

Faculty Senate Agenda

December 5, 2011

3:30 p.m.

**Call to order**

**Approval of Minutes**

November 7, 2011

**President's Report: Senator Whitlock**

**New Business:**

- Senate Vice-Chair Election
- Executive Committee Replacement – 1 vacancy
- SGA Proposal for a Syllabus Index
- Report from Council on Academic Affairs  
(CAA agenda is included in the Senate packet.)  
(See separate PDF file for the curriculum forms. 22 pages)

**Report Overview & Questions:**

Executive Committee Report: Senator Noblitt

Faculty Regent: Senator Frisbie

COSFL Representative: Senator Summers

Provost: Senator Vice

Student Government Association: Rachel Mollozzi

Financial Planning/Strategic Planning Council: Senator Noblitt

**Standing Committees:**

Academic Quality Committee: Senators Shordike/Schmelzer, Co-Chairs

Budget Committee: Senator Johnson, Chair

Committee on Committees: Senator Roush, Chair

Elections Committee: Senator Day, Chair

New Senators Orientation Committee: Senator Pressley, Chair

Rights & Responsibilities Committee: Senator Palmer, Chair

Rules Committee: Senator Hensley, Chair

Welfare Committee: Senator Johnson, Chair

**Ad Hoc Committees:**

Committee on Computing: Senator Smith

Committee on Graduate Assistant Employment: Senator Pogatshnik

**Adjournment**

## FACULTY SENATE MINUTES

November 7, 2011

The Faculty Senate of Eastern Kentucky University met on Monday, November 7, 2011, in the South Ballroom in the Keen Johnson Building. Senator Noblitt called the third meeting of the academic year to order at approximately 3:30 p.m.

The following members were absent:

A. Back, M. Bhandari, D. Whitlock\*, L. Heath, A. Kipp\*, M. Martin, D. May, T. Nowak, J. Pogatshnik\*, G. Purdue\*, C. Sommer\*^, Z. Zhang\*

**\*indicates prior notification of absence**

^ ALT D. Thomas attended for C. Sommer

Visitors to the Senate: Kimberly Hale, ASLIE; Rick McGee, Registrar; Sherry Robinson, Provost Office; Garrett Yoder, General Education; Sara Zeigler, University Programs

### **APPROVAL OF MINUTES:**

The October 3, 2011 minutes were approved as written.

### **REPORT FROM THE PRESIDENT: Senator Whitlock**

Senator Whitlock sent his regrets for missing the meeting, but he is engaged in good work on behalf of the Commonwealth and ECU.

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

Kentucky is one of seven states invited to participate in the College Readiness Partnership project, a joint venture of the American Association of State Colleges and Universities, the State Higher Education Executive Officers, and the Council of Chief State School Officers. A leadership team for each state has been formed. Kentucky's team is Education Commissioner Terry Holliday, Council on Postsecondary Education President Bob King, and ECU President Doug Whitlock. The focus of the various leadership teams' work will be the implementation of the new core curriculum requirements.

Rikkyo University, generally regarded as one of Japan's most prestigious institutions, has agreed to lift its moratorium on new institutional partners and to execute a partnership with ECU. Initial collaborations will be between Rikkyo's College of Business and the School of Business in ECU's College of Business & Technology.

ECU's institutional scholarship program is being restructured. This new program has been designed to 1) grow enrollment, 2) increase Net Tuition Revenues, and 3) increase enrollment of students more likely to persist and succeed.

Marketing efforts are being consolidated to focus on the mission statement in the new strategic plan, to brand ECU as a school of opportunity, and with a message centered on the success of our graduates and students --"You can get there from here." The opportunity brand will not be limited to "open admissions," but rather on opportunity "writ large." This will include addressing the value added of an ECU education and the doors to success it has opened for our graduates and students.

Earlier today, President Whitlock attended a state presidents' meeting in which a good part of the discussion was focused on funding for the coming biennium. The priorities continue to be

the protection of institutional funding base, maintenance and operation for new facilities, performance funding in the second year of the biennium, and a planned approach to capital requests. The new science building phase II remains the top capital project for EKU.

