

Faculty Senate Agenda
February 4, 2008
3:30 p.m.

Call to order

Approval of Minutes

December 10, 2007 Minutes

President's Report Overview & Questions: Senator Whitlock

New Business:

- Budget Committee Election - (2 vacancies)
Current members: Bill Phillips (dean rep), Rodney Piercey, Dave Eakin (ex officio), Ann Chapman, Marco Ciocca, Beth Anne Pruitt, Debbie Newsom (ex officio)
- Partnership Opportunities With Faculty - Nickole Hale & Brian Perry (informational item)
- Policy on Policies
- Report from Council on Academic Affairs
 1. Teacher Admission & Certification Admission Requirements - Catalog Text Revision - **Informational Item**
 2. Community & Regional Planning Minor - Program Suspension
 3. Geographic Information Systems Minor - Program Revision
 4. Geology Minor - Program Revision
 5. Natural Resource Geography Minor - Program Suspension
 - ~~6. Teaching M.A. - Program Revision~~ **[pulled from agenda on 02-01-08]**
 7. Certified Alcohol & Drug Counselor Certificate - Program Suspension
 8. Correctional Intervention Strategies Certificate - New Program
 9. Women & Gender Studies - Department Name Change
 10. Women & Gender Studies Minor/Certificate - Program Revision

Report Overview & Questions:

Executive Committee Chair: Senator Eakin

Faculty Regent: Senator Frisbie

COSFL Representative: Senator McKenney

Provost: Senator Piercey

Student Government Association: David Fifer

Standing Committees:

Budget Committee: TBA, Chair

Rules Committee: Senator McKenney, Chair

Rights and Responsibilities Committee: Senator Robles, Chair

Committee on Committees: Senator Foote, Chair

Elections Committee: Senator Randles, Chair

Welfare Committee: Senator Waters, Chair

For the Good of the Order:

"State Budget Cut Backs"

Adjournment

FACULTY SENATE MINUTES

December 10, 2007

The Faculty Senate of Eastern Kentucky University met on Monday, December 10, 2007, in the South Room of the Keen Johnson Building. Senator Eakin called the fourth meeting of the academic year to order at approximately 3:30 p.m.

The following members were absent:

H. Bennett^{*^}, B. Bentley^{*^}, A. Chapman*, D. Clay, B. Foley, M. Hesse, K. Kean*, J. Koontz^{*^}, M. McDermott^{*^}, R. Milde*, R. Mott*, B. Phillips, R. Piercey*, C. Resor*, S. Shaffer*, B. Staddon, F. Szorad*, D. Whitlock*

*Indicates prior notification to the Senate Secretary

[^] ALT Tom Butler attended for H. Bennett

[^] ALT Mary Hauser-Whittaker attended for B. Bentley

[^] SUB Elizabeth Young attended for J. Koontz

[^] ALT Laurie Rincker attended for M. McDermott

Visitors to the Senate: Sue Cain, Transition & University Services; Jerry Pogatshnik, Graduate Education & Research; Debbie Newsom, Financial Affairs; and Janna Vice, Academic Affairs.

APPROVAL OF MINUTES:

The November 5, 2007 minutes were approved as written.

PRESIDENT'S REPORT: Senator Whitlock

Senator Whitlock was unable to be at Senate today because he's attending the SACS conference in New Orleans.

Senator Whitlock shared the following in his written report to the Senate.

On Tuesday, December 11th Senator Whitlock will be attending the inauguration of Steven Beshear as Governor of the Commonwealth of Kentucky. With the Governor's assumption of office, the legislative session will begin soon in the New Year to determine the state budget. Once that information becomes available, EKU will be able to start developing the 2008-09 operating budget.

In Senator Whitlock's last report, he indicated there would be some high level reorganizational actions. A campus-wide email was recently distributed which disclosed those plans. One thing the memo did not explain was the specific details in the merger between Academic Affairs and Student Affairs. Senator Whitlock stated that those details will be determined by the affected parties.

Senator Whitlock's travel schedule representing Eastern and its interest has been quite full. Last week he visited Washington, DC where he, and others, called on the Kentucky Congressional Delegation; and he attended an EKU Alumni Reception hosted by Congressman Ben Chandler. Congressman Chandler has expressed a desire to be supportive of this institution and is very pleased to have one of EKU's students interning with him each year.

NEW BUSINESS:

Change in Major/Minor Declaration Process. Tina Davis, Associate Registrar, was in attendance to inform faculty that the responsibility for processing major/minor changes will transition from the Advising & Retention Office to the Registrar's Office effective January 7, 2008. Currently there isn't a checks and balances system in place for this process. Therefore, the Registrar's Office felt this was an opportune time for the academic administration and faculty to review the current process and decide if a revision would be more advantageous for students. Any comments or suggestions should be forwarded to tina.davis@eku.edu. While the process is being reviewed, the Registrar's Office will continue with the current practice.

Report from Council on Academic Affairs - Dr. Janna Vice presented the following materials:

1. Credit-By-Examination Revision - **Informational Item**
2. College-Level Examination Program (CLEP) Revision - **Informational Item**
3. Developmental Education Policy - Policy Revision
4. Human Services (M.S.) - Program Revision (delete Community Agencies option)

Items 1 & 2 were introduced as informational items only.

Senator Robles moved approval of #3, seconded by Senator Kristofik. The majority were in favor and the motion carried.

Senator Collins moved approval of #4, seconded by Senator Costello. The majority were in favor and the motion carried.

GENERAL & STANDING COMMITTEE REPORTS

EXECUTIVE COMMITTEE REPORT: Senator Eakin

Senator Eakin shared the following in his written report to the Senate.

Dr. Pogatshnik has continued the development of the work group to review the sponsored programs policies. **(One added note from Senator Eakin was that with the high level reorganization, Harry Moberly will assume responsibility for developing the work group.)**

In addition, Dr. Pogatshnik took advantage of a visit by Tom Champagne, our external consultant from Huron. The forum was held in Perkins Quad A on November 29, 2007, from 9:00 a.m. – noon. He specifically invited Senators May, Petronio, Schuester, Frisbie; and any members of the Executive committee that might be able to attend on short notice. Revised versions of all the policies [except for the policy on redistribution of indirects] were included in his invitation.

Senator May commented that “the new policies and the new drafts appear to have addressed the primary College of Justice and Safety faculty concerns”.

Dr. Sherry Robinson was in attendance at the last Executive Committee meeting to discuss working with the Senate on faculty handbook revisions. In 2001-2002, there was a University Committee in existence to work on the Faculty Handbook. Senator Eakin spoke with the President about the possibility of reforming this committee to help Dr. Robinson. Such a committee would of course have Senate representation. In addition, he also asked Dr. Robinson to discuss the issue with the Provost – to procure his advice.

Senator Hartch was also in attendance at the last Executive Committee to discuss the possibility for faculty to have free membership to the Student Wellness Center. He felt this would benefit faculty in several ways: [1] a recruitment and retention tool for new faculty; [2] incentive for faculty to participate in the wellness program; [3] an extra perk for faculty. Senator Eakin discussed the issue with President Whitlock and was reminded that students are charged a fee for the maintenance and operation of the building. Senator Eakin suggested that this might be another opportunity to work jointly with the Student Government Association to discuss this issue further.

FACULTY REGENT REPORT: Senator Frisbie

The next Board of Regents meeting is scheduled for Friday, January 18, 2008.

COSFL: Senator McKenney

The next COSFL meeting is scheduled for Saturday, January 12, 2008.

PROVOST REPORT: Senator Piercey

Senator Piercey shared the following in his written report to the Senate.

The Graduate School has invited Tom Jackson, a nationally renowned graduate student recruiting expert, to conduct a graduate student recruiting workshop for ECU. The workshop will be held on January 31st in Perkins. Deans, Chairs, graduate coordinators and advisors can expect to receive an invitation soon.

ECU has purchased and installed a major upgrade of TRACDAT which is more user-friendly and makes report generation much simpler.

The 2007-2008 Program Review Schedule and supporting materials were recently distributed to approximately 30 programs scheduled for review this academic year. The deadline for submission of program review materials is Friday, November 30, 2007.

Dr. E.J. Keeley is chairing the QEP Director search. Telephone interviews have been held, and candidates meeting finalist requirements have been brought to campus. In addition, A QEP analyst has been chosen and will be announced once the HR process is finalized.

Institutional Effectiveness has collaboratively participated in both the ABET and PGM accreditor visits to campus. Dr. E. J. Keeley is co-chair for Standard 2 on Assessment for the NCATE accreditation, and Institutional Effectiveness and the NCATE team are working in preparation for this accreditation.

Institutional Effectiveness and Institutional Research provided active leadership at the 2007 meeting of the Kentucky Association for Institutional Research. Dr. Keeley is now the President of the Association, and Baron Wolf is Treasurer/Secretary. Both IE and IR staff members presented at the Conference.

Institutional Research has created and administered two surveys for Graduate Education and Research; one for current graduate students, and a second survey to current faculty. These surveys were conducted to gather information toward creating the Graduate Education and Research Strategic Plan.

STUDENT GOVERNMENT ASSOCIATION: Senator Eakin on Mr. Fifer's behalf Senator Eakin reported that the Faculty Senate is currently working on two issues with SGA--the dead week policy and the bulletin boards policy

STANDING COMMITTEES:

Budget Committee. Senator Eakin reported that Senator Ciocca has agreed to call a meeting after the holidays to select a chair. Senator Eakin further reported that Rob Milde asked to step down from the Budget Committee. Therefore a replacement will need to be elected in the spring.

Rules Committee. Senator McKenney reported that the Rules Committee met on October 29 to draft a motion to establish a standing Committee on New Senator Orientation. The Committee also began work on a section for Internal Procedures that would provide guidance for this New Senator Orientation committee. The Rules Committee expects to bring both these items as motions to the February meeting of the Senate.

Rights & Responsibilities Committee. Senator Robles shared the following in her written report to the Senate.

The revised Promotion and Tenure policy is expected to be submitted to the Board of Regents in January, 2008.

To date, nothing has been brought forward to the R&R Committee from Student Government regarding the issue of hanging posters on campus.

Welfare Committee. Senator Waters reported that the committee has been meeting every two weeks to discuss the hiring trend data that was received from the University. In addition, discussions have begun regarding shared governance. However, those issues have been temporarily tabled while the committee meets with the Benefits Committee to discuss the benefits package for 2008-09. While a benefits package hasn't been determined yet, currently the only premium increase being discussed is an approximate 8% increase in the high PPO option. In addition, there will probably be some changes to the overall prescription drug plan. The Benefits Committee is discussing implementing a step program which would encourage the use of generic drugs whenever possible. Another issue, domestic partner benefits, has been placed temporarily on hold.

Senator Collins mentioned that the committee proposed the idea of an education policy to try to make better consumers out of all of us.

