

- Strategies for Implementation [Didactic Coverage: Professional Writing]

Instructional Materials

- Bensley and Brookins-Fisher Chapters:

- Ch. 7: Developing and Selecting Resource Materials
- Medline: Choosing Effective Patient Education Materials
- Ch. 8: Using Social Media - How to Use Social Media in HealthCare

Assignments and Due Dates

- Developing and Selecting Resources & Social Media Worksheet

3/22 Strategies for Implementation: Effective Presentation and Training Skills

Topics

- Effective Presentation Skills

Instructional Materials

- Ch. 6: Developing Effective Presentation and Training Skills

Assignments and Due Dates

- Effective Presentation Skills Reflection Paper

Week of 3/29 Project Workday Work on Social Media for NPHW Project; Dr. S Can meet via Zoom if needed

Week of 4/5 Strategies for Implementation: Coalitions

Topics

- Coalitions

Instructional Materials

- Ch. 11: Building and Sustaining Coalitions

Assignments and Due Dates

- No assignment

Week of 4/12 Wrap-up and Review TBA – Groups meet with Dr. S Virtually w/NPHW Project

Assignments and Due Dates

- NPHW group projects

Week of 4/19 NHEW Group Presentations

Topics

- Group Project Presentations

Assignments and Due Dates

- Post questions

Week of 4/26 Study for Final Exam

Week of 5/3 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	Health Promotion and Administration
☒ New Course (Parts II, IV)	College	Health Sciences
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	HEA 499
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	Internship in 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	2/15/2021	Council on Academic Affairs	
College Curriculum Committee	3/3/2021	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	
Graduate Council*			

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

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

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) To approve HEA 499 (formerly HEA 463) as a new course for public health majors. A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Spring 2022. A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
B. The justification for this action: HEA 499 (formerly HEA 463) is being re-numbered to better reflect the actual sequence in which the courses are offered.
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: No impact; this course is currently being taught under a different prefix. Thus, this requires no additional personnel. Operating Expenses Impact: No impact. Equipment/Physical Facility Needs: N/A Library Resources: No additional resources needed.

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

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

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

HEA 499 Internship in Public Health (1-6) I, II, A. Formerly HEA 463. Prerequisites: HEA 420 or 497 or departmental approval. Supervised experiences for seniors in the directing of public health activities in various settings. May be retaken to a maximum of six hours. Credit will not be awarded for both HEA 463 and HEA 499.

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	499	Spring 2022	BT _____ HS <u>X</u> CL _____ JS _____ ED _____ SC _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>6</u>	
1-6	Lecture _____	Laboratory _____	Other <u>1-6</u>	
			CIP Code (first two digits only) <u>51</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
I	1-6	M	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship <u>X</u>		
		Independent Study _____		
		Practicum _____		

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

Course Prefix and No.

Course Prefix and No.

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

Course Prefix and No.

Course Prefix and No.

Test Scores

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

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

Course Prefix and No.

HEA 420 or 497 or departmental approval.

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 463 and HEA 499

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)				

**College of Health Sciences
Department of Health Promotion and Administration**

HEA 499 Internship in Public Health
Spring 202X

COURSE: HEA 499: CRN XXXX (3 hours)

INSTRUCTOR: Dr. Laurel Schwartz; laurel.schwartz@eku.edu

Office/Phone Dizney 232, 859-622-1146

Student Hours: Email and we will set up an appointment that works for you.

COURSE DESCRIPTION: **HEA 499 Internship in Public Health (1-6) I, II, A.** Formerly HEA 463. Prerequisites: HEA 420 or 497 or departmental approval. Supervised experiences for seniors in the directing of public health activities in various settings. May be retaken to a maximum of six hours. Credit will not be awarded for both HEA 463 and HEA 499.

REQUIRED TEXT: **No text is required, but the full guidance for the internship may be found in the following document:** *EKU Public Health Undergraduate Capstone Experience Manual, Revised August 2019*

STUDENT LEARNING OUTCOMES: At the end of the internship, the student will be able to:

1. observe, participate with, and/or learn from public health professionals (or professionals in a closely related field) in a way that will prepare her/him to function more effectively after graduation;
2. apply what she/he has learned throughout the program to address a public health issue;
3. integrate, synthesize and apply knowledge gained throughout the public health curriculum through cumulative and experiential activities; and
4. gain skill in the competencies for the BS in Public Health Program.

COURSE REQUIREMENTS:

1. Read and understand the *EKU Public Health Undergraduate Capstone Experience Manual, Revised August 2019*. This document is found on Blackboard and is considered the guiding document for this course.
2. Complete all required **pre-capstone forms—Forms A, B & C**—prior to the start of the internship.
3. Read and understand the responsibilities of the student during the internship as outlined in the section of the internship manual titled **“How to get started? Steps for the Student**
4. Attend class meetings held at ECU where the student will discuss aspects of the internship with the university supervisor.

5. Keep **daily activity logs (Form D)**. Use the Excel spreadsheet provided. Students are required to track their daily activities at the internship site. The daily log should include the number of hours worked that day and a brief assessment of self-performance and activities experienced. The daily logs may be used as a form of evaluation by both the agency supervisor and/or the university supervisor. Submit forms using Google Form link.
6. Provide Agency Supervisor with a link to the **Agency Evaluation of Student (Form E)**. At the end of the internship experience, the agency supervisor will evaluate each student.
7. Complete a **Final Report and Portfolio** using **Form F** supplied in this manual. The portfolio will include items to document attainment of competencies and must be attached to this report.
8. Prepare and give a **capstone presentation**. Presentation will be given online. Further instruction to follow.
9. Complete **the Public Health Exit Assessment**. Students should complete the Public Health Exit Assessment (using a link provided by the instructor) after completing their internship hours.

STUDENT EVALUATION: A rubric will be used to determine the final student evaluation (manual Form I). The student evaluation rubric will be based upon the following activities:

1. Completion of all pre-capstone form (Forms A-C)
2. Daily activity logs (Form D)
3. During the semester, the agency preceptor and university supervisors will communicate via phone and email or site visit to discuss the progress of the student. At the end of the term, the agency preceptor will submit a final written evaluation of the student, and the program using the form included in this manual (Form E).
4. Each student will complete a final report (Form F) and submit it to the university supervisor. FORMS A-D and portfolio are to be attached to final report and submitted in one document. (The agency preceptor should be given an opportunity to review the report).
5. During the last few days of the internship, the university supervisor will meet with the student. The meeting will include an oral discussion of the experience and provide an opportunity for the university supervisor to assess the student's understanding related to the stated objectives.
6. Completion and submission of a portfolio of activities to the university supervisor during the exit interview for the internship.
7. Completion of the exit survey (link provided by instructor).
8. Students will prepare and give a capstone presentation of their internship experience. These presentations will take place on a date to be determined, generally during the last week of the semester in which the student registered for the internship. Form G will be used to score the capstone presentations.

Capstone Presentation Grading Rubric

Name of student presenting:

Name of faculty/student evaluator:

Instructions: Evaluators should rate each criteria with a 3-Exceeds Expectation, 2-Meets Expectations, or 1-Does not meet Expectations. Please see the rubric for description of ratings.

3 =Exceeds Expectations	2=Meets Expectations	1=Does Not Meets Expectations
<i>Work is of professional quality and demonstrates the student has an in-depth understanding of the relevant concepts and/or process of the activity. Work clearly demonstrates engagement in the activity. The final product clearly exceeds what would be expected of an entry-level health education specialist.</i>	<i>Work is of quality expected of students at this level. Work demonstrates the student has an appropriate understanding of the relevant concepts and/or process of the activity. Work demonstrates expected engagement in the activity. The final product meets what would be expected of an entry-level health education specialist.</i>	<i>Work is below quality expected of students at this level. Work demonstrates the student has a minimal understanding of the relevant concepts and/or process of the activity. Work demonstrates less than expected engagement in the activity. The final product falls short of what would be expected of an entry-level health education specialist.</i>

Presentation Grading Criteria/Questions	Rating (circle one)	Comments:
○ Introduction: Organization/Community Description ▪ Type of organization (e.g., government agency, not-for-profit organization, other) ▪ Major objectives of the organization ▪ Populations/communities served ▪ Description of public health activities	3 2 1	
○ Activities: ▪ General overview of your duties and responsibilities ▪ Describe how the activities aligned with program competencies specific examples	3 2 1	

○ Personal Reflection ▪ Describe the extent to which your coursework prepared you for this Internship/inquiry project. ▪ Discuss any personal or professional challenges that you faced during your Internship/inquiry project experience. ▪ Describe any personal and professional growth attained during the Internship/inquiry project. ▪ Discuss how the Internship/inquiry project influenced your career goals.	3	2	1
Samples of work/pictures	3	2	1
Total Score (sum of scores from the above criteria)			

Overall Comments:

Student Evaluation Rubric for Final Grade

Component	Component Description	Component Evaluation Methodology	Component Points	Component Wt.	Net Component Score (Comp. Points x Comp. Wt.)
Pre-capstone paperwork	Completion of Forms A, B & C as applicable	Written communication; Filled out and submitted: 100 points; otherwise, 0 points	Circle one: 100 0	x 0.05	
Daily Activity Log	Concise, professional document describing the daily hours of the internship and activities completed (Form D)	Written communication; 80-100 points possible, otherwise 0 points		x0.10	
Agency Evaluation of Student	Form in the capstone manual (Form E) filled out by the site mentor	Filled out and submitted: Exceed expectations (100 points); meets expectations	Circle one: 100 90	x0.25	

		(90 points; otherwise, 0 points)	0		
Final Report & Portfolio	Concise, professional report written using the guidelines in the capstone manual. (Form F)	Written communication; 80-100 points possible, otherwise 0 points		x0.35	
Capstone Presentation	Professional presentation following the guidelines given in capstone manual. Scoring rubric (Form G)	Oral presentation scored by external evaluators: Exceed expectations (100 points); meets expectations (90 points; otherwise, 0 points)	Circle one: 100 90 0	x0.20	
Public Health Exit Assessment	Assessment of Public Health Program and competencies (link to online survey provided by instructor)	Written communication; Filled out and submitted: 100 points; otherwise, 0 points	Circle one: 100 0	x0.05	
Total Score					

Grading Scale:

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

**University Supervisor will provide students with written information on their progress in the course prior to the last day to drop the course with a "W" which is April 5, 2020.

Course Add/Drop Dates

Last day to ADD or DROP a class. Last day for 100% refund.	XXXXX
Last day to WITHDRAW from class without a fee.	XXXX
Last Day to WITHDRAW from class. <i>Withdraw fee applies.</i>	XXXX

Course Policies

Email Protocol:

30 hr. Window for Emails & Messages: Monday through Friday, I will respond to emails/messages within 24-30 hours (usually much faster) - hence the importance of NOT procrastinating. *Getting a response over the weekend will be hit-or-miss depending on what I'm doing.* You know what is due well in advance; it's your responsibility to stay on schedule and prioritize your time. Don't wait until the last minute to message me about something that's due in a few hours or the next day because I may not get back to you in time. You are required to use your ECU assigned email address. This will ensure that you receive all course information in a timely manner. Use of an email address other than the ECU assigned email address is strongly discouraged.

Attendance Policy:

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.

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

Late Work Policy:

1. Make-up assignments and exams may be provided for **excused absences** as feasible.
2. If you do not have an excused absence and need to make up an exam, **the grade will be lowered by a 10% late penalty.**
3. A "late tax" will be imposed each day an assignment is late (10% point reduction per day). For example, if you turn in an assignment late (after the due date up to one day), it's a 10% reduction, two days late, it's a 20% reduction, three days late, it's a 30% reduction, four days late, it's a 40% reduction, and five days late, it's a 50% reduction.
4. No assignment (including exams) will be accepted after 5 calendar days.

5. *At the discretion of the instructor, specific time deadlines may be assigned to some make-up work.*

If you miss a Blackboard deadline and want to turn in an assignment late, please email the assignment to Dr. Schwartz.

Modification of the Syllabus:

The instructor reserves the right to modify this syllabus, depending on course needs. If this happens, students will be advised of the modification via course announcement.

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.

Technological Requirements:

In order to participate in this course, you must have the following:

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 videos.
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. Ability to access and use Google Docs. In this course, one option for collaborating with your peers is using Google Docs. You won't need to make or share your own Docs, but you'll need to know how to comment, suggest, and edit the doc. You should also know how to access the ECU Google Drive, and sign in with your ECU email and password. There will be instructions throughout the course, but get familiar now!
6. 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.

Zoom Statement:

Sessions in this course will be live-streamed and at the discretion of the instructor, recorded. Such recordings/live streaming will only be available to students registered for this class. These recordings are the intellectual property of the faculty and they may not be shared or reproduced without the explicit, written consent of the faculty member. Further, students may not share these sessions with those not in the class, or upload them to any social media or other online forum. Doing so may be a violation of the Family Education Rights and Privacy Act (FERPA), and University policies, including the Student Code of Conduct and Code of Ethics for Computing and Communications.

University Policies

Official Email:

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 ECU e-mail address.

Accessibility Accommodation Statement:

For current policy please refer to the following link: <https://academicaffairs.ecu.edu/syllabi>

Academic Integrity Policy:

For current policy please refer to the following link: <https://academicaffairs.ecu.edu/syllabi>2.)

Discrimination and Harassment, Title IX, and Prevention Statement:

For current policy please refer to the following link: <https://academicaffairs.ecu.edu/syllabi>lf

Spring 202X

COURSE SCHEDULE: The activities will vary by student each week as determined by the Agency Supervisor in consultation with the student. **Any item due must be submitted via Blackboard by 11:59 pm on the date indicated in this schedule.**

The following schedule highlights key events or deadlines for each student:

<u>Date</u>	<u>Event/Item Due</u>
XX	Internship Orientation (10:35 am-12:05 pm via Zoom; link posted on Blackboard)
XX	Submit Daily Log (up to this date)
XX	Submit Daily Log (up to this date)
XX	Submit Daily Log (up to this date)
XX	Submit Daily Log (up to this date); submit 3 days and time for Zoom meeting in which you, the supervisor, and Dr. Schwartz can meet for about 30 minutes to discuss the internship.
XX	Internship Check In (10:35-12:00 pm via Zoom; link posted in Blackboard)
XX	Submit Daily Log (up to this date)
XX	Submit Daily Log (up to this date); Send link to Agency Evaluation (Form E) to your supervisor—Dr. Schwartz will provide a link for you to send to your supervisor; you are responsible for reminding your supervisor to complete the evaluation online through link provided
XX	1) Capstone Presentations through Zoom (link posted in Blackboard) 2) Final Daily Log (Form D); 3) Agency Evaluation of Student (Form E 4) Final Report & Portfolio (Form F); 5) Public Health Exit Assessment (link will be on Blackboard)

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 and Administration
☒ New Course (Parts II, IV)	College	Health Sciences
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	HEA 594
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	Substance Use Prevention Skills
☐ 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	2/15/2021	Council on Academic Affairs
College Curriculum Committee	3/3/2021	Faculty Senate**
General Education Committee*		Board of Regents**
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***
Graduate Council*		

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

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

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
 To approve HEA 594 as a new course for public health, health promotion concentration students.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Spring 2022

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

B. The justification for this action: The addition of this course will meet an industry demand for those who wish to work in substance use prevention. The framework for this course is one of the primary trainings that those who enter substance use prevention jobs would receive within their first year on the job. Those who elect to take this course can, once they've entered the workforce, more effectively perform foundational substance use prevention job roles without waiting for a year to get the required training.

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

Personnel Impact: The program developed a 5-year teaching plan to assess the personnel impact. Reallocation of course assignments amongst faculty assures that the new course offerings can be accommodated in-load and without the need for additional personnel at this time.

Operating Expenses Impact: No impact

Equipment/Physical Facility Needs: N/A

Library Resources: No additional resources needed.

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

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

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

HEA 594 Substance Use Prevention Skills (3) I,II, A. Prerequisite: Junior or senior standing. A substance use prevention approach using a strategic prevention framework to develop the knowledge and skills needed to plan, implement, and evaluate effective, data-driven programs and practices that reduce behavioral health disparities and improve wellness.

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	594	Spring 2022	BT _____ HS <u>X</u> CL _____ JS _____ ED _____ SC _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture <u>3</u> Laboratory _____ Other _____		CIP Code (first two digits only) <u>51</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR <u>X</u> SO _____ SR <u>X</u>	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
			Substance Use Prevention Skills	
		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.	<u>Junior or Senior standing.</u>			
Course Prefix and No.				
Test Scores				
Minimum GPA (when a course grouping or student cumulative GPA is required)				
Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)				
Course Prefix and No.				
Test Scores				
Minimum GPA (when a course grouping or student cumulative GPA is required)				
Equivalent Course(s): (credit will not be awarded for both...; or formerly...)				
Course Prefix and No.				
Course Prefix and No.				
Course Prefix and No.				

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

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

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

Part I

(Check one)	Department Name	Health Promotion and Administration
X New Course (Parts II, IV)	College	Health Sciences
Course Revision (Parts II, IV)	*Course Prefix & Number	HEA 794
Hybrid Course ("S," "W")	*Course Title (full title±)	Substance Use Prevention Skills
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	2/15/2021	Council on Academic Affairs	
College Curriculum Committee	3/3/2021	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	
Graduate Council*	Pending 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.)

To approve HEA 794 as a new course for public health, health promotion concentration students.

A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Spring 2022

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

B. The justification for this action: The addition of this course will meet an industry demand for those who wish to work in substance use prevention. The framework for this course is one of the primary trainings that those who enter substance use prevention jobs would receive within their first year on the job. Those who elect to take this course can, once they have entered the workforce, more effectively perform foundational substance use prevention job roles without waiting for a year to get the required training.

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

Personnel Impact: The program developed a 5-year teaching plan to assess the personnel impact. Reallocation of course assignments amongst faculty assures that the new course offerings can be accommodated in-load and without the need for additional personnel at this time.

Operating Expenses Impact: No impact.

Equipment/Physical Facility Needs: N/A

Library Resources: No additional resources needed.

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

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

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

HEA 794 Substance Use Prevention Skills (3) I, II, A. A substance use prevention approach using a strategic prevention framework to develop the knowledge and skills needed to plan, implement, and evaluate effective, data-driven programs and practices that reduce behavioral health disparities and improve wellness.

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	794	Spring 2022	BT _____ HS <u>X</u> CL _____ JS _____ ED _____ SC _____	HPAD
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture <u>3</u> Laboratory _____ Other _____		CIP Code (first two digits only) <u>51</u>	
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)	
			Substance Use Prevention Skills	
		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 Health Promotion and Administration
Syllabus for HEA 594/794 Substance Use Prevention Skills CRN: xxxxx
3 credit hours
Spring 202X

Instructor's Information

Instructor's Name: Dr. Michelyn Wilson Bhandari

Office: Dizney 117

Email: michelyn.bhandari@eku.edu

Phone: (859) 622-1145

Student Hours: Email me or call me and we will schedule a time to meet that works for both of us.

Catalog Course Description [HEA 594]

Prerequisite: Junior or senior standing. A substance use prevention approach using a strategic prevention framework to develop the knowledge and skills needed to plan, implement, and evaluate effective, data-driven programs and practices that reduce behavioral health disparities and improve wellness. Credit will not be awarded for both HEA 594 and HEA 794.

Catalog Course Description [HEA 794]

A substance use prevention approach using a strategic prevention framework to develop the knowledge and skills needed to plan, implement, and evaluate effective, data-driven programs and practices that reduce behavioral health disparities and improve wellness. Credit will not be awarded for both HEA 594 and HEA 794.

Text

Required text for HEA 594 and HEA 794 students:

Substance Abuse and Mental Health Services Administration (SAMHSA), Center for the Application of Prevention Technology (SAPST). (2018). Substance Abuse Prevention Skills Training (SAPST): Participant Binder.

Student Learning Outcomes

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

1. Identify the basic terminology and facts of substance abuse prevention
2. Describe the effects and health risk of alcohol, tobacco, and other drugs
3. Define behavioral health and its relationship to substance misuse

4. Explain how health disparities relate to prevention
5. Describe culture and how to apply cultural competence to prevention and promotion
6. Describe the criteria for selecting an intervention
7. Assess the need of vulnerable population in order to improve the cultural competency and more effectively address behavioral health disparities
8. Assess community readiness and resources to address its problems
9. Prioritize risk and protective factors
10. Plan effective approaches to collaborating across sectors
11. Implement the Strategic Prevention Framework, a five-step planning model
12. Explain the purpose of evaluation and what to consider when reporting the results.
13. Integrate substance abuse prevention knowledge and best practices across a variety of disciplines
14. [HEA 794 students] Demonstrate effective methods for stakeholder engagement.
15. [HEA 794 students] Facilitate a group discussion to achieve one of the actions in the Strategic Prevention Framework.
16. [HEA 794 students] Develop a sustainability plan for prevention services.

Program competencies addressed by this course

This course (HEA 594) meets the following Foundational Domains set forth by the Council on Education for Public Health (CEPH):

- **Role and Importance of Data in Public Health:** Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice
- **Identifying and Addressing Population Health Challenges:** Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations
- **Determinants of Health:** Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
- **Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation**

This course (HEA 794) meets the following MPH Foundational Competencies set forth by CEPH:

- **Evidence-based Approaches to Public Health:**
 - D2.1 Apply epidemiological methods to the breadth of settings and situations in public health practice
- **Planning & Management to Promote Health:**
 - D2.7: Assess population needs, assets and capacities that affect communities' health
 - D2.8: Apply awareness of cultural values and practices to the design or implementation of public health policies or programs

This course (HEA 794) meets the following MPH Health Promotion Competencies as set forth by the faculty of the program to meet CEPH requirements:

- D4.1 Select, adapt, and/or create instruments to collect data for investigating public health issues

Course Requirements

Note: Unless otherwise indicated, these course requirements are for both HEA 594 and HEA 794 students.

Participation: You will be expected to participate in classroom discussions and small group activities. This is not part of your final grade.

Weekly Activities: You will complete various activities that may include discussion forums, article or critical reading summaries, quizzes, readings with discussion questions, or other activities to apply concepts of the course. These activities are designed to introduce you to the upcoming course topic. Some weekly activities will be differentiated between HEA 594 and HEA 794 students. For example, some weekly activities will require the HEA 794 students to provide more additional or more detailed responses that address critical skills needed to achieve the higher level student learning outcomes for the HEA 794 students.

Case Studies: You will complete 5 case studies (one for each of the elements of the Strategic Prevention Framework. The case studies are designed to assess your knowledge of the elements of the SPF and to assess your skill in applying the SPF to a specific case scenario.

[HEA 794 students only] Group Facilitation: You will facilitate a 25-35 minute small group session in which you lead a discussion and an activity for one of the 5 case studies that cover the elements of the Strategic Prevention Framework (SPF). You will provide a 1 page plan for your session, will lead the small group session, and then conduct a post group session evaluation. You will submit your plans for the small group session at least one week prior to the date of the session. The plans must include an objective for your session and an agenda that includes methods for audience participation and stakeholder engagement. You will submit your session evaluation no later than one week following the group facilitation. Further instruction to be posted on Blackboard.

[HEA 594 students only] Action plan: You will identify a community of focus. For this community, you will outline a data-driven planning process that can be used to understand and more effectively address the substance abuse and related mental health problems facing your identified community. This 5-7 page action plan must follow the Strategic Prevention Framework and must assure the central element of cultural competence. Further instruction to be posted on Blackboard.

[HEA 794 students only] Action plan with sustainability plan: You will identify a community of focus. For this community, you will outline a data-driven planning process that can be used to understand and more effectively address the substance abuse and related mental health problems facing your identified community. This 7-9 page action plan must follow the Strategic Prevention Framework, must assure the central element of cultural competence, and must

include a sustainability plan for the prevention services outlined in the overall action plan. The sustainability plan must include an assurance for community support, organizational capacity, and effectiveness. Further instruction to be posted on Blackboard.

Evaluation Methods

Course Requirement and % of Final Grade [HEA 594 students]

- Weekly Activities—30%
- Case Studies—50%
- Action Plan—20%

Course Requirement and % of Final Grade [HEA 794 students]

- Weekly Activities—20%
- Case Studies—50%
- Action Plan + Sustainability Plan—20%
- Group Facilitation—10%

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. Feedback and scores will be provided through the grade center on Blackboard. 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.