Later in this meeting, the Senate will be reviewing the recommendations of the General Education Committee for restructuring the general education program. Provost Vice's initial charge was twofold: 1) to make recommendations that would bring our general education program into compliance with the requirements of House Bill 160 and 2) to find a way to maintain the unique "Eastern Experience." Under the able leadership of Dr. Garrett Yoder, the committee has done a remarkable job in addressing this charge. While the proposal may not suit everyone, it is important to approach the discussion with a compromising spirit for the greater good of the students and the University. A decision needs to be reached so that the revised general education program can be presented to the Board of Regents in January.

On Veteran's Day (11/11/11) there will be a program on this campus that will be replicated in essence on at least 182 campuses in all 50 states and the District of Columbia. The names of those who have lost their lives in Iraq and Afghanistan will be read. Our featured speaker will be LTG (ret.) Bob Yerks. At 11 a.m. PST (2 p.m. here) there will be a synchronized moment of silence at all places of observance. This is an initiative that was begun at EKU and which has taken on national significance and scope.

While EKU was not selected as a debate site for the presidential campaign next year, President Whitlock expressed his appreciation for the effort our team made. It was a learning experience and an honor to have been considered.

#### **NEW BUSINESS:**

Senate Vice Chair. Senator Day recently submitted his resignation as vice chair.

Senator Frisbie nominated Senator Pressley for vice chair. The election will be held at the December meeting.

#### Report from Council on Academic Affairs - Senator Vice

##### **Program Revisions**

1. African/African-American Studies Minor and Certificate  
*Add new writing-intensive course, AFA 202W*
2. Minor in Industrial Technology  
*Change the name of the minor to Applied Engineering Management; drop the three-credit requirements for AEM 238; reduce the number of credits required to obtain the AEM Minor from 21 to 18 credits; drop the three-credit QMB 200 option from the list of prerequisites for AEM 202.*
3. Minor in Quality Assurance Technology  
*Add one three-credit alternative: STA 585 (Experimental Design) to AEM 530 (Design of Experiments).*
4. Public Relations (B.A.)  
*Add PUB 410S (Social Media & Public Relations) to the "Supporting Course Requirements" for the Public Relations major.*
5. Business and Marketing Education/Teaching (B.S.)  
*Drop CCT 201 as a "Major Requirement" for Business & Marketing Education/Teaching majors and add CCT 300W in its place.*
6. Admission Requirements and General Information in the Department of Counseling and Educational Psychology

*Catalog Corrections for introductory sections of graduate catalog (Section I, II, II and IV) for both the MA: Mental Health Counseling & MAED School Counseling with the removal of MA in Human Services degree from department. Also remove Praxis as admission requirement, revise MAT requirement and correct an error in required course designation for MA in Mental Health Counseling (COU 849 instead of COU 814).*

7. Master of Arts in Education – Reading/Writing  
*Revise the Master of Arts in Education – Reading/Writing program to meet KY EPSB requirements for the Literacy Endorsement.*
8. Clinical Laboratory Science (B.S)  
*Revise the program title from Clinical Laboratory Science to Medical Laboratory Science and revise all CLS and CLT course prefixes in the program to MLS and MLT.*
9. Clinical Laboratory Technology (A.A.S.)  
*Revise the program title from Clinical Laboratory Technology to Medical Laboratory Technology; revise the CLT prefix to MLT in the Program requirements section; revise CHS 105 to EMC 105 based on prior revision to EMC 105.*
10. Associate Degree Nursing  
*Discontinue the Associate Degree Nursing accelerated option for LPNs; revise course prefixes and requirements within the Nursing ASN program.*
11. Nursing (B.S.N. Second Degree Option)  
*Replace the current NSC 252 course (3 credit hours) with the new NSC 262 course (4 credit hours) and change the total curriculum requirements to reflect the additional hour in the new course (i.e., total curriculum requirements from 79-80 hours to 80-81 hours) for students in the second-degree BSN option.*
12. Nursing Pre-RN (B.S.N.)  
*Correct the prefix for CLT to MLT and CHE 107 lab to CHE 105L.*

#### **Action Item**

13. General Education Restructure

Senator Vice moved approval of items 1-12, seconded by Senator Smith. Motion carried.

Senator Vice moved approval of item 13, seconded by Senator Smith.