Senator Eakin suggested that anyone with ideas on this issue, should forward comments on to the committee members.

ANNOUNCEMENTS:

Senator Eakin announced that Senators May and Taylor will be on sabbatical during the Spring semester.

FOR THE GOOD OF THE ORDER

The topic of discussion was: "Academic-related problems that do not fall under the purview of the academic structure."

Senator Rainey suggested that activities should not be scheduled in academic buildings until evening classes are over because it is a distraction to students.

ADJOURNMENT:

The meeting was adjourned at approximately 4:30 p.m.

Doug Whitlock
Remarks for Faculty Senate, February 2, 2008

I regret that I am unable to be with you for this initial meeting of the Faculty Senate for this calendar year. Today I, along with several of my colleague presidents, am attending a conference in Lexington, where – I am sure – our discussion of the current budgetary situation will continue.

As you might imagine, the state’s budgetary crises and the resulting impact on all of state government – post secondary education included – is consuming most of my working hours. As you will have seen in the media, the Governor’s recommended budget includes the 12 percent reduction in our state appropriation for which we were earlier asked to prepare for as a “worst case scenario.” This is an eventuality for which considerable planning has already been done.

I encourage you to keep in mind that the Governor’s recommended budget is but the first step in the 2008-2010 state biennial budget process. While the economic problems with which Governor Beshear and his staff have been contending are real, they have had only a few short weeks to address them. The Governor and legislative leadership have given us their commitment to work together to improve the funding picture before final action is taken on the state budget in late March or early April. While I am guardedly optimistic that something better than the 12 percent reduction will become reality, I would be very surprised if no reduction was made.

Accordingly, we must continue to work together to prepare for as much as a 12 percent reduction in our state appropriations base. While this amount of \$9,240,000 is significant, we are committed to minimizing its impact on our core instructional mission. I continue to believe that we can accommodate the impact on personnel through attrition, and processes to implement this are already in place. A cut of this magnitude will effectively remove our financial flexibility

for the coming year. The new initiatives in our business plan will be delayed and as a result our momentum in the state's "double the numbers" effort and regional stewardship will be impacted. A tuition increase sufficient to replace these potentially lost state dollars would place an unbearable burden on our students.

Lest I sound too "gloom and doomy," I take comfort in knowing that this is a strong place and that as long as we work together as a faculty and staff that we will weather this temporary obstacle to our progress just as we have those in the past. We are in this together and we will maintain the collegiality that sustains us and that we want to have still in place when better times return.

On the more positive front, I remain hopeful that phase II of the science building might be funded in the second year of the coming biennium. We have received a nice earmark of federal funds for equipment and have been invited to submit proposals for more federal funding both for that purpose and for some other needs of the institution. One of those is the Studio for Academic Creativity in the library, which recently benefited from a private gift of more than \$1,000,000.00 from Ron and Sherrie Noel. That gift, and more than \$1,000,000.00 more from other donors, has moved us closer to meeting our capital campaign goal.

Indications are that our doctoral program in educational leadership has been well-reviewed by the consultants from the Southern Region Education Board by the CPE. Hopefully we will receive the go ahead for this program soon.

With the beginning of the legislative session, my time away from the campus has been increased. Visits to alumni and friends continue throughout the country as we visit major population centers with sizable concentrations of ECU graduates.

Partnership Opportunities With Faculty Speakers: Nickole Hale and Brian Perry

Nickole Hale serves as the Associate Director of University Housing for Academic Initiatives. Nickole oversees the development and implementation of residentially based learning communities that are either special interest or academic major based. ECU currently has twelve learning communities across campus.

Case and Palmer Halls (Connexions) house our first year experience students. Curriculum in these halls focuses on successful integration into the campus setting. Residents meet regularly with staff for goal setting and review. Residents in Connexions do have the option to live on the C.O.O.L. floor where community service is their primary programming focus. Students living in our Connexions program consistently have higher GPAs at the completion of their first year than freshmen living in general housing or off campus.

Combs Hall is home to our Sophomore Experience program where programming is planned to assist students in secondary transition issues. Major selection, internships, etc. are all part of the curriculum. Currently, three colleges have partnered with University Housing to provide learning communities that are "major" driven.

The Business and Technology floors are housed in Keene Hall and have regular faculty and staff interaction. This floor houses Business and Technology majors or students who are seriously interested in pursuing a Business and Technology major. McGregor Hall houses our two newest academically based communities for Education and Health Sciences Majors. These programs are seeing success and show great promise as we move into this next academic year.

The America's Promise floor in Walters Hall is the only one of its kind in the country. Their programming focus is based on Colin Powell's five promises. Students living on this floor have worked with the Boys and Girls Clubs in the area, taught each semester at local Middle Schools and served as mentors for students in the local school system. Walters also houses a women's issues floor in cooperation with our Women's Studies department.

Sullivan Hall houses our nationally recognized Honors Program students and we work closely with the Honor Program to provide opportunities that will enhance the experience of those residents.

We also have interest based communities throughout campus that focus on special interest and activities that are of interest to students. Those communities include Outdoor Pursuits and Wellness and Fitness.

Nationally, learning communities aid in student success and retention. Our statistics show that students living in these communities have higher GPAs than students living in general housing or commuting. Faculty engagement is critical in the success of these programs and we have developed many wonderful relationships with faculty members that serve as presentors, mentors and investors.

Brian Perry will be speaking about the Department of Community Service and Student Engagement. Highlights will include some of the services and support the Department can provide to faculty, opportunities for faculty to become involved various service programs, and an introduction of the Alternative Spring Break program.



Eastern Kentucky University
Policy Library

Formulation and Adoption of University Policies (PROPOSED)

Policy 1.1.1

Volume 1, Governance
Chapter 1, Policies, Regulations, and Guidelines
Section 1, Formulation and Adoption of University
Policies

Approval Authority: Board of Regents

Responsible Executive: President

Responsible Office(s): Policy, Compliance, and
Governance

Effective:

Revised:

Expires:

Next Review Date:

Policy Statement

Eastern Kentucky University formally develops, approves, disseminates, implements, and maintains policies, as defined in this document, through a uniform process. Parties responsible for developing, updating, approving, and disseminating University policies must adhere to the precepts set forth in this policy. This document defines a University policy, and also provides a format for the development, approval, and dissemination of policies. Additionally, it describes the responsibilities of the parties involved in the formulation and adoption of University policies.¹

Purpose

This policy enables the University to make policy development and retrieval efficient and consistent. Further, a comprehensive document that outlines the development, approval, dissemination, implementation, and maintenance of University policies allows for more consistent enforcement, greater accessibility, and timelier review. This process will enhance organizational operations, compliance, and accountability.

Entities Affected by the Policy

- Entire university community, including all campuses and extended sites

Who Should Read the Policy

- University administrators
- Anyone considering developing or revising a University policy or assisting in the process

¹The University is endeavoring to take all existing as well as new policies through the process outlined in this policy. However, there are some policies that have not yet been through that process. They remain, nevertheless, official University policies and full compliance of them is expected.

Policy Background

The implementation of a policy on policies enables the University to more effectively and efficiently manage its body of policies. No previous policy concerning the formulation and adoption of policies existed.

Definitions

Approval Authority	The entity holding final authority to approve a particular policy.
Budgetary Impact	The budgetary resources needed to implement and maintain compliance with the policy.
Chapter	The designation for a sub-unit of a University policy volume. This designation indicates the broad category under which individual related policies will be found.
Effective Date	The date the policy is approved by the Board of Regents unless otherwise specified by the Board of Regents
Expedited Review	A process by which a policy may forgo the standard review and approval procedure. The circumstances that may lead to an expedited review are as follows: <ul style="list-style-type: none"> • Practical or operational considerations require rapid development and adoption of a University policy • Adoption of the new policy is mandated by statute or regulations and is not discretionary • The need for adoption of the policy is urgent
Interim Policy	This is a provisional policy issued when a University policy is needed before the standard process can be completed. An interim policy must carry an expiration date and will either be allowed to expire without additional action or will be replaced by a standard University Policy.
Interpreting Authority	The power to interpret the intent of the policy when questions or conflicts arise concerning its application, compliance, or scope.
Key Stakeholder	Any individual or group who might be impacted by or might have knowledge related to a particular policy.
Policy Developer(s)	Any individual or group may identify a need for a policy or policy revision and may then develop a policy.
Policy Statement	A statement on the first page of the University policy document that encapsulates the core requirements of the policy.
Guideline	A statement of desired best practice that recommends procedures, processes, outcomes, and the like that have been endorsed or approved by the University to achieve a particular outcome or goal. Guidelines may or may not be affiliated with policies and operational regulations. Guidelines may or may not apply institution wide.
Operational Regulation	A standard or statement that either 1) articulates procedures or reporting requirements related to implementation or compliance with University policies or 2) addresses matters not specifically addressed in such policies. Does not require Board of Regents approval, but may require presidential approval. Operational regulations may or may not apply institution wide.
Responsible Executive	The University executive under whose jurisdiction a University policy falls. Depending on the scope, a policy may have more than

Policy 1.1.1

Volume 1, Governance and Legal
Chapter 1, Policies, Regulations, and Guidelines
Section 1, Formulation and Adoption of University Policies

	one responsible executive.
Responsible Office(s)	University office(s) designated with the responsibility of administering a policy, communicating with and training the university community its requirements, and executing its timely review and updating.
Section	The designation for University policy that provides the name of the individual policy.
Template	The official format for all University policies. See Related Links for a copy of the template.
Volume	The designation for the broadest unit of University policy. Volumes typically correspond to University units (i.e. Academic Affairs, Financial Affairs, Student Affairs, Facilities, etc.).
University	Eastern Kentucky University
University Policy	A University policy meets the following requirements: <ul style="list-style-type: none">• Assists the University in achieving its mission through the promotion of operational efficiency• Applies broadly across the University• Ensures compliance with applicable federal, state, and local laws as well as accrediting bodies• Mandates actions or limitations• Requires approval by the President and/or the Board of Regents for changes or implementation• Reflects University Values
University Policy Document	All official policy documents have the following characteristics: <ul style="list-style-type: none">• Are reviewed and approved by appropriate channels• Are under the authority of a university executive to execute and interpret• Are in a standard format (template)• Contain on the first page the university seal• Include procedures for compliance• Include a review and approval history• Are catalogued and numbered in the University Policy Library

Responsibilities

Interpreting Authority	<ul style="list-style-type: none">• Make sound judgments on the intent of the policy when questions or conflicts arise concerning its application, compliance, or scope.• Review precedents, if any, to ensure consistent interpretation.• Render an interpretation when called upon to do so and communicate the decision to the appropriate parties.• Document all interpretation decisions.
Office of Policy, Compliance, and Governance	<ul style="list-style-type: none">• Coordinate and support policy development efforts in collaboration with all university departments and divisions.• Respond to and develop proactive approaches to compliance issues that arise out of federal, state, and local laws or out of accrediting body regulations and policies.• Ensure that the policy is disseminated to the university community.• Train the university community concerning policy development and compliance matters.• Maintain website with a listing of all University policies and the tools for the development of policies.• Archive policies that have been revised, suspended, or

	superseded.
Policy Developer(s)	<ul style="list-style-type: none"> Consult key stakeholders during the development process, though developers are not obligated to incorporate all suggestions. Ensure proposed policy is in the correct template and conforms to the precepts set forth in this policy.
Responsible Executive	<ul style="list-style-type: none"> Be accountable for substance of policy documents. Approve final drafts of all documents before review of the Approval Authority. Conduct timely reviews of existing policies under his or her jurisdiction. Assist, as needed, in the development, updating, or revision of policy within his or her jurisdiction.
Responsible Office(s)	<ul style="list-style-type: none"> Lead in the establishment of support systems needed to achieve compliance of policies. Inform and train the university community concerning new and substantially revised policies. Consult with the Responsible Executive(s) to update existing policies. Inform the university community of updates to policies.