Course Policies

Email Protocol:

30 hr. Window for Emails & Messages: Monday through Friday, I will respond to emails/messages within 24-30 hours (usually much faster, but understand that the window is up to 30 hours) - hence the importance of NOT procrastinating. *Getting a response over the weekend will be hit-or-miss depending on what I’m doing.* You know what is due well in

advance; it's your responsibility to stay on schedule and prioritize your time. Don't wait until the last minute to message me about something that's due in a few hours or the next day because I may not get back to you in time. You are required to use your ECU assigned email address. This will ensure that you receive all course information in a timely manner. Use of an email address other than the ECU assigned email address is strongly discouraged.

Attendance Policy:

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. If the class meets entirely online, the term "to attend" is defined as regularly logging into the Blackboard course, participating in the weekly activities, and submitting assignments in a timely manner.

Late Work Policy:

Late assignments are discouraged. However, your instructor will work with you when there is a situation that requires an assignment to be late. Notify the instructor whenever you will be late with an assignment. For late assignments not approved by the instructor, assignments submitted one day late will lose 10%; two days late 20%; three days late 30%; etc. Advance notice by the student to the instructor of possible upcoming late submittals will help facilitate such a waiver; whereas, no prior notification would preclude any waiver.

Modification of the Syllabus:

The instructor reserves the right to modify this syllabus, depending on course needs. If this happens, students will be advised of the modification via course announcement.

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.

University Policies

Official Email:

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 ECU 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 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 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.

Accessibility Accommodation Statement:

For current policy please refer to the following link: <https://academicaffairs.eku.edu/syllabi>

Academic Integrity Statement:

For current policy please refer to the following link: <https://academicaffairs.eku.edu/syllabi>

Discrimination and Harassment, Title IX, and Prevention Statement:

For current policy please refer to the following link: <https://academicaffairs.eku.edu/syllabi>

Course Outline and Schedule

Week 1: Course Introduction & Introduction to Substance Abuse Prevention

- Reading: TBD Materials; SAMHSA SAPST Participant Binder, Section
- Assignment Due: Weekly Activity

Week 2: Intro to Substance Abuse Prevention and Understanding the Basics; Basic terminology and facts; history of substance use and prevention in the U.S.; Addiction and the brain; The effects and health risks of alcohol, tobacco, and other drugs and introduces the topic of drug classification.

- Reading: SAMHSA SAPST Participant Binder, Section
- Assignment Due: Weekly Activity

Week 3: Setting the Foundation: From Theory to Practice; Behavioral health; Institute of Medicine's Continuum of Care; Public health approach; Risk and protective factors; Developmental perspective;

- Reading: SAMHSA SAPST Participant Binder, Section
- Assignment Due: Weekly Activity

Week 4: Introduction of SAMHSA's Strategic Prevention Framework: Assessment, capacity, planning, implementation, and evaluation

- Reading: SAMHSA SAPST Participant Binder, Section
- Additional readings [HEA 794]:

- University of Kansas Center for Community Health and Development. (2018). Community Toolbox, [Chapter 7 Encouraging involvement in community work, Section 8: Identify and analyzing stakeholders and their interests.](#) Lawrence, KS: University of Kansas.
- University of Kansas Center for Community Health and Development. (2018). Community Toolbox, [Chapter 16 Group facilitation and problem-solving.](#) Lawrence, KS: University of Kansas.
- Assignment Due: Weekly Activity [HEA 794 students will have a higher level weekly activity that provides didactic coverage of the skills needed to address SLO 14: Demonstrate effective methods for stakeholder engagement & SLO 15: Facilitate a group discussion to achieve one of the actions in the Strategic Prevention Framework.]

Week 5 & 6: SPF Step 1: Assessment; What to Assess; Introduction to Behaviors and Related Problems; Understanding the Problem – Epidemiology & Health Disparities; Examining Data – Types of Data & Data Sources; Problem prioritization;

- Reading: SAMHSA SAPST Participant Binder, Section
- Assignment Due: CASE STUDY Step 1—Looking at Data & Choosing the Problem & [HEA 794]: Group facilitation—assigned students

Week 7 & 8: Step 2: Capacity; Capacity Introduction; Assessing resources; Assessing readiness Introduction to Capacity Building; Engage Stakeholders, Levels of Involvement, Strengthen Collaborative Groups, Introduction to Capacity Building; Engage Stakeholders, Levels of Involvement, Strengthen Collaborative Groups, Raise Awareness

- Reading: SAMHSA SAPST Participant Binder, Section
- Assignment Due: Weekly Activity

Week 9: Building Capacity: The Role of Cultural Competence; Introduction to Cultural Competency; Culture; Culturally Competent Professionals and Organizations

- Reading: SAMHSA SAPST Participant Binder, Section
- Assignment Due: CASE STUDY Element 2— Determining resources & readiness; [HEA 794]: Group facilitation—assigned students

Week 10 & 11: Step 3: Planning; Prioritizing Risk & Protective Factors; Introduction to Interventions; Selecting Interventions: Effectiveness, Conceptual Fit & Practical Fit; Data Driven Decision-Making; Examples of interventions; Interventions in multiple contexts

- Reading: SAMHSA SAPST Participant Binder, Section
- Assignment Due: CASE STUDY Element 3—Prioritizing risk & determining fit; [HEA 794]: Group facilitation—assigned students

Week 12: Step 4: Implementation; Mobilize Support; Fidelity & Adaptation

- Reading: SAMHSA SAPST Participant Binder, Section
- Assignment Due: CASE STUDY Element 4 —implementation plans; [HEA 794]: Group facilitation—assigned students

Week 13: Step 5: Evaluation; Process and Outcome Evaluation ; Examples of evaluation tools; Short and long term outcomes

- Reading: SAMHSA SAPST Participant Binder, Section
- Assignment Due: CASE STUDY Element 5— determining outcomes; [HEA 794]: Group facilitation—assigned students

Week 14: Introduction to Sustainability; Sustaining Successful Outcomes; Adapting or Phasing Out Strategies; Reporting Evaluation Results; Thinking About Sustainability (Sustaining the SPF Process); Implementing the SPF Process with Fidelity; The SPF and Keys to Sustainability; Setting sustainability goals; Selecting fiscal strategies; Developing a communication plan; Working the plan overtime

- Reading: SAMHSA SAPST Participant Binder, Section; Prevention Solutions (2019). [SUSTAINING EFFECTIVE PREVENTION EFFORTS: A PLANNING TOOLKIT](#)
- Assignment: Weekly Activity *[HEA 794 students will have a higher level weekly activity that provides didactic coverage of the skills needed to address SLO 16: Develop a sustainability plan for prevention services.]*

Week 15: Bringing it all together: Discussion with prevention practitioners from within Kentucky's system of prevention service providers; SPF in action; Q & A with students and practitioners about the elements of the SPF, challenges/opportunities

Week 16: Finals Week: Submit Action Plans [HEA 594]; Submit Action Plan + Sustainability Plan [HEA 794]

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%; border-bottom: 1px solid black;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">Health Promotion and Administration</td> </tr> <tr> <td style="border-bottom: 1px solid black;">College</td> <td style="border-bottom: 1px solid black;">Health Science</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;">Bachelor of Science (B.S.) PUBLIC HEALTH</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	Health Promotion and Administration	College	Health Science	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Bachelor of Science (B.S.) PUBLIC HEALTH	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	Health Promotion and Administration														
College	Health Science														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	Bachelor of Science (B.S.) PUBLIC HEALTH														
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	2/15/2021	Council on Academic Affairs	
College Curriculum Committee	3/3/2021	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	
Graduate Council*			

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

Completion of A, B, and C is required: (Please be specific, but concise.)**A. 1. Specific action requested:**

Make the following revisions to the program:

1. Editorial revisions to the program introductory language, three course numbers, and a supporting course for the pre-professional concentration.
2. Remove HEA 285 and HEA 420 from the core
3. Remove HEA 315 from the Health Promotion concentration
4. Remove HEA 463 from the ACCT, and from the Health Promotion and Pre-Professional concentrations
5. Remove BIO 307 and BIO 308 from supporting courses for the Health Promotion concentration
6. Revise pre-professional concentration quantitative requirements
7. Add HEA 485, 497, 499 to the core
8. Add HEA 300, 305, 498, and 594 to the Health Promotion concentration
9. Change the number of elective hours from 3 to 6 for the Health Promotion concentration
10. Add HEA 498 to the Pre-Professional concentration
11. Add HEA 499 to the ACCT
12. Add HLS 101, HLS 260, HSA 100, HSA 302, HSA 401, NFA 447, REC 280, SJS 101, SJS 313, SOC 235, SOC 365 to the supporting courses for the Health Promotion concentration

A. 2. Proposed Effective Academic Term: Fall 2021**A. 3. Effective date of suspended programs for currently enrolled students:** N/A

B. The justification for this action:

The proposed changes need to be made to achieve the following: 1) maintain compliance with the Council on Education in Public Health (CEPH); 2) help close curricular gaps identified by the program during Fall 2020 curriculum analysis to better align with the competencies set forth National Commission for Health Education Credentialing (NCHEC) based on findings from the Health Education Specialist Practice Analysis II 2020; and, 3) meet the regional and state workforce demand needs as identified by external program stakeholders (internship preceptors, alumni, and employers).

Specific justification is as follows:

1. Revisions to the program introduction are needed to reflect previous changes made to concentration name, revision to reflect the change in course numbers for the former HEA 420, HEA 460, and HEA 463, and to add the omitted course prefix for the physics courses in the pre-professional concentration.
2. Remove HEA 285 and 420 from the core based on curriculum analysis which indicated duplication of content (HEA 285). HEA 420 will become HEA 497 to reflect the sequencing of senior level courses.
3. Remove HEA 315 from the Health Promotion concentration; this course will be replaced by two new courses (HEA 300 and 305).
4. Remove HEA 463 from the ACCT, and from the Health Promotion and Pre-Professional concentrations. HEA 463 will become HEA 499 to reflect the sequencing of senior level courses.
5. Remove BIO 307 and BIO 308 from supporting courses for the Health Promotion concentration based on alumni feedback on the usefulness of these courses in the work place, and based on a curricular analysis, the Council on Education for Public Health (CEPH) Foundational Domains of Health and Science and the National Commission on Health Education Credentialing (NCHEC) Competencies of area VI, Communication, can be better addressed in the newly proposed courses of HEA 300 and HEA 305.
6. Edit math requirements to align with the pre-requisite requirements for admissions to post graduate professional schools (e.g. Medical, Dental, Pharmacy, Physician Assistant).
7. Add HEA 485, 497, and 499 to the core based on program competency analysis and to close curricular gaps based on competencies set forth by NCHEC (HEA 485); HEA 497 (former HEA 420) and 499 (formerly HEA 463) will reflect the sequencing of senior level courses.
8. Add HEA 300, 305, 498, and 594 to the Health Promotion concentration. The addition of HEA 300 and 305 will help to fulfill CEPH Foundational Domains of Health and Science and the NCHEC Competencies of area VI, Communication, which were identified as gaps based on curricular analysis. The addition of HEA 594 will help to meet workforce demands and need of training for substance use prevention in Kentucky. HEA 498 (formerly HEA 460) will change to reflect the sequencing of senior level courses.
9. Change the number of elective hours from 3 to 6 for the Health Promotion concentration to reduce the number of free elective hours based on student feedback.
10. Add HEA 498 (formerly HEA 460) to the Pre-Professional concentration to reflect the sequencing of senior level courses.
11. Add HEA 499 (formerly HEA 463) to the ACCT; this is the new course number for the internship course.
12. Add HLS 101, HLS 260, HSA 100, HSA 302, HSA 401, NFA 447, REC 280, SJS 101, SJS 313, SOC 235, SOC 365 to the supporting courses for the Health Promotion concentration. Based on advisory board feedback and curricular analysis, the faculty identified a set of courses from which students can select to gain skill to prepare them for the workforce.

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

Personnel Impact: No impact; readjustment of course assignments amongst faculty assures that the new course offerings can be accommodated without the need for additional personnel

Operating Expenses Impact: No impact.

Equipment/Physical Facility Needs: N/A

Library Resources: No additional resources needed.

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

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

New or Revised* Catalog Text(*Use ~~strike through~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)**Part III. Recording Data for Revised or Suspended Program**

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

Revised* Program Text(*Use ~~strike through~~ for deletions and underlines for additions.)**Bachelor of Science (B.S.)****PUBLIC HEALTH****CIP Code: 51.2207**

Public Health offers the Bachelor of Science degree in Public Health with a ~~Community Health~~ Health Promotion Concentration, a Pre-Professional Concentration, and the Bachelor of Science degree in Public Health and Master of Public Health Accelerated 3 + 2 Dual Degree Accelerated Pathway with a ~~Community Health~~ Health Promotion concentration and a Pre-Professional Concentration. Students who complete the ~~Community Health~~ Health Promotion concentration, the Pre- Professional Concentration, or the accelerated pathway are prepared to determine the health needs of the community and plan and implement effective programs to improve the health of the populations they serve. ~~Community Health Educators~~ Health Promotion Specialists may work in Public Health Departments, Volunteer Organizations, Hospitals, and Family Resource Centers. Students who complete the Pre- Professional Concentration receive training in Public Health along with preparation for professional health related graduate programs such as medicine, dentistry, osteopathy, veterinary medicine, or physician assistant. Students in the Pre-Professional Concentration will be assigned to a Public Health advisor and should also consult with a pre-professional health advisor from the College of Science to ensure adequate preparation for professional entrance exams and the professional school application process. Students are responsible for ensuring they have the correct prerequisites for the professional program of their choice.

A student may choose a minor in Public Health. The Bachelor of Science program in Public Health is accredited by the Council on Education for Public Health.

Students who transfer from another college or university must earn a minimum of 12 hours at ECU in the major. Students who transfer from another college or university must earn a minimum of six hours at ECU in the minor. Students who are accepted by the ECU Admissions Office and declare their major as Public Health with a concentration in ~~Community Health~~ Health Promotion or Pre-Professional Concentration must maintain an overall GPA of 2.25 with a grade of "C" or better in all of the required major and supporting courses found in the Public Health Curriculum.

Professional Liability Insurance

Students enrolling in HEA ~~463~~ 499 in the Department of Health Promotion and Administration are required to register for student Professional Liability Insurance. This fee is listed in each semester's schedule of classes. Please see the section on Student Liability Insurance for the College of Health Sciences

UNIVERSITY GRADUATION REQUIREMENTS

- General Education 36 hours
- Student Success Seminar (HSO 100; waived for transfers with
- 30+ hrs.) 1 hour
- Writing Intensive Course (Hrs. incorporated into Major/

- Supporting/Gen Ed/Free Electives category)
- Upper division courses (42 hrs. distributed throughout Major/
- Supporting/Gen Ed/Free Electives categories)
- ACCT - Public Health majors will fulfill ACCT with HEA ~~499-463~~. (This course is included in the Major total)

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

MAJOR REQUIREMENTS

Core Courses.....~~30~~ 33 hours

HEA ~~285~~, 290, 310, 316, 320, 345, 380, ~~420~~, 455, 485, 497, 499, and 592.

Concentrations: (students must select one of the following)

Health Promotion Concentration.....~~21~~ 24 hours

HEA ~~315~~, 300, 305, 350, 410, ~~460-498~~, ~~463~~, and 480W, select ~~three~~ six hours from HEA 498, 590, 591, ~~or~~ 593, or 594.

Pre-Professional Concentration.....~~15~~ 12 hours

HEA 350, 410, ~~460-498~~, ~~463~~ and 480W.

Supporting Course Requirements

Health Promotion Concentration..... 9-12 hours

~~BIO 307, 308~~, NFA 201, ~~and~~ STA 215 or STA 270 (4)

(^GElement2) or SOC 232- and select 6 hours from: HLS 101, HLS 260,

HSA 100, HSA 302, HSA 401, NFA 447, REC 280, SJS 101, SJS 313, SOC 235, SOC 365

Pre-Professional Concentration. 40-42 hours

BIO 111(4)(^GElement 4), 112(4), 348; 320(4) or 331,

CHE 111/111L(4)(^GElement 4), 112/112L(4), 361/361L(4),

362/362L(4), 430; MAT ~~114~~ ~~or~~ 120 or higher or STA 215 or

STA 270 (4) (^GElement 2), NFA 201, PHY 131(5), 132(5), PSY

200(^GElement 5B).

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

Free Electives:

Health Promotion Concentration.~~20-23~~ 14-17 hours

TOTAL HOURS TO COMPLETE DEGREE. 120-124 hours

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.	Health Promotion and Administration Health Science Bachelor of Science (B.S.) & Master of Public Health (M.P.H) PUBLIC HEALTH ACCELERATED 3 + 2 DUAL DEGREE PROGRAM ± If Title is longer than 30 characters see Part IV to provide abbreviation

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	2/15/2021	Council on Academic Affairs
College Curriculum Committee	3/3/2021	Faculty Senate**
General Education Committee*		Board of Regents**
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***
Graduate Council*	N/A	

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

Completion of A, B, and C is required: (Please be specific, but concise.)**A. 1. Specific action requested:** (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)

Make the following revisions to the program:

1. Editorial revisions to the program introductory language and three course numbers.
2. Remove HEA 285 and HEA 420 from the core
3. Remove HEA 315 from the Health Promotion concentration
4. Remove HEA 463 from the ACCT, and from the Health Promotion and Pre-Professional concentrations
5. Remove BIO 307 and BIO 308 from supporting courses for the Health Promotion concentration
6. Revise pre-professional concentration quantitative requirements
7. Add HEA 485, 497, 499 to the core
8. Add HEA 300, 305, 498, and 594 to the Health Promotion concentration
9. Change the number of elective hours from 3 to 6 for the Health Promotion concentration
10. Add HEA 350 and HEA 498 to the Pre-Professional concentration
11. Add HEA 499 to the ACCT
12. Add HLS 101, HLS 260, HSA 100, HSA 302, HSA 401, NFA 447, REC 280, SJS 101, SJS 313, SOC 235, SOC 365 to the supporting courses for the Health Promotion concentration

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 proposed changes need to be made to achieve the following: 1) maintain compliance with the Council on Education in Public Health (CEPH); 2) help close curricular gaps identified by the program during Fall 2020 curriculum analysis to better align with the competencies set forth National Commission for Health Education Credentialing (NCHEC) based on findings from the Health Education Specialist Practice Analysis II 2020; and, 3) meet the regional and state workforce demand needs as identified by external program stakeholders (internship preceptors, alumni, and employers).

Specific justification is as follows:

1. Revisions to the program introduction are needed to reflect previous changes made to concentration name, revision to reflect the change in course numbers for the former HEA 420, HEA 460, and HEA 463, and to add the omitted course prefix for the physics courses in the pre-professional concentration.
2. Remove HEA 285 and 420 from the core based on curriculum analysis which indicated duplication of content (HEA 285). HEA 420 will become HEA 497 to reflect the sequencing of senior level courses.
3. Remove HEA 315 from the Health Promotion concentration; this course will be replaced by two new courses (HEA 300 and 305).
4. Remove HEA 463 from the ACCT, and from the Health Promotion and Pre-Professional concentrations. HEA 463 will become HEA 499 to reflect the sequencing of senior level courses.
5. Remove BIO 307 and BIO 308 from supporting courses for the Health Promotion concentration based on alumni feedback on the usefulness of these courses in the work place, and based on a curricular analysis, the Council on Education for Public Health (CEPH) Foundational Domains of Health and Science and the National Commission on Health Education Credentialing (NCHEC) Competencies of area VI, Communication, can be better addressed in the newly proposed courses of HEA 300 and HEA 305.
6. Edit to math requirements to align with the pre-requisite requirements for admissions to post graduate professional schools (e.g. Medical, Dental, Pharmacy, Physician Assistant).
7. Add HEA 485, 497, and 499 to the core based on program competency analysis and to close curricular gaps based on competencies set forth by NCHEC (HEA 485); HEA 497 (former HEA 420) and 499 (formerly HEA 463) will reflect the sequencing of senior level courses.
8. Add HEA 300, 305, 498, and 594 to the Health Promotion concentration. The addition of HEA 300 and 305 will help to fulfill CEPH Foundational Domains of Health and Science and the NCHEC Competencies of area VI, Communication, which were identified as gaps based on curricular analysis. The addition of HEA 594 will help to meet workforce demands and need of training for substance use prevention in Kentucky. HEA 498 (formerly HEA 460) will change to reflect the sequencing of senior level courses.
9. Change the number of elective hours from 3 to 6 for the Health Promotion concentration to reduce the number of free elective hours based on student feedback.
10. Add HEA 350 to the Pre-Professional concentration to give students skills in interpretation of health data, and HEA 498 (formerly HEA 460) to the Pre-Professional concentration to reflect the sequencing of senior level courses.
11. Add HEA 499 (formerly HEA 463) to the ACCT; this is the new course number for the internship course.
12. Add HLS 101, HLS 260, HAS 100, HSA 302, HSA 401, NFA 447, REC 280, SJS 101, SJS 313, SOC 235, SOC 365 to the supporting courses for the Health Promotion concentration. Based on advisory board feedback and curricular analysis, the faculty identified a set of courses from which students can select to gain skill to prepare them for the workforce.

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

Personnel Impact: No impact; readjustment of course assignments amongst faculty assures that the new course offerings can be accommodated without the need for additional personnel

Operating Expenses Impact: No impact.

Equipment/Physical Facility Needs: N/A

Library Resources: No additional resources needed.

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

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

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

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

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

**Bachelor of Science (B.S.) & Master of Public Health (M.P.H.)
PUBLIC HEALTH ACCELERATED 3 + 2 DUAL DEGREE
PROGRAM**

Students may apply for admission to the Accelerated 3+2 Dual Degree program in their junior or senior year. When applying for admission, the student must select either a ~~Community Health~~ **Health Promotion** concentration or a Pre-Professional concentration. Students are able to complete their B.S. degree and M.P.H degree within 5 calendar years because of the accelerated curriculum and because 9 semester hours of 800- level graduate coursework will apply to both the undergraduate B.S. degree and the graduate M.P.H. degree. Only undergraduate students of proven academic ability will be considered for the program.

Entrance requirements for the 3+2 program must adhere to the same requirements for the Master of Public Health Program in the Graduate Catalog, except entrance examinations (e.g. GRE) are not required for the 3+2 program. Students must fulfill all graduation requirements listed below. Students admitted into the program will remain coded as undergraduate until fulfilling their B.S. requirements. Students admitted into the 3+2 program must complete the Public Health BS degree with a minimum 3.0 GPA to be allowed to proceed with graduate program coursework.

Students who complete the Pre-Professional Concentration receive training in Public Health along with preparation for professional health-related graduate programs such as medicine, dentistry, osteopathy, veterinary medicine, or physician assistant. Students in the Pre-Professional Concentration will be assigned to a Public Health advisor and should also consult with a pre- professional health advisor from the College of Science to ensure adequate preparation for professional entrance exams and the professional school application process. Students are responsible for ensuring they have the correct prerequisites for the professional program of their choice.

Admission Requirements:

Students interested in this program must satisfy all the following conditions:

1. Junior or Senior standing
2. Overall grade point average (GPA) of at least 3.0 at the time of admission to the 3+2 program
3. Approval from department and Graduate School (see the form at <http://gradschool.eku.edu/graduate-school-forms>)
4. Must maintain an overall undergraduate and graduate grade point average (GPA) of at least 3.0 to continue in the 3+2 program.

Program Requirements

Students in 3+2 Accelerated Dual Degree program must complete the listed Public Health (B.S.) program requirements along with the same requirements for the M.P.H. Program (presented in the Graduate Catalog: listing at <http://gradschool.eku.edu/graduate-catalog>). Nine (9) credit hours of 800-level

graduate coursework (MPH 810, MPH 830, and MPH 855) are applicable to the undergraduate degree.

UNIVERSITY GRADUATION REQUIREMENTS

- General Education 36 hours
- Student Success Seminar (HSO 100; waived for transfers with 30+ hrs.) 1 hour
- Writing Intensive Course (Hrs. incorporated into Major/
- Supporting/Gen Ed/Free Electives category)
- Upper division courses (42 hrs. distributed throughout Major/
- Supporting/Gen Ed/Free Electives categories)
- ACCT - Public Health majors will fulfill ACCT with HEA ~~463~~ 499. (These courses are included in the Major totals.)

