

**Kentucky State University**  
**Frankfort, Kentucky 40601**  
*Faculty Senate*

**MEMORANDUM**

**DATE:** October 27, 2016

**TO:** Faculty  
Faculty Senators  
Ex Officio Members of the Faculty Senate

**FROM:** Kimberly Sipes, President  
Faculty Senate

**RE:** Notice of Faculty Senate Meeting

The fifth meeting of the Faculty Senate will take place Monday, October 31, 2016, at 3:10 p.m. in Hathaway Hall 123. The agenda for the meeting is as follows:

1. Call to Order
2. Approval of agenda [3-minute time limit]
3. Approval of minutes [3-minute time limit] [Page 2](#)
4. Welcome new members [5-minute time limit]
5. Ms. Julie Bradley – P-20 / 3:1 support [15-minute time limit]
6. Dr. Deneia Thomas – SACS Reaffirmation [15-minute time limit]
7. Report of the Academic Policies Committee – Joe Moffett [15-minute time limit] [Page 9](#)
8. Report of the Curriculum Committee – Ken Andries [20-minute time limit] [Page 18](#)
9. Report of the Budget and Academic Support Committee – Reba Rye [10-minute time limit] [Page 99](#)
10. Report of the Professional Concerns Committee – Cindy Glass [10-minute time limit]
11. Faculty Regent Report [15-minute time limit] [Page 100](#)
12. Other Business
13. Adjourn

**Kimberly A. Sipes**  
Assistant Professor  
Faculty Senate President 2016-2017  
School of Business  
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**Minutes of Faculty Senate, 10/10/16 Meeting  
123 Hathaway Hall**

**Senators**

Abdullah Alhurani (Nursing) A  
Ibukun Amusan (Math & Sci)  
Ken Andries (AFE)  
Nancy Capriles (BSS)  
Alice Collins (Nursing) A  
Rene Desborde (Business)  
Gary Elliott (WYS) E  
Maheteme Gebremedhin (AFE)  
Caroline Gibson (FIAR) E  
Cindy Glass (BSS)  
William Graham (EDU) A  
Robert Griffin (FIAR)  
Buddhi Gywali (AFE) A  
Dantrea Hampton (Library)  
Jens Hannemann (Comp Sci)  
Robert Hebble (Math & Sci) A  
Ashok Kumar (at large)  
Vikas Kumar (AQU) E  
Li Lu (Math & Sci)  
Joe Moffett (LLP)  
Narayanan Rajendran (at large)  
Reba Rye (at large)  
Kimberly Sipes (at large)  
Peter Smith (LLP)

Stephen Ulrich (PUA, CJ, SW)  
Changzheng Wang (at large)

**Ex Officio Members and Guests**

Aaron Thompson (President)  
Candice Jackson (VP Academic Affairs)  
Deneia Thomas (Assoc. VP Institutional Effectiveness)  
Erin Wheeler (Asst. VP Academic Support)  
Bruce Griffis (Math & Sci)  
Mara Merlino (BSS)  
Tierra Freeman (BSS)  
Chandee Felder (Senate Admin)  
Kris Grimes (AFE)  
Elgie McFayden (Faculty Regent)  
James Obielodan (Grad Director)  
Donavan Ramon (WYS)  
Cynthia Shelton (WYS)  
Fariba Bigdeli-Jahed (Math & Sci)  
David Shabazz (LLP)  
Mara Merlino (BSS)  
James Obielodan (Grad Director)  
Karen Heavin (Math & Sci)  
John Sedlacek (AFE)

1. Call to Order

The meeting was called to order at 3:14pm. Fourteen senators were present.

1. Approval of agenda

The agenda was approved unanimously.

2. Approval of minutes

The minutes of the 9/26/2016 Faculty Senate meeting were approved as distributed.

3. Faculty Senate President Report

President Sipes shared with Senate information about the meeting held on 10/6/2016 between the Executive Committee and Academic Search, the firm hired to help with the presidential search. In order to put together appropriate search materials, Academic Search wanted to know perceptions on the strengths, challenges, and points of pride about KSU. Dr. Max Stewart (Provost at KSU from 2011-12) is leading the team for Academic Search.

In terms of strengths, the Executive Committee cited the university's land grant status; its new use of texts; its liberal arts focus; its HBCU heritage; and small class sizes. Challenges included too many interim positions; lack of institutional memory due to turnover; ambiguity about the budget; not enough spent on instruction. BASC and PCC gave Academic Search typed lists of qualities they wanted to see in a president. President Sipes suggested APC send along a list as well. Chair Moffett said he would.

Academic Search will be involved throughout the entire process and will use a variety of means to inform the larger academic community about the position.

President Sipes projected a list of members of the university's presidential search committee. Chair Rye noted that there was not enough faculty representation. She cited AAUP's position that such a committee should include more than one faculty representative. Several recent presidential searches at other public institutions across the state have had at least two, sometimes three, faculty members on the committees. Chair Rye pointed out that since faculty carry out the teaching mission of the university it makes sense for there to be more faculty committee members; this is not to mention it will help further strengthen the bonds between the faculty and administration after the recent period of much division.

A guest asked if Hettie Oldham would remain as staff representative on the search committee. Faculty Regent Elgie McFayden indicated that she had been replaced with the new Staff Regent, Derrick Gilmore.