Procedures

Developing a Policy	<p>Any individual or group may identify the need for a new policy or the revision of an existing policy. Once a need is identified, the policy developers should consult with the key stakeholders in order to refine the draft policy. During this process, the proposed policy should be placed in the <u>University policy template</u>.</p>
Reviewing and Approving a Policy	<p>Once developed, policies should be reviewed for recommendation or approval based on the appropriate process:</p> <ul style="list-style-type: none"> Governance (Volume 1) External Relations (Volume 2)Administrative (Volume 3) <u>Academic Affairs (Volume 4)</u> Student Affairs (Volume 5) Financial Affairs (Volume 6) Physical Resource Management (Volume 7) Human Resources (Volume 8) Safety, Security and Environment (Volume 9) Athletics (Volume 10) Information Management (Volume 11)
Expediting a Policy (when appropriate)	<p>When it is necessary to expedite a policy, the process will be as follows:</p> <ul style="list-style-type: none"> Governance (Volume 1) External Relations (Volume 2) Administrative (Volume 3) <u>Academic Affairs (Volume 4)</u> Student Affairs (Volume 5) Financial Affairs (Volume 6) Physical Resource Management (Volume 7) Human Resources (Volume 8) Safety, Security and Environment (Volume 9) Athletics (Volume 10)Information Management (Volume 11)
Establishing an Interim Policy (when appropriate)	<p>When it is necessary to establish an interim policy, the process will be as follows:</p> <ul style="list-style-type: none"> Governance (Volume 1)

Policy 1.1.1

Volume 1, Governance and Legal
Chapter 1, Policies, Regulations, and Guidelines
Section 1, Formulation and Adoption of University Policies

	<ul style="list-style-type: none">• External Relations (Volume 2)• Administrative (Volume 3)• <u>Academic Affairs (Volume 4)</u>• Student Affairs (Volume 5)• Financial Affairs (Volume 6)• Physical Resource Management (Volume 7)• Human Resources (Volume 8)• Safety, Security and Environment (Volume 9)• Athletics (Volume 10) Information Management (Volume 11)
Updating a Policy	On an as-needed basis, the Office of Policy, Compliance & Governance will make routine changes (such as position or unit titles, links, etc.). These changes should not substantively affect the policy. The Office of Policy, Compliance & Governance will note the date of such changes (as Updated) on the first page of the policy.
Revising a Policy	Procedures for revising an existing policy are the same as for reviewing and approving a policy (see above)
Implementing, Disseminating, and Training	Unless otherwise stated in the policy, a policy is in effect immediately after it is approved by the Board of Regents. Once approved, the Office of Policy, Compliance & Governance will ensure that the policy is disseminated to the university community by either communicating this information directly or will charge the Responsible Executive with the dissemination. The Responsible Office(s) will assist the Responsible Executive in establishing any support systems to train the community to ensure ongoing compliance.
	When questions or conflicts arise concerning the application, compliance, or scope of a policy, the affected parties will provide the details (in writing) of the question or conflict to the Interpreting Authority designated in that policy.
Interpreting a Policy	The Interpreting Authority will review the case as well as any precedents to ensure consistent interpretation. Face-to-face meetings may be arranged, as necessary. Once an interpretation has been determined, the Interpreting Authority will communicate the decision in writing to the appropriate parties. The Interpreting Authority will ensure that proper records are kept of interpretation decisions.
	University policies should be reviewed on a periodic basis (a five-year cycle is recommended) to ensure the currency and accuracy of the policies. The Responsible Executive will devise a mechanism that ensures policies under his/her jurisdiction are so reviewed.
Periodic Review of Policies	<p>Policies will be reviewed for the following:</p> <ul style="list-style-type: none">• Continued relevance to the University mission and values• Consistency with other University policies• Reflection of changes in laws, regulations, accreditation standards, educational goals/practices, university practices, etc.• Errors in fact or in language• Other potential problems
Repealing a Policy	<p>If a changes in the policy are deemed necessary, the appropriate process (revising, updating, or repealing) should be initiated.</p> <p>If a policy is deemed no longer relevant or necessary after undergoing the appropriate review process (see Reviewing and Approving, above), then a policy will be repealed</p>
Archiving a Policy	If a policy is updated, revised, superseded, or repealed, the Office of Policy, Compliance & Governance will archive the older version of the policy. These archived policies will be made available upon request.

Violations of the Policy

Violations of this policy may result in the delay of the approval process or in the official University recognition of the policy's effect.

Interpreting Authority

- President
- Chief of Staff and Unit Head for Policy, Compliance & Governance, if so delegated
- Provost and Vice President for Academic Affairs, if so delegated
- Vice President or other Direct Report to the President, if so delegated

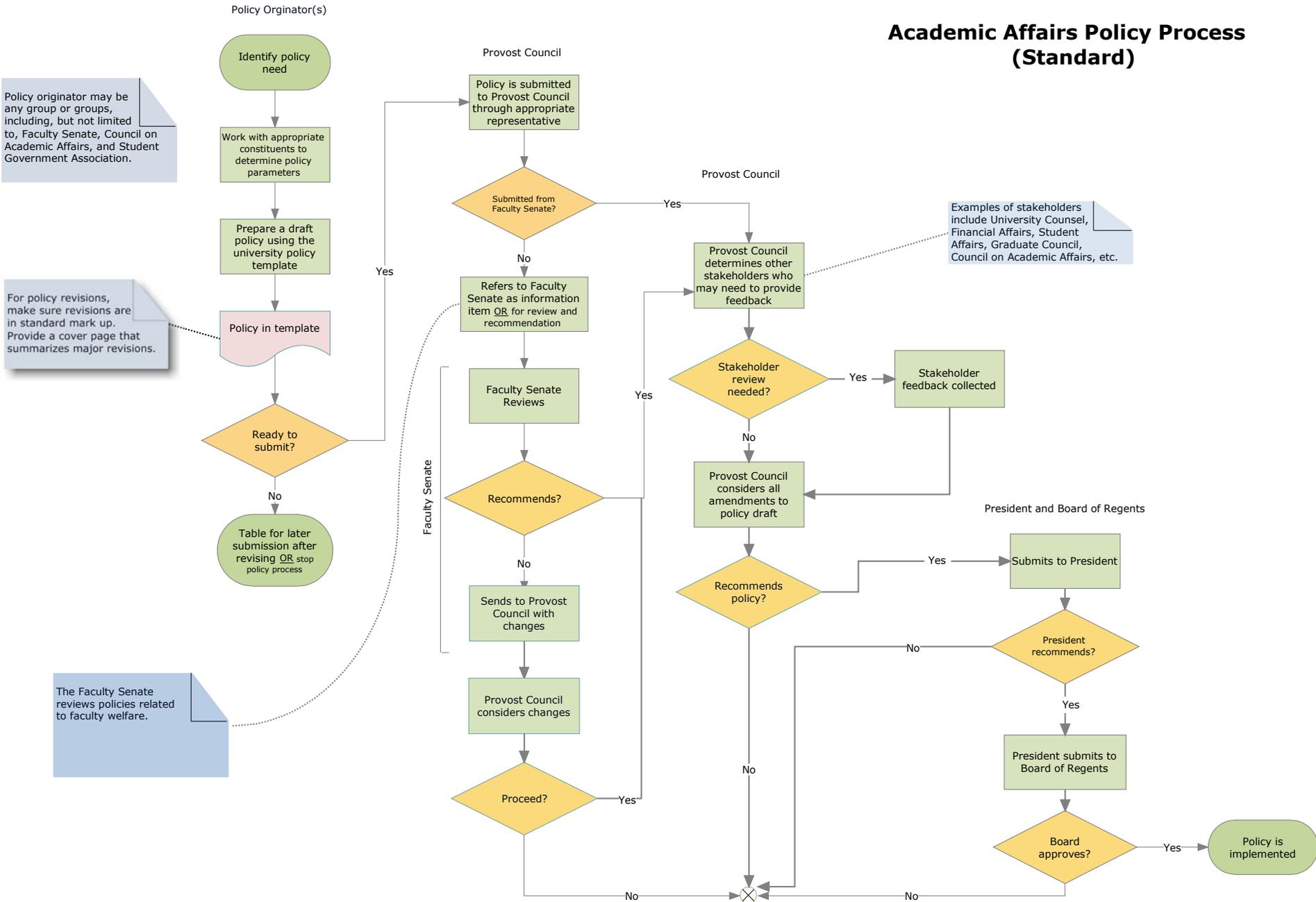
In the event there is a conflict between interpreting authorities, the President will make the final interpretation decision.