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

MAJOR REQUIREMENTS

Core Courses.....~~33~~ 39 hours

HEA ~~285~~, 290, 310, 316, 345, 380, ~~420~~, 455, 485, 497, 499, and 592; MPH 810, 830, and 855.

Concentrations: (students must select one of the following).

Health Promotion Concentration.....~~21~~ 24 hours

HEA ~~315~~, 300, 305, 350, 410, ~~460, 463~~, and 480W, 498; and ~~three~~ six hours from HEA ~~498~~, 590, 591, ~~or~~ 593, or 594.

Pre-Professional Concentration. 12 hours

HEA 350, 410, 460, ~~463~~, and 480W.

Supporting Course Requirements:

Health Promotion Concentration 9 hours

~~BIO 307, 308 and~~ NFA 201; six hours from: HLS 101, 260, HSA 100, 302, 401, NFA 447, REC 280, SJS 101, 313, SOC 235, SOC 365

Pre-Professional Concentration ...40-41 hours

BIO 111(4)^G(Element 4), 112(4), 348; 320(4) or 331, CHE 111/111L(4)^G(Element 4), 112/112L(4), 361/361L(4), 362/362L(4), 430; MAT 120 ~~144~~ or higher(^GElement 2) , NFA 201, PHY 131(5), 132(5), PSY 200(^GElement 5B).

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

Free Electives

Health Promotion Concentration~~20~~ 11 hours

TOTAL HOURS TO COMPLETE DEGREE. ~~120-123~~ 120-129 hours

MASTER OF PUBLIC HEALTH PROGRAM REQUIREMENTS

MPH Core Courses.....21 hours

MPH 810, 816, 825, 830, 840, 850, and 855.

MPH Concentration Required Courses:

**Health Promotion Concentration (offered by
the Department of Health Promotion & Administration)..... 15 hours**

HEA 805, 820, 826, 856 and 3 hours of approved electives.

**Environmental/Occupational Health & Sustainability
Concentration (offered by the Department of**

Environmental Health Science).....15 hours

EHS 840, 860, 865, and 6 hours of approved electives.

Integrated Learning Experience 3 hours

Applied Practice Experience 3 hours

MPH Exit Requirement: MPH 895 Capstone..... 1 hour

TOTAL PROGRAM HOURS 43 hours

EASTERN KENTUCKY UNIVERSITY Public Health Bachelor's Foundational Domains as set forth by Council

Key: I=introduced, C=covered

EKU definition of *covered* = Ample class time to introduce, reinforce, and ensure understanding of the given concept thoroughly enough t

EKU definition of *introduced* = Brief introduction of topics

*=Health Promotion Concentration Only; #=elective course; ^=only students in 3+2 accelerated pathway (both concentrations)

Public Health Domains		Public Health Domains	
		HEA 290 Found. of Health Education	HEA 300 Infectious Dz in PH
Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society			
	Public Health History	C	C
	Public Health Philosophy	C	C
	Core PH Values	I	C
	Core PH Concepts	I	C
	Global Functions of Public Health	I	C
	Societal Functions of Public Health	I	C

Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice			
	Basic Concepts of Data Collection	I	
	Basic Methods of Data Collection	I	
	Basic Tools of Data Collection	I	
	Data Usage	I	I
	Data Analysis	I	
	Evidence-based Approaches	I	
Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations			
	Population Health Concepts	C	I
	Introduction to Processes and Approaches to Identify Needs and Concerns of Populations	I	I
	Introduction to Approaches and Interventions to Address Needs and Concerns of Populations	I	I
Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course			

	Science of Human Health and Disease		C
	Health Promotion	C	C
	Health Protection	I	C
Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities			
	Socio-economic Impacts on Human Health and Health Disparities	I	C
	Behavioral Factors Impacts on Human Health and Health Disparities	I	C
	Biological Factors Impacts on Human Health and Health Disparities	I	C
	Environmental Factors Impacts on Human Health and Health Disparities	I	C
Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation			
	Introduction to Planning Concepts and Features	I	C
	Introduction to Assessment Concepts and Features	I	C
	Introduction to Evaluation Concepts and Features		C
Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries			
	Characteristics and Structures of the U.S. Health System	C	I
	Comparative Health Systems		I

Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government			
	Legal dimensions of health care and public health policy	I	
	Ethical dimensions of health care and public health policy	C	I
	Economical dimensions of health care and public health policy		I
	Regulatory dimensions of health care and public health policy	I	
	Governmental Agency Roles in health care and public health policy	I	
Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology			
	Technical writing		
	Professional writing		
	Use of Mass Media	I	
	Use of Electronic Technology	I	

o justify assessment

Course Name & Number											
HEA 305 Chronic Dz in PH	HEA 310 Intro to Global Health	HEA 316 Intro to Public Health	HEA 320 intro to Behavior Change	HEA 345 Drugs, the Individual, and Society	HEA 350 Interp. of Health Data	HEA 380 Mental Health Education	HEA 410 Social Marketing/ Advocacy in Public Health	HEA 455 Intro to Epi	HEA 480W Health Promotion Program Planning	HEA 485 Comm. Org. & Policy Develop.	HEA 497 Senior Seminar in Public Health
C	I	C				I	I	C			
C	I			I	I	I	I				
C	I	I			I	C	I	I	I		
C	I	C				C	I	I	I		
C	C	C				I		I			
C	I	C				I	I		I		

	I	I		I		I	I			C	C
I	C			I	I	I	I	I			C
I	C			I		I	I				C
	I						I			I	C
	C			I		I	I			C	C
C	C				C		C		C		
C	I	C	C		C	C	C		C	C	C
			I				C	I			
C	I	C		I	C	I	C			C	I

HEA 498 Community Health Education Process	*#HEA 591 Women's Health	HEA 592 Human Sexuality	*#HEA 593 Death and Grief	*#HEA 594 Subst. Use Prevent. Skills	^MPH 810 Human Behavior Change	^MPH 830 Biostats	^MPH 855 Principles of Epi
C							
I							
I							

	I	I		C		C	C
	I	I		C		C	C
	I	I		C		C	C
I	I	I		C	I	C	C
	I	I				C	C
I	I	I		C	C	C	C
C	C	C		C		I	C
I	I	I		C		C	C
C			I	C			

	I	I	I				
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	I	I	C				
C	I	I	I	C	C		I
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Public Health History
Public Health Philosophy
Core PH Values
Core PH Concepts
Global Functions of Public Health
Societal Functions of Public Health

Basic Concepts of Data Collection
Basic Methods of Data Collection
Basic Tools of Data Collection
Data Usage
Data Analysis
Evidence-based Approaches

Population Health Concepts
Introduction to Processes and Approaches to Identify Needs and Concerns of Populations
Introduction to Approaches and Interventions to Address Needs and Concerns of Populations

Science of Human Health and Disease
Health Promotion
Health Protection

Socio-economic Impacts on Human Health and Health Disparities
Behavioral Factors Impacts on Human Health and Health Disparities
Biological Factors Impacts on Human Health and Health Disparities
Environmental Factors Impacts on Human Health and Health Disparities

Introduction to Planning Concepts and Features
Introduction to Assessment Concepts and Features
Introduction to Evaluation Concepts and Features

Characteristics and Structures of the U.S. Health System
Comparative Health Systems

Legal dimensions of health care and public health policy
Ethical dimensions of health care and public health policy
Economical dimensions of health care and public health policy
Regulatory dimensions of health care and public health policy
Governmental Agency Roles in health care and public health policy

Technical writing
Professional writing
Use of Mass Media
Use of Electronic Technology

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
<u>First Semester</u>		<u>First Semester</u>		<u>First Semester</u>		<u>First Semester</u>	
HSO 100 Academic Orientation	1	Gen. ED (5B)	3	HEA 316 Introduction to Public Health	3	HEA 410 Social Marketing & Advocacy	3
Gen. Ed (1A)	3	Gen. ED (4B)	3	HEA 320 Introduction to Behavior Change	3	HEA 485 Community Organization & Policy	3
Gen. Ed (1C)	3	Gen. Ed (6)	3	HEA 345 Drugs, Individual & Society	3	HEA 497 Senior Seminar in Public Health	3
Gen. Ed. (3A)	3	HEA 300 Infectious Disease and Public Health	3	Supporting course: select 3 hours from	3	HEA 590, 591, 593, or 594	3
Gen. Ed (3B)	3	Elective	3	Elective	3	Elective	3
Ed.	3						
Total.....	16	Total.....	15	Total.....	15	Total.....	15
FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
<u>Second Semester</u>		<u>Second Semester</u>		<u>Second Semester</u>		<u>Second Semester</u>	
Gen. Ed (1B)	3	Gen. Ed. (2) STA 215 or 270	3	HEA 350 Interpretation of Health Data	3	HEA 455 Intro. To Epidemiology	3
Gen. Ed (4A)	3	HEA 305 Chronic Disease and Public Health	3	HEA 380 Mental Health Education	3	HEA 498 Community Health Ed Process	3
Gen. Ed (5A)	3	HEA 310 Introduction to Global Health	3	HEA 480W Hlth Promo Program Planning	3	HEA 499 Internship	3
Gen. Ed (6)	3	Supporting course: select 3 hours from	3	HEA 590, 591, 593, or 594	3	HEA 592 Human Sexuality	3
NFA 201 Essentials of Nutrition	3	Electives	4	Elective	3	Elective	1
Total.....	15	Total.....	16	Total.....	15	Total.....	13

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
<u>First Semester</u>		<u>First Semester</u>		<u>First Semester</u>		<u>First Semester</u>	
HSO 100 Academic Orientation	1	Gen. ED (5B)		3 HEA 380 Mental Health Education	3	HEA 498 Community Health Ed Process	3
Gen. Ed (1A)	3	Gen. ED (4B)	3	HEA 480W Health Promotion Program Planning	3	HEA 499 Internship	3
Gen. Ed (1C)	3	Gen. Ed (6)	3	MPH 855 Principles of Epidemiology	3	HEA 592 Human Sexuality	3
Gen. Ed. (3A)	3	HEA 300 Infectious Disease and Public Health	3	Select 3 hours from list	3	HEA Electives (HEA 590, 591, 593, 594)	3
Gen. Ed (3B)	3	HEA 310 Introduction to Global Health	3	Elective	6	MPH 830 Biostatistics in Health Sciences	3
HEA 290 Foundations of Health Education	3	Supporting course: select 3 hours from list	3				
Elective	1						
Total.....	17	Total.....	18	Total.....	18	Total.....	15
FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR			
<u>Second Semester</u>		<u>Second Semester</u>		<u>Second Semester</u>			
Gen. Ed (1B)	3	HEA 305 Chronic Disease and Public Health	3	HEA 410 Social Marketing & Advocacy	3		
Gen. Ed. (2)	3	HEA 316 Introduction to Public Health	3	HEA 485 Community Organization & Policy Dev.	3		
Gen. Ed (4A)	3	HEA 345 Drugs, Individual & Society	3	HEA 497 Senior Seminar in Public Health	3		
Gen. Ed (5A)	3	HEA 350 Interpretation of Health Data	3	HEA Electives (HEA 590, 591, 593, 594)	3		
Gen. Ed (6)	3	Elective	6	MPH 810 Human Behavior Change	3		
NFA 201 Essentials of Nutrition	3			Elective	1		
Total.....	18	Total.....	18	Total.....	16		
GRADUATE							
<u>First Semester</u>		<u>Second Semester</u>		<u>Third Semester</u>			
MPH 816 Public Health Administration and Organization	3	HEA 826 Public Health Program Evaluation	3	HEA 805 Public Health Communication	3		
MPH 825 Public Health Planning	3	Elective	3	HEA 890 Practicum in Community Health	3		
MPH 840 Research Methods in Public Health	3	HEA 880 Scholarship in Community Health	3	HEA 856 Applied Epidemiology	3		
MPH 850 Environmental Health	3	HEA 820 Global Health	3	MPH 895 Public Health Capstone	1		
Total.....	12	Total.....	12	Total.....	10		

FRESHMAN YEAR

First Semester

HSO 100 Student Success Seminar

BIO 111 (Gen. Ed. 4)

CHE 111/111L (fulfills Gen. Ed 4)

ENG 101 or 105 (Gen. Ed. 1A)

MAT 120 or higher or STA 215 or 270 (Gen. 1

Total.....

FRESHMAN YEAR

Second Semester

BIO 112

CHE 112/112L

ENG 102 (fulfills Gen. Ed.1B)

HEA 290 Foundations of Health Education

Gen. Ed. (1C)

Total.....

SOPHOMORE YEAR

First Semester

1 BIO 320 or 331

4 CHE 361/361L Organic Chemistry

4 HEA 310 Intro to Global Health

3 PHY 131 Physics I

3

15 Total.....

SOPHOMORE YEAR

Second Semester

4 CHE 362/362L Organic Chemistry II

4 PHY 132 Physics II

3 PSY 200 (fulfills Gen. Ed 5B)

3 Gen. Ed. (3A)

3

17 Total.....

JUNIOR YEAR

First Semester

3-4 BIO 348

4 CHE 430 Biochemistry

3 HEA 316 Introduction to Public Health

5 Gen. Ed. (3B)

Gen. Ed (6)

15-16 Total.....

JUNIOR YEAR

Second Semester

4 HEA 320 Introduction To Behavior Change

5 HEA 345 Drugs, Individual & Society

3 NFA 201 Essentials of Nutrition

3 Gen. Ed. (5A)

Gen. Ed (6)

15 Total.....

SENIOR YEAR

First Semester

3 HEA 350 Interpretation of Health Data	3
3 HEA 380 Mental Health Education	3
3 HEA 410 Evaluation in Health Education	3
3 HEA 480W Health Promotion Program Planning	3
3 HEA 497 Senior Seminar in Public Health	3
15 Total.....	15

SENIOR YEAR

Second Semester

3 HEA 455 Intro. to Epidemiology	3
3 HEA 485 Community Organization & Policy Develo	3
3 HEA 498 Community Health Ed Process	3
3 HEA 499 Internship (ACCT credit)	3
3 HEA 592 Human Sexuality	3
15 Total.....	15

FRESHMAN YEAR

First Semester

ENG 101 or 105 (Gen. Ed. 1A)
 Gen. Ed. (3A)
HEA 290 Foundations of Health Education
 Gen. Ed. (2)
 CHE 111/111L (fulfills Gen. Ed 4)
 HSO 100 Student Success Seminar
 Total.....

SOPHOMORE YEAR

First Semester

3 BIO 331
 3 CHE 361/361L Organic Chemistry
 3 PHY 131 Physics I
 3 PSY 200 (fulfills Gen. Ed 5F)
 4 HEA 310 Intro to Global Health
 1
 17 Total.....

JUNIOR YEAR

First Semester

3 **BIO 348** 3
 4 CHE 430 Biochemistry 3
 5 HEA 316 Introduction to Public Health 3
 3 **HEA 350 Interpretation of Health Data** 3
 3 MPH 810 Human Behavior Change 3
 Gen. Ed (6) 3
 18 Total..... 18

FRESHMAN YEAR

Second Semester

BIO 111 (Gen. Ed. 4)
 BIO 112
 CHE 112/112L
 ENG 102 (fulfills Gen. Ed.1B)
 Gen. Ed. (1C)
 Total.....

SOPHOMORE YEAR

Second Semester

4 CHE 362/362L Organic Chemistry
 4 PHY 132 Physics II
 4 Gen. Ed. (5A)
 3 Gen. Ed. (3B)
 3 Gen. Ed (6)
 18 Total.....

JUNIOR YEAR

Second Semester

4 NFA 201 Essentials of Nutrition 3
 5 HEA 345 Drugs, Individual & Society 3
 3 HEA 380 Mental Health Education 3
 3 HEA 480W Health Promotion 3
 3 **HEA 497 Senior Seminar in Public Health** 3
 MPH 855 Principles of Epidemiology 3
 18 Total..... 18

GRADUATE

First Semester

MPH 816 Public Health Administration & Practice
 MPH 825 Public Health Planning
 MPH 840 Research Methods in Public Health
 MPH 850 Environmental Health
 Total.....

Second Semester

3 HEA 826 Public Health Program Evaluation
 3 **Elective**
 3 HEA 880 Scholarship in Community Health
 3 HEA 820 Global Health
 12 Total.....

Third Semester

3 HEA 805 Public Health Communication 3
 3 HEA 890 Practicum in Community Health 3
 3 HEA 856 Applied Epidemiology 3
 3 MPH 895 Public Health Capstone 1
 12 Total..... 10

SENIOR YEAR

First Semester

HEA 410 Social Marketing & Advocacy	3
HEA 485 Community Organization & Policy De	3
HEA 498 Community Health Ed Process	3
HEA 499 Internship (ACCT credit)	3
HEA 592 Human Sexuality	3
MPH 830 Biostatistics	3
Total.....	18

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 and Administration
☐ New Course (Parts II, IV)	College	Health Sciences
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	
☐ New Minor (Part III)	*Program Title	Minor in Public Health
☐ 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	2/15/2021	Council on Academic Affairs	
College Curriculum Committee	3/3/2021	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	
Graduate Council*			

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

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

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Revise the Minor in Public Health requirements to drop HEA 315 from the list of courses and add new courses HEA 300, 305, 485, 498, and 594.	
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 revisions are being made to reflect new course offerings and new course numbers.	

C. The projected cost (or savings) of this proposal is as follows:	
Personnel Impact: The program developed a 5 year teaching plan to assess the personnel impact. Reallocation of course assignments amongst faculty assures that all course offerings can be accommodated in-load and without the need for additional personnel at this time.	
Operating Expenses Impact: No impact	
Equipment/Physical Facility Needs: N/A	
Library Resources: No additional resources needed	

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

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

New or Revised* Catalog Text

(*Use ~~strike through~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)**Part III. Recording Data for Revised or Suspended Program**

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

Revised* Program Text

(*Use ~~strike through~~ for deletions and underlines for additions.)**Minor in Public Health****Minor in Public Health Requirements.....18 hours**

HEA 290, 316, 320, 480W*, and six hours from HEA ~~345, 300, 305,~~
 345, 350, 380, 410, 455, 485, 498, 591, 592, 593, 594.

*Course may have prerequisite or corequisite.

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%; border-bottom: 1px solid black;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">Health Promotion and Administration</td> </tr> <tr> <td style="border-bottom: 1px solid black;">College</td> <td style="border-bottom: 1px solid black;">Health 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;">Certificate in Public Health</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	Health Promotion and Administration	College	Health Sciences	*Course Prefix & Number		*Course Title (full title±)		*Program Title	Certificate in Public Health	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	Health Promotion and Administration														
College	Health Sciences														
*Course Prefix & Number															
*Course Title (full title±)															
*Program Title	Certificate in Public Health														
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	2/15/2021	Council on Academic Affairs
College Curriculum Committee	3/3/2021	Faculty Senate**
General Education Committee*		Board of Regents**
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***
Graduate Council*		

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

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

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

Revise the Departmental Certificate in public health requirements to drop HEA 315 from the list of courses and add new courses HEA 300, 305, 485, 498, 594.

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 revisions are being made to reflect new course offerings and new course numbers.

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

Personnel Impact: The program developed a 5 year teaching plan to assess the personnel impact. Reallocation of course assignments amongst faculty assures that all course offerings can be accommodated in-load and without the need for additional personnel at this time.

Operating Expenses Impact: No impact

Equipment/Physical Facility Needs: N/A

Library Resources: No additional resources needed.

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

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

New or Revised* Catalog Text(*Use ~~strikethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)**Part III. Recording Data for Revised or Suspended Program**

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

Revised* Program Text(*Use ~~strikethrough~~ for deletions and underlines for additions.)**Certificate in Public Health****Requirements..... 18 hours**

HEA 290, 316, 320, 480W*, six hours from HEA ~~315-300, 305,~~ 345,
 350, 380, 410, 455, ~~485, 498,~~ 591, 592, 593, 594.

*Course may have prerequisite or corequisite

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	
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	
☒ New Minor (Part III)	*Program Title	Minor in Substance Use Prevention
☐ 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	1/22/2021	Council on Academic Affairs	
College Curriculum Committee	3/3/2021	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	
Graduate Council*			

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

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

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

To add a minor in Substance Use Prevention

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 justification for the proposed curriculum is two-fold. It meets an industry demand and meets an accreditation requirement. In an interview with Dr. Patti Clark, Program Manager of Behavioral Health Prevention within the Kentucky Department for Behavioral Health, Developmental, and Intellectual Disability, she noted an increased emphasis in substance use/misuse prevention and according to her the evidence is seen in the funding coming from the federal government. However, she says that one of the biggest issues faced by Kentucky's system of Regional Prevention Centers and other substance use/misuse prevention providers is the dearth of folks that understand community based prevention and understand the connection with early intervention and treatment. She says that the advantage of having training in substance use prevention coming out of college is that students would be ready to make real change in their communities. Typically, it takes at least a year or more for these agencies to properly train their employees. This minor assures that the Bachelor of Science in Public Health program meets the Council on Education for Public Health accreditation criterion "F4. Delivery of Professional Development Opportunities for the Workforce." This criterion requires the program to offer education/training activities in response to community-identified need. In addition to preparing students to be job-ready, students in this minor will meet nearly 90% of the requirements to become a Certified Prevention Specialist (CPS), an international credential that is a regulatory requirement for certain substance use prevention personnel in Kentucky. The only remaining certification requirements are work hours and documented supervision by another CPS. It typically takes at least 2 years for an individual without such prior training to obtain certification. A student who completes the minor will be eligible for certification in less than a year.

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

Personnel Impact: The program developed a 5-year teaching plan to assess the personnel impact. Reallocation of course assignments amongst faculty assures that the course offerings can be accommodated in-load and without the need for additional personnel at this time. The qualifications of the faculty to teach in the program are the same requirements for the existing BSPH program faculty. Several of the elective courses are from other disciplines (social work, sociology, and psychology). The chairs/directors of each of these programs have seen the proposal and have offered their support and indicated courses that would be appropriate to include in the minor.

Operating Expenses Impact: The program has sufficient operating expenses.

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

Library Resources: Existing library resources are sufficient.

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

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

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

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

Revised* Program Text(*Use ~~striethrough~~ for deletions and underlines for additions.)Minor in Substance Use Prevention

Minor in Substance Use Prevention Requirements.....18 hours
HEA 345, 485, and 594; select 9 hours from HEA 320, 380, 410, 480W, PSY 429, SOC 235, SWK 440, SWK 561,
SWK 562

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 and Administration/MPH
☐ New Course (Parts II, IV)	College	Health Sciences
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	
☐ New Minor (Part III)	*Program Title	Master of Public Health (M.P.H.) Public Health
☐ 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	HPAD 1/29/21, MPH 2/8/21	Council on Academic Affairs
College Curriculum Committee	3/3/2021	Faculty Senate**
General Education Committee*		Board of Regents**
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***
Graduate Council*	Expected 3/19/2021	

Health Science Administrative council approved of 3/4/2021

*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.) 1. Edit catalog to reflect admission criteria revisions. 2. Add HEA 794 as an elective for the Health Promotion Concentration.	
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: 1. Admission criteria have been revised to reflect current trends in public health. Failing to remove the exam requirement may make our program less competitive in the public health market. TOEFL scores were revised to align with the current university requirements. 2. Adding this course to the list of elective for health promotion concentration students will meet an industry demand for those who wish to work in substance use prevention. The framework for this course is one of the primary trainings that those who enter substance use prevention jobs would receive within their first year on the job. Those who elect to take this course can, once they've entered the workforce, more effectively perform foundational substance use prevention job roles without waiting for a year to get the required training.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: No personnel impact for adding HEA 794 as an elective. Based on a 5-year teaching plan, this course fits within the workload of the current faculty. Operating Expenses Impact: No impact on operating expense. Equipment/Physical Facility Needs: N/A Library Resources: Current library resources are sufficient.	

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

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

New or Revised* Catalog Text(*Use ~~strike through~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)**Part III. Recording Data for Revised or Suspended Program**

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

Revised* Program Text(*Use ~~strike through~~ for deletions and underlines for additions.)**MASTER OF PUBLIC HEALTH (M.P.H.) PUBLIC HEALTH***CIP Code: 51.2201*Dr. Clint Pinion, MPH Director www.mph.eku.edu 859-622-6330**I. GENERAL INFORMATION**

The College of Health Sciences at Eastern Kentucky University offers a Master of Public Health (MPH) degree with concentrations in Health Promotion, and Environmental/Occupational Health & Sustainability. The two participating departments include the Department of Environmental Health Science, and the Department of Health Promotion and Administration. The program is tailored to meet the needs of individuals working in or planning to work in a public health profession.