Senator Lowry moved to amend as follows, seconded by Senator Spock:

That the distinction be retained within the new Element 5 (Social and Behavioral Sciences) between courses offering a historical perspective and those with a more contemporary focus:

1. Those courses currently in Block VA (History) shall be included in Element 5A (Historical Perspective), and those in Block VB (Social and Behavioral Sciences) shall be included in Element 5B (Social and Behavioral Sciences).
2. Where courses currently in Element 5B appear already to incorporate a historical perspective or new courses are developed with such perspective, their departments shall be encouraged to put those courses forward through curriculum channels for transfer into Element 5A.

The majority was in favor of the amendment and the motion carried.

Senator Hayes moved to amend as follows, seconded by Senator Nelson.

Divide Element 4 (Natural Sciences) into 4A, 4B, and 4A/B where 4A represents a course in the life sciences, 4B is a course in the physical sciences and 4A/B are integrated courses covering both physical and life sciences. Students would need to take one from A and one from B OR two from A/B.

With a vote of 31-23, the amendment to the main motion carried.

Senator Frisbie moved to amend as follows, seconded by Senator Shordike:

Under the Diversity of Perspectives and Experiences element change the following areas to:

Philosophy of P&E Element

The purpose of this requirement is to expose the student to perspectives ~~from~~ that encompass other organisms, cultures, and/or historically marginalized groups (within the U.S. or elsewhere).

As a general principle, the material of the courses would require students to study the differences that have set groups apart from one another and develop a greater capacity for intellectual open-mindedness. Examples would include, but are not limited to, courses that address intersections of race, ethnicity, language, gender, culture, class, age, sexuality, ability, ~~and/or~~ religion, and/or humans with other organisms.

PE & Courses - change the second bullet to:

Courses within content focused on human interactions with other organisms, non-U.S. cultures, and/or historically marginalized groups.

General Education Goals Address - change #9 to:

Recognize perspectives ~~from~~ that encompass other organisms, cultures, and/or historically marginalized groups.

The motion to amend failed for lack of support.

Senator Barracca moved to amend as follows, seconded by Senator Schneid:

Remove the diversity block and place three of those hours in Block 3, and the other 3 hours in Block 5.

The motion to amend failed for lack of support.

Senator Eser moved to amend as follows, seconded by Senator Zaragoza:

Remove the 6 hours diversity requirement in Block 6 and replace with 6 hours foreign language requirement.

The motion to amend failed for lack of support.

The main motion (item 13), twice amended, was approved.

As the approved recommendations to the proposal are substantive, the proposal will need to be reviewed again by the General Education Committee and CAA before going to the Board of Regents in January.

**REPORT FROM SENATE CHAIR:** Senator Noblitt

The Executive Committee reviewed the survey the Pappas Consulting Group used to evaluate President Whitlock in his last administrative review. The Pappas Group was quite pleased with the survey in the previous review. The consultant noted that there were no questions on the previous survey that appeared to cause confusion or conflicting interpretation. The Executive Committee agreed with these findings and suggested only minimal changes in the survey instrument.

The Executive Committee spent considerable time discussing which individuals should receive the faculty survey. Committee members were concerned about making sure that everyone on campus receives some type of survey regardless of their role. Ultimately the committee determined that full-time faculty – including Instructors, Lecturers, Assistant Professors,

Associate Professors, Professors, and Chairs – will receive the faculty survey. Deans, Vice-Presidents, and other administrators holding faculty rank will receive the staff survey.

The Committee also decided that part-time faculty will receive a separate survey. In previous administrative reviews, part-time faculty did not have the opportunity to participate in the survey. The committee felt strongly that part-time faculty play a significant role in student success and must be given an opportunity to express their opinions. The Committee also agreed that part-time faculty should be surveyed separately so that their opinions can be properly identified. The Board of Regents agreed to cover the additional costs of this survey.

The surveys are scheduled to be launched during the first week of November and remain open for two weeks. The Committee has worked closely with E.J. Keeley to develop email distribution lists for the surveys. The Committee also decided to send an email to department chairs last week announcing the upcoming survey and asking them to remind faculty to turn off any email filters that may prevent delivery of the survey.

The Executive Committee has requested summarized data from the Likert scale items and the unprocessed comments from the open questions for both the full-time and part-time faculty surveys. The Committee then plans to analyze the results, including categorization of open-ended comments, to prepare a report that we will present to the Board of Regents and Faculty Senate in January.