Relevant Links

Policy template

Policy Adoption Review and Approval

Academic Affairs Policy Process (Standard)

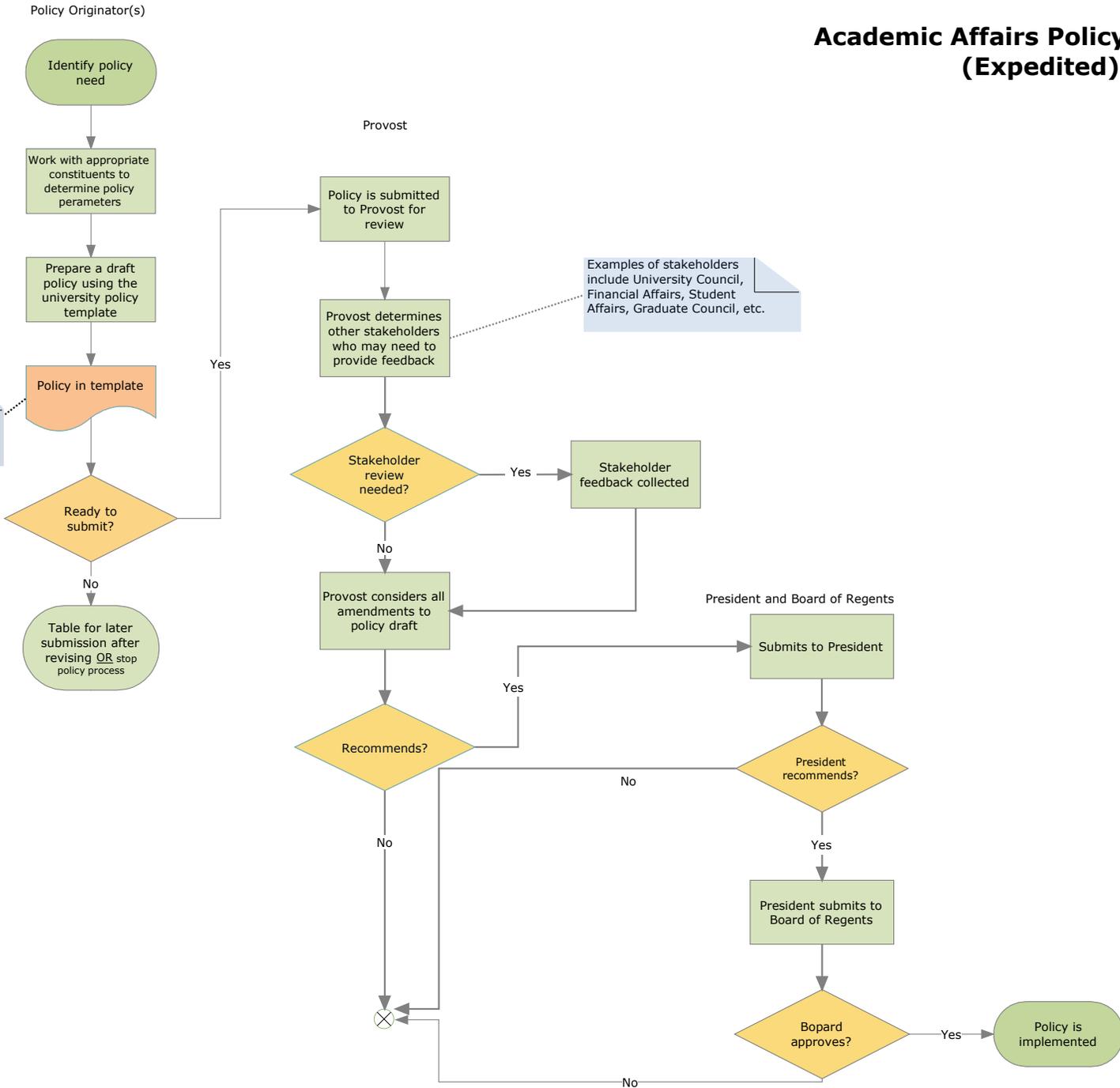


Academic Affairs Policy Process (Expedited)

Policy originator may be any group or groups, including, but not limited to, Provost Council, Faculty Senate, Council on Academic Affairs, and Student Government Association.

For policy revisions, make sure revisions are highlighted and provide a cover page that summarizes revisions.

Examples of stakeholders include University Council, Financial Affairs, Student Affairs, Graduate Council, etc.



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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title (Major __, Option __; Minor __; or Certificate __) *Provide only the information relevant to the proposal.	Teacher Admission and Certification College of Education Graduate Council* Council on Academic Affairs Approved <input checked="" type="checkbox"/> Disapproved _____ Faculty Senate** Board of Regents** Council on Postsecondary Edu.***	
Proposal Approved by:		Date 04/12/07	Date N/A
Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/> X			
College Curriculum Committee	5/2/07	Approved <input checked="" type="checkbox"/> Disapproved _____	12/20/07
General Education Committee*	N/A	Faculty Senate**	Informational
Teacher Education Committee*	11/28/07	Board of Regents** Council on Postsecondary Edu.***	Informational N/A
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact ECU's Office of Institutional Effectiveness.			

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)	<ul style="list-style-type: none"> ▪ Admission to Teacher Education requirements included use of the University Writing Exam (UWR) to meet one of the state standards for admission to teacher education. Since the UWR has been dropped, the College of Education is addressing 16.KAR 5:020 Standard for admission to teacher education. Section 2. (1) The teacher education institution shall determine whether each applicant exhibits an acceptable level of competency in oral and written communication as an admission requirement. To meet the oral and written communication requirement we are proposing use of ENG 101, 102 and CMS 100 or 210 with a grade of "C" or higher in each course OR ENG 105 with a grade of "B" or higher (a grade of "C" and ENG 102 may be used) or HON 102. ▪ Remove the computer literacy proficiency option in section E. This option has not been available for over three years. ▪ Include the clause to review the Professional Code of Ethics for Kentucky School Personnel in section J.
A. 2. Effective date: (Example: Fall 2001) Summer 2008	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: To remain in compliance with state standards.	
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 New, Revised, or Suspended Program

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

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

SEE INSERT ON THE NEXT PAGE

To teach, to learn, to help others teach and learn.

The Office of Teacher Admission and Certification is responsible for admitting students to professional education programs at EKU. In addition, certification applications for teachers and school personnel (principals, supervisors, superintendents, counselors, pupil personnel directors, business administrators, librarians, and speech pathologists) are processed through the Office of Teacher Admission and Certification.

To be recommended for certification, all students seeking initial teacher certification, regardless of the college in which they are enrolled, must meet the requirements for admission to professional education, complete an approved teaching curriculum, and pass the required PRAXIS tests as determined by the major/minor.

Students are advised to enroll in EDF 103, Introduction to Education, during their freshman year and in EDF 203, Schooling and Society, during their sophomore year. However, students should not enroll in EDF 103 until all developmental requirements have been met. EDF 310 will be required for students who have an equivalent transfer course for EDF 203.

ADMISSION REQUIREMENTS and APPLICATION PROCESS

Admission to Professional Education

Admission to the University (academic college) is not synonymous with admission to professional education. Students will apply for admission to professional education in the College of Education's Office of Teacher Admission and Certification (Combs 423). Formal applications will be accepted based upon completion of the following requirements:

A. Hours / Residence

- Complete 60 hours of credit (excluding developmental level courses).
- Transfer students must complete 12 hours of credit at EKU.

B. Admission Test Requirement

- A passing score on one of the following tests:
 - ACT (American College Test – Fall 1989 or after)
21 Composite OR Alternative ACT Options: 20 Composite with an overall GPA of 3.00 *or*
19 Composite with an overall GPA of 3.25

Individuals using an alternative ACT option must maintain or exceed the overall corresponding GPA requirement throughout the program. GPA compliance will be reviewed each semester. Individuals using an ACT alternative option will be required to participate in a PRAXIS preparation program to help ensure success on the PRAXIS exams.

- | | |
|----------------------------------|---|
| ○ Praxis I (PPST) | 173 Reading, 173 Math, 172 Writing |
| ○ SAT (Scholastic Aptitude Test) | 990 Composite |
| ○ GRE (Graduate Record Exam) | Program Area Score see Graduate Catalog |
| ○ MAT (Miller Analogies Test) | Program Area Score see Graduate Catalog |

C. GPA and Grade Requirements

- Minimum overall 2.75 on all undergraduate course work. Candidates using an alternative ACT option must maintain or exceed the overall corresponding GPA requirement throughout their program.
- Minimum 2.75 on college work at EKU.
- Satisfactory grade in EDF 103 and a grade of "C" or higher in EDF 203 (requires completion of admission test requirement [section B] prior to enrollment), ~~ENG 101 and ENG 102.~~
- Satisfactory grade in EDF 310 for transfer students having completed EDF 203 at another institution.

Undergraduate degree student GPA is based on the hours attempted as shown on the official EKU transcript. Post degree certification student GPA is based on all undergraduate course work and on the hours attempted as shown on the official EKU transcript.

D. Mathematics Requirement

- Complete a college level math course: MAT 105 or higher (excluding MAT 201 and 202) with a grade of "C" or higher.

E. Computer Literacy

- Complete CSC 104 or CIS 212 with a grade of "C" or higher.
- Students with prior computer knowledge and skills may demonstrate proficiency by satisfactorily completing both the written and performance portions (word processing, database, spread sheet) of the computer literacy test. Students who fail the test must complete CSC 104 or CIS 212 with a grade of "C" or better. The test option is not available for students required to take CSC 104 or CIS 212 as a part of their major. The university course by examination will not satisfy the computer literacy requirement for the College of Education since it does not have a performance component.

F. UWR (University Writing Requirement)

- Achieve satisfactory performance on the University Writing Requirement. (Undergraduate students should also refer to University requirements described in the current Undergraduate Catalog).

F. Oral and Written Communication

- Oral communication: A grade of "C" or higher in CMS 100 or CMS 210
- Written Communication: A grade of "C" or higher in ENG 101 and ENG 102 or HON 102 or a grade of "B" or higher in ENG 105 (those earning "C" must also take ENG 102).

G. Examinations

- Achieve satisfactory results on examinations taken in EDF 103 and 203 and on other examinations which may be required by the Professional Education Admissions Committee.
- Demonstrate proficiency in oral and written communication including evidence of satisfactory speech and hearing screening. Screening is provided by the Speech-Language-Hearing Clinic in Wallace 278 B.
- Students scoring below minimum requirements on the tests for oral and written communication shall be required to improve their competencies to an acceptable level before admission to professional education. This may include therapy, tutoring, and enrollment in credit or non-credit remediation courses.
- Any hearing impaired student unable to pass the speech and hearing screening who can benefit from remediation should receive it. Documentation concerning remediation and communication competency (oral or manual) must be provided to the Speech and Hearing Clinic. The Clinic, in consultation with faculty of the Deaf and Hard of Hearing Program will submit a recommendation for consideration for admission to the Office of Student Services. This should include documentation of communication competence.

H. Recommendations

- Submit satisfactory recommendations from **four** EKU faculty members including the EDF 203 instructor, the advisor and two faculty members with one being from the major.

I. Interview / Portfolio

- Satisfactorily complete a formal interview which will include the portfolio presentation. Two faculty members will conduct the interview and portfolio review process.

J. Ethics Declaration

- Complete and sign a "Personal and Professional Fitness Declaration" form. This process includes a review of the Professional Code of Ethics for Kentucky School Personnel established in 16 KAR1:020.

NOTE: Based on your disclosure an interview by the Professional Education Admission Committee may be required.

K. Student Behavior

- Have no physical or psychological impairments that would preclude teaching success.
- Students preparing to work in schools as teachers or other professional school personnel must demonstrate dispositions necessary to help all students learn.
- Demonstrate acceptable social behavior at the University and in the community-at-large.* A student interview may be required by the

Professional Education Admissions Committee.

- Student admission status may be reevaluated if the student is placed on either academic or social probation or has a record of criminal conviction(s).* A student interview may be required by the Professional Education Admissions Committee.