Mission — The mission of the public health programs is to prepare culturally competent, skilled public health practitioners that are engaged in community-focused service and public health scholarship, for the commonwealth and beyond.

Program Goal — To achieve its mission, the MPH Program prepares professionals for broad-based practice in public health, grounded in foundational public health knowledge and foundational competencies with specialized knowledge, and expertise in a selected public health discipline.

Education Objectives — Students who complete the MPH degree will be able to:

1. Contribute to the public health profession through sound professional public health attitudes, values, concepts and ethical practices.
2. Recognize and facilitate diversity of thought, culture, gender, and ethnicity through inclusiveness, communication and collaboration.
3. Participate in professional development, scholarship, service, and interdisciplinary educational activities that contribute to public health.
4. Integrate and apply knowledge and skills (competencies) within the traditional core public health areas of knowledge (behavioral sciences, biostatistics, epidemiology, environmental health science, and public health administration) as well as crosscutting and emerging public health areas.
5. Demonstrate advanced knowledge and skills necessary for specialized roles within public health specific to health promotion and environmental occupational health and sustainability.

II. ADMISSION REQUIREMENTS

Clear admission to the MPH program requires a baccalaureate degree from an accredited institution. ~~with a minimum 2.5 grade point average, and a combined score of 291 with a minimum 143 on each areas of the Graduate Record Exam (GRE). Applicants may use the Miller Analogy Test with a score of 385 or higher as a substitute for the GRE. Applicants with cumulative undergraduate GPA's of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE/MAT requirement.~~ Applicants with a cumulative undergraduate grade point average (GPA) of 3.0 or higher – or – 3.25 in their last 60 hours of undergraduate work meet the minimum requirements for eligibility for full-admission consideration. Applicants with a cumulative undergraduate degree GPA of 2.5 or higher, but do not meet the requirements for full-admission consideration, are eligible for provisional admission consideration. Students with provisional admission based upon GPA must maintain a cumulative graduate GPA of 3.0 or higher for their first two academic terms. A TOEFL score of at least ~~580~~ 550 for

paper based, 79 for internet based, or ~~237~~ 213 computerized, is ~~also~~ required for international applicants. Satisfying the minimum entrance requirements does not guarantee admission.

Submit all application materials online to the Graduate School at www.gradschool.eku.edu/apply: • Graduate School application and fee; • Official transcripts; • ~~GRE or MAT scores~~: TOEFL score; • Statement of personal and professional objectives (1 1/2 to 2 pages); and • 3 letters of recommendation from employers and/or previous professors. For application deadlines visit: <https://gradschool.eku.edu/graduate-application-deadlines>.

To apply:

Submit all application materials online to the Graduate School at www.gradschool.eku.edu/apply:

- Graduate School application and fee;
- Official transcripts;
- ~~GRE or MAT scores~~: TOEFL score;
- Statement of personal and professional objectives (1 1/2 to 2 pages); and
- 3 letters of recommendation from employers and/or previous professors.

For application deadlines visit: <https://gradschool.eku.edu/graduate-application-deadlines>

III. Academic background expectations for MPH concentrations: So that timely progress toward the degree can be achieved, the following undergraduate pre-requisite courses are expected to be completed prior to active participation in the program.

- Environmental/Occupational Health and Sustainability: At least 1 physical science, 2 chemistry with lab, 2 biology with lab, college algebra, and 1 microbiology course at the undergraduate level.

IV. PROGRAM REQUIREMENTS

MASTER OF PUBLIC HEALTH (M.P.H.) DEGREE PROGRAM

Core Courses 21 hours

MPH 810, 816, 825, 830, 840, 850, and 855.

Concentrations (select one of the following concentrations):

Health Promotion Concentration (*offered by the Department of Health Promotion & Administration*)

Required Courses 12 hours

HEA 805, 820, 826, and 856.

Electives 3 hours

Approved Electives: HEA 790, 791, 792, 793, 794; MPH 835; POL 847S; EHS 880; or SSE 826.

Applied Practice Experience. 3 hours

HEA 890

Integrative Learning Experience 3 hours

HEA 880

Environmental/Occupational Health & Sustainability Concentration
(*offered by the Department of Environmental Health Science*)

Required Courses 9 hours

EHS 840, 860, and 865.

Electives 6 hours

Approved electives: EHS 710, 730, 841, 855, 880.

Applied Practice Experience 3 hours

EHS 839 or 863.

Integrative Learning Experience 3 hours

EHS 890

Exit Requirements

MPH Capstone 1 hour

MPH 895

TOTAL PROGRAM HOURS 43 hours

Health Promotion Concentration Competencies	HEA 805	HEA 820	HEA 826	HEA 856	HEA 791	HEA 792	HEA 793	HEA 794
1. Select, adapt, and/or create instruments to collect data for investigating public health issues			R	P				R
2. Apply communication and health theories to create and deliver health communication messages.	P	R		R	R	R	R	R
3. Develop evaluation plan for health promotion			P					R
4. Analyze how to strengthen delivery systems for health promotion services.	R	P	R	R				R
5. Provide advice and consultation on health promotion issues	R	R	P	R	R	R	R	R

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

Part I

(Check one)	Department Name	School of Nursing
☐ New Course (Parts II, IV)	College	Health Sciences
☒ Course Revision (Parts II, IV)	*Course Prefix & Number	NSC 880
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	Rural PMHNP I
☐ 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	12/09/20	Council on Academic Affairs	
College Curriculum Committee	2/3/21	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	
Graduate Council*	2/26/21		

*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.) Increase the number of credit hours for NSC 880 from 2 to 3. Add NSC 800 as pre-req. Catalog cleanup for course description	
A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Spring 2022	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A	

B. The justification for this action: Certification requirements for psychiatric mental health nurse practitioners (PMHNP) are extensive and vary by state. The program is 100% online, with the majority of students from outside Kentucky. In order to meet the accreditation standards of the American Association of Colleges of Nursing (AACN) Essentials and the National Organization of Nurse Practitioner Faculties (NONPF) competencies, addition of content was required. The course contains significant amounts of content to prepare the PHMNP as independent providers upon graduation and certification. This course covers the entire Diagnostic and Statistical Manual of Mental Disorders, as well as Scope and Standards, and Legal Issues. Students taking NSC 880 must also take NSC 800 and 881.	

C. The projected cost (or savings) of this proposal is as follows: Current SON faculty will be utilized for instruction.	
Operating Expenses Impact: None	
Equipment/Physical Facility Needs: No additional equipment/physical facilities will be required.	
Library Resources: No additional library resources will be required.	

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

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

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

NSC 880 Rural PMHNP I. (2 3) A. Prerequisites: NSC 830, 832, 834, and 840, each with a minimum grade of "B" or higher. Corequisite: NSC 881. Theoretical and diagnostic knowledge necessary to diagnose and treat psychiatric disorders across the life span. Competencies in working with individuals are developed.

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)*
NSC	880	Spring 2022	BT _____ HS <u>X</u> CL _____ JS _____ ED _____ SC _____	NURB
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
<u>2</u> <u>3</u>	Lecture <u>3</u> Laboratory _____ Other _____		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	<u>2</u> <u>3</u>	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Course Prefix and No. NSC 881

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. NSC 830, 832, 834, and 840, each with a minimum grade of (B) ~~or higher~~.

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)				

The Graduate School
Eastern Kentucky University
School of Nursing
Syllabus for NSC 880
PMHNP 1, CRN
3 Credit Hours
Spring 2022

Faculty of Record:

Maurine Hume, MSN, APRN, PMHNP-BC
521 Lancaster Avenue
Richmond, KY 40475
Eastern Kentucky University
Office: Rowlett 319
Office phone: 859-622-6357
Email: Anna.hume@eku.edu
Clinical Practice Day: Tuesday
Undergrad Clinicals- Wednesday

Facilitators:

Dr. Wanda France, APRN, PMHNP-BC: Wanda.france@eku.edu
Prof. Aileen Jones, APRN, PMHNP-BC: Aileen.jones@eku.edu
Laura Williams, APRN, PMHNP-BC: Laura.williams@eku.edu
Diane Sakleh, APRN, PMHNP-BC: Diane.sakleh@eku.edu
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Lisa Perino, APRN, PMHNP-BC: Lisa.perino@eku.edu
Amber Messamore, APRN, PMHNP-BC- Amber.messamore@eku.edu

Catalog Course Description

NSC 880 Rural PMHNP I. (3) A. Prerequisites: NSC 830, 832, 834, and 840, each with a grade of B or higher. Corequisite: NSC 880 and 881. Theoretical and diagnostic knowledge necessary to diagnose and treat psychiatric disorders across the life span. Competencies in working with individuals are developed.

Texts and Course Materials

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed). Arlington, VA: American Psychiatric Publishing. ISBN-13: 978-089042-555-8.

American Psychological Association. (2020). *Publication of the American Psychological Association*. (7th ed.). Washington, DC: American Psychological Association. ISBN-978-1-

4338-3216-1.

Carlat, D.J. (2012). *The psychiatric interview*. New York, NY: Lippincott, Williams & Williams.

ISBN-13: 978-1-4963-2771-0.

Dulcan, M.J. (2016). *Dulcan's Textbook of child and adolescent psychiatry* (2nd edition).

Arlington, VA: American Psychiatric Association Publishing. ISBN-13: 978-1-58562-493-5.

Kilgus, M.D., Maxmen, J.S. & Ward, N.G. (2016). *Essential psychopathology & its treatment*.

New York, NY: W.W. Norton & Company, Inc. ISBN-13: 978-0-393-71064-9.

Sadock B.J., Sadock V.A., Ruiz P. (2015). *Kaplan and Sadock's Synopsis of psychiatry:*

Behavioral sciences/clinical psychiatry (11th ed.) Philadelphia, PA: Lippincott Williams &

Wilkins. ISBN-13: 978-1-60913-971-1.

Tusaie, K.R., Fitzpatrick, J.J. (2017) *Advanced practice psychiatric nursing: Integrating*

psychotherapy, pharmacology, and complementary and alternative approaches across the

lifespan (2nd ed.) New York, NY: Springer publishing Company, LLC. ISBN-13: 978-0-8261-3253-6.

Wheeler, K. (2014). *Psychotherapy for the advanced practice psychiatric nurse* (2nd ed.) New

York, NY: Springer Publishing Company, LLC. ISBN-13: 978-0-8261-1000-8.

Course Technology

It is the student's responsibility to have the following throughout the online program:

- Adequate computer capability and compatibility, including MS Office (2010 or newer)
- High-speed internet connection
- Web camera
- Head set with microphone
- Zoom Video Conferencing

EKU Bookstore

Books may be purchased through the Official ECU Bookstore:

Keen Johnson Building

Richmond, KY 40475-3102

Telephone: (859) 622-2696

Fax: (859) 622-2660

E-mail: ekubooks@ecu.edu

Website:

<http://ecu.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=19060&catalogId=10001>

Student Learning Outcomes

At the conclusion of the course, through readings, discussion boards, learning activities, and writing assignments, the student will be able to:

- Demonstrate interviewing techniques for diverse populations of clients across the life span with psychiatric disorders.
- Competently communicate via course-related internet activities.
- Develop expertise in two therapeutic treatment approaches across the life span.
- Apply selected psychosocial theories of practice to selected client case studies across the life span.
- Analyze ethical issues encountered in counseling practice across the life span.
- Apply the diagnostic criteria, as defined by the DSM V, to case studies of clients across the life span with psychiatric disorders.
- Explain the biological basis for each psychiatric disorder across the life span.
- Perform comprehensive mental status exams in selected client situations across the life span.

Acceptance of Course Guidelines & Student Commitment

In attending this course, students acknowledge that they accept the course guidelines and will follow the teaching schedule, deadlines and requirements of the course.

Students participate in this course by agreeing to the following:

- Complete weekly reading assignments on schedule
- Take course notes for each lecture
- Maintain adequate computer capability
- Participate in all class activities
- Submit assignments on schedule
- Monitor instructor emails daily and respond, when appropriate, within 24-48 hours
- Review and utilize course syllabus

Evaluation Methods

Weighted Course Assignments:

Assignment	Course %
<i>Discussion Board Questions</i> <i>x3</i>	15 % (5% each)
<i>Quiz x 3</i>	45 % (15% each)
<i>Intro VoiceThread</i>	2%
<i>Journal entry</i>	3 %
<i>Final Exam</i>	35%
Total	100%

Grading Scale:

Letter grades for this course will be assigned in accordance with the policy of the ECU Department of Baccalaureate and Graduate Nursing. A minimum final course grade of 80% will be required to pass the course; grades will be truncated, no rounding up. The grading scale is as follows:

A = (90 – 100%)
 B = (80 – 89%)
 C = (70 – 79%)
 D = (60 – 69%)
 F = (<60%)

Students must achieve a grade of B or higher to progress. Failure to attain this grade will require application for readmission to the program. See the Graduate Nursing Student Handbook for the application process and forms.

Student Progress

The course faculty will provide students with information on their progress in this course via Blackboard.

Viewing your Grades in Blackboard

You may view your grades under the Tools button in Blackboard under the My Grades link.

Late Assignments

It is the professional expectation that all assignments will be submitted on time. **Late assignments must be approved by the Faculty of Record prior to the due date and time. Late assignments without prior approval will not be accepted.**

Attendance Policy

Students are expected to complete and participate in all weekly activities and assignments as scheduled. Failure to do so may result in a grade reduction.

Notification of the Last Day to Drop the Course

Refer to the 8-week course dates on Colonel's Compass: <https://colonelscompass.eku.edu>

Classes Begin	
Term End Date	
Add/Drop Deadline	
Mid-Term Grades	
Last Day to Withdraw From Course (No Fee- Online via ECU Direct- no withdraw fee applies)	
Last Day to Withdraw From a Course (With Fee- Online via ECU Direct \$50.00 per credit fee applies)	
Withdraw Refund Schedule:	
Last Day for 75% Refund	
Last Day for 50% Refund	
Last Day for 25% Refund	

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

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

Academic Integrity Policy

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. For current policy please refer to the following

link: <http://www.academicaffairs.eku.edu/syllabi/>

Questions regarding the policy may be directed to the Office of Academic Integrity.

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 here and questions regarding the policy may be directed to the Chief Equity Officer and Title IX Coordinator.

Official EKU 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.

All emails should be directed to the instructor of record or your course facilitator via your EKU email. He or she will respond to any questions or concerns, normally within 24 - 48 hours. If you still have not received a response after this time period, contact the instructor of record for assistance. **All correspondence in e-mails, Virtual Office, Class Lounge and Discussion Boards shall be civil and professional in nature.**

Course Requirements

This course is 100% on-line with students expected to use EKU's Blackboard course management system for all coursework. This course is designed using an active learning pedagogy that maximizes the interaction of the student with the course materials.

Teaching/learning methods include assigned readings, videos, discussion, group assignments and presentations, course and web based learning modules, and assigned quizzes as detailed under the Weekly Lessons. **Students are expected to submit assignments on assigned due dates.**

All assignments that need to be completed and submitted during the course are posted in Blackboard. Once you have completed each assignment, you will submit your work to the instructor or facilitator through the Blackboard system. Assignments submitted as email attachments will **NOT** be accepted unless specifically authorized by the instructor.

Assignments

Weekly Assignments:

- Each weekly lesson assigns required readings and/or videos and other activities along with suggested additional readings. The readings and videos/activities provide the basic material you will need to answer the Discussion Board questions and weekly assignments. Additional outside research will be required to obtain a good grade on the Discussion Board or weekly writing assignment.
- Each assigned activity is designed to increase the student's knowledge base in the weekly topic.

VoiceThread Introduction:

Post a short introduction video in BlackBoard using VoiceThread to introduce yourself to the class and please address the following:

- *Who are you?*
- *Where are you located?*
- *Nursing and other related experience*
- *Why were you drawn to mental health?*
- *Any hobbies/interests?*
- *What do you do for self-care?*

Instructions for posting a VoiceThread video can be found at the bottom of the Week 1 lesson plan along with a direct link to VoiceThread (Titled VoiceThread: Class Introductions).

We encourage you all to take some time to view videos of your peers, get to know a bit about each other and leave comments- you're all in this together!

When posting, please include the name of your facilitator in the title so that they can easily find the videos for their group.

The VoiceThread assignment is due no later than Friday, at 11:59 pm EST, however you can certainly go ahead and post at any time before that so that we can get to know you sooner. This assignment is worth 2% of your grade.

JeoParody Game:

In Week 2, you will find a link to JeoParody- based on a popular game show that you may be familiar with, this game is designed to be a fun and interactive way to study and test your understanding of the lecture content for Week 2. While this is not a graded activity, it is highly

suggested that you take advantage of this game as part of your study/review of this material- and hopefully you'll have some fun!

Discussion Board (DB) Assignments:

The weekly DB questions will consist of a writing assignment of 400 words minimum based on a question or clinical problem covered in the lecture and/or reading assignments. While somewhat informal in nature, these assignments will require use of assigned readings as well as critical and creative thinking to obtain the best grade. Students will incorporate outside research to support their responses- **all initial posts must include at least one reference from a peer-reviewed journal that was published within the past 5 years.** You may also use any of your readings as supplemental references if you feel that there is something necessary to support your post. References should also be included on responses to peers if your response is adding new information to the original post. **Posts are expected to follow APA format- they should be posted as a thread in discussion board and do not require a title page, etc, but should include both in-text references as well as a reference list at the end of the post, all using APA guidelines.**

Discussion Board postings are due by 11:59 pm (EST) on Friday of the week due.
Responses to classmates is due by 11:59 pm (EST) on Sunday immediately following initial post

Students will post responses to at least 2 classmates' discussions. The two responses to other students' postings should be a minimum of 100-150 words, be substantive in nature, and include one or more of the following.

- Offer and support a different point of view, including the supporting argument (information, logic, reasoning) for the different point of view- **cite your sources if indicated**
- Validate your colleague's posting with your own experience
- Make suggestion and provide a supporting argument for the suggestion- **remember to cite your sources**
- Expand on your colleagues' posting by following the same point of view with additional information, logic or reasoning
- If peers ask questions or for more clarification on your initial post, please respond, as deeper exploration of the issues via ongoing dialog about the cases promotes a richer grasp of the concepts presented. For this reason, we expect everyone to actively engage in this assignment.

Discussion Board Rubric is under Rubrics tab- please **consult prior to posting!**

Each of the 3 Discussion Board assignments are worth 5% of your grade (15% total).

No late posts (either initial posts or peer responses) will be accepted without prior approval from instructor/facilitator.

To access discussion board questions, click on the Discussion Board tab on the left in Blackboard- you have all been grouped according to your facilitator. Just find your group and click on your facilitator and that will take you to the discussion board material and instructions.

Journal Entry:

As we delve into diagnosis and treatment of various psychiatric disorders and you are beginning to see patients in your co-requisite clinical course, it is expected that you will experience strong feelings, fears or concerns about certain situations that you have either witnessed or anticipate encountering in your future practice. As PMHNPs, you will need to practice self-reflection on an ongoing basis in order to identify personal feelings or biases, fears, frustrations, etc. which could affect the therapeutic alliance or overall treatment plan. It will also be important for you to feel comfortable discussing these types of issues with a mentor, your collaborative physician or a colleague in order to get feedback and support from an objective and experienced perspective as part of your self-care in this very challenging role.

For this assignment, you are asked to write a journal entry addressing some of the questions below. This will give us the opportunity to brainstorm and discuss these issues together as your facilitator provides feedback to your entries, hopefully increasing your confidence level toward dealing with challenging clinical situations or other issues that you feel may be of concern in some way as you transition into your new role.

- Do you worry about treating patients with any certain diagnoses? Do you have any fears/concerns about prescribing certain medications **or** prescribing to certain client populations? Do you have strong feelings about certain personality types that could affect your interactions with patients? Are there any ethical issues that you may have encountered, witnessed or thought of as a possible challenge in PMHNP practice or mental health tx in general? (Please choose at least one)
- Why is this situation significant to you? Is it anxiety about working with a certain age group? Concern about treating a certain diagnosis? Fear of a certain type of patient interaction? Disagreement or frustration with available treatment options? (These are only some examples of how you can address this part)
- Why do you think this situation elicits these feelings? Do you know someone personally with a diagnosis that could be affect your perception of a patient? Did a particular patient “get to you” for some reason? Have you run into treatment barriers that have caused you frustration? Have you witnessed blatant stigma toward mentally ill patients? (Again, these are merely examples of ways that you can take this)
- What are strategies that you could or do use when encountering this type of situation based on information gleaned from your readings, lectures and other assignments?

This is meant to be a reflective assignment and while no outside references are required and there is no rubric, we expect you to take the time to thoughtfully address the questions posed to you in order to get credit for this assignment. If you have not yet been able to begin clinicals, just focus

on any concerns, fears, questions about any aspect of PMHNP practice that you may have at this time.

Only your facilitator will see posts for this assignment. Your journal assignment is a private discussion between you and your facilitator- your peers will not see or respond to your post. To post, click on the Journal tab, locate your facilitator and post your entry. This assignment is worth 3% of your grade. **Your journal entry will be due in Week 4, on Friday, by 11:59p EST**

Weekly Zoom Sessions:

Each week, there will be a synchronous Zoom session moderated by the course lead instructor and will also include other instructors in the program. We will discuss key concepts of the week's content, answer questions about the course and provide information about upcoming quizzes and assignments. Active student participation in these sessions is not required but highly encouraged as this is an opportunity for engagement with faculty and peers and sharing of ideas and information. Sessions will be recorded and links to the recorded sessions will be provided for students who are unable to attend the session in real time- we encourage all of you to try to make time to view each week's recorded Zoom session if you are unable to attend in real time as lots of questions are answered here, along with some great discussions of clinical issues and often expansion/clarification of the lecture material for the week. We also encourage you to email us with questions that you may have or topics that you would like to discuss prior to the Zoom sessions- as with Virtual office, your peers will often benefit from your questions and the discussions about course concepts, assignments, clinical issues, etc. Times for sessions will vary and will be announced each week.

Quizzes:

There will be 3 quizzes taken online. Each quiz is worth 15% of the total course grade and the students will have 45 minutes for each quiz. Questions will include objective and reasoning types of questions in multiple choice/multiple answer format- each quiz will consist of 25 questions. The questions will be based on course materials posted and/or lectured about during the time period prior to quiz, which can include videos as well as assigned readings. Besides addressing content in the textbook and lecture, the questions will also address principles of critical and creative thinking. **The quizzes will always open Wednesday at 12pm (noon) EST and close Friday at 12pm (noon) EST on the week they are assigned. Quizzes will not be re-opened after the noon cutoff- failure to take the quiz within the timeframe that it is open will result in a grade of zero for that quiz.**

Final Examination:

This will be a **comprehensive** closed book/notes exam and will be monitored by a proctoring service- details to follow during the course. It will consist of 80 true-false, multiple choice, and multiple answer questions and will be worth 35% of final grade. You will have 2 hours to take the final exam. Besides addressing content in the textbooks and lecture, the questions will also address principles of critical and creative thinking. **The final exam will open Wednesday at 12pm (noon) EST and close Friday at 12pm (noon) EST**

Rubric (Discussion Boards)

Levels of Achievement			
Criteria	Novice	Satisfactory	Exceptional
Substantial (35%) Application and Analysis /Organization and Synthesis	0 to 14 points Less than 250 words. Demonstrates limited understanding of the concepts and issues presented in the course. Limited insight and/or analysis and/or accuracy. Not well supported by pertinent research.	15 to 27 points Minimum 250 words – Demonstrates an understanding of the concepts and issues presented in the course but lacks insight or analysis or accuracy or is not well-supported by pertinent research or application.	28 to 30 points Minimum 400 words - Demonstrates in-depth understanding of concepts and issues presented in course media and assigned readings. Well supported by pertinent research and application in context.
Relevant (30%) Recognition of Perspectives	0 to 14 points Peer postings lack clarity or present personal bias or are not offered constructively and respectfully. Does not respond to peer or original posting responses, will receive no points.	15 to 22 points Peer postings lack a clear response to or expansion of peer ideas. Postings are respectful in offering suggestions, constructive feedback, questions, or opposing viewpoints. Responds to 1 peer and original posting responses (no points awarded if initial post is not completed).	23 to 25 points Peer posts clearly expand on peer ideas. Postings are respectful in offering suggestions, constructive feedback, questions, or opposing viewpoints. Responds to 2 peers and original posting responses (no points awarded if initial post is not completed).
Credible (25%) Identification of Evidence	0 to 4 points No references provided to support comments and/or application to practice.	5 to 8 points References are not included within the text of the post to support application to practice. Research is not current within last 5 years	9 to 10 points References are cited within the text to support application to practice. Full references of outside readings are included at the end of the post. Research is current, within the last 5 years
APA format (10%)	0 to 4 points Did not utilize or poor use of APA format, citations of sources in text and references	5 to 8 points Minor mistakes in APA format or in citations of sources in text and references	9 to 10 points Proper APA format with citations of sources in text and references done correctly

Course Outline

Course weeks begin on Mondays and end on Sundays, **EXCEPT** the last week of class in which the course ends on Friday. **Written work is due by 11:59pm Eastern Standard Time on the assigned due date.**

Each week of this course will have a detailed plan located in the Weekly Lessons and Assignments tab on your Blackboard course site. The lessons contain objectives, key terms, tasks, and any necessary assignment drop boxes.