The Executive Committee discussed several upcoming policies. Sherry Robinson presented a draft of the revised Faculty-Authored Text Policy. The Committee hopes to review a revised policy draft next month. The Rights and Responsibilities Committee continues to work on revisions to the Tenure and Promotion Policy. There are tentative plans to host an all-day conference open to members of the campus community to discuss proposed revisions. The Executive Committee agreed to form an ad hoc committee to explore the issue of extra employment for graduate students. The Executive Committee will also be suggesting faculty to serve on the Non-Tenure-Track Faculty Evaluation Policy drafting committee.

**REPORT FROM FACULTY REGENT:** Senator Frisbie

The next Board meeting will be in January.

**REPORT FROM COSFL:** Senator Summers

The next COSFL meeting is scheduled for Monday, November 21<sup>st</sup> from 10:30am-2:30pm at the CPE offices in Frankfort.

There are two AAUP (American Association of University Professor) meetings later this month. The first meeting is at ECU in the Teaching and Learning Center on Wednesday, November 16<sup>th</sup> at 3:30pm. The second meeting is an AAUP Statewide Conference on Saturday, November 19<sup>th</sup> from 1pm-5pm in the library on UK's campus. The conference is free and all faculty in Kentucky are invited to attend. Please R.S.V.P. by email to [nancy.mckenney@eku.edu](mailto:nancy.mckenney@eku.edu).

**REPORT FROM PROVOST:** Senator Vice

Last month President Whitlock provided the Board of Regents and the Faculty Senate the information on ECU's performance goals, as negotiated with CPE. Recently CPE distributed the Institutional Performance Scorecards for all the State's four-year institutions. Senator Vice shared a one-page summary of the Scorecards which provided a quick comparison of ECU's

baseline and target goals with our sister four-year institutions. The summary is also available online at [http://www.academicaffairs.eku.edu/academicaffairsnews/student\\_success\\_scorecard\\_summary.pdf](http://www.academicaffairs.eku.edu/academicaffairsnews/student_success_scorecard_summary.pdf). The complete set of scorecards for individual institutions is available on CPE's website at [http://cpe.ky.gov/NR/rdonlyres/93E7E1FA-ABC0-43D2-A95B-43AED43949E2/0/7\\_inst\\_scorecards.pdf](http://cpe.ky.gov/NR/rdonlyres/93E7E1FA-ABC0-43D2-A95B-43AED43949E2/0/7_inst_scorecards.pdf).

To be more strategic in student-success efforts, an Implementation Team has been formed. This is a collaborative initiative to unite the efforts of Academic Affairs, Student Affairs, Administrative Affairs, and Advancement to enhance Student Success at EKU. The Implementation Team is focused on “discovering silos, ceilings, and walls in order to identify pathways” for students to enter EKU, to persist, and to graduate. Team members include the vice presidents, AVPs, the deans, and the directors in Academic Affairs, Student Affairs, and Financial Affairs. Chairs, faculty, and students are also represented.

Thanks to the faculty for reporting mid-term grades, 66 first-time freshmen were identified as having received all F's or FN's at midterm. One half of these students had been admitted as Associate of General Studies students. Nineteen reported in the Early Alert Retention Survey. These students are required to participate in an intrusive, retention program. Further data will be forthcoming on these students.

Kentucky has recently been recognized as the fastest improving state in the nation on key higher education performance measures, according to a report by the National Center for Higher Education Management Systems (NCHEMS). The NCHEMS report, “Realizing Kentucky's Educational Attainment Goal: A Look in the Rear View Mirror and Down the Road Ahead” measured Kentucky's improvement from 2000-09. The report ranked Kentucky first in three metrics:

- percent of adults 25-64 with college degrees,
- six-year graduation rates at 4-year institutions, and
- undergraduate credentials awarded relative to the population with no college degree.

NCHEMS also ranked Kentucky second in the nation for percent of adults between 25 and 44 with college degrees and recognized the state for three-year graduation rates at 2-year institutions and for total undergraduate credentials produced.