* The Office of Teacher Admission and Certification will contact the ECU Office of Judicial Affairs to obtain records of infractions committed by candidates for admission to professional education. The Office of Teacher Admission and Certification will also contact the Administrative Office of the Courts to obtain a criminal records check for each candidate for admissions to professional education.

The Office of Teacher Admission and Certification will process the formal "Application for Admission to Professional Education." The Professional Education Admissions Committee will review applications, supporting documentation, and other relevant materials brought before the committee and will take appropriate action concerning the student's admission to the professional education program. The student will be notified of the committee's decision.

Part III. Recording Data for New, Revised, or Suspended Program

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

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

~~MINOR IN COMMUNITY AND REGIONAL PLANNING~~

~~A student may minor in community and regional planning by completing a total of 18 hours as follows: 6 hours from GEO 200, 210 or 220; GEO 225; GEO 430 or 525, 6 hours from GEO 321, 330, 325 and 435.~~

~~Note: minor not open to geography majors.~~

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td>Geography and Geology</td> </tr> <tr> <td>College</td> <td>Arts and Sciences</td> </tr> <tr> <td>*Course Prefix & Number</td> <td>_____</td> </tr> <tr> <td>*Course Title (30 characters)</td> <td>_____</td> </tr> <tr> <td>*Program Title</td> <td>Minor in Geotechniques Geographic Information Systems</td> </tr> <tr> <td></td> <td>(Major ____, Option ____, Minor <input checked="" type="checkbox"/>; or Certificate ____)</td> </tr> <tr> <td colspan="2">*Provide only the information relevant to the proposal.</td> </tr> </table>	Department Name	Geography and Geology	College	Arts and Sciences	*Course Prefix & Number	_____	*Course Title (30 characters)	_____	*Program Title	Minor in Geotechniques Geographic Information Systems		(Major ____, Option ____, Minor <input checked="" type="checkbox"/> ; or Certificate ____)	*Provide only the information relevant to the proposal.	
Department Name	Geography and Geology														
College	Arts and Sciences														
*Course Prefix & Number	_____														
*Course Title (30 characters)	_____														
*Program Title	Minor in Geotechniques Geographic Information Systems														
	(Major ____, Option ____, Minor <input checked="" type="checkbox"/> ; or Certificate ____)														
*Provide only the information relevant to the proposal.															

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/12/07	Graduate Council*	NA
<i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	_____
College Curriculum Committee	10/19/2007	Approved <input checked="" type="checkbox"/> Disapproved _____	12/20/07
General Education Committee*	NA	Faculty Senate**	Pending
Teacher Education Committee*	NA	Board of Regents**	Pending
		Council on Postsecondary Edu.***	NA

*If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
 ***Approval/Posting needed for new degree program or certificate program
 ****If "yes", SACS must be notified before implementation. Please contact ECU's Office of Institutional Effectiveness.

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 (1) Rename Minor in Geotechniques to Minor in Geographic Information Systems. (2) Remove the geography survey-level class requirements and replace them with classes in GIS and Remote Sensing techniques.

A. 2. Effective date: (Example: Fall 2001)
 Fall 2008

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

B. The justification for this action:
 To make this minor have a practical and applied focus.

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

Personnel Impact:
 None; we are already teaching the classes that would be required.

Operating Expenses Impact:
 None.

Equipment/Physical Facility Needs:
 None.

Library Resources:
 None.

Part III. Recording Data for New, Revised, or Suspended Program

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

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

MINOR IN ~~GEOTECHNIQUES~~ GEOGRAPHIC INFORMATION SYSTEMS

A student may minor in ~~geotechniques~~ geographic information systems by completing a total of 18 hours as follows: ~~6 hours from GEO 200, 210, or 220; GEO 351, 353, 355~~ 456, 553, ; GEO 555 ~~or~~ and 556.

Note: minor not open to geography majors.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td style="width: 50%; border-bottom: 1px solid black;">Geography and Geology</td> </tr> <tr> <td>College</td> <td style="border-bottom: 1px solid black;">Arts and Sciences</td> </tr> <tr> <td>*Course Prefix & Number</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>*Course Title (30 characters)</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>*Program Title</td> <td style="border-bottom: 1px solid black;">Minor in Geology</td> </tr> <tr> <td></td> <td style="border-bottom: 1px solid black;">(Major __, Option __; Minor <u>X</u>; or Certificate __)</td> </tr> <tr> <td colspan="2">*Provide only the information relevant to the proposal.</td> </tr> </table>	Department Name	Geography and Geology	College	Arts and Sciences	*Course Prefix & Number		*Course Title (30 characters)		*Program Title	Minor in Geology		(Major __, Option __; Minor <u>X</u> ; or Certificate __)	*Provide only the information relevant to the proposal.	
Department Name	Geography and Geology														
College	Arts and Sciences														
*Course Prefix & Number															
*Course Title (30 characters)															
*Program Title	Minor in Geology														
	(Major __, Option __; Minor <u>X</u> ; or Certificate __)														
*Provide only the information relevant to the proposal.															

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/12/07	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	11/19/07	Approved <u>X</u> Disapproved ___	12/20/07
General Education Committee*	NA	Faculty Senate**	Pending
Teacher Education Committee*	NA	Board of Regents**	Pending
		Council on Postsecondary Edu.***	NA

*If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
 ***Approval/Posting needed for new degree program or certificate program
 ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 To enable students taking a minor in geology to take up to two introductory-level geology classes.

A. 2. Effective date: (Example: Fall 2001)
 Fall 2008

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

B. The justification for this action:

Prior to Fall 2006, students taking a minor in geology took two introductory-level geology classes, GLY 108 and 109. The minor was changed to reflect the changes to the major program, which now only requires one introductory-level class. The change has been deemed an unnecessary burden on Geology minors, and this new change will effectively make the minor the same as it was, but with more introductory offerings. Students may, however, still take only one intro class if they so choose.

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 New, Revised, or Suspended Program

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

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

MINOR IN GEOLOGY

A student may minor in geology by completing a minimum of 18 semester hours as follows: a maximum of six hours from GLY 102 or 107 or 108 or 109 or 172 or 302 or 303 or 304 or ~~NAT~~ 305; a minimum of ~~15~~ 12 additional hours of upper-division geology courses.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input checked="" type="checkbox"/> Program Suspended (Part III)	Department Name <u>Geography and Geology</u> College <u>Arts and Sciences</u> *Course Prefix & Number _____ *Course Title (30 characters) _____ *Program Title <u>Minor in Natural Resource Geography</u> (Major __, Option __; Minor <u>X</u> ; or Certificate __) *Provide only the information relevant to the proposal.
--	---

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	<u>10/12/07</u>	Graduate Council*	<u>NA</u>
<i>Is this a SACS Substantive Change? Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		Council on Academic Affairs	_____
College Curriculum Committee	<u>11/19/07</u>	Approved <u>X</u> Disapproved _____	<u>12/20/07</u>
General Education Committee*	<u>NA</u>	Faculty Senate**	<u>Pending</u>
Teacher Education Committee*	<u>NA</u>	Board of Regents**	<u>Pending</u>
		Council on Postsecondary Edu.***	<u>NA</u>

*If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
 ***Approval/Posting needed for new degree program or certificate program
 ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Suspend the Minor in Natural Resource Geography. A. 2. Effective date: (Example: Fall 2001) Fall 2008 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) Fall 2008
B. The justification for this action: Nobody is or has ever minored in Natural Resource Geography.
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 New, Revised, or Suspended Program

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

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

~~MINOR IN NATURAL RESOURCE GEOGRAPHY~~

~~A student may minor in natural resource geography by completing a total of 18 hours as follows: GEO 210, 200 or 220; GEO 302, 330, 435; GEO 325 or 430.~~

~~Note: minor not open to geography majors.~~

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
<input type="checkbox"/> New Course (Parts II, IV)	College	Education
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	
<input type="checkbox"/> New Program (Part III)	*Program Title	Master of Arts in Teaching
<input checked="" type="checkbox"/> Program Revision (Part III)		(Major __, Option <u>XX</u> ; Minor __; or Certificate __)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	Sept. 13, 2007	Graduate Council*
<i>Is this a SACS Substantive Change?</i> Yes*** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee	10/2/07	Approved <u>X</u> Disapproved _____
General Education Committee*	N/A	Faculty Senate**
Teacher Education Committee*	10/24/07	Board of Regents**
		Council on Postsecondary Edu.***
		Pending
		Pending
		N/A

*If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
 ***Approval/Posting needed for new degree program or certificate program
 ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
 Add Theatre as a certification option in the Master of Arts in Teaching Program.

A. 2. Effective date: (Example: Fall 2001)
 Summer 2008

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

B. The justification for this action:

In the past, due to the limited number of positions teaching theatre in public schools, this option was not offered. Due to the addition of an "arts & humanities" requirement in grades 5 – 12; there is an increased need for certified teachers to teach "arts & humanities". Those certified to teach theatre are also certified to teach arts & humanities.

Candidates in the MAT degree are required to take 4 content courses in their certification areas, in addition to the required education courses. For example, content course options for the theatre certification candidates may be chosen from the following list of existing courses in order to prepare the candidate for teaching arts and humanities.

THE – Theatre; ARH – Art History; ART – Art; HIS – History; ENG - English

MUS 872 – Seminar in Music History; MUS 878 – Foundations of Music; PHE 805 – Including Dance in the P-12 Curriculum; EME 710 – Arts in the Curriculum

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 New, Revised, or Suspended Program

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

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

Secondary and P-12 Education Option

This program is designed to provide students who have already completed a major in a teaching field opportunity to complete secondary/P-12 teaching certification requirements while completing a master's degree. Teaching areas for which this program is available include: agriculture, art, biological science, business and marketing*, chemistry, earth science, English, family and consumer sciences, health, mathematics, music*, physical education, physics, social science, Spanish, technology education, and theatre.