Weekly Lesson	Topic	Assignments/Evaluative Methods	Videos/Reading
Week 1	Orientation	Take Syllabus Quiz	PowerPoint Lecture
	Interviewing Techniques Contemporary Practice Issues	Virtual Introduction in BB-use Voice Thread due by Friday at 11:59pm EST (You have 2 weeks to get this one in but you can certainly upload this week so we can get to know you sooner) Discussion Board #1- initial post due by 11:59p EST, peer responses due by 11:59p EST Zoom Class Session (TBA)	Video: Initial Psychiatric Interview Carlat Chapters 1-22 (stop at Mood Disorders) Dulcan Chapter 4 (Assessing Elementary Age Children) Dulcan Chapter 5 (Assessing Adolescents) Kilgus p. 39-64 (MSE) Kilgus p. 201-207 (Involuntary Hospitalization thru HIPAA) Kilgus p. 212-219 (Documentation thru Dual Relationships) Sadock 5.3 p. 222-235 (assessment tools for review) Sadock 36.2 p. 1392-1395 (ethics) Tusaie p. 693-695 (informatics)

			Wheeler Chapter 4 (Initial Contact) Wheeler p. 117 Box 3.19 (Screening Tools) Wheeler p. 123-124 (genograms) Wheeler p. 137-167 Appendix 3.1-3.16 (assessment tools for review)
Week 2	Theorists/Therapies	Jeopardy Game Virtual Introduction in BB-use Voice Thread due by Friday at 11:59PM EST (deadline) Quiz #1- opens at 12p (noon) and closes at 12p (noon) EST)- Material- Weeks 1 and 2 Zoom Class Session (TBA)	PowerPoint Lecture Sadock 2.1 p. 93-97 (Piaget) Sadock Chapter 4 p. 151-187 (Theories of personality) Sadock Ch. 28 Sections 28.5-28.8 p. 868-883 (DBT thru Behavior Therapy) Tusaie Chapter 1 (Theoretical Understanding and EBP) Wheeler Chapter 7 (Motivational Interviewing) Wheeler Chapter 8 (CBT) Wheeler Chapter 9 p. 347-361 (Interpersonal Therapy) Wheeler Chapter 10 p. 374-396 (Person Centered thru Solution Focused Therapies) Wheeler Chapter 11 (Group Therapy) Wheeler Chapter 14 p. 509-518 (DBT)

Week 3	Substance Related & Addictive Disorders	Discussion Board #2- initial post due by 11:59p EST, peer responses due by 11:59p EST Zoom Class Session (TBA)	PowerPoint Lecture APA (DSM-5) Pg. 481-589 (Substance Related Disorders) Carlat Chapter 26 (Assessing Alcohol Use Disorder) Dulcan Chapter 12 (Substance Use Disorders) Kilgus Chapter 11 (Substance Related Disorders) Sadock Chapter 20 Section 20.2 p. 624-639 (ETOH disorders) Sadock Chapter 20 Section 20.3 p. 639-643 (caffeine disorders) Sadock Chapter 20 Section 20.6 p. 656-659 (inhalants) Sadock Chapter 20 Section 20.7 p. 659-666 (opioids) Sadock Chapter 20 Section 20.8 p. 666-671 (Sedative/Hypnotics) Sadock Chapter 20 Section 20.9 p. 671-680 (Stimulants) Sadock Chapter 20 Section 20.11 p. 685-689 (steroids) Tusaie Ch. 18 p. 586- 596 (Levels of Care for Substance Use Disorders)

			Wheeler Chapter 16 (Psychotherapeutic Approaches for Addictions)
Week 4	Depressive Disorders Bipolar & Related Disorders	Quiz #2- opens at 12:00P (noon) EST and closes at 12:00P (noon) EST Material- Weeks 3 and 4 Journal Entry- Due Friday at 11:59pm EST Zoom Class Session (TBA)	PowerPoint Lecture APA (DSM V)- p.123-188 (Bipolar and Related Disorders) Carlat Chapters 23 and 24 (Assessing Mood Disorders I & II) Dulcan Chapter 13 p. 245- 260 (Depressive and Disruptive Mood Dysregulation Disorders- thru psychotherapy) Dulcan Chapter 14 p. 277- 300 (Bipolar Disorder) Kilgus Chapter 13 (Mood Disorders) Sadock Chapter 8 p. 349-356 (etiology of mood disorders) Sadock Chapter 8 p. 370-374 (course/prognosis/tx incl. phototherapy- Major Depressive Disorder, Bipolar I, Bipolar II) Sadock Chapter 31 p. 1226- 1244 (Mood Disorders and Suicide in children/adolescents) Tusaie Chapter 8 p. 157-162 (assessment tools)

			Wheeler Ch. 8 (Integrated management of Disordered Mood)
Week 5	Anxiety Disorders Obsessive-Compulsive & Related Disorders Dissociative Disorders Somatic Symptom & Related Disorders	Discussion Board #3- initial post due by 11:59p EST, peer responses due by 11:59p EST Zoom Class Session (TBA)	PowerPoint Lecture APA (DSM-5) Pg. 189-327 (Anxiety Disorders) Carlat Chapter 25 (Assessing Anxiety) Dulcan Chapter 15 p. 305-330 (Anxiety Disorders- up to pharmacological tx) Dulcan Chapter 16 p. 350-361 (PTSD) Dulcan Chapter 17 p. 367-384 (OCD) Kilgus Chapters 14-19 (Anxiety Disorders thru Factitious Disorders) Sadock Chapter 9 Section 9.1 p. 387-391 (Anxiety Disorders Overview) Sadock Table 9.7-1 p. 413 (Disorders Associated with Anxiety) Sadock Chapter 10 Section 10.1 p. 418-424 (OCD- up to treatment) Sadock Chapter 10 Sections 10.3, 10.4, 10.5 p. 429-436 (Hoarding, Hair Pulling, Excoriation) Sadock Chapter 12 Tables 12-6 and 12-7 p. 459

			(Dissociative Identity Disorder symptoms/assessment) Tusaie Exhibit 9.1 p. 203 (assessment tools) Wheeler Ch. 6 p. 261-278 (EMDR) Wheeler Ch. 13 p. 469-498 (Stabilization of Trauma)
Week 6	Schizophrenia Spectrum & Other Psychotic Disorders Personality Disorders	Quiz #3- opens at 12:00PM (noon) EST and closes at 12:00PM (noon) EST Material- Weeks 5 and 6 Zoom Class Session (TBA)	PowerPoint Lecture APA (DSM-5) p. 87-122 (Schizophrenia/Psychotic Disorders) APA (DSM-5) p. 645-684 (Personality Disorders) Carlat Chapters 27 and 31 (Assessing Psychotic Disorders, Assessing Personality Disorders) Dulcan Chapter 18 (Early Onset Schizophrenia) Kilgus Chapter 12 (Schizophrenia/Thought Disorders) Kilgus Chapter 24 (Personality Disorders) Sadock Table 7.4-3 p. 337 (Possible Medical Etiologies of Delusional Syndromes) Sadock Chapter 31 Section 31.15 p. 1268-1273 (Early Onset Schizophrenia)

			Tusaie p. 236-238- Exhibit 10.3 (Common Terms in Care of Psychotic Patients)
Week 7	Neurodevelopmental Disorders Disruptive, Impulse-Control, & Conduct Disorders	Zoom Class Session (TBA)	PowerPoint Lecture APA (DSM-5) Pg. 31-86 (Neurodevelopmental Disorders), 461-480 (Impulse Control Disorders) Carlat Chapter 30 (Assessing ADHD) Dulcan Chapter 8 (Autism Spectrum Disorders) Dulcan Chapter 10 (ADHD) Dulcan Chapter 11 (ODD & Conduct D/O) Dulcan Chapter 13 p. 266-269 (DMDD) Dulcan Chapter 21 (Tic Disorders)
Week 8	Neurocognitive Disorders Feeding & Eating Disorders Elimination Disorders Sleep-Wake Disorders	Zoom Class Session (TBA) Final Exam- Will open Wednesday at 12:00PM (noon) EST and close Friday at 12:00PM (noon) EST- final exam is comprehensive and covers Weeks 1-8	PowerPoint Lecture APA (DSM V) p. 329-354 (Feeding/Eating Disorders) APA (DSM V) p. 355-360 (Elimination Disorders) APA (DSM V) p. 361-422 (Sleep/Wake Disorders) APA (DSM V) p. 591-643 (Neurocognitive Disorders) Carlat Chapters 28 and 29 (Assessing Neurocognitive Disorders, Assessing Eating Disorders)

			Dulcan Chapter 20 (Eating/Feeding Disorders) Dulcan Chapter 22 (Elimination Disorders) Kilgus Chapter 10 (Neurocognitive Disorders) Kilgus Chapter 21 (Sleep Disorders) Sadock Chapter 15 Sections 15.1 & 15.2 p. 509-522, incl. Table 15.1-4 (Anorexia/Bulimia) Sadock Chapter 21 Section 21.2 p. 697-705, incl. Table 21.3-1 (Delirium, Etiologies of Dementia) Tusaie Chapter 11 p. 285-304 Management of Sleep D/O's- stop at long term management) Tusaie Ch. 12 (Management of Disordered Eating)

Virtual Office

The Virtual Office discussion forum is used to post questions to the instructor about the course. Posting them here will allow others who might have similar questions to see the questions and responses. Your instructor will check the Virtual Office frequently to answer any questions that may have been posted. In many cases your classmates may be able to provide assistance. Nothing posted in the Virtual Office is graded.

Class Lounge

The Class Lounge discussion forum is a place to get to know your classmates. We encourage you to introduce yourself and find out about others who are taking this course. As is the case with the Virtual Office, nothing in this Class Lounge Discussion Board will be graded. The Class Lounge is analogous to the student center on campus: a place to socialize with other students. In Week 1 it is required that you post a short biography (virtual introduction) to the Class Lounge.

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 Chris Daniel at Chris.daniel@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.**

Feedback from Instructor

Students should expect to obtain assignment feedback from instructors and facilitators as follows:

- For emails and Virtual Office postings, the student should expect a reply from the instructor within 24-48 hours.
- Feedback on all Discussion Board will be provided within one week of the assignment due date/time.
- The Instructor will not provide comments or critiques by email, but only through the Discussion Board threads and Grade Center comment areas.

EKU Student Tutoring Service

As an online student at ECU, you have access to completely free online tutoring services through the Noel Studio's Online Consultation and SmartThinking.

Noel Studio's Online Consultation:

The Noel Studio offers synchronous (real-time) consultations for eCampus and regional campus students who cannot reasonably be expected to attend face-to-face consultations in the Noel Studio. Students may schedule an online consultation through WOnline or by calling the Noel Studio at (859) 622-7330 during regular operating hours.

SmartThinking:

SmartThinking's certified tutors provide one-to-one tutoring when you need it, on any Internet-connected computer. Are you struggling with a mathematics concept, looking for suggestions to

improve the organization a paper, needing help with an accounting principle problem or science requirement, or needing help in using APA style? With your SMARTHINKING account, you can share an interactive session with a tutor, or you can submit a question or a paper for an asynchronous response typically within 24 hours. You can access the Smarthinking Tutoring Service by Clicking on the Tools menu option in your Bb course site.

Modification of the Syllabus

The instructor reserves the right to modify this syllabus. Students will be notified of any changes in the syllabus.

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

Part I

(Check one)	Department Name	School of Nursing
☐ New Course (Parts II, IV)	College	Health Sciences
☒ Course Revision (Parts II, IV)	*Course Prefix & Number	NSC 881
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	Applied Psychopharmacology
☐ 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	12/09/20	Council on Academic Affairs
College Curriculum Committee	2/3/21	Faculty Senate**
General Education Committee*		Board of Regents**
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***
Graduate Council*	2/26/21	

*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.) Increase the number of credit hours for NSC 881 from 2 to 3. Catalog cleanup for course description.	
A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Spring 2022	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A	
B. The justification for this action: Certification requirements for psychiatric mental health nurse practitioners (PMHNP) are extensive and vary by state. The program is 100% online, with the majority of students from outside Kentucky. In order to meet the accreditation standards of the American Association of Colleges of Nursing (AACN) Essentials and the National Organization of Nurse Practitioner Faculties (NONPF) competencies, addition of content was required. The course contains significant amounts of content to prepare psychiatric mental health nurse practitioners as independent providers upon graduation and certification. This course covers the all the medications for adult and childhood mental health disorders.	
C. The projected cost (or savings) of this proposal is as follows: Current SON faculty will be utilized for instruction. Operating Expenses Impact: None Equipment/Physical Facility Needs: No additional equipment/physical facilities will be required. Library Resources: No additional library resources will be required.	

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

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

NSC 881 Applied Psychopharmacology. (2 ~~3~~) A. Prerequisite: NSC 830, NSC 832, and NSC 834, each with a minimum grade of "B". Corequisite: NSC 880. Applies theoretical and diagnostic knowledge related to prescribing psychopharmacological treatment of psychiatric disorders across the life span.

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)*
NSC	881	Spring 2022	BT _____ HS <u>X</u> CL _____ JS _____ ED _____ SC _____	NURB
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
<u>2</u> <u>3</u>	Lecture <u>3</u> Laboratory _____ Other _____		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	<u>2</u> <u>3</u>	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Course Prefix and No.

Course Prefix and No.

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.

NSC 830, NSC 832, and NSC 834, each with a minimum grade of “B”.

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.

NSC 880

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)				

The Graduate School
Eastern Kentucky University
Department of Baccalaureate and Graduate Nursing
Syllabus for NSC 881
Applied Psychopharmacology, CRN
3 Credit Hours
Spring 2022

Faculty of Record:

Dr. Wanda France, DNP, APRN, PMHNP-BC

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Richmond, KY 40475

Eastern Kentucky University

Office: Rowlett 322

Office Phone: 859-622-1970

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Facilitators:

Anna Hume- anna.hume@eku.edu

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Elizabeth Rogers- Elizabeth.rogers3@eku.edu

Dr. Julie Perry- Julie.perry@eku.edu

Laura Hale- laura.hale@eku.edu

Aileen Jones- aileen.jones@eku.edu

Catalog Course Description

Applies theoretical and diagnostic knowledge related to prescribing psychopharmacological treatment of psychiatric disorders across the life span.

Prerequisites: NSC 830, 832, 834, and 880. **Co-requisite for this course:** 800

Texts and Course Materials**Required:**

Dulcan, M. K. (2016). *[Dulcan's textbook of child and adolescent psychiatry](#)* (2nd ed.). Arlington, VA: American Psychiatric Association Publishing.

Stahl, S. (2017). *[Stahl's essential psychopharmacology: prescribers guide](#)* (6th ed.). New York, N.Y.: Cambridge University Press.

Stahl, S. (2013). *[Stahl's essential psychopharmacology](#)* (4th ed.). New York, N.Y.: Cambridge University Press.

Suggested:

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC, APA

Course Technology

It is the student's responsibility to have the following throughout the online program:

- Adequate computer capability and compatibility, including MS Office (2010 or newer)
- High-speed internet connection
- Web camera
- Head set with microphone

EKU Bookstore**Books may be purchased through the Official ECU Bookstore:**

Keen Johnson Building

Richmond, KY 40475-3102

Telephone: (859) 622-2696

Fax: (859) 622-2660

E-mail: ekubooks@ecu.edu

Website:

<http://ecu.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=19060&catalogId=10001>

Student Learning Outcomes

At the conclusion of the course, through readings, discussion boards, learning activities, and writing assignments, the student will be able to:

- Analyze the application of pharmacokinetic and pharmacodynamics of psychiatric medications across the life span.
- Evaluate target, adverse and side effect of psychiatric medications in selected situations across the life span.
- Evaluate appropriate psychiatric medication for various psychiatric disorders across the life span.

Acceptance of Course Guidelines & Student Commitment

In attending this course, students acknowledge that they accept the course guidelines and will follow the teaching schedule, deadlines and requirements of the course.

Students participate in this course by agreeing to the following:

- Complete weekly reading assignments on schedule
- Take course notes for each lecture
- Maintain adequate computer capability
- Participate in all class activities
- Submit assignments on schedule
- Monitor instructor emails daily and respond, when appropriate, within 24-48 hours
- Review and utilize course syllabus

Evaluation Methods

Weighted Course Assignments:

Assignment	Course % 100
Voice Thread Discussion	5%
Discussion Board x 3	15% (5% each)
Quiz X 3	.45% (15% each)
Final Exam	35%
Total	100%

Grading Scale:

Letter grades for this course will be assigned in accordance with the policy of the ECU Department of Baccalaureate and Graduate Nursing. A minimum final course grade of 80% will be required to pass the course; grades will be truncated, no rounding up. The grading scale is as follows:

A = (90 – 100%)

B = (80 – 89%)

C = (70 – 79%)

D = (60 – 69%)

F = (<60%)

Students must achieve a grade of B or higher to progress. Failure to attain this grade will require application for readmission to the program. See the Graduate Nursing Student Handbook for the application process and forms.

Student Progress

The course faculty will provide students with information on their progress in this course via Blackboard a least one time prior to mid-point.

Viewing your Grades in Blackboard

You may view your grades under the Tools button in Blackboard under the My Grades link.

Late Assignments

It is the professional expectation that all assignments will be submitted on time. **Late assignments must be approved by the Faculty of Record prior to the due date and time. Late assignments without prior approval will not be accepted.**

Attendance Policy

Students are expected to complete and participate in all weekly activities and assignments as scheduled. Failure to do so may result in a grade reduction.

Notification of the Last Day to Drop the Course

Refer to the 8-week course dates on Colonel's Compass link to [Colonel's Compass](#).

Classes Begin	
Term End Date	
Add/Drop Deadline	
Mid-Term Grades	
Last Day to Withdraw From Course (No Fee- Online via ECU Direct- no withdraw fee applies)	
Last Day to Withdraw From a Course (With Fee- Online via ECU Direct \$50.00 per credit fee applies)	
Withdraw Refund Schedule:	
Last Day for 75% Refund	
Last Day for 50% Refund	
Last Day for 25% Refund	

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 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) 6222933.

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 Act Amendments Act (ADAAA).

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

Academic Integrity Policy

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. For current policy please refer to the following link:

<http://studentconduct.eku.edu/academic-integrity-policy>

Questions regarding the policy may be directed to the Office of Academic Integrity.

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 here and questions regarding the policy may be directed to the Chief Equity Officer and Title IX Coordinator.

Official EKU 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.

All emails should be directed to the instructor of record or your course facilitator via your EKU email. He or she will respond to any questions or concerns, normally within 24 - 48 hours. If you still have not received a response after this time period, contact the instructor of record for assistance. **All correspondence in e-mails, Virtual Office, Class Lounge and Discussion Boards shall be civil and professional in nature.**

Course Requirements

This course is 100% on-line with students expected to use EKU's Blackboard course management system for all coursework. This course is designed using an active learning pedagogy that maximizes the interaction of the student with the course materials. Teaching/learning methods include assigned readings, videos, discussion, group assignments, course and web-based learning modules, and assigned quizzes as detailed under the Weekly Lessons. **Students are expected to submit assignments on assigned due dates.**

All assignments that need to be completed and submitted during the course are posted in Blackboard. Once you have completed each assignment, you will submit your work to the instructor or facilitator through the Blackboard system. Assignments submitted as email attachments will **NOT** be accepted unless specifically authorized by the instructor.

Assignments:

- Each Weekly Lesson assigns readings and/or videos. The assigned readings and videos provide the basic material you will need to answer the Discussion Board questions and weekly assignments. Additional outside research will normally be required to obtain a good grade on the Discussion Board or weekly Writing assignments. Each assigned reading and video is identified by either a chapter, title, location (URL, Course Documents, etc.). Each assigned activity is designed to increase the student's knowledge base in the weekly topic.
- Voice Thread Discussion will require a video presentation of a chronic mental illness chosen by the student. The presentation should mirror an actual patient that has been seen in the clinical setting and should include diagnosis criteria, symptom presentation, risk factors, use of assessment tools, and preferred medication treatment with at least two research articles that support proposed medication treatment. See the rubric for grading criteria. The video should not exceed ten minutes. Two responses will be required to peers in your group. Refer to Discussion Board due date/times for original posting and response guidelines.
- Writing (Discussion Board) Assignments. It is fully acceptable to disagree with other students' correspondence, but it should be done in a positive, constructive manner. All

correspondence in Discussion Boards shall be professional in nature. The Discussion Board question will consist of a writing assignment of 400 words minimum based on a question provided from the reading assignment. These assignments will require use of assigned readings, and critical and creative thinking to obtain the best grades. Students may incorporate outside research to support their responses if desired.

- Discussion Board postings and initial voice thread discussions are due by 11:59 PM (EST) on Friday. Students will post at least two Discussion Board responses to classmates' postings, in addition to others' responses to your original posting, by 11:59 PM (EST) on Sunday. Two responses to other students' postings should be a minimum of 100- 150 words and be substantive in nature. Substantive postings are more than "Good job!" or "I agree with you!" Responses to classmates should include one or more of the following:
 - *Offer and support a different point of view, including the supporting argument (information, logic, and reasoning) for this different point of view.*
 - *Validate your colleague's posting with your own experience.*
 - *Make a suggestion and provide a supporting argument for the suggestion.*
 - *Expand on your colleague's posting by following the same point of view with additional information, logic or reasoning.*

All Discussion Board postings and responses must be free of typographical, spelling and grammatical errors. No title page or abstract is required with any Discussion Board posting. A Discussion Board grade considering both the quality of the original posting and responses will be assigned as follows:

Quizzes: There will be three (3) quizzes taken online. Each will be worth 15% of your grade and you will have 45 minutes. Questions will include objective and reasoning (reasoned judgment) types of questions. Scheduled quizzes will be based on course materials posted and/or lectured about during the time period since the prior quiz; this can include videos shown. The analyses of the quizzes will generally be provided about one week after the quiz is given. NO specific answers will be provided but rather an overall over analyses based on the class average. Besides addressing content in the textbook, questions will also address principles of critical and creative thinking. **Quizzes will open Wednesday at 12pm (noon) EST and close Friday at 12p (noon) EST on the week they are assigned. Quizzes will not be re-opened after the noon cutoff- failure to take the quiz within the timeframe that it is open will result in a grade of zero for that quiz.**

FINAL EXAMINATION: Examity proctoring will be used for the final exam in this course and requires the student sign up for a testing time and pay the required fee directly to ProctorU. This will be a closed book/notes exam. It will consist of multiple choice, matching, or multiple answer questions (value 35% of final grade). Besides addressing content in the textbook, questions will also address principles of critical and creative thinking. The final exam **will open Wednesday at 12pm (noon) EST and close Friday at 12pm (noon) EST.**

ProctorU is a live online proctoring service that allows you to take your exam from the comfort of your home. ProctorU is available 24/7, however, you will need to schedule your proctoring

session at least 72 hours in advance to avoid any additional on-demand scheduling fees. In order to use ProctorU, you will need a high-speed internet connection, a webcam (internal or external), a Windows or Apple operating system, and a government issued photo ID. Please make sure that you are using the current version of your browser (check for updates). You will need to use either Chrome or Firefox browser as the two browsers are best for audio/video capabilities. More information regarding the use of ProctorU can be found in the “Course Documents” section of Blackboard.