The full NCHEMS report is available on the Council on Postsecondary Education site at <http://cpe.ky.gov/NR/rdonlyres/81AB2E18-9122-4BAA-86C1-B6804D2CCE9A/0/NCHEMSRealizingKysCollegeAttainmentGoal.pdf>.

The QEP showcase will be held on February 7, 2012, from 11:30 a.m. – 1:30 p.m. at the Crabbe Library. All EKU faculty and staff are invited to submit ideas for the showcase. One department will be awarded \$1,000 from a drawing of all participants. Submission will be accepted until November 18. For more information, visit <http://qep.eku.edu/celebration>.

Congratulations to Model Laboratory Middle School for ranking second among the state's middle schools, according to results of the most recent Kentucky Core Content Test (KCCT). Model Middle's ranking is based on the percentage of Proficient and Distinguished students in reading and mathematics. For more information, visit [www.model.eku.edu](http://www.model.eku.edu).

The November Faculty Senate lunch is cancelled this month because of the CPE meeting scheduled for November 9-10.

## **STANDING COMMITTEES**

Academic Quality Committee. Senators Shordike and Schmelzer will serve as co-chairs this year.

Elections Committee. Senator Day will serve as the chair this year.

Rights & Responsibilities Committee. Senator Palmer reported that the committee has met twice with the Promotion and Tenure drafting team. There are plans to host an all-day conference in January which will be open to members of the campus community to discuss proposed revisions. More information on the forum will be shared when details are finalized. An updated P&T draft will be shared at the December meeting so that feedback can be received prior to the forum.

Rules Committee. Senator Hensley reported that the committee met on October 31 to review the charges for the year.

Ad Hoc Committee on Computing. Senator Smith reported that the RFPs for the faculty laptops have gone out. Information Technology is in the process of installing beta versions of the secured desktop and management services. Any faculty interested in serving as beta testers should contact [mona.isaacs@eku.edu](mailto:mona.isaacs@eku.edu).

## **ADJOURNMENT**

Senator Vice moved to adjourn at approximately 5pm.



**Doug Whitlock**  
**President's Report to the Senate**  
**December 5, 2011**

1. I am sorry to miss the last meeting of the semester, but I am attending the annual Southern Association of Colleges and Schools Commission on Colleges meeting.
2. I would imagine you have the same incredulous reaction as I to the realization that this is “dead week” and that next week the semester closes with final examinations and commencement. I am pleased to report to the Senate that our speakers and honorary degree recipients for the two exercises will be Dr. T. Pearse Lyons, President of Alltech, Inc, and Dr. Eugene Hughes, who refers to himself as EKV president # 9.5. Dr. Lyons is a native of Ireland who picked Kentucky as home for his global enterprise based on research-based natural components for animal feeds and has branched into brewing and distillery operations. Dr. Hughes is the retired president of Northern Arizona University and Wichita State University. He served EKV as interim President between Dr. Robert Kustra (# 9) and Joanne Glasser, esq. (#10).
3. Once again EKV and the entire education community of Kentucky should be appreciative of the priority given education by Governor Steve Beshear. You likely noticed last week that while some of state government was receiving a two percent current year budget reduction, all of education has again been exempted from the cut.
4. I reported last month that I missed the Senate meeting to attend a College Readiness Partnership meeting in Memphis, TN. I am a member of Kentucky's leadership team in this project. It was a very prideful experience for me to hear consistent references to the work done by the faculty on this campus around aligning appropriate curricula to the new national core standards.
5. Be watching television and print media shortly after January 1 for the kickoff of our new marketing campaign.
6. Thank you for your thoughtful consideration of the General Education proposal you passed with amendments at the November meeting. The Council on Academic Affairs has concurred in your amendments and I intend to take the document to the Board of Regents at its January meeting.
7. Also thank you for your participation in the process of my evaluation. I have no indication of the results, but the Board will review the evaluation with me in a special meeting later this month. As I have said before, the evaluation two years ago was both reaffirming in some respects and constructively instructive in others. I hope this current one is as helpful to me as it was.
8. Have a happy and restful break between semesters and I will see you next year, if not before.

## **Syllabus Index Frequently Asked Questions**

### **Is it required that I submit my syllabi to the index?**

No. We feel that it would be beneficial students to be able to see the syllabi in advance, but you are not required to provide them.