Curriculum Change Form

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input checked="" type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Health Promotion and Administration College of Health Sciences CERTIFIED ALCOHOL AND DRUG COUNSELOR (CADC) Certificate (Major ____, Option ____, Minor ____, or Certificate <u>X</u>)
--	---	---

Proposal Approved by: Departmental Committee College Curriculum Committee General Education Committee* Teacher Education Committee*	Date 11/29/07 12/5/07 NA NA	Graduate Council* Council on Academic Affairs Approved <u>X</u> Disapproved ____ Faculty Senate** Board of Regents** Council on Postsecondary Edu.***	Date NA 12/20/07 Pending Pending NA
---	---	--	--

Is this a SACS Substantive Change? Yes*** No

*If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
 *** Approval/Posting needed for new degree program or certificate program
 ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

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

A. 1. Specific action requested: <i>Suspend the CERTIFIED ALCOHOL AND DRUG COUNSELOR (CADC) Certificate in Health Education</i> A. 2. Effective date: Fall 2008 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	B. The justification for this action: This option is no longer being requested by students
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 III. Recording Data for New, Revised, or Suspended Program

<p>Certificate CERTIFIED ALCOHOL AND DRUG COUNSELOR (CADC)</p> <p>To become a Certified Alcohol and Drug Counselor (CADC), applicants must meet certain requirements for supervised experience in chemical dependency counseling, education, training, and supervised practicum experiences. Also, applicants must pass a written exam, an oral interview, and a case presentation and fulfill designated application procedures. Students can attain training and clinical supervision/practicum/on the job training by completing the following courses: HEA 594 Drug Abuse and Dependency (3) HEA 595 Alcohol Abuse and Dependency (3) HEA 596 Approaches to Alcohol and Drug Treatment I (3) HEA 597 Approaches to Alcohol and Drug Treatment II (3) HEA 463 Internship and Health Promotion and Administration (1-6) See the Chair of the Department of Health Promotion and Administration for more complete information on the application and requirements for the Certified Alcohol and Drug Counselor.</p>

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	Correctional and Juvenile Justice Studies	
<input type="checkbox"/> Course Revision (Parts II, IV)	College	Justice and Safety	
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number		
<input type="checkbox"/> New Program (Part III)	*Course Title <small>(30 characters)</small>		
<input checked="" type="checkbox"/> Program Revision (Part III)	*Program Title	Professional Certificate in Correctional Intervention Strategies	
<input type="checkbox"/> Program Suspended (Part III)		(Major __, Option __; Minor __; or Certificate <u>X</u>)	
*Provide only the information relevant to the proposal.			
Proposal Approved by:			
Departmental Committee	<u>Date</u> 09/05/07	Graduate Council*	<u>Date</u> NA
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee	<u>Date</u> 9/26/2007	Approved <u>X</u> Disapproved _____	<u>Date</u> 12/20/07
General Education Committee*	<u>Date</u> NA	Faculty Senate**	<u>Date</u> Pending
Teacher Education Committee*	<u>Date</u> NA	Board of Regents**	<u>Date</u> Pending
		Council on Postsecondary Edu.***	<u>Date</u> Pending
<p>*If Applicable (Type NA if not applicable.)</p> <p>**Approval needed for new, revised, or suspended programs</p> <p>***Approval/Posting needed for new degree program or certificate program</p> <p>****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.</p>			

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

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)	To create a new 24 hour certificate program in Correctional Intervention Strategies
A. 2. Effective date: (Example: Fall 2001)	Summer 2008
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action:	
Throughout the past year, there have been many persons interested in the department's undergraduate online degree program that do not have sufficient college credits to qualify for admission. This certificate will provide these persons with the opportunity to participate in the online coursework, enhance their knowledge regarding effective adult correctional practice, and take a first critical step toward degree completion. Although the certificate option will also be available via traditional delivery methods, the addition of these certificates is an important strategy for promoting growth in the online program.	
C. The projected cost (or savings) of this proposal is as follows:	
Personnel Impact: Part-time faculty will need to be hired to offer select elective courses, but these costs can be covered with revenue generated from the program.	
Operating Expenses Impact: None	
Equipment/Physical Facility Needs: None	
Library Resources: None	

Part III. Recording Data for New, Revised, or Suspended Program

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

New or Revised* Program Text

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

PROFESSIONAL CERTIFICATE IN CORRECTIONAL INTERVENTION STRATEGIES (24 hours)

This certificate includes 18 hours of required courses and 6 hours of electives and is available in both traditional and online formats. Courses include content that reflects the theoretical and contemporary issues facing corrections professionals. The program will enhance student knowledge regarding effective correctional interventions, provide students with practical knowledge that can be used in their daily work, and for students interested in continuing their education, provide a first step toward degree completion.

Required Courses:

COR 100: Orientation to Correctional and Juvenile Justice Studies Major (3)
COR 201: Introduction to Corrections and Juvenile Justice (3)
COR 301: Institutional Corrections (3)
COR 315: Legal and Ethical Issues in Adult Corrections (3)
COR 330: Community Corrections (3)
COR 350: Offender Rehabilitation Strategies (3)

Six hours of electives selected from:

COR 310: Foundations of Correctional and Juvenile Justice Practice (3)
COR 320: Professional Development Seminar for Corrections and Juvenile Justice *
COR 340: Correctional and Juvenile Justice Administration (3)
COR 423: Topical Seminar: _____ **

*Can be taken for up to 12 hours under different topics including mental health needs of offenders, intervening with drug-involved offenders, treatment and supervision of adult sex offenders, gang identification and intervention, and diversity in corrections and juvenile justice.

**Can be taken for up to 6 hours under different topics including American jails, women in corrections, and death penalty.

Certificate Program Approval Process

1. **Proposing Institution:** Eastern Kentucky University
2. **College/Department:** College of Justice and Safety/Correctional and Juvenile Justice Studies
3. **Program Title:** Professional Certificate in Correctional Intervention Strategies
4. **CIP Code:** 43.0102
5. **Part of Existing Program?** Yes No
6. **Program Description (*Attach course sequence, new course identification, and competencies.*)**
See attached
7. **Statement of Need:**
See attached
8. **Licensure/Certification:** Yes No (*If yes, please specify agency and level.*)
9. **Plans for collaboration with other institutions (*if applicable*):**
NA
10. **Anticipated enrollment/completions:**
20-25 per year
11. **Admission Requirements:**
- a. **Are there specific admission requirements in addition to the general institutional requirements?** Yes No (*If yes, please indicate*):
- b. **Indicate the student placement level for the program.**
Freshman
12. **Implementation Date:** Summer 2008 _____

EKU Council on Academic Affairs Approval Date: _____

EKU Faculty Senate Approval Date: _____

EKU Board of Regents Approval Date: _____

KCTCS Approval Date: _____

CPE Approval Date: _____

KPPPS Submission
Eastern Kentucky University

1	Program Title: Professional Certificate in Correctional Interventions
2	CIP Code: 43.0102 EEO Status: Automatic Eligibility
3	Program band status: inside
4	Degree: certificate
5	Brief program description: The 24-hour certificate consists of 18 hours of required courses and 6 hours of electives. The required courses are the same courses required for the BS degree in Correctional and Juvenile Justice Studies. Thus, persons who complete the certificates will be well on their way to completing their degrees. The electives include content that reflects the contemporary issues facing corrections and juvenile justice professionals and may also be applied toward the BS degree. The required and elective courses provide students with practical knowledge that can be used in their daily work. A description of courses is attached.
6	<p>Brief statement of need: Throughout the past year, there have been many persons interested in the CJJS online degree programs who do not have the necessary number of college credits to qualify for admission. Professional certificates will provide these persons with the opportunity to participate in the online programs, enhance their knowledge regarding effective correctional and juvenile justice practice, and take a first critical step toward degree completion.</p> <p>Nationwide, there are over 27,000 custody/security employees working in federal and state correctional facilities; approximately 2,100 of these employees work in Kentucky-based facilities. The highest level of education for the majority of these employees is a high school degree. Continued increases in inmate populations, the retirement of the more experienced baby boomers, and budget constraints are creating the need for a better educated entry level staff with strong communication skills and knowledge of effective correctional interventions. The rural locations of many correctional facilities, shift work, and mandatory overtime often impede correctional staff's ability to attend traditional college classes. Given this, online and other delivery formats are essential to the continued professionalization of the correctional workforce.</p>
7	Proposed program options: none
8	Job opportunities and demand: A bachelors degree is typically required for program or treatment staff within correctional institutions and for the positions of probation and parole officer. Graduates from EKUs Department of Correctional and Juvenile Justice Studies work in these positions and in higher administrative positions across the nation. The Certificate program is designed for entry level staff in custody and security positions and for those staff with the requisite experience who need higher education for promotion. In Kentucky alone, there are 5 federal prisons, 16 state facilities and 123 locally operated jail or detention facilities, all of which are predominately staffed by custodial personnel. Although the majority of students for the certificate program are likely to be drawn from Kentucky, the online format allows for a program of a national and international scope.
9	Distance learning plans: This certificate program will be available 100 percent online. The majority of the courses have already been developed and delivered in an online format,

	and the remaining courses will be developed for online by time of implementation. The Blackboard learning system is used for course delivery and assessment. Classes are offered in 8-week terms to facilitate the likelihood of course completion for the correctional workforce whose job demands can quickly change.
10	Primary ECU contacts: Dr. Betsy Matthews (betsy.matthews@eku.edu), Undergraduate Online Program Coordinator; Dr. Kevin Minor (kevin.minor@eku.edu), Department Chair
11	Preliminary plans for collaboration: Our College of Justice & Safety has existing 2+2 agreements with KCTCS programs in law enforcement, criminal justice, fire safety, corrections, and related fields. We will collaborate with KCTCS to facilitate continued education for students who complete the Certificate and want to continue their education and pursue an Associate's or Bachelor's degree.
12	Contacts at other institutions:
13	Program type: single institution
14	Tentative program implementation date: Summer 2008

Professional Certificate in Correctional Interventions (24 hours)

Course Descriptions

Core Courses (18 hours)

COR 100: Orientation to Online Learning (3)

Focuses on department goals and objectives, curriculum, student - faculty relationships, career options, and the development of competencies needed for success in college and professional environments. Includes experiential activities designed to promote team-building and leadership skills.

COR 201: Introduction to Corrections and Juvenile Justice (3)

An introduction to the concepts, history, processes, and issues in corrections and juvenile justice within the social and legal contexts that these systems function.

COR 301: Institutional Corrections (3)

Surveys history and current status of jails and various types of adult prisons with emphasis on punishment rationales, institutional programs and procedures, inmates' social structures, correctional officers, and contemporary issues.

COR 315: Legal and Ethical Issues in Adult Corrections (3)

An overview of legal court decisions related to adult corrections. An analysis of the various ethical issues surrounding adult correctional contexts and practices.

COR 330: Community Corrections (3)

Surveys history and current status of community correctional programs, including diversion, probation, parole, and other community programs for adult offenders, with emphasis on programmatic philosophies, operations, effectiveness, and related issues.

COR 350: Evidence-Based Offender Intervention Strategies (3)

An in-depth examination of the treatment role of the correctional worker in juvenile and adult settings. Includes a historical and theoretical review with particular emphasis on contemporary approaches to treatment. Both institutional and community-based efforts are discussed.

Elective Courses (6 hours)

COR 310: Foundations of Correctional and Juvenile Justice Practice (3)

Provides a basis for informed responses to delinquency and crime. Examines the conceptual foundations of correctional and juvenile practice from a multidisciplinary standpoint and implications for the effectiveness of these practices.

COR 340: Correctional and Juvenile Justice Administration (3)

Application of management concepts to corrections with emphasis on organizational structure, planning, decision-making, and directing.