Rubrics:

Voice Thread Grading Rubric:

Voice Thread Presentation	Points
Introduction: *Describe case scenario, criteria for diagnosis, symptom presentation, risk factors, progression of illness. *Address two assessment tools for rating severity of illness.	25
Proposed Treatment: *Proposed treatment (this should include medication, dosage, therapy, lab work, or other relevant procedures for effective treatment). *Discuss patient education required of chosen medication. *Discuss how to assess if the medication is effective and plan if medication is ineffective upon follow up.	25
Literature Review: *2 current (within last 5 years) peer reviewed articles that support your treatment/interventions	15
Presentation skills Organization and Clarity: *Presentation is organized and follows a logical sequence *Case is presented clearly	15
Leadership Communication Skills *Imbeds 2-3 questions regarding patient into presentation (thought provoking regarding patient presentation, diagnosis, or treatment plan. For example, “what other diagnosis should be ruled out”, “what additional tools could be used to monitor symptoms”, or “what other medications could be useful for this diagnosis or presentation using EBP and why”.) *Quantity of the content appropriate for ten-minute time frame *Presenter stayed within the allowed time frame *Responds to two peer’s presentation per required time frame.	10
Delivery *Could be heard and understood by the audience *Delivery smooth and appropriately paced *Used appropriate professional vocabulary and grammar *Avoided distracting mannerisms	10

*Varied the intensity, rate, and tone of speech
 Presenter appeared poised and exhibited good posture and eye contact

Discussion Board Rubric:

Criteria	Novice	Satisfactory	Exceptional
Substantial (35%) Application and Analysis Organization and synthesis	0-14 Less than 250 words. Demonstrates limited understanding of the concepts and issues presented in the course. Limited insight and/or analysis and/or accuracy. Not well supported by pertinent research.	15-27 Minimum 250 words – Demonstrates an understanding of the concepts and issues presented in the course but lacks insight or analysis or accuracy or is not well-supported by pertinent research or application.	28-30 Minimum 400 words - Demonstrates in-depth understanding of concepts and issues presented in course media and assigned readings. Well supported by pertinent research and application in context.
Relevant (30%) Recognition of perspectives	0-14 Peer postings lack clarity or present personal bias or are not offered constructively and respectfully. Does not respond to peer or original posting responses, will receive no points.	15-22 Peer postings lack a clear response to or expansion of peer ideas. Postings are respectful in offering suggestions, constructive feedback, questions, or opposing viewpoints. Responds to 1 peer and original posting responses. No points awarded if initial post is not completed.	23-25 Peer posts clearly expand on peer ideas. Postings are respectful in offering suggestions, constructive feedback, questions, or opposing viewpoints. Responds to 2 peers and original posting responses. No points awarded if initial post is not completed.
Credible (25%)	0-4 No references provided to support	5-8 References are not included within the	9-10 References are cited within the text to

Identification of evidence	comments and/or application to practice.	text of the post to support application to practice. Research is not current within last 5 years	support application to practice. Full references of outside readings are included at the end of the post. Research is current, within the last 5 years
APA format (10%)	0-4 Did not utilize or poor use of APA format, citations of sources in text and references	5-8 Minor mistakes in APA format or in citations of sources in text and references	9-10 Proper APA format with citations of sources in text and references done correctly

Course Outline

Course weeks begin on Mondays and end on Sundays, **EXCEPT** the last week of class in which the course ends on Friday. Written work is due by 11:59 pm Eastern Standard Time on the assigned due date.

Each week of this course will have a detailed plan located in the Weekly Lessons and Assignments tab on your Blackboard course site. The lessons contain objectives, key terms, tasks, and any necessary assignment drop boxes.

Weekly Lesson	Topic	Assignments	Videos/Reading
Week 1	Orientation, ethical considerations in psychopharmacological treatment. Principles of neurotransmission, pharmacokinetics and pharmacodynamics.	Discussion Board #1.	Dulcan Ch 34 Stahl (4 th) Ch 1, 2, and 3
Week 2	Mood disorders genetics/genomics and treatment	Quiz 1 over week 1&2. Quiz opens at 12pm (noon) EST and closes at 12p (noon) EST	Dulcan Ch 36 and 37 Stahl (6 th) follow appropriately Stahl (4 th) Ch 6,7 and

			8
Week 3	Anxiety disorders genetics/genomics and treatment, Sleep disorders	Discussion Board #2	Stahl (6 th) follow appropriately Stahl (4 th) Ch 9, 11
Week 4	Psychosis, schizophrenia genetics/genomics and treatment, Managing side effects	Quiz 2-covers weeks 3 and 4 Quiz opens at 12pm (noon) EST and closes at 12p (noon) EST	Dulcan Ch 38 Stahl (6 th) follow appropriately Stahl (4 th) Ch 4 and 5
Week 5	Neurocognitive disorders, eating disorders, genetics, genomics, and treatment	Discussion Board #3	Stahl (6 th) follow appropriately Stahl (4 th) Ch 13
Week 6	Substance related and addictions disorders, genetics/genomics and treatment	Quiz 3- covers weeks 4 and 5 Quiz opens at 12pm (noon) EST and closes at 12p (noon) EST	Stahl (6 th) follow appropriately Stahl (4 th) Ch 14
Week 7	Child and Adolescent disorders genetics/genomics and treatment	Virtual Thread Discussion	Dulcan Ch 35 Stahl (6 th) follow appropriately Stahl (4 th) Ch 12

Week 8	Special Populations	Comprehensive Final Exam taken with ProctorU- Final opens at 12pm (noon) EST and closes at 12p (noon) EST	Stahl (6 th) follow appropriately

Virtual Office

The Virtual Office discussion forum is used to post questions to the instructor about the course. Posting them here will allow others who might have similar questions to see the questions and responses. Your instructor will check the Virtual Office frequently to answer any questions that may have been posted. In many cases your classmates may be able to provide assistance. Nothing posted in the Virtual Office is graded.

Class Lounge

The Class Lounge discussion forum is a place to get to know your classmates. It is required introduce yourself and find out about others who are taking this course. As is the case with the Virtual Office, nothing in this Class Lounge Discussion Board will be graded. The Class Lounge is analogous to the student center on campus: a place to socialize with other students. In Week 1 it is required that you post a short biography (virtual introduction) to the Class Lounge.

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 Chris Daniel at Chris.daniel@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.**

Feedback from Instructor

Students should expect to obtain assignment feedback from instructors and facilitators as follows:

- For emails and Virtual Office postings, the student should expect a reply from the instructor within 24-48 hours.

- Feedback on all Discussion Board will be provided within 48-72 hours of the assignment due date/time. The Instructor may not reply to every original Discussion Board posting or student response, but will participate in the topic discussion.
- The Instructor will not provide comments or critiques by email, but only through the Discussion Board threads and Grade Center comment areas.

EKU Student Tutoring Service

As an online student at ECU, you have access to completely free online tutoring services through the Noel Studio's Online Consultation and SmartThinking.

Noel Studio's Online Consultation:

The Noel Studio offers synchronous (real-time) consultations for eCampus and regional campus students who cannot reasonably be expected to attend face-to-face consultations in the Noel Studio. Students may schedule an online consultation through WOnline or by calling the Noel Studio at (859) 622-7330 during regular operating hours.

SmartThinking:

SmartThinking's certified tutors provide one-to-one tutoring when you need it, on any Internet-connected computer. Are you struggling with a mathematics concept, looking for suggestions to improve the organization a paper, needing help with an accounting principle problem or science requirement, or needing help in using APA style? With your SMARTTHINKING account, you can share an interactive session with a tutor, or you can submit a question or a paper for an asynchronous response typically within 24 hours. You can access the Smarthinking Tutoring Service by Clicking on the Tools menu option in your Bb course site.

Modification of the Syllabus

The instructor reserves the right to modify this syllabus. Students will be notified of any changes in the syllabus.

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

Part I

(Check one)	Department Name	School of Nursing
☐ New Course (Parts II, IV)	College	Health Sciences
☒ Course Revision (Parts II, IV)	*Course Prefix & Number	NSC 882
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	Rural PMHNP II
☐ 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	12/09/20	Council on Academic Affairs
College Curriculum Committee	2/3/21	Faculty Senate**
General Education Committee*		Board of Regents**
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***
Graduate Council*	2/26/21	

*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.) Increase the number of credit hours for NSC 882 from 2 to 3. Catalog cleanup to course description A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Summer 2022 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A
B. The justification for this action: Certification requirements for psychiatric mental health nurse practitioners (PMHNP) are extensive and vary by state. The program is 100% online, with the majority of students from outside Kentucky. In order to meet the accreditation standards of the American Association of Colleges of Nursing (AACN) Essentials and the National Organization of Nurse Practitioner Faculties (NONPF) competencies, addition of content was required. The course contains significant amounts of content to prepare psychiatric mental health nurse practitioners as independent providers upon graduation and certification. This course covers differential diagnosis including medical, substance abuse rule-outs, and group/therapy.
C. The projected cost (or savings) of this proposal is as follows: Current SON faculty will be utilized for instruction. Operating Expenses Impact: None Equipment/Physical Facility Needs: No additional equipment/physical facilities will be required. Library Resources: No additional library resources will be required.

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

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

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

NSC 882 Rural PMHNP II. (~~2~~ 3) A. Prerequisite: NSC 880 and 881, each with a minimum grade of "B". Corequisite: NSC 800. Theoretical and diagnostic knowledge necessary to diagnose and treat psychiatric disorders across the life span. Competencies in working with families are developed.

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)*
NSC	882	Summer 2022	BT _____ HS <u>X</u> CL _____ JS _____ ED _____ SC _____	NURB
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
<u>2</u> <u>3</u>	Lecture <u>3</u> Laboratory _____ Other _____		CIP Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	<u>2</u> <u>3</u>	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	Course Title Abbreviation:(30 character limit)	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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

Course Prefix and No. NSC 800

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. NSC 880 and 881, each with a minimum grade of (B).

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 for NSC 882

PMHNP II, CRN

Eastern Kentucky University

The Graduate School

Department of Baccalaureate and Graduate Nursing

3 Credit Hours

Summer 2022

Professor's Name: Maurine Hume, MSN, APRN, PMHNP-BC

Office: Eastern Kentucky University

521 Lancaster Avenue

Richmond, KY 40475

Rowlett 319

Email: anna.hume@eku.edu

Phone: 859-622-6357

Facilitators:

- Aileen Jones, APRN, PMHNP-BC: aileen.jones@eku.edu
- Dr. Wanda France, APRN, PMHNP-BC: wanda.france@eku.edu
- Laura Hale, APRN, PMHNP-BC: laura.hale@eku.edu
- Lisa Perino, APRN, PMHNP-BC: lisa.perino@eku.edu
- Dr. Elizabeth Rogers, APRN, PMHNP-BC: elizabeth.rogers3@eku.edu

Catalog Course Description:

Theoretical and diagnostic knowledge necessary to diagnose and treat psychiatric disorders across the life span.

Prerequisites: NSC 830, NSC 832, NSC 834, NSC 880, and NSC 881. **Co-requisite for this course:** NSC 800

Texts and Course Materials

Required: Required:

American Nurses Association. (2014). *Scope and standards of psychiatric-mental health nursing practice*. American Nurses Publishing, Washington, DC.

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed). Washington, DC: American Psychiatric Publishing.

- Dulcan, M. K. (2016). [*Dulcan's textbook of child and adolescent psychiatry*](#) (2nd ed.). Arlington, VA: American Psychiatric Association Publishing.
- Kilgus, M. D., Maxmen, J. S., & Ward, N. G. (2016). *Essential psychopathology & its treatment*. New York, NY: W. W. Norton & Company, Inc.
- Sadock B.J., Sadock V.A., Ruiz P. (2015). *Kaplan and Sadock's Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry* (11th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.
- Tusae, K.R., Fitzpatrick, J.J. (2017). *Advanced Practice Psychiatric Nursing: Integrating Psychotherapy, Pharmacology, and Complementary and Alternative Approaches Across the Lifespan* (2nd ed.). New York, NY: Springer publishing Company, LLC
- Wheeler, K. (2014). *Psychotherapy for the advanced practice psychiatric nurse* (2nd ed.). New York, NY: Springer Publishing Company, LLC

Suggested:

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th ed.) Washington, DC, APA

Course Technology

It is the student's responsibility to have the following throughout the online program:

- Adequate computer capability and compatibility, including Microsoft Office 365, which includes the most recent version of MS Word and PowerPoint. [EKU Information Technology](#) provides access to both online and offline versions of Microsoft Office 365. Please check with IT for the most current way to access these tools.
- High-speed internet connection
- Web camera
- Head set with microphone

EKU Bookstore

Books may be purchased through the Official ECU Bookstore:

Keen Johnson Building

Richmond, KY 40475-3102

Telephone: (859) 622-2696

Fax: (859) 622-2660

[E-mail](#)

[Website](#)

Student Learning Outcomes

At the conclusion of the course, through readings, discussion boards, learning activities, and writing assignments, the student will be able to:

- Examine legal issues concerning PMHNP practice related to families
- Review and critique selected evidence based studies that inform PMHNP practice
- Assess family systems, relationships, and interactions
- Explain developmental issues of families and individuals
- Design treatment approaches to selected family issues across the lifespan
- Diagnose complex client responses
- Assess changing symptom profiles and prescribe pharmacologic treatment for complex situations

Evaluation Methods

Weighted Course Assignments:

Assignment	Course % 100
Discussion Board x 2	10% (5% each)
Quiz X 3	.45% (15% each)
Voice Thread presentation	8%
Diagnostic Readiness Test (DRT)	2%
Final Exam	35%
Total	100%

Grading Scale:

Letter grades for this course will be assigned in accordance with the policy of the ECU Department of Baccalaureate and Graduate Nursing. A minimum final course grade of 80% will be required to pass the course; grades will be truncated, no rounding up. The grading scale is as follows:

- A = (90 -100%)
- B = (80 - 89%)
- C = (70 -79%)
- D = (60 - 69%)

F = (below 60%)

Students must achieve a grade of B or higher to progress. Failure to attain this grade will require application for readmission to the program. See the Graduate Nursing Student Handbook for the application process and forms.

Course Requirements

This course is 100% on-line with students expected to use ECU's Blackboard course management system for all coursework. This course is designed using an active learning pedagogy that maximizes the interaction of the student with the course materials.

Teaching/learning methods include assigned readings, videos, discussion, group assignments and presentations, written papers, oral presentations, course and web based learning modules, and assigned quizzes as detailed under the Weekly Lessons. Students are expected to submit assignments on assigned due dates.

All assignments that need to be completed and submitted during the course are posted in Blackboard. Once you have completed each assignment, you will submit your work to the instructor or facilitator through the Blackboard system. Assignments submitted as email attachments will NOT be accepted unless specifically authorized by the instructor.

Assignments:

- Each Weekly Lesson assigns readings and/or videos. The assigned readings and videos provide the basic material you will need to answer the Discussion Board questions and weekly assignments as well as prepare for quizzes and exams. Additional outside research will normally be required to obtain a superior grade on the Discussion Board or weekly Writing assignments. Each assigned reading and video is identified by either a chapter, title, location (URL, Course Documents, etc.). Each assigned activity is designed to increase the student's knowledge base in the weekly topic.
- During Week 1, introduce yourselves again in Class Lounge, this time letting everyone know “how are you doing?”. It’s been a difficult journey thus far with lots of challenges, many due to the CV 19 pandemic. How are you coping with it all? Share your wellness tips- or let us know if you need anything from us! This will not be graded, but hopefully everyone will participate in the spirit of “we’re all in this together” 😊
- **Discussion Board Writing Assignments:** Each Discussion Board question will require an initial post consisting of a writing assignment of 400 words minimum based on a question/scenario provided from the reading assignment. These assignments will require use of assigned readings, and critical and creative thinking to obtain the best grades. Students must incorporate at least 2 outside peer reviewed research articles within the last five years to support initial post. **Initial posts are due by Friday 11:59 PM EST of the week that they are assigned.**
- **Students will post at least two Discussion Board responses to classmates' postings, in addition to others' responses to your original posting, by 11:59 PM (EST) on the Sunday after the original post was due.** Two responses to other students' postings should be a minimum of 100- 150 words and be substantive in nature. Substantive

postings are more than "Good job!" or "I agree with you!". It is fully acceptable to disagree with other students' correspondence, but it should be done in a positive, constructive manner. All correspondence in Discussion Boards should be professional in nature. Responses to classmates should include one or more of the following:

- *Offer and support a different point of view, including the supporting argument (information, logic, and reasoning) for this different point of view.*
- *Validate your colleague's posting with your own experience.*
- *Make a suggestion and provide a supporting argument for the suggestion.*
- *Expand on your colleague's posting by following the same point of view with additional information, logic or reasoning.*

All Discussion Board postings and responses must be free of typographical, spelling and grammatical errors. No title page or abstract is required with any Discussion Board posting. No late posts (either initial posts or peer responses) will be accepted without prior approval from instructor/facilitator.

To access discussion board questions, click on the Discussion Board tab on the left in Blackboard- you have all been grouped according to your facilitator. Just find your group and click on your facilitator and that will take you to the discussion board material and instructions.

- **Professional Organization Presentation:**

You will pick an Advance Practice nursing organization and develop a 5-10 minute VoiceThread presentation about that organization and post using Voice Thread telling your colleagues about the organization and why they should join (ex: benefits). **You will need to give verbal credit to your outside sources within your presentation discussion- please email your references to your facilitator. Students will label presentation with the name of the facilitator first followed by students' name and name of organization. You will then respond to 2 peers presentations within your own facilitating group.** (VoiceThread instructions can be found in Course Documents- there is also a tutorial directly in VoiceThread.)

Goal: To help students to learn about Professional Organizations related to their field – choose one of the following organizations- APNA, ISPN, ANCC, ANA, state organizations related to advanced practice role (ex: KCNPNM- Kentucky Coalition of NP and Nurse Midwives), etc

Objective: Each student will make a 5-10 minute presentation on one Professional Organization to educate and provide information about that organization as well as reasons to join that organization

Assessment Questions:

- Student will clearly state the mission of the organization
- Student will delineate the core values of the organization
- Student informs on membership requirements to include cost of joining and cost to maintain membership
- Student will provide educational opportunities by organization
- Student will state what the goal of the organization

- Student was easy to follow and appeared knowledgeable
- Student's presentation was succinct and followed APA guideline

Students will post at least 2 responses to classmates' presentation. Two responses to other students' postings should be a minimum of 100-150 words and be substantive in nature and can be done via text (written comments) or video response- Voice Thread gives a few different options for responses. **Email your facilitator your references and please only respond to peers within your own facilitator group.**

The presentation is DUE in Week 1 -**presentation post due by Friday at 11:59pm and 2 peer responses are due by Sunday at 11:59pm EST. No late posts (either initial posts or peer responses) will be accepted without prior approval from instructor/facilitator. Professional Organization Rubric is included in Rubric section, please consult prior to posting.**

- **Direct Readiness Test (DRT)**

- In week 7, you will follow the instructions to log into Barkley and Associates Direct Readiness Test (DRT). You will take a pretest in week 7 of this course and will have a post-test in your NSC 884 course this coming Fall. I am super excited about this opportunity. You do not study for this test; it gauges what you know up to this point so you know what areas need remediation or where you may want to focus more of your study. This test will give you an idea of your weak areas to allow you to better prepare for ANCC certification exam and is a great opportunity to practice answering the types of questions that will be asked on your ANCC exam. Allow 2 ½ hours to complete this test, and it must be done in one sitting- you cannot save and return later.

The DRT is graded strictly on completing the assignment, not on the actual grade you make on the test.

Once you completed the pre-test, you will upload your printed score sheet .pdf from the DRT assignment link into Blackboard. You do not have to respond to classmates on this assignment.

DRT pre-test is due by Friday, at 11:59pm EST

- **Quizzes:** There will be 3 quizzes taken online. Each quiz is worth 15% of the total course grade and the students will have 45 minutes for each quiz. Questions will include objective and reasoning types of questions in multiple choice/multiple answer format- each quiz will consist of 25 questions. The questions will be based on course materials posted and/or lectured about during the time period prior to quiz, which can include videos as well as assigned readings. Besides addressing content in the textbook and lecture, the questions will also address principles of critical and creative thinking. **The quizzes will open Wednesday at 12pm (noon) and close Friday at 12pm (noon) EST on the week they are assigned. Quizzes will not be re-opened after the noon cutoff- failure to take the quiz within the timeframe that it is open will result in a grade of zero for that quiz.**

- FINAL EXAMINATION:** This will be a comprehensive closed book/notes exam and will use the proctoring service Proctor U. It will consist of 80 true-false, multiple choice, and multiple answer questions and will be worth 35% of final grade. You will have 2 hours to take the final exam. Besides addressing content in the textbooks and lecture, the questions will also address principles of critical and creative thinking. **The final exam will open Wednesday at 12pm (noon) and close Friday at 12pm (noon) EST. The final exam cannot be re-opened after the noon cutoff- failure to take the exam within the timeframe that it is open will result in a grade of zero.**

ProctorU is a live online proctoring service that allows you to take your exam from the comfort of your home. ProctorU is available 24/7, however, you will need to schedule your proctoring session at least 72 hours in advance to avoid any additional on-demand scheduling fees. In order to use ProctorU, you will need a high-speed internet connection, a webcam (internal or external), a Windows or Apple operating system, and a government issued photo ID. Please make sure that you are using the current version of your browser (check for updates). You will need to use either Chrome or Firefox browser as the two browsers are best for audio/video capabilities. More information regarding the use of ProctorU can be found in the “Course Documents” section of Blackboard.

Rubrics:

Discussion Board Rubric:

Levels of Achievement			
Criteria	Novice	Satisfactory	Exceptional
Substantial (35%) Application and Analysis /Organization and Synthesis	0 to 14 points Less than 250 words. Demonstrates limited understanding of the concepts and issues presented in the course. Limited insight and/or analysis and/or accuracy. Not well supported by pertinent research.	15 to 27 points Minimum 250 words – Demonstrates an understanding of the concepts and issues presented in the course but lacks insight or analysis or accuracy or is not well-supported by pertinent research or application.	28 to 30 points Minimum 400 words - Demonstrates in-depth understanding of concepts and issues presented in course media and assigned readings. Well supported by pertinent research and application in context.
Relevant (30%) Recognition of Perspectives	0 to 14 points Peer postings lack clarity or present personal bias or are not offered constructively and respectfully. Does not respond to peer or original posting	15 to 22 points Peer postings lack a clear response to or expansion of peer ideas. Postings are respectful in offering suggestions, constructive feedback, questions, or opposing viewpoints.	23 to 25 points Peer posts clearly expand on peer ideas. Postings are respectful in offering suggestions, constructive feedback, questions, or opposing viewpoints. Responds to 2 peers and

Levels of Achievement			
Criteria	Novice	Satisfactory	Exceptional
	responses, will receive no points.	Responds to 1 peer and original posting responses (no points awarded if initial post is not completed).	original posting responses (no points awarded if initial post is not completed).
Credible (25%) Identification of Evidence	0 to 4 points No references provided to support comments and/or application to practice.	5 to 8 points References are not included within the text of the post to support application to practice. Research is not current within last 5 years	9 to 10 points References are cited within the text to support application to practice. Full references of outside readings are included at the end of the post. Research is current, within the last 5 years
APA format (10%)	0 to 4 points Did not utilize or poor use of APA format, citations of sources in text and references	5 to 8 points Minor mistakes in APA format or in citations of sources in text and references	9 to 10 points Proper APA format with citations of sources in text and references done correctly

VoiceThread Presentation Rubric:

Criteria	Novice	Satisfactory	Exceptional
Substantial (40%)	0-9 Demonstrates limited understanding of the organization. Limited information about the organization. Did not address values, education, and goal of organization well	10-17 Demonstrates an understanding of the organization but not all areas are covered well. Gives some on core values, membership requirements along with any educational opportunities	18-25 Demonstrates in-depth understanding of the organization. Covers all areas-values, goal, and educational opportunities along with membership. Appears to be knowledgeable about organization
Relevant (25%)	0-9 Posts and/or responses lack clarity and are not respectful	10-17 Postings lack a strong response to or expansion of peer ideas. Postings are respectful in offering feedback, questions,	18-25 Posts and responses clearly respond to or expand on peer ideas. Postings are respectful in offering feedback, questions,

		or opposing viewpoints.	or opposing viewpoints.
Credible (25%)	0-9 No references provided to support comments and/or application to practice.	10-17 References are not included to support application to practice. Student gives some reasoning as to why a peer should join organization	18-25 Outside references are cited to support application to practice. Student makes clear as to why peer should join organization
APA and Organization of Presentation (10%)	0-9 Did not utilize or poor use of APA format, major mistakes in citations of sources in discussion and in references, poor organization, not easy to follow	10-17 Minor mistakes in APA format or in citations of sources in discussion and references, not as easy to follow due to organizational flow	18-25 Proper APA format with citations of sources in discussion and references done correctly and emailed to facilitator and organization and flow of presentation is succinct

Acceptance of Course Guidelines & Student Commitment

In attending this course, students acknowledge that they accept the course guidelines and will follow the teaching schedule, deadlines and requirements of the course.