### **How will I submit my syllabi?**

We will be getting the syllabi from the heads of the departments, so you will only need to give them the approval to have your syllabi submitted to the index.

### **Who will maintain the index?**

The Syllabus Index will be a student run project. It will be maintained by members of the Academic Affairs committee on Student Senate.

### **Will I have to submit my syllabi early for them to be in the index?**

No. We will use old syllabi in the index that you can update whenever you feel necessary. A large caveat will be posted so students know that the syllabi are subject to change without notice and that the syllabus they see on the first day of class may not be the same as the one in the index.

### **What about course shopping?**

Because of sites like Facebook and RateMyProfessor, students already have access to information that would cause "course shopping". However, the information on those sites is all opinion based and can vary based on how a student did in the class and other subjective information. With a syllabus index, students would be getting the facts about the structure and expectations of the course.



## EASTERN KENTUCKY UNIVERSITY

*Serving Kentuckians Since 1906*

Office of the Provost  
for Academic and Faculty Affairs

CPO 46, 212 Coates Building  
521 Lancaster Avenue  
Richmond, Kentucky 40475-3102  
Phone: (859) 622-8812  
FAX: (859) 622-8136

TO: Members of the Faculty Senate

FROM: Janna P. Vice, Chair  
The Council on Academic Affairs

DATE: November 29, 2011

SUBJECT: CAA Agenda for Faculty Senate

As a result of the Council on Academic Affairs' meeting on November 17, 2011, the following items are presented for the Faculty Senate's agenda on December 5, 2011.

### Curriculum Proposals

<b>Program Revisions</b>	<b>Page</b>
1. Computer Science B.S. <i>Update the Catalog program description by adding the accrediting agency website</i>	1
2. Psy.S. in School Psychology <i>Add PSY 842 to the curriculum. Replace PSY 857 with PSY 842.</i>	5
3. Animal Studies B.S. <i>Add as a requirement for the major: A minimum grade of "C" in all courses counted toward the major.</i>	7
4. Public Relations B.A. <i>Revise major and supporting course requirements to include new courses PUB 385S, PUB 490S, and COM 325S.</i>	9
5. Certificate in Accounting <i>Add minimum hours and grade requirements.</i>	11
6. Minor in Insurance and Risk Management <i>Add specific course requirements.</i>	13
7. Endorsement in English as a Second Language <i>Change the requirements for the Endorsement to allow more flexibility for students. Indicate the program requirements more clearly.</i>	15
8. Specialist in Education <i>Create a redesigned principal preparation program within a specialist degree.</i>	17
9. Master of Science in Community Nutrition	21
a) <i>Require a combined GRE score of 900 (verbal and quantitative sections) for entrance into the program. (The GRE concordance information to compare the score scale of 200-800 to the new score scale of 130-170 will be available in November 2011 after the completion of the statistical analyses required for transition to the new scale.)</i>	
b) <i>Discontinue the MAT score of 400 as an option for entrance into the program.</i>	
c) <i>Add NFA 705 – Maternal and Infant Nutrition as a required core course.</i>	
d) <i>Drop HEA 810 - Human Behavior Change as a required core course.</i>	



To: Faculty Senate  
From: Lynnette Noblitt  
Date: November 29, 2011  
Re: Executive Committee Report

The Faculty Senate Executive Committee met last month to set the agenda for the December Faculty Senate meeting. In this report, I will highlight a few items that you may wish to bring to your department's attention.

### Promotion & Tenure Policy Retreat

The Faculty Rights and Responsibilities Committee continues to make progress on revising the Promotion and Tenure Policy. To expedite this process, the Provost's Office has agreed to sponsor a full-day retreat during which the committee can work on revisions to the policy and seek input from the campus. The retreat is currently scheduled for Thursday January 5, 2012, in the Martin Room. Please alert your faculty regarding this retreat. We plan to announce details of the retreat prior to final exams.

### Implementation Team

The Provost has gathered a group of individuals from across campus (the "Implementation Team") to design a series of initiatives to assist ECU in reaching the goals CPE has set for our institution. I have been serving on this group for several weeks. The group has formed a series of workgroups that will begin meeting in mid-December. These workgroups include:

- Develop and Implement an Advising Model
- Develop and Implement a Retention Plan
- Identify Our Brand & Market Position
- Integrate Academic Units into Retention
- Orientation Courses
- "Starting Off on the Right Foot" (creating an intentional first year)

While I understand that the membership of these subcommittees will be limited to those on the Implementation Team, I welcome your thoughts and comments on the above issues. I would be happy to serve as a liaison between faculty and these subcommittees. I hope to have further details for you on these initiatives early next year.