Special Topics Electives (COR 423 or COR 320)

Intervening with Drug-Involved Offenders (3)

Examines the link between substance abuse, criminal behavior, and other problem outcomes. Reviews the categories of drugs and the physical, psychological, and social effects of their use. Examines evidence-based strategies for intervening with substance abuse.

Addressing the Mental Health Needs of Offenders (3)

Examines the etiology and effects of mental health problems common to the adult offender population. Describes strategies for intervention within corrections and juvenile justice contexts.

Women in Corrections (3)

Analyzes recent trends in the arrests and dispositions of female offenders. Examines relevant theories of female crime. Reviews research regarding gender-responsive programming. Also examines the challenges faced and recent advancements by women employed in correctional agencies.

Gang Identification and Intervention (3)

Provides an in-depth examination of the gang subculture, the functions that gangs serve within community and institutional contexts, and effective techniques of gang intervention.

Diversity in Corrections and Juvenile Justice (3)

Examines various forms of diversity (e.g., race, ethnicity, sexual orientation) in corrections and juvenile justice populations, and the variation in causes and patterns of criminal behavior across subgroups. Discusses strategies for enhancing cultural sensitivity among correctional and juvenile justice workers.

American Jails (3)

Explores the operation and administration of American jails as a key component of contemporary correctional systems. Examines the political and fiscal challenges faced by local jails and the multiple functions that jails serve within a community.

The Death Penalty (3)

An introduction to the history and use of the death penalty in the United States. A in-depth examination of the purpose, fairness, and efficacy of the death penalty through a balanced coverage of all sides of the debate.



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

COLLEGE OF JUSTICE &
SAFETY
A Program of Distinction
Department of Criminal Justice

October 30, 2007

To: Dr. Onda Bennett, Dean of University Programs

From: [Dr. Carole Garrison, Chair](#)

[Criminal Justice & Police Studies](#)

[Women Studies Advisory Board Member](#)

CC: DR. Marta Miranda, Director of Women Studies

RE: Name change for Women Studies Certificate Program

The Women Studies Board met at its regularly scheduled meeting on October 2, 2007 at which time it entertained a proposal to change the name of the Women Studies program to Women and Gender Studies. After a lengthy discussion including national trends, program focus, faculty interest, student demographics, and CPE mandates for 20/20, the Board unanimously approved changing the name of the certificate program to Women and Gender Studies.

As the founding director of women studies at the University of Akron in 1984-1990, and as a former executive board member of the National Women's Studies Association, as well as founding member and vice chair of the State of Ohio Women's Commission, I am well qualified to provide an explanation and justification of this decision.

We believe this new name better defines our focus and is more inclusive of both the interests and needs of our students and the interests and expertise of our faculty. No more is the addition of the term gender an attempt to placate those who opposed women's equality, but rather a manifestation of society acknowledging and recognizing the worth of all its people. Women Studies programs across the country are changing their program names to include this concept of partnership and community across sex and gender identities.

EKU strives to prepare our students for the work place, the global economy, and the geo-political world. This program of study contributes significantly to achieving this goal. EKU wants to recruit, retain and graduate students. This program of study contributes significantly to achieving these goals. EKU wants to attract and retain excellent faculty and staff. This program contributes significantly to achieving these goals. **We hope you concur and support the change of name from Women Studies to Women and Gender Studies.**



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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Department Name</td> <td style="width: 50%;">Women's Studies Program</td> </tr> <tr> <td>College</td> <td>University Programs</td> </tr> <tr> <td>*Course Prefix & Number</td> <td></td> </tr> <tr> <td>*Course Title (30 characters)</td> <td></td> </tr> <tr> <td>*Program Title</td> <td>Women's Studies Minor/Certificate</td> </tr> <tr> <td></td> <td>(Major ____, Option ____, Minor <u>X</u>__, or Certificate <u>X</u>)</td> </tr> <tr> <td colspan="2">*Provide only the information relevant to the proposal.</td> </tr> </table>	Department Name	Women's Studies Program	College	University Programs	*Course Prefix & Number		*Course Title (30 characters)		*Program Title	Women's Studies Minor/Certificate		(Major ____, Option ____, Minor <u>X</u> __, or Certificate <u>X</u>)	*Provide only the information relevant to the proposal.															
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Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To change the course prefix from WMS to WGS to reflect the program name change.</p> <p>A. 2. Effective date: (Example: Fall 2001) FALL 2008</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Modifying program name change from Women's Studies (WMS) to Women and Gender Studies (WGS). This name will accurately reflect the program, classes, and issues that are being addressed by Women's Studies beginning Fall 2008.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: NONE</p> <p>Operating Expenses Impact: NONE</p> <p>Equipment/Physical Facility Needs: NONE</p> <p>Library Resources: NONE</p>

Part III. Recording Data for New, Revised, or Suspended Program

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

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

Minor/Certificate
Interdisciplinary Minor/Certificate
In Women and Gender Studies

Women and Gender Studies is a rapidly growing interdisciplinary field established in the 1970's. The purpose of Women and Gender Studies is to recognize and validate the experiences and contributions of women and to bring women more fully into the college curriculum. To that end, a primary focus of Women and Gender Studies courses is on the roles, contributions, and experiences of women. Students learn to identify and analyze gender-based assumptions and biases and to recognize their consequences on individual, social and cultural levels. Courses introduce recent scholarship about women and issues especially related to women's concerns and, where possible, use works by women scholars. To ensure the interdisciplinary nature of the minor, courses shall be selected from at least two different departments.

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

NOTE: The topics listed for ENG 550, HIS 300, HON 312, HON 316, NAT 310, and PHI 290 are examples of specific Classes approved for the Women and Gender Studies minor and certificate.

**Chair's Report
Dr Dave Eakin
Faculty Senate
February 4, 2008**

Dr. Jim Conneely was in attendance to discuss different partnership opportunities available for faculty. One area of opportunity is with service learning initiatives. Another opportunity is with the living/learning communities in the residence halls. The Executive Committee asked Dr. Conneely to present some of this information as an informational item in our February 4 Senate meeting.

Dr. Judy Short, Corey Bray, Teresa Belluscio, and Sandy Douglas were in attendance to discuss the proposed regulation regarding early registration. The primary purpose was to get feedback and decide when this would come before Senate. It was suggested that it be vetted by the Provost's Council first – before coming to Faculty Senate for our recommendations.

The new ECU Colonel 1 ID Cards will begin to be issued in April. While the cards will be issued to the entire campus community - the change will primarily affect students. Student reimbursements, as well as student payroll checks, will be posted to the Colonel 1 ID cards, and students will be able to use the card like a debit card. The cards will have a MasterCard logo imprinted on them. I would like to thank Debbie Newsom, Karen Pettit, and Barry Poynter for providing us such complete background of this new development. The committee working on this process needs a faculty volunteer. These meetings are each Tuesday from 9 a.m. to 11 a.m. Anyone interested in serving should contact Karen Pettit at karen.pettit@ecu.edu or call her at 622-2179.

David "Doc" Fifer was in attendance to present formal ideas from SGA with regard to the current Bulletin Board posting policy for the university. It was presented in the form of a draft policy to the Executive Committee for the purpose of feedback to the student body. The Student Senate will continue making revisions to the policy and Mr. Fifer will bring it back to the Executive Committee in February. We believe the policy recommendations will be ready to come to the Senate by the March meeting.

Dr. Sherry Robinson came to ask for feedback and judgment on how to best involve the Faculty Senate in the review of existing academically-related policies. It is possible to use our standing committees to review specific topics – or perhaps a new Ad hoc or Standing Committee should be established. The Executive Committee asked Dr. Robinson to forward some policies as examples for us to consider. We will then bring this to the Executive Committee for consideration.

I want to thank Senator Ciocca for agreeing to convene the Senate Budget Committee. Currently there are two vacancies, and we will vote to fill those vacancies at this next meeting. In light of the recent announcements regarding State Budget Cuts I went back and reviewed the original purpose of this committee in the by-laws. I think we need to reestablish the original intent for the Committee on the Budget.

The following purposes were given :

- a. The Committee on the Budget shall consist of the Chair of the Faculty Senate, five members elected by the Senate from its elected membership, and the administrative member elected by the Dean's Unit. Elected members shall serve for the duration of their current term while the administrative member shall serve a one year term. The Vice President for Government Relations and Planning shall serve as a non voting member of the Committee.
- b. The Committee on the Budget shall elect annually a chair from among its membership.
- c. The purpose of the Committee on the Budget shall be to provide a channel of communication between the Faculty Senate and the Administration on matters relating to the formulation of the University budget.
- d. The Committee shall be available as an advisory agency to the President of the University in those matters relating to the budget formulation process. The Committee shall meet with the President at least once each semester to receive information about budgetary matters.
- e. One week before each Executive Committee meeting, the Chair of the Committee shall submit written minutes or a progress report to the Chair of the Senate who will forward them to the Secretary of the Senate for permanent filing.
- f. The Chair of the Committee shall report to the Senate at least semiannually. After receiving its report, the Senate shall, at its discretion, provide suggestions, reactions, and comments to the Committee for subsequent Committee consideration.

In his report for the Welfare Committee, Senator Collins reported that the Benefits Committee made a new recommendation of a 5% increase in co-insurance which will increase individual out-of-pocket expenses. The Benefits Committee also is creating a sub-committee to further discuss domestic partner benefits.

Senator Shadur, reporting for the Withdrawal Committee, mentioned that the committee has processed many appeals. In addition, he stated that there is some real confusion regarding the proper use of our "Exception to Academic Policy" form; even by department heads and Deans. Just a reminder that there is no specific form for withdrawal after the published withdrawal date – it is an appellate process requiring documentation by the student. Some departments have been using the "Exception to Academic Policy" form – leaving students with the assumption that their withdrawal request has been approved with the completion of that form. This appears to be a problem requiring some education of staff and students.

I have worked with Lindsey Cross of SGA and established the new joint Ad hoc Committee to review ECU's Dead Week Policy. The names of the student and faculty members are listed on our Faculty Senate website.

To: Faculty Senate
From: Malcolm P. Frisbie
Date: 30 January 2008
Re: Regent's Report

18 January 2008, Regular Quarterly Meeting of the Board

The Board of Regents met on 18 January 2008 for a regular quarterly meeting. President Whitlock distributed a Campus Update, which summarized the Board meeting, via email to the university community on 28 January. Rather than repeat the President's summary here, I will highlight several items that may be of particular interest to the Senate.