Students participate in this course by agreeing to the following:

- Complete weekly reading assignments on schedule
- Take course notes for each lecture
- Maintain adequate computer capability
- Participate in all class activities
- Submit assignments on schedule
- Monitor instructor emails daily and respond, when appropriate, within 24-48 hours
- Review and utilize course syllabus

Student Progress

The course faculty will provide students with information on their progress in this course via Blackboard at least one time prior to mid-point.

Viewing your Grades in Blackboard

You may view your grades under the Tools button in Blackboard under the My Grades link.

Late Assignments

It is the professional expectation that all assignments will be submitted on time. Late assignments must be approved by the Faculty of Record prior to the due date and time. Late assignments without prior approval will not be accepted.

Attendance Policy

Students are expected to complete and participate in all weekly activities and assignments as scheduled. Failure to do so may result in a grade reduction.

Notification of the Last Day to Drop the Course

Refer to the 8-week course dates on Colonel's Compass found at:

<https://colonelscompass.eku.edu/summer-semester-calendar>

Unauthorized Visitors

Children and unauthorized visitors are not permitted to attend any SON class or clinical experience.

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 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, 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 Act Amendments Act (ADAAA).

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

Academic Integrity Policy

Students are advised that ECU's [Academic Integrity Policy](#) will strictly be enforced in this course.

Questions regarding the policy may be directed to the [Office of Student Conduct](#).

Non-Discrimination and Harassment, Title IX, and Prevention Statement

ECU 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](#). Please visit Green Dot for more information or to get involved.

ECU'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.ecu.edu/> for resources. The Non-Discrimination and Harassment policy is available here and questions regarding the policy may be directed to the Chief Equity Officer and Title IX Coordinator.

Social Media Policy

- 1) SON students must not transmit or place online individually identifiable patient or clinical agency information.
- 2) SON students must observe ethical and professional student-faculty and student-patient boundaries online. Online social media contact with faculty or patients blurs these boundaries, as defined by the American Nurses Association Code of Ethics (2015) and National Council of State Boards of Nursing Social Media Guidelines (2012).
- 3) SON students should understand that patients, colleagues, organizations and employers may view postings.
- 4) SON students must be aware that social networking venues are shared by patients, faculty, colleagues, and the public. Privacy settings should be utilized to separate personal and professional information online.
- 5) SON students should bring content that could harm a patient or student's privacy, rights, or welfare to the attention of appropriate authorities.

Official ECU Email

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 ECU e-mail address.

All emails should be directed to your course facilitator. He or she will respond to any questions or concerns, normally within 24 - 48 hours. If you still have not received a response after this time, contact the instructor of record for assistance. All correspondence in e-mails, Virtual Office, Class Lounge and Discussion Boards shall be civil and professional in nature.

Virtual Office

The Virtual Office discussion forum is used to post questions to the instructor about the course. Posting them here will allow others who might have similar questions to see the questions and responses. Your instructor will check the Virtual Office frequently to answer any questions that may have been posted. In many cases, your classmates may be able to provide assistance. Nothing posted in the Virtual Office is graded. Please maintain civil and professional communication practices when utilizing Virtual Office.

Class Lounge

The Class Lounge discussion forum is a place to get to know your classmates. It is required introduce yourself and find out about others who are taking this course. As is the case with the Virtual Office, nothing in this Class Lounge Discussion Board will be graded. The Class Lounge is analogous to the student center on campus: a place to socialize with other students.

Technical Support

It is expected of students to have an adequate working knowledge of Blackboard and personal computers. If you encounter any Blackboard related technical problems, please contact Sharon.bothen@ecu.edu For all other technical problems such as retrieving forgotten password or email access, please contact the [IT Service Desk](#).

Feedback from Instructor

Students should expect to obtain assignment feedback from instructors and facilitators as follows:

- For emails and Virtual Office postings, the student should expect a reply from the instructor within 24-48 hours.
- Feedback on all Discussion Board will be provided within 48-72 hours of the assignment due date/time. The Instructor may not reply to every original Discussion Board posting or student response, but will participate in the topic discussion.

- The Instructor will not provide comments or critiques by email, but only through the Discussion Board threads and Grade Center comment areas.

EKU Student Tutoring Service

As an online student at ECU, you have access to online tutoring services through the Noel Studio's Online Consultation and SmartThinking at no additional cost.

Noel Studio's Online Consultation

[The Noel Studio](#) offers synchronous (real-time) consultations for eCampus and regional campus students who cannot reasonably be expected to attend face-to-face consultations in the Noel Studio. Students may schedule an online consultation through WOnline or by calling the Noel Studio at (859) 622-7330 during regular operating hours.

SmartThinking

SmartThinking's certified tutors provide one-to-one tutoring when you need it, on any Internet-connected computer. Are you struggling with a mathematics concept, looking for suggestions to improve the organization a paper, needing help with an accounting principle problem or science requirement, or needing help in using APA style? With access to SmartThinking, you can share an interactive session with a tutor, or you can submit a question or a paper for an asynchronous response, typically within 24 hours. You can access the SmartThinking Tutoring Service by Clicking on the Tools menu option in your Bb course site.

Modification of the Syllabus

The instructor reserves the right to modify this syllabus. Students will be notified of any changes in the syllabus.

Course Outline

Course weeks begin on Mondays and end on Sundays, **EXCEPT** the last week of class in which the course ends on Friday. Written work is due by 12:00 noon Eastern Standard Time on the assigned due date.

Each week of this course will have a detailed plan located in the Weekly Lessons and Assignments tab on your Blackboard course site. The lessons contain objectives, key terms, tasks, and any necessary assignment drop boxes.

Weekly Lesson	Topic	Assignments	Videos/Reading

Week 1	Scope and Standards of Practice Ethical Issues Legal issues Differential Diagnosis Diagnostic screening	Class Lounge Introductions Lecture PowerPoint- Prof. Hume Voice Thread Presentation- original presentation due by 11:59PM EST, responses to 2 peers' presentations due at 11:59PM EST	Scope and standards of PMHNP practice- entire book Kaplan and Saddock pp. 1392-1399 Kilgus Ch. 3 p. 68-79, Ch. 8, & p. 35 (Table 2-3)
Week 2	Psychiatric emergencies	Lecture PowerPoint- Dr. France Quiz 1- covers material from weeks 1 and 2. Quiz opens at 12pm (noon) EST and closes at 12p (noon) EST	Kaplan and Saddock Ch. 23 Dulcan Ch. 25, 30 Review articles provided View video- Teen Suicide
Week 3	Differential diagnosis: medical.	Lecture PowerPoint- Dr. Hovermale Discussion Board #1- initial post due by 11:59PM EST, responses to 2 peers due by 11:59PM EST	Kilgus Ch. 3 Kaplan and Saddock Ch. 1.5, 13.1-13.7, 14 Thyroid article Video- Psychiatric Differential Diagnosis

Week 4	Mental Health and Substance Abuse in Pregnancy/Peripartum	Lecture PowerPoint- Prof. Hume Quiz 2- covers material from weeks 3 and 4. Quiz opens at 12pm (noon) EST and closes at 12p (noon) EST	Kilgus pgs. 282-291 Kaplan & Saddock Ch. 27 and page 921- Pregnant and Nursing Women. Tusaie Ch. 20 Review posted videos
Week 5	Differential diagnosis: psychiatric	Lecture PowerPoint- Dr. France Discussion Board #2- initial post due by 11:59PM EST, responses to 2 peers due by 11:59PM EST	Kilgus Ch. 12, 15, 16, 18, 21, 24, Kaplan & Saddock 28.14 Case study article
Week 6	Family System Theories/Therapies and Group Therapy	Lecture PowerPoint- Prof. Jones Quiz 3- covers material from weeks 5 and 6. Quiz opens at 12pm (noon) EST and closes at 12p (noon) EST	Wheeler Ch. 12. Kaplan and Saddock Ch. 28.4 (pages 863-867) Wheeler Ch. 11 Kaplan & Saddock, Chapter 28 (pages 857-863) Watch Yalom videos Review Yalom Table

Week 7	Children and adolescent differential diagnosis: psychiatric	Lecture PowerPoint- Prof. Jones Diagnostic Readiness Test (DRT) – due Friday by 11:59PM EST	Kaplan and Saddock Ch. 31.3, 31.4, 31.5, 31.6, 31.16, 31.18 Kilgus Ch. 25 Dulcan Ch. 6, 7, and 9 DSM V pages 31-66.
Week 8	Geriatric/Death, dying, and bereavement	Lecture PowerPoint- Prof. Hume Course Evaluations Final Exam- via Proctor U Covers material from Weeks 1-8 Final exam opens Wednesday at 12pm (noon) EST and closes Friday at 12p (noon) EST	Kaplan and Saddock Ch. 33, 34.1, 34.2, Kaplan and Saddock Ch. 28.14 (p. 901-907) Tusaie Ch. 13

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

Part I

(Check one)	Department Name	School of Nursing
☐ New Course (Parts II, IV)	College	Health Science
☐ Course Revision (Parts II, IV)	*Course Prefix & Number	
☐ Hybrid Course ("S," "W")	*Course Title (full title±)	
☐ New Minor (Part III)	*Program Title	MASTER OF SCIENCE IN NURSING (M.S.N.)
☐ 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	12/9/20	Council on Academic Affairs	
College Curriculum Committee	2/3/21	Faculty Senate**	
General Education Committee*		Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	
Graduate Council*	2/26/21		

*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.) Increase credit hours in the program and catalog clean up to the curriculum A. 2. Proposed Effective Academic Term: (Example: Fall 2016) Fall 2021 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A
B. The justification for this action: NSC 880, 881, 882 appear to be 3 credit hours in the catalog. However, they were previously 2 credit hours and are submitted now as 3 credit hours. NSC 876 needs to indicate it is 5 credit hours and NSC 886 needs to indicate that it is 6 credit hours. Changes will increase hours in Rural Psychiatric Mental Health Nurse Practitioner Concentration and total hours for degree
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: None Operating Expenses Impact: None, some revenue will be generated through the addition of 3 credit hours 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 IN NURSING (M.S.N.)***CIP Code: 51.3801***III. MSN PROGRAM REQUIREMENTS****MSN Core Courses.....15 hours**

NSC 840, 842, 890, 892, and MPH 855.

Concentrations (select one):**A. Rural Health Family Nurse Practitioner.....32 hours**

Advanced Practice Core Courses.....9 hours

NSC 830, 832, 834

Practicum Courses.....14 hours

NSC 870, 872, 874, 876 (5)

Clinical Requirement.....9 hours

NSC 800

B. Rural Psychiatric Mental Health Nurse**Practitioner.....~~31~~ 34 hours**

Advanced Practice Core Courses.....9 hours

NSC 830, 832, 834

Practicum Courses.....~~15~~ 18 hoursNSC 880, 881, 882, 884, 886 (6)

Clinical Requirement.....7 hours

NSC 800

MSN Exit Requirement.....0 hours**GRD 888b****Comprehensive Examination** — Candidates are required to pass an oral comprehensive examination (GRD 888b) of their program of study.**MSN Degree with Concentration Total Requirements..... ~~46-47~~ 47-49 hours***

**PMHNP
Curriculum Map**

NONPF Domains & Competencies of Nurse Practitioner Practice with Teaching-Learning Examples

DOMAIN/CONTENT	COMPETENCIES	EKU MSN Courses and Examples
Scientific Foundation Competencies	1. Critically analyze data and evidence for improving advanced nursing practice. 2. Integrates knowledge from the humanities and sciences within the context of nursing science, 3. Translates research and other forms of knowledge to improve practice processes and outcomes 4. Develops new practice approaches based on the integration of research, theory and practice knowledge.	MPH 855: Integrates epidemiology principals for Advance Nursing practice and care of diverse population. NSC 840: Didactic content, discussion board dialogues, and final course paper requires students to analyze, evaluate, and apply a middle range or practice level nursing or interprofessional theory to their future advanced nursing practice role NSC 880: Modules on theory and on motivational interviewing as applied to health promotion and lifestyle behavior change NSC 890/892: Identification of process improvement of care, PICOT questions, synthesis tables, development of implementable project NSC 840: Didactic content on change theory NSC 840: Didactic content, discussion boards, and course papers analyzing, evaluating, and applying nursing and interprofessional theories which can be used in the design and implementation of new models of care delivery and coordination NSC 890/892: Students develop an implementable evidence-based practice project specific to their concentration to translate research evidence into practice while caring for diverse populations. -making and SBIRT motivational interviewing simulation NSC 880-881-882-884: Didactic content cross the lifespan, Psychiatric Interview Example, case studies of patient scenarios in discussion board, quizzes, psychotherapeutic theories

DOMAIN/CONTENT	COMPETENCIES	EKU MSN Courses and Examples
		NSC 800/886: Clinical encounters (Typhon entries) and DAP notes, cultural diversity are embedded in case simulation. Oral Comps NSC 880-881-884: case studies of patient scenarios in discussion board questions that incorporate evidenced based guidelines for the identified illness. NSC 800/ 886 (PMHNP): Every DAP note assignment requires an evidence-based reference to support clinical decision NSC 800: Discussion board scenario related to change theory NSC 884: didactic content on integrative nursing
Leadership Competencies	1. Assumes complex and advanced leadership roles to initiate change. 2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams and policy makers) to improve health care. 3. Demonstrates leadership that uses critical and reflective thinking. 4. Advocates for improved access, quality and cost-effective health care.	NSC 840: Didactic content, discussion board dialogue and course papers analyzing, evaluating and applying theories related to organizational and systems leadership. NSC 842: Didactic content, discussion board dialogue, and course paper incorporates health care leadership by nurses in advanced practice. NSC 800: Case simulations, clinical notes, Typhon entries assessing for demonstration of strategies in the management and coordination of care for individuals and families through collaboration/shared leadership with other members of the health care team NSC 882/ NSC884: Didactic content (analyze evidence based guidelines to improve health outcomes) NSC 840: Didactic content, discussion board dialogue and course papers analyzing, evaluating and applying theories related to organizational and systems leadership.

DOMAIN/CONTENT	COMPETENCIES	EKU MSN Courses and Examples
	5. Advances practice through the development and implementation of innovations incorporating principles of change. 6. Communicates practice knowledge effectively both orally and in writing. 7. Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of population focus.	NSC 840: Didactic content on change theory NSC 842: Didactic content, discussion board dialogue, and course paper incorporates health care leadership by nurses in advanced practice. NSC 800s/886 Apply in clinical experiences as appropriate in cooperation with health care team members NSC 842: Didactic content, discussion board dialogues, and develop a resource manual to examine various regulatory boards, credentialing regulations, and professional organizations NSC 884: Presentation of Professional advanced practice organization to engage in political advocacy. NSC 886: Initiate the process of state licensure including going online to investigate their state laws and regulations related to advanced nursing practice specifically scope of practice NSC 800 I (PMHNP) differentiate their role among Psychiatrist, PA's and NP's.
Quality Competencies	1. Uses best evidence to continuously improve quality of clinical practice. 2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.	NSC 890/892: Identification of process improvement of care, PICOT questions, synthesis tables, development of implementable project NSC 890/892: Students develop an implementable evidence-based practice project specific to their concentration to translate research evidence into practice while caring for diverse populations NSC 840: Didactic content, discussion boards, and course papers analyzing, evaluating, and applying nursing and interprofessional theories which can be used in the design and implementation of new models of care delivery and coordination

DOMAIN/CONTENT	COMPETENCIES	EKU MSN Courses and Examples
	3. Evaluates how organizational structure, are processes, financing, marketing, and policy decisions impact the quality of health care. 4. Applies skills in peer review to promote culture of excellence. 5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.	NSC 800-886 (PMHNP): Coordination of care across the lifespan, clinical encounters documented in Typhon entries and reflective writing assignment NSC 800/886 (PMHNP): Coordinate care across services and systems via interprofessional collaboration (direct patient care, case simulations, case studies, and DAP notes) NSC 890/892: Didactic content on quality improvement models and application of John Hopkins Evidence-Based Practice Model NSC 800/886 (PMHNP): Coordinate care across services and systems via interprofessional collaboration (direct patient care, case simulations, case studies, and DAP notes) NSC 800/886: Utilize Typhon electronic student tracking system to evaluate clinical decision making and application of evidence-based practice
Practice Inquiry Competencies	1. Provides leadership in the translation of new knowledge into practice. 2. Generates knowledge from clinical practice to improve practice and patient outcomes. 3. Applies clinical investigative skills to improve health outcomes.	MPH 855: Evaluate health outcome data from CDC database NSC 800-886 (PMHNP): Coordination of care across the lifespan, clinical encounters documented in Typhon entries and reflective writing assignment NSC 800/886 (PMHNP): Coordinate care across services and systems via interprofessional collaboration (direct patient care, case simulations, case studies, and DAP notes) NSC 890/892: Critically appraise research studies to develop a body of evidence to support the identified intervention NSC 890/892: Students develop an implementable evidence-based practice project specific to their concentration to translate research evidence into practice while caring for diverse populations.

DOMAIN/CONTENT	COMPETENCIES	EKU MSN Courses and Examples
	4. Leads practice inquiry, individually or in partnership with others. 5. Disseminates evidence from inquiry to diverse audiences using multiple modalities. 6. Analyzes clinical guidelines for individualized application into practice.	NSC 800/886 (PMHNP): Coordinate care across services and systems via interprofessional collaboration (direct patient care, case simulations, case studies, and DAP notes) requires an evidence-based reference to support clinical decision-making. MHP 855: Multiple assignments requiring the collection of data from national databases to support identification of population/aggregate health issues and evidence to support prevention efforts. NSC 886: Formulate treatment plans using evidence-based guidelines in individual case simulations and in a complex patient written case study NSC 882/ NSC884: Didactic content (analyze evidence based guidelines to improve health outcomes)
Technology and Information Literacy Competencies	1. Integrates appropriate technologies for knowledge management to improve health care. 2. Translates technical and scientific health information appropriate for various users' needs. 2a. Assess the patient's and caregiver's educational needs to provided effective, personalized health care. 2b. Coaches the patient and caregiver for positive behavior change 3. Demonstrates information literacy skills in complex decision making 4. Contributes to the design of clinical information systems that promote safe, quality and cost-effective care. 5. Uses technology systems that capture data on variables for the evaluation of nursing care.	NSC 800/880/881/882/884/886: Utilize electronic clinical decision-making tools and applications to assist in determining medical treatment plans NSC 880: Didactic content includes psychotherapeutic theories. Discussion boards dialogue of evidence-based psychotherapeutic practices NSC 882/ NSC884: Didactic content (analyze evidence based guidelines to improve health outcomes) NSC 800/ 886 (PMHNP): Every DAP note assignment requires an evidence-based reference to support clinical decision-making and SBIRT motivational interviewing simulation PMHNP: NSC 880/881/882/884/ 800/886: Apps for online resources such as the USPSTF and CDC apps, Uptodate, Epocrates, Medscape and online calculators such as the GFR calculator and the

DOMAIN/CONTENT	COMPETENCIES	EKU MSN Courses and Examples
		ASCVD risk index calculator and other online references are incorporated into didactic and clinical teaching and used by students in clinical encounters. MPH 855: Modules on epidemiological surveillance systems and networks and their use to optimize patient care and prevention. MHP 855: Multiple assignments requiring the collection of data from national databases to support identification of population/aggregate health issues and evidence to support prevention efforts.
Policy Competencies	1. Demonstrates an understanding of the independence of policy and practice. 2. Advocates for ethical policies that promote access, equity, quality and cost. 3. Analyzes ethical, legal and social factors influencing policy development. 4. Contributes in the development of health policy. 5. Analyzes the implications of health policy across disciplines. 6. Evaluates the impact of globalization on health care policy development. 7. Advocates for policies for safe and health practice environments.	NSC 884: Presentation of Professional advanced practice organization to engage in political advocacy. NSC 800 III (PMHNP): Reflective writing analyzing a mental health issue related to health policy and political activism NSC 886: Initiate the process of state licensure including going online to investigate their state laws and regulations related to advanced nursing practice specifically scope of practice NSC 800 I (PMHNP) differentiate their role among Psychiatrist, PA's and NP's. NSC 884: Didactic module on incorporating collaboration amongst the healthcare team. NSC 884: Didactic content on mentoring. NSC 876: Complex Care Case, SOAP notes, Typhon entries all of which contain reference to utilization of EBP guidelines as well as social determinants of health, genomic risk assessment and addressing of risks with health promotion and disease prevention. End-of-program comprehensive oral exam MPH 855: Assignment to investigate communicable disease reporting policies/regulations requirements.

DOMAIN/CONTENT	COMPETENCIES	EKU MSN Courses and Examples
		MPH855: Module on Ethical/legal issues related to collecting surveillance data NSC 842: Didactic content to identify political processes and their impact on professional organizations as well as an assignment to analyze a bill relevant to health care delivery or practice NSC 892: Students complete human subject's protection training and practice completing an IRB application for an implementable evidence-based practice project
Health Delivery System Competencies	1. Applies knowledge of organizational practices and systems to improve health care delivery. 2. Effects health care change using broad based skills including negotiating, consensus building and partnering. 3. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders. 4. Evaluates the impact of health care delivery on patients. Providers, other stakeholders and the environment. 5. Analyzes organization structure, functions and resource to improve the delivery of care. 6. Collaborates in planning for transitions across the continuum of care.	NSC 884: Presentation of Professional advanced practice organization to engage in political advocacy. MPH 855: Integrates epidemiology principals for Advance Nursing practice and care of diverse population. MPH 855: Assignment to investigate communicable disease reporting policies/regulations requirements. MPH 855: Module on Genetic/Genomic Epidemiology and its application to Advance Nursing Practice. NSC 832: Cultural Humility Oral comprehensive exams integrate rural health, culture and role NSC 842: Didactic content to identify political processes and their impact on professional organizations as well as an assignment to analyze a bill relevant to health care delivery or practice NSC 842: The final paper incorporates the application of health care delivery systems to care of diverse populations by nurses in advanced practice. NSC 800: Cultural diversity and diverse populations are embedded in Case Simulations, Typhon entries and SOAP notes

DOMAIN/CONTENT	COMPETENCIES	EKU MSN Courses and Examples
		NSC 886: Develop and evaluate plans of treatment for diverse populations in complex care case NSC 886: Initiate the process of state licensure including going online to investigate their state laws and regulations related to advanced nursing practice specifically scope of practice NSC 886: Evaluate a practice scenario and apply the “Scope of practice decision-making model” to determine if the involved acts are within the PMHNP scope of practice
Ethic Competencies	1. Integrates ethical principles in decision making 2. Evaluates the ethical consequences of decisions. 3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.	MPH855: Module on Ethical/legal issues related to collecting surveillance data NSC 840: Didactic content on ethical decision-making models NSC 881: Legal-ethical assignment related to APRN prescribing of controlled substances based on each student’s specific state laws and regulations NSC 892: Students complete human subject’s protection training and practice completing an IRB application for an implementable evidence-based practice project
Independent Practice Competencies	1. Functions as a licensed independent practitioner. 2. Demonstrates the highest level of accountability for professional practice. 3. Practice independently managing previously diagnosed and undiagnosed patients. 3a. Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative and end-of-life care. 3b. Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.	NSC 830: Alterations in pharmacokinetics through lecture content and weekly homework assignments. NSC 832: Cultural Humility Oral comprehensive exams integrate rural health, culture and role NSC 832: Complete physical assessment NSC 832: Differential diagnoses to identify treatment plan. NSC 832: Plan and implements a health promotion and health education plan specific to disease prevention. NSC 834: Advanced pathophysiology incorporates knowledge of biological sciences to describe and

DOMAIN/CONTENT	COMPETENCIES	EKU MSN Courses and Examples
	3c. Employs screening and diagnosis strategies in development of diagnoses 3d. Prescribes medications within scope of practice. 3e. Manages the health/illness status of patients and families over time. 4. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making. 4a. Works to establish with the patient characterized by mutual respect, empathy and collaboration. 4b. Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust and respect. 4c. Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care duplicate. 4d. Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care. 4e. Develops strategies to prevent one's own personal biases from interfering with delivery of quality of care. 4f. Addresses cultural, spiritual, and ethnic influences that potentially create conflict among individuals, families, staff and caregivers. 5. Educates professional and lay caregivers to provide culturally and spiritually sensitive and appropriate care. 6. Collaborates with both professional and other caregivers to achieve optimal care outcomes. 7. Coordinates transitional care services in and across care settings. 8. Participates in the development, use, and evaluation of professional standards and evidence-based care.	analyze altered health states across the life span. Learning modules include all body systems and associated physiological processes such as genetics, inflammation, infection, stress, and cancer. Weekly case study assignments allow collaboration for applying knowledge from the learning modules to decision-making for common clinical encounters. NSC 834: Provides a learning module for an overview of pathophysiology related to genetics and genetic diseases. Genetics, epigenetics, and genomics are incorporated into learning modules and weekly case studies including common alterations such as Down syndrome, depression, diabetes mellitus, hypertension, emphysema, peptic ulcer disease, cancer, and gout. NSC 890/892: Students develop an implementable evidence-based practice project specific to their concentration to translate research evidence into practice while caring for diverse populations NSC 800: Cultural diversity and diverse populations are embedded in Case Simulations, Typhon entries and SOAP notes NSC 886: Develop and evaluate plans of treatment for diverse populations in complex care case NSC 886: Initiate the process of state licensure including going online to investigate their state laws and regulations related to advanced nursing practice specifically scope of practice NSC 886: Evaluate a practice scenario and apply the "Scope of practice decision-making model" to determine if the involved acts are within the PMHNP scope of practice NSC 884: Didactic module on incorporating collaboration amongst the healthcare team. NSC 884: Didactic content on mentoring.