### Administrative Review

The Presidential Evaluation Survey has closed and the Executive Committee is currently compiling a report to deliver to the Board of Regents on December 16, 2011. The response rate for the survey was 120 full-time faculty responses and 24 part-time faculty responses. Several of these responses included significant open responses in addition to the multiple-choice responses. I thank you for your participation in the survey and for promoting completion of the survey within your departments.

### General Education Committee

The revisions Senate made to the General Education Program were sent back to the General Education Committee the next day. Senators from several departments attended the meeting to explain the reasoning behind these revisions. The General Education Committee then voted to incorporate these revisions without change. These revisions also passed CAA unchanged. The General Education Program will now be sent to the Board of Regents at the January meeting.

In preparation for implementation of the new program, Dean Sara Zeigler and Committee Chair Dr. Garrett Yoder have begun to design a series of procedures and guidelines for approval of courses into the new General Education Elements. I have attached these proposed procedures to this report. Dean Zeigler emphasizes that these procedures are still under development and obviously contingent upon the Board of Regents voting to implement the revised program.

### Title IX/Faculty Crime Reporting Requirements

In the wake of the Penn State scandal, the Administrative Council spent some time discussing Title IX and faculty crime-reporting requirements. The University Equal Opportunity Office has already begun to review university policies and procedures in anticipation of additional regulations for college campuses.

### Policy Updates

The Executive Committee reviewed the Policy on Faculty Authored Texts. While there had been significant improvement since the last version of the report, committee members made several other additional suggestions. Sherry Robinson hopes to have these completed and brought before the Senate in February.

Please feel free to contact me with any questions or concerns you have regarding this report.

Respectfully submitted,  
Lynnette Noblitt  
lynnette.noblitt@eku.edu

## COURSE APPROVAL PROCESS FOR GE-2012

### Definitions

The new GE Program begins fall 2012 and is referred to as GE-2012

The current GE Program began fall 2006 and is referred to as GE-2006

### Course Approval Process for GE-2012

- A. If the course is currently in GE-2006, Blocks I—V
- do nothing:  
These courses will be automatically included in GE-2012, Elements 1—5. The Registrar will change the course descriptions to include GE-2006 and GE-2012.
- B. If the course is not currently approved for GE-2006
- follow the standard curriculum-change process:
    - (1) Prepare a curriculum-change form (*University Forms*)
    - (2) Prepare a GE Approval Form (*see contacts below*)
    - (3) Prepare a syllabus
    - (4) Get approval from *Department, College, GE Committee, & CAA*
- C. If the course is currently approved for GE-2006 **AND** the curriculum-change request is to include the course in Elements 1—5.
- follow the standard curriculum-change process:
    - (1) Prepare a curriculum-change form (*University Forms*)
    - (2) Prepare a GE Approval Form (*see contacts below*)
    - (3) Prepare a syllabus
    - (4) Get approval from *Department, College, GE Committee, & CAA*
- D. If the course is currently approved for GE-2006 **AND** the curriculum-change request is to include the course in **Element 6** (Perspectives & Experiences).
- use an “abbreviated” curriculum-change process
    - (1) Prepare a curriculum-change form (*University Forms*)
    - (2) Prepare GE Approval form (*see contacts below*)
    - (3) Prepare a syllabus
    - (4) Get approval from *Department, GE Committee, & CAA* (bypass the College Committee) *note. The GE Committee will send the approved curriculum forms to the College Dean’s Office. The College representative will take the forms to CAA.*

### Notes

- Faculty should discuss course with Garrett Yoder before completing paperwork.
- Faculty may present course proposal to GE Committee before completing paperwork.
- Faculty should seek help from Rose Perrine to prepare assessment information.