Informational Items

- The Board was privileged to hear remarks from Mr. Brad Cowgill, Interim President of the Council on Postsecondary Education. Later in the meeting, President Whitlock and VP Moberly shared with the Board a Powerpoint presentation that had been prepared by the Legislative Research Commission for the General Assembly. It is clear that CPE, legislators, and the Governor are all very concerned about the health of Kentucky's economy. With a sizeable decrease in revenue projected, and with rising unavoidable costs of some programs, it is clear that most state agencies will face decreased appropriations in the next fiscal year. Mr. Cowgill indicated that the CPE is, and will continue to, advocate on behalf of higher education. Mr. Moberly indicated that there is widespread feeling in the legislature that higher education should not shoulder a disproportionate burden in helping the state balance its budget.
- The Board heard a report by VP Newsome that indicated that the University appears to be on track in terms of its expenditures versus revenues for the current budget year.

Action Items

- The Board approved all 12 items that came to it from the Council on Academic Affairs.
- The Board approved the revised University Promotion and Tenure Policy that was recommended by the Faculty Senate. The new policy takes effect in August 2008. The Provost has subsequently emphasized several provisions of the new policy in an email to the university community. It is important that those whose initial appointment at ECU predates August 2008 and who are still in their probationary period understand that they will follow the old probationary period provision of five years unless they request in writing to be moved to the new probationary period of six years. Those requests must be made by 30 September 2008.
- The Board welcomed a new member, April Pergrem, who replaces Cynthia Rogers. In addition, Hunter Bates was re-elected as Board chair. Gary Abney is the new vice-chair, and Steven Fulkerson is the new secretary. It is unusual for a staff member to be elected as a board officer, and Mr. Fulkerson's election speaks to his valued contributions to the Board.

The Board will next convene on April 11, 2008 for a regular quarterly meeting.

Please feel free to contact me for further information about any of these items or to discuss topics of concern to you.

Respectfully submitted,

Malcolm P. Frisbie
622-1507
malcolm.frisbie@ecu.edu

COSFL MEETING

Saturday, January 12, 2008

The Coalition of Senate and Faculty Leadership for Higher Education met on Jan. 12, 2008 at the University of Kentucky's Young Library from 10:00 a.m. to 12:45 p.m.

Rep. Harry Moberly and Brad Cowgill, Acting Head of the Council on Post-Secondary Education were special guests. Both addressed the state budget situation and its likely impact on higher education.

In introducing himself to COSFL members, Rep. Moberly noted that he had served in the General Assembly since 1980 and currently serves as Chair of the House Appropriations Committee. He also has been an employee of ECU for 19 years. He explained the budget process and the challenges we currently face in higher education funding. In his opinion the 3% budget cut for the current year is appropriate. In imposing the 3% cut, the Governor exempted a few areas such as prisons, Medicaid, and elementary and secondary education. Unfortunately, the state is in the worst down cycle that Moberly has ever seen, and higher education is taking a very big hit. The state budget is about \$500 million short in "dollar continuation" for the coming year, which will not allow for any salary increases.

Moberly pointed out that Gov. Fletcher had cut \$1,000,000 from appropriations in 2001. At that point the Legislature started using "carry forward" money to fill the gaps whether it was one time money or not. For the second year of the biennium the budget is \$200 million short of continuation money. If the state had experienced even moderate economic growth, then the practice of carrying forward one time money might have continued. However, the national economy is bad, and the economic forecast for the state is not good.

Kentucky has an executive budget process, meaning that the governor makes the initial budget recommendation. The recommendation then goes to the House. Rep. Moberly has 6 House committees that will work on the budget. Then the Senate will work on their version of the budget. The last step in the process is the conference committee (with representatives from the Senate and House) which comes out with the final form of the budget. Moberly noted that he tries to follow the recommendations of the CPE. However, the Legislature always has the final say. Sometimes items get put in the final budget during the conference committee because of the priorities of individual legislators.

What hope do we have? There is a reserve trust fund of \$204,000,000. Rep. Moberly is fairly confident that higher education will not have to take a 12% cut in the first year of the next biennium. He believes that money can be found to mitigate the cuts, including possibly using all of the reserve trust fund for the first year.

A question was asked regarding Rep. Damron's bill which would allow educational institutions to issue their own bonds. Moberly said the House had passed this 3 times and will pass it again. However, it won't make it out of the Senate. He personally favors an increase in cigarette taxes. He noted that lottery money is totally dedicated to scholarships. Kentucky's only merit-based scholarships are those in the KEES program, which he definitely supports. In answer to another question he stated that Bucks for Brains will continue to be a high priority of the Legislature.

A COSFL member expressed concern about a bill imposing tuition caps. Moberly said the CPE had recommended not raising tuition more than 6% for regionals and 9% for research institutions. He does not believe the Governor or the Legislature will do anything about tuition caps, and he personally is determined not to allow any tuition caps to pass.

Brad Cowgill, Interim Head of the Council on Post-Secondary Education, explained his role and ideas concerning the budget process. He noted that in Kentucky we budget on projected revenues. If the projections don't work out then, by law, the Governor must make adjustments to fit the newest projections. However, the cuts were not what we might expect in that higher education has taken a disproportionate share of them. Kentucky relies heavily on revenue from sales taxes and individual income tax, so when there is an economic downturn we are hurting badly.

Cowgill feels his job is to make sure that the "world of fiscal management" (i.e. the 3% cut) does not bleed over into policy priorities for higher education. Regarding the possible 12% cut, he met with the presidents of the universities

and engaged in some “shared governance”, getting them to sign a letter of protest. They provided an outline of consequences and impacts, including a chart indicating that a cut of that magnitude would effectively eliminate 10 years of progress in higher education.

Cowgill talked at some length about the higher education reform bill (House Bill 1) passed 10 years ago, describing it as a very modern bill in its clarity of language and use of definite goals and deadlines. The goal of UK becoming a Top 20 institution is in the bill as is the goal that by 2020 our working population will have the same proportion of college graduates the rest of the country does. Cowgill thinks we can achieve this goal in 12 years if we use the available money as effectively as possible. One area that must be addressed is degree production efficiency; our drop out rates are too high, partially because we take too many who are not ready for college. The economic return on going to college a few semesters and not getting a degree is almost non-existent. We have unfortunately used a benchmark funding model in which institutions are rewarded for enrollment as opposed to graduation rates.

His other area of interest is financial aid with the goal of changing from poor outcomes to better outcomes. He was troubled that the KEES program made scholarship offers to his children, who definitely did not need the aid; he would prefer to have aid going to those who truly need it.

In answer to a question as to whether the CPE would have to submit an amended budget, Cowgill said he does not know, though it looks like the original budget will not be very useful in view of the current financial situation. Both he and Rep. Moberly felt that it would be useful to no longer follow the benchmark funding model. Tuition, scholarship and appropriation policies need to be coordinated. Cowgill noted that House Bill 1 does not specify who should develop education policy for Kentucky.

In response to a question about the “tolerance” bill, Moberly indicated that he and others will argue that the bill needs to be killed. (The bill actually prohibits domestic partner benefits.)

Minutes submitted by,

Dr. Nancy McKenney
EKU COSFL Representative

TO: Faculty Senate
FROM: Rodney B. Piercey
DATE: January 30, 2008
RE: February Faculty Senate Report

Institutional Effectiveness:

Strategic Planning

IE has been working on the configuration of the TracDat upgrade and collateral materials for the new system. NSSE will be administered this spring, and we are putting the finishing touches on the publicity and recruitment plans for this year's administration of the survey. The next meeting of the Strategic Planning Committee is February 8th. SPC has been preparing the final report on progress towards the goals of the '06-'10 University strategic plan. IE has provided support for the Office of Graduate Education and Research to develop a strategic plan inclusive of campus input. IE facilitated a strategic planning workshop to integrate the Policy, Compliance and Governance Staff Group.

Dr. E. J. Keeley, Dr. Charlie Sweet, and Dr. Hal Blythe have jointly submitted a paper proposal to the *Journal of Faculty Development*, "Popes in the Pizza: Analyzing Activity Reports to Create and Sustain a Strategic Plan."

Quality Enhancement Plan

As a member of the planning committee for the QEP Foundations for Learning course, Stacey Street has worked on the development of the assessment plan for the proposed course. The new QEP Assessment Analyst, Michele Goltz, has started her position.

State Compliance and University Accreditations

We have designated a group of 25 members of the ECU faculty and staff to participate in the CPE's Adult Learner Summit on February 4th and 5th. The purpose of the summit is to create a comprehensive policy framework at both the state and institutional levels to support adult learners, so it ties into our Project Graduate outreach efforts. Dr. E. J. Keeley is co-chairing the committee for Standard 2 on Assessment for the NCATE accreditation, and IE and the NCATE team are continuing the work in preparation for this accreditation.

Academic Affairs Decision Support

In order to determine what other institutional policies exist concerning awarding a second degree at the same level, we have studied our peer/benchmark institutions, including Kentucky comprehensives, to determine their policies on awarding multiple degrees at the same level. Only one benchmark institution, Mankato State in Minnesota, prohibits awarding of the same degree (e.g., B.A., B.S.) twice.

We also met with a cross-group of ECU transfer staff to assess the extent to which transfer students from Bluegrass Community and Technical College and Somerset Community College are being properly advised—both before and after they transfer to ECU. We will collect information from these transfer students via focus groups or surveys on their experiences.

Institutional Research:

Institutional Research has completed IPEDS Enrollment and Human Resources surveys, as well as the SACS Institutional Profile. We have launched two online surveys and completed four external surveys. We are working with various areas on campus regarding four additional internal surveys; and we have completed 21 ad hoc data requests in addition to beginning the updates for the Factbook and Fast Facts brochure. We have finalized testing our SNAP survey software and will be launching the Graduating Senior Survey and the Survey of Graduate Degree Candidates. The IDEA evaluations have been submitted for processing.

Standing Committee Report of the Elections Committee

The Elections Committee of the Faculty Senate will conduct an election at the February Senate meeting to replace Rob Milde (who resigned from the Budget committee) and Chris Taylor (on sabbatical for spring and whose term on the Budget committee ends at the end of the spring semester). The Executive Committee felt that rather than replace members for the spring semester only the elected members would serve the remainder of their Senate term.

We urge each Senator to consider serving on this important committee.

Faculty Welfare Committee Report for Faculty Senate February 4, 2008

The Faculty Welfare committee met several times in December and January to discuss the health insurance plan for 2008-2009 plan year. We voted approval of the University Benefits Committee health insurance plan recommendations to the President and the Board of Regents on January 18th.

All of the plans had changes in the prescription co-pay structure for generic, preferred, and preferred brand medications. All of the plans had changes in the number of covered visits for chiropractic, physical therapy, and speech/occupational therapy. The Economy Plan and the Standard PPO Plan had no other changes. The High PPO plan had changes with the addition of the 5% coinsurance until the maximum out of pocket is reached for the individual and the family. The premium increase for the individual High PPO is at 8%. There was no increased premium for the Economy and the Standard PPO Plan.

The recommendations from the committee will be sent to President Whitlock and the Board of Regents for approval. Mr. Wally Skiba of Human Resources will make a presentation to the Faculty Senate at the March meeting in order to discuss health insurance and other benefits.