DOMAIN/CONTENT	COMPETENCIES	EKU MSN Courses and Examples
		PMHNP: NSC 880/881/882/884/ 800/886: Apps for online resources such as the USPSTF and CDC apps, Uptodate, Epocrates, Medscape and online calculators such as the GFR calculator and the ASCVD risk index calculator and other online references are incorporated into didactic and clinical teaching and used by students in clinical encounters. NSC 880-881-882-884: Didactic content cross the lifespan, Psychiatric Interview Example, case studies of patient scenarios in discussion board, quizzes, psychotherapeutic theories NSC 800/886: Clinical encounters (Typhon entries) and DAP notes, cultural diversity are embedded in case simulation. Oral Comps NSC 880-881-884: case studies of patient scenarios in discussion board questions that incorporate evidenced based guidelines for the identified illness. NSC 800/ 886 (PMHNP): Every DAP note assignment requires an evidence-based reference to support clinical decision

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 Samantha Harris PHONE CONTACT 502-655-5140 DATE 3/5/21
 EMAIL: Samantha_harris111@mymail.eku.edu

RSO/Academic Program Graduation Regalia Request

- [Required] Name of RSO/Program: **Student Social Work Association**
- [Required] Contact Name: Samantha Harris. [Required] Contact Email: Samantha_harris111@mymail.eku.edu
 [Required] Contact Phone Number: **502-655-5140**

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 expectations to organization members.

No, members are just required to be in good academic standing for membership. In order to wear regalia at commencement ceremonies, members are required to have a 2.5 GPA. (Attached is a copy of the membership section of our constitution.)

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?

Graduation regalia for social work students is very important. Since many students are both in SSWA and the social work program, it represents both the work they have done in the organization and in the program. It also represents a solidarity among social work students since many of us have been with the same cohort since beginning the program. SSWA is also an organization that participates with the community through community service and events, so regalia would represent everything that we have worked on through the organization. COVID-19 so brought new struggles for social work students through our practicums and classes so regalia would also show the hard work students have put in through the pandemic. Overall, it would represent social work student's work throughout their college experience.

5. **[Required]** Please provide a brief description of the stole or cords you are requesting to be worn (and attach a color photo).

Regalia will be a teal cord.

Regalia Photo:

HONOR CORDS CAPS + GOWNS STOLES TASSELS MEDALS DIPLOMAS GIFTS + APPAREL CONTACT

Graduation Cords - Single



As low as **\$2.50** per cord (1000+)

\$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.

One cord with 1-3 colors. We also offer [two](#) or [three](#) cords tied together.

[Custom cords](#) are available for orders of at least 500 units.

Cord Color(s) *

Teal

Quantity *

1

Add to cart

Shopping Cart

View your cart.

Filter by color:

☐ All Colors

☐ Reds

☐ Golds

☐ Blues

☐ Black

☐ Purples

☐ Silver

☒ Teal

☐ Greens

☐ Pinks

☐ White

☐ Maroon

☐ Yellows

☐ Oranges

☐ Lavender

☐ Brown

4.7 ★★★★★

Constitution of the Student Social Work Association

Article I: Name

Section 1: The name of this organization shall be The Student Social Work Association (SSWA).

Article II: Purpose

Section 1: The purpose of this organization shall be:

- a). To provide students in social work with information about professional opportunities.
- b). To encourage student participation in community services and social action programs.
- c). To increase communication among students and between faculty and students
- d). To ensure student representation in the Social Work Program including, as needed planning, faculty selection and program policy.
- e). To participate in and provide input to other professional organizations as relevant to the purposes of our organization

Article III: Membership

Section 1: Membership will be open to both part-time and full-time E.K.U. students ***online or on-campus*** who are in good standing with the office of Student Life and who desire and possess an interest in social problems and social justice.

Section 2: Membership dues for the Association shall be \$5.00 per semester or \$10.00 for the year. Membership dues should be paid in full one month after the first meeting of semester. Exception to this policy will be approved by the faculty advisor. *If dues are not paid the individual shall not partake in membership only activities including receiving SSWA graduation regalia.

Section 3: Active Membership constitutes any student who has paid in full and who has attended at least 3 meetings or 3 SSWA sponsored events per semester.

Section 4: Alumni Membership consists of anyone who has formally participated in SSWA as a member for at least one year and has graduated Eastern Kentucky University or are currently in their 490 practicum.

Section 5: Associate members shall consist of the E.K.U. Social Work Department faculty and especially the appointed SSWA faculty sponsor.

Section 6: In order to be qualified to wear SSWA regalia during graduation, the student must be a paid SSWA member for at least 2 semesters and have a minimum of 2.5 GPA.

Article IV: Officers

Section 1: The officers of this organization shall be president, vice-president, secretary, treasurer, brand ambassador, recruitment officer, and historian. These officers, along with standing committee chairpersons shall comprise the Executive Committee. The terms of office shall be for one school year.

Section 2: Elections shall be at the end of the spring semester of each year, for terms of 1 year with special elections being held upon vacancies. Students may not run for an elected office for the same academic year in which they're scheduled to go into the 490 placement. No person shall hold more than one office in the organization at one time. The duties of the officers shall be those outlined in Robert's Rules of Order.

Section 3: Officers may be impeached upon a petition signed by half of the members. There must be a two-thirds majority vote of total active membership of this organization in favor of impeachment before it is ratified.

Section 4: There shall be at least one faculty sponsor from the Social Work faculty. The sponsor(s) shall automatically become an associate member of this organization, and shall be approved by the Office of Student Life and Organizations.

Section 5: The president shall be at least a one year member of the Association when he/she assumes office. President shall attend and preside over all meetings of the Association and shall act as a liaison between the local, state, and national student and professional organizations. At the request of social work faculty, the president shall serve on departmental and Social Work Program Committees as a representative of the Association. The past president is required to serve as an advisor to the next president for the following fall semester.

Section 6: The vice-president shall take over all duties of the president when the president is absent. The vice-president shall be in charge of the revision of the constitution when a revision is necessary and shall work closely with the president in carrying out his/her duties. Vice-president is required to revise the constitution every 2 years if needed.

Section 7: The secretary shall take minutes of all meetings and keep them for future reference. Secretary shall keep the attendance and membership records. The secretary is responsible for making room reservations for meetings.

Section 8: The treasurer shall be in charge of all financial matters related to the organization and provide a financial report to the Executive Committee and membership once monthly. The Association should vote on any expenditure over \$50.00. The treasurer shall serve on the fundraising committee.

Section 9: The Brand ambassador shall notify members of all meetings and events, and shall develop, revise, and monitor all of the Association's web pages and list serv. The publicity officer shall be in charge of announcing activities of the Association to students. They shall also act as the reporter to student publications about activities of the organization such as the daily ECU email, text announcements, and flyers. Brand ambassador is required to gain consent from SSWA members before photographing group activities or meetings.

Section 10: The historian shall keep a written and pictorial record of the organization's activities and events. They will maintain the SSWA bulletin board with current news and activities. They will oversee the picture gallery on Blackboard.

Section 11: All officers shall serve on at least one standing committee.

Article V: Meetings

Section 1: There shall be a meeting of this organization (at least) once a month. Meeting times will be decided upon the majority vote of the total Association membership present at the first meeting of each semester.

Section 2: A quorum shall consist of 15% of active members.

Section 3: The meeting of the organization shall be conducted under Robert's rules of order.

- a) CALL TO ORDER
- b) MINUTES OF LAST MEETING
- c) TREASURER'S REPORT
- d) OLD BUSINESS/COMMITTEE REPORTS
- e) NEW BUSINESS
- f) GENERAL DISCUSSION
- g) ADJOURNMENT

Article VI: Election of Officers

Section 1: A special meeting will be held in the spring semester for the nomination of officers. The voting shall be in a secret ballot.

Section 2: Members running for an officer position should be an active member for at least one semester prior to their running.

Article VII: Standing Committees

Section 1: The Community Service and Social Action Committee shall develop and organize/coordinate social service projects and encourage participation in community programs.

Section 2: The Fundraising Committee shall organize events to financially support the mission and goals of the organization.

Section 3: The Activities Committee shall develop and organize activities that promote the student's social life and well-being. They shall also schedule activities for meetings.

Section 4: The Recruitment Committee shall give a presentation to all social work classes and take names and contact information of those who are interested in joining the Association. The recruitment officer should lead this committee.

Article VIII: Special Committees

Section 1: An Ad Hoc Committee shall be brought together to perform a specific task and will be dissolved when the task is completed and the final report has been given.

Article IX: Amendments

Section 1: All amendments to the constitution shall be submitted in writing to the vice-president at regularly scheduled meetings, prior to the voting.

Section 2: To pass, all amendments shall require a minimum of two-thirds affirmative vote of the active organization. If the required minimum vote is not met during the membership meeting, an electronic vote may be solicited by the faculty advisor or his/her designee.

Article X: Activities

Section 1: The Association will sponsor such activities as are deemed appropriate by the Executive Committee and/or the membership. The sponsored activity shall establish its own operating rules and regulations.

Section 2: The Association will plan and implement an SSWA banquet at the end of each Spring semester. At the banquet, new officers will be sworn in and graduation regalia will be distributed to each active member who is graduating in the spring or fall semester of that year.

Article XI: Effective Date

Section 1: This constitution shall become effective the Spring semester 2020, pending approval by the membership and the Office of Student Life and Organizations.

Revised 11-4-04

Revised 04-10-12

Revised 11-13-12

Revised 4-23-13

Revised 02-19-2020

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 Ally Trout PHONE CONTACT (253) 773-9988 DATE 2/21/21
 EMAIL: alexandra_trout@mymail.eku.edu

RSO/Academic Program Graduation Regalia Request

- [Required] Name of RSO/Program: Crime and Chemistry Club
- [Required] Contact Name: Allison Seitz [Required] Contact Email: allison.seitz2@mymail.eku.edu [Required] Contact Phone Number: (419) 5164-2461

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, we have a requirement of a 2.5 GPA. I've attached the Article from our Constitution/Bylaws that tells members ^{what} their requirements are.

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 that they were part of the club during their time at ECU.

5. [Required] Please provide a brief description of the stole or cords you are requesting to be worn (and attach a color photo).

One side says "CRIME" and has a red handprint & magnifying glass. The other side says "CHEMISTRY" and has a black atom. The whole thing is white with red trim

Article V: Membership Requirements

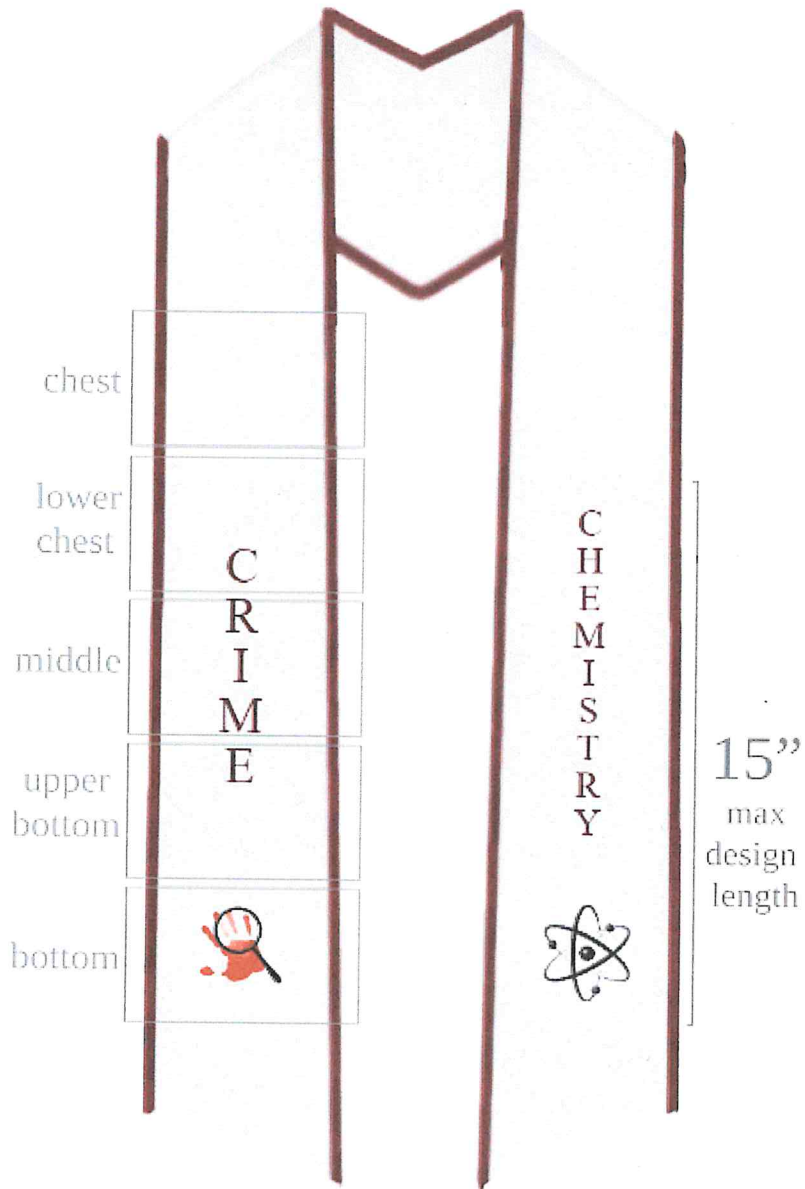
- Have to be enrolled students (full time or part time)
- If our faculty advisor ever has kids, they can join the club
- Membership fee is required to join
- Must be registered on the organization's Engage page

Active Member Requirements

- All members must abide by constitutional bylaws
- Selected on basis of personal merit
- Good academic standing
- Cumulative GPA of 2.5 is required
- Minimum of 6 required active members at all times (includes the Executive Committee)
- Must express an interest in the subject matter of Forensics, Criminal Justice, or Chemistry
- Must attend meetings at least once a month

Non-Active Member Requirements

- All members must abide by constitutional bylaws
- Automatically Non-Active until GPA meets minimum requirements
 - Member must maintain their GPA for at least half of the semester
 - The faculty advisor will check member GPAs after midterm grades have been published and reach out to any members below the 2.5 GPA requirement to discuss their member status
 - At the 8-week mark, if the member has an appropriate GPA, they are able to attend club events and meetings again



Council on Academic Affairs

Registered Student Organization (RSO) / Academic Program

Graduation Regalia Request

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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 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 Amanda Somer McCrystal PHONE CONTACT 859-319-8688 DATE 02/16/2021
 EMAIL: amanda_mccrystal@mymail.eku.edu

RSO/Academic Program Graduation Regalia Request

- [Required] Name of RSO/Program: **The Wesley at EKU**
- [Required] Contact Name: **Somer McCrystal** [Required] Contact Email: **amanda_mccrystal@mymail.eku.edu** [Required] Contact Phone Number: **859-319-8688**

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.
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- 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.

There is no minimum grade point requirement for membership

3. [Required] Are you proposing that only those members who meet the 2.5 GPA academic threshold wear the regalia?

Yes, we propose that only members who meet the 2.5 GPA academic threshold wear the regalia. Our student leadership team works hard not only in the organization but are dedicated students that strive to represent both leadership and academics on the EKU campus.

4. [Required] Please describe the significance of wearing the stole at graduation. Why should your members wear graduation regalia?

Stole signifies a member of the student leadership team within our campus ministry. Members should be allowed to wear this regalia to signify their commitment to excellence, their service within our ministry, and on our campus.

5. [Required] Please provide a brief description of the stole or cords you are requesting to be worn (and attach a color photo).

The stole that we are requesting to be worn is a maroon and white stole that features The Wesley at EKU's logo at the bottom of the stole.



Art Ref:	Brandon-TheWesleyatBK002
Created:	Feb. 09, 2021
Stole Type:	Luxury - Fully Lined
Body:	NA
Trim:	NA
Top:	Bridal Satin - Burgundy (Maroon) #277
Bottom:	Bridal Satin - Silver #012
Front:	NA
Back:	NA
Length:	46"
Max Width:	4.5"
Left:	Print
Left Color(s):	Burgundy (Maroon) #277
Right:	NA
Right Color(s):	NA
Back:	NA
Back Color(s):	NA
Ending in:	Arrow Points

All Stoles Are Not The Same

Our graduation stoles are made using luxurious bridal satin, fully lined and pressed to drape perfectly.

Memo

To: Shannon Tipton
From: Elizabeth Ballou
Date: February 16, 2021
Re: Change to Admission Criteria for Non-Degree Seeking Students

Proposing adding language to the cataloging clarifying that students applying as non-degree seeking outside of an established Dual Credit/High School Special program must either have graduated from high school or earned a GED.

Proposed updated language:

Admission as a Non-Degree Student

*Upon submission of an application, you may be admitted as a non-degree student **provided you have graduated from high school or earned a G.E.D.** If so admitted, (1) Your eligibility for enrollment in specific courses will be dependent upon meeting the stated course prerequisites. (2) You must meet with an academic advisor to be advised and receive a RAC number; (3) You will not be eligible to receive financial assistance awards. If you subsequently decide to pursue a degree, you must reapply for admission as a degree seeker. If you are thus admitted, (1) You will be required to remediate all pre-college curriculum deficiencies and to satisfy all Eastern Kentucky University academic readiness requirements.*

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

EKU 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:

- 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**

OCTOBER 15TH

Council on Postsecondary Education Notification of Intent information entered by Associate Provost

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
- College of Education's Teacher Education Committee (TEC)

JANUARY

Council on Academic Affairs Approval deadline

FEBRUARY

Faculty Senate Approval

MARCH

EKU 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

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.

Recommendation for Revisions to Certificates

Prepared by the Certificates Working Group, advisory to CAA

Background

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 stated goal was to develop a new taxonomy for certificates, new processes for documenting certificates, and revised definitions that reflect the Department of Education, SACSCOC, and CPE terminology. The current certificate process can be found here: [prot_certapproval.pdf \(eku.edu\)](https://eku.edu/prot_certapproval.pdf).

Recommendations

Certificates, as educational programs, are coherent courses of study leading to a for-credit credential. As such, ECU can present a cohesive set of certificate offerings for learners, with the expectation that certificates result in a certified academic credential on a transcript. Certificates can provide: specialized knowledges or skill sets for employability and advancement; appealing options for learners returning to school; and a verifiable credential while pursuing a lengthier program of study.

Further, to retain the flexibility for quickly meeting learner needs and to support innovative curriculum options, formerly “Departmental Certificates” will have the option to become the first badge options in ECU’s forthcoming digital learner record.

Therefore, the following actions are recommended:

1. Eliminate “Departmental Certificates” in the 2021-2022 catalogs.
2. Reduce the minimum number of hours for an undergraduate Certificate to 12 hours (from 24) in the 2021-2022 catalog.
3. Establish the minimum number of hours for a graduate Certificate to 12 hours in the 2021-2022 catalog.
4. Begin offering badges via a digital learner record for those Departmental Certificates that wish to offer a credential (transition in the 2021-2022 academic year for a fall 2022 launch).

Timeline

March 2021	Dean’s Council: Review recommendations
	CAA: Move to approve revised catalog language eliminating Department Certificates
April 2021	Develop and circulate Certificate guidance, including timeline for phasing out Department Certificates and new Certificate deadlines for Fall 2022
	Convene Digital Learner Record working group

Accreditation Language for Admissions and Transfer Credit Recommendations

Prepared by the Accreditation Definitions and Transfer Policies Working Group, advisory to CAA

Background

A February 2020 Department of Education memo indicating that “the Department holds all accrediting agencies to the same standards, distinctions between regional and national accrediting agencies are unfounded” ([State-Authorization-Letter-w-Diane-Signature-2.26.19.pdf \(sacscoc.org\)](#)). Precipitated by this memo, and following previous efforts to strategically situate ECU’s transfer and admissions policies in a competitive and student-centered manner (see, for example, the 2018 “Barriers to Transferring Credit” report), a group of eleven individuals from various ECU areas reviewed the Department of Education language regarding regional, national, and institutional accreditation labels. They were charged to evaluate current ECU policies, especially student transfer and admissions policies; determine revisions based on revised accreditation language; and elicit feedback from stakeholders to inform decision points prompted by revised accreditation language.

Findings

Compared to other state Institutions of Higher Education in Kentucky, ECU’s current transfer and admissions credit policies are restrictive. For example:

- NKU: review credit from “regionally accredited higher education institution or an institution accredited by an agency recognized by the U.S. Department of Education”
- WKU: “credits earned at other accredited American institutions of higher education may be transferred to WKU and applied toward a degree.”

Further, the distinction between regional and national accreditation is sometimes only visible to a learner when they are denied access to credit at a subsequent institution of higher learning.

Recommendations for Undergraduate and Graduate Level Policies

1. Revise transfer and admission language to indicate that ECU will consider credit from any “institution accredited by an agency recognized by the U.S. Department of Education.” This replaces the current policy limiting credit to “regionally accredited” sources.
2. Maintain the current process for evaluating course credit, which provides substantial review by transfer specialists and Subject Matter Experts when appropriate (see included flowchart). This process supports a program’s option to determine credit in a manner suitable for professional accreditations and endorsements, where applicable.
 - a. Identify commonly requested course and institutions of higher education for proactive evaluation (for example, credit from Columbia Southern University).

Timeline

March 2021	Dean’s Council: Review recommendations CAA: Approve revised catalog language
April 2021	Identify courses that can be proactively reviewed by departmental Subject Matter Experts

Example catalog policy change

Requirements for Admission as a Transfer Student

To be admitted as a transfer student, you must: Submit a final official transcript from each [institution accredited by an agency recognized by the U.S. Department of Education](#) you have attended. ~~Note that the transcript must be sent from the student's institution to Eastern Kentucky University's Office of Admissions. Hand-carried transcripts that are not sealed will not be accepted.~~

~~Deleted:~~ regionally accredited institution

~~Deleted:~~ Eastern Kentucky University does not accept credits from institutions that are not regionally accredited.

Transfer Credit Evaluation Process