### CONTACTS FOR HELP

GE Approval forms & questions about courses: [garett.yoder@eku.edu](mailto:garett.yoder@eku.edu)

GE Approval forms & help with assessment: [rose.perrine@eku.edu](mailto:rose.perrine@eku.edu)

**General Education Course Approval Form**  
**GE-2012: ELEMENTS I—VI**  
**Revised: Fall 2011**

**Department:**

**Course Prefix and Number:**

**Course Title:**

**For which GE Element is the course designed?**

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

**Course Abstract**

1. Describe the course content.
2. Describe the instructional methods (lecture, discussion, small groups, laboratory, or simulation), faculty qualifications, and course coordination.
3. Describe any new resources needed to implement or to assess the course
4. Describe the assessment process.
  - (a) What type of assessment instruments will be used to evaluate student learning?
  - (b) When will data be collected?
  - (c) For how many students will assessments be scored?
  - (d) Who will score the assessment instruments?
  - (e) Who is the faculty person responsible for assessment data for this course?

**(Courses proposed for Element 6 do NOT need to complete #5. Assessment rubric for courses approved for Element 6 will be developed by faculty in summer 2012.)**

5. Provide at least one example of an assessment item (*e.g., question on exam; portion of an assignment*) that could be used to assess student learning on each of the criteria on the GE scoring rubric appropriate for this course.

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

*See Appendix B for a course approval example.*

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

# Appendix A

## General Education Goals by Element

### Goals of General Education

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

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

### Goals Addressed in Each Element

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



# Appendix B

## Example Course Approval

**Department:** Psychology

**Course Prefix and Number:** PSY 300

**Course Title:** Social Psychology

**For which GE Element is the course designed?** Element 5B

**Identify the General Education Goals addressed in this course:**

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

**Course Abstract**

**1. Describe the course content.**

PSY 300, Social Psychology, is the scientific study of how people think, feel and behave in regards to other people. The course content includes how our own thoughts, feelings and behaviors are influenced by other people, the situation, and the interaction between our personality and the situation. Analyses and critiques of research methodology used in social psychology are emphasized, and these knowledge and skills are transferrable to any discipline that relies on the scientific method.

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

PSY 300 is taught as a lecture course, but small-group discussions, videos, and student presentations are incorporated into the classes. The instructors must have at least a Master's Degree in Social Psychology to teach the course. All current instructors have a Ph.D. in Social Psychology. Dr. Matthew Winslow will coordinate the course.

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

No new resources needed

**4. Describe the assessment process.**

- (a) What type of assessment instruments will be used to evaluate student learning?** For *comprehension*, the assessment items will be 30 common multiple-choice items on the final exam; these will be agreed upon by all faculty who teach the course. For the *other criteria* the assessment will be conducted on a critique of a journal article in the field of social psychology. Students find and select their own article from a choice of three journals. The article is approved by the instructor prior to use. Instructions to students and scoring criteria for the article critique will be agreed upon by all faculty who teach the course.

**(b) When will data be collected?** The multiple-choice items will be on the final exam. The article critique will be completed near the end of the semester

**(c) For how many students will assessments be scored?** All students' exams and papers will be assessed. Faculty will use these scores as part of the students' grade in the class.

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

**(e) Who is the faculty person responsible for assessment data for this course?** Dr. Matthew Winslow

5. Provide at least one example of an assessment item (e.g., question on exam; portion of an assignment) that could be used to assess student learning on each of the criteria on the GE scoring rubric appropriate for this course.

**Scoring Rubric: Social & Behavioral Sciences**

**Comprehension:** (Multiple-choice items on final exam.)

Example Item:

Question: What is the *Fundamental Attribution Error*?

- \*A. The tendency to perceive others' behaviors in terms of their personality, and our own behaviors in terms of situational pressures
- B. The tendency to judge others more harshly than we judge ourselves
- C. The tendency to stereotype others who are not part of our "in group"
- D. The tendency to attribute our successes to hard work, but our failures to bad luck

**Application and Analysis:** (From Article Critique)

- Connections to other fields are accurate
- Connections to real life examples are accurate
- Explanations for how concepts relate are accurate

**Methods:** (From Article Critique)

- Research methodology correctly identified
- Critique of methodology accurate
- Appropriate terminology used

**Integration:** (From Article Critique)

- Accurate connections are made between research question and/or results and concepts from lecture/book chapters/readings
- Sufficient appropriate connections are made (obvious/most important connections are made)