A senator noted that there was no STEM representation on the committee. Regent McFayden replied that some members do indeed have STEM backgrounds. He added that KSU alums are also well represented, as are members of the community. He noted that while he would like to see more faculty added to the committee, then there would need to be more staff added. Chair Rye asked why staff would need to be added. While staff serve an indispensable role at the university, faculty are central to its teaching mission. She noted she would like to see the Faculty Regent be a strong advocate for faculty on the committee. Regent McFayden replied that he was insulted by the implication that he was not, and he asked for that sentiment to be recorded in the Minutes. Chair Rye noted that she did not intend her comment as an insult.

President Sipes announced that time was up. No motion was made to extend time.

#### 4. Dr. Candice Jackson – VPAA

VP Jackson noted that the search committee consisted of representatives from across the university and thus different groups are well represented. She noted we all have the option to voice concerns to the search firm itself.

She went on to say that she did not want to speak at length so that she could give time over to the upcoming discussion of centralized advising.

A senator asked if this presidential search committee will be same committee to search for president, not just to select the search firm. Dr. Jackson responded that it is. The firm will

identify presidential candidates to present to the faculty. Regent McFayden confirmed that the firm will vet candidates and select 5-8 who the committee will consider.

A guest asked who makes the decision on the president. Regent McFayden replied that the committee will. The guest noted that therefore more faculty should be on the committee.

Chair Andries noted that there are more people on the committee from the community than those who will serve under the president. Chair Glass expressed the concern that the committee may have an outdated view of the current struggles at the university and who we are now. She cited Chair Rye's research that showed 2-3 faculty members on presidential search committees at the other public universities in the state. VP Jackson asked about the size of the faculties at these institutions, and how proportional the committees are. Chair Andries noted the community member representation was not proportional on the current committee. He that adding more faculty would help with the problems of trust between faculty and the administration as well as low morale at the university. VP Jackson replied that she notes these concerns but did not have input on the make-up of the committee. Regent McFayden stressed that stakeholders across campus will be able to have input on the presidential candidates.

President Sipes reiterated that all points of view could be expressed to Academic Search through Christina Leath.

#### 5. Dr. Erin Wheeler – Advising Policy

Dr. Wheeler shared a PowerPoint that addressed concerns about the university's movement to a centralized advising model, particularly the concerns expressed in a memo from PCC. Regarding the concern that there was not enough faculty input on the model's design, she noted that chairs were asked for input in meetings starting last May. This model may seem like a drastic change, but the existing process was weak. This is not so much a new policy as a clarification of the advising structure.

The new system allows faculty to serve in career mentoring. She has spoken with faculty and chairs and has heard that faculty want to spend less time with audits and the like and more on building relationships and getting students into their career field of choice.

Due to budget constraints, the university will not be able to hire career coaches. There is one professional advisor left from the old system; everyone else is new. Two of these new staff members have worked on improving the graduation rate for the 2010 cohort.

A guest asked if it will be the job of success coaches to manage specific cohorts. Dr. Wheeler replied that two coaches have worked that way for about nine months. They provide consistency and help identify overall factors that help or harm graduation rates.

A guest asked if the success coach works with everyone in a specific cohort. Dr. Wheeler noted that they do and their work needs to be data driven. Students have many reasons why they drop out; success coaches work to remove those barriers. A number of students have re-enrolled due to the efforts of these coaches. Dr. Jackson noted that these success coaches allow the university to work with students in a different way than faculty can. Since there is a natural

attrition rate, we have to work very hard to graduate students. Dr. Wheeler noted that her goal is to have a tight network so we don't lose a student; now we will have documentation about how we have tried to help a student.

Dr. Wheeler also noted she appreciated the work of faculty and hopes to see faculty boasting about student achievements. She pointed out that advising on things like graduate applications take plenty of time already; the advising center will try to help students with other tasks.

The role of the faculty mentor was discussed. He or she will promote student organizations; help students applying for internships or graduate schools; and assist with data collection on career preparation.

This 3:1 model—that is, each student working with an Academic Advisor, Success Coach, and Faculty Mentor—is tied together with the Faculty Liaison for each area. Chairs have been asked to select a person for this task who knows the curriculum of the program. The Faculty Liaison will meet with the Academic Advisor; attend advising meetings; meet with faculty mentors; review course schedules and academic plans with the academic advisor; and collect and report assessment data on graduate school and career preparation activities.

Dr. Wheeler addressed questions about the section of the proposal she had sent out that suggested faculty would be assessed on advising. She stressed that this new system was not meant to impact tenure and promotion processes negatively. Dr. Wheeler suggested that for those faculty deeply involved in advising, building an advising portfolio can be a way to showcase one's work. She noted this proposal was sent to the Tenure and Promotion Committee by President Burse last spring. We would need to flesh out further the ways in which advising could be evaluated under the category of Service.

Dr. Wheeler noted we are trying to improve the culture of advising and “customer service.” Faculty are welcome to attend registration meetings between the Academic Advisor and students. Her office hopes to streamline the communication of advising and increase the importance of registration. More students need to be pre-registered.

A motion to extend time for 10 minutes was passed unanimously.

A guest expressed concern about Academic Advisors being able to acquire enough knowledge about the particulars of a major, especially since some majors have many students and several options. Additionally, curriculum ladders can be faulty since certain courses may not be offered when planned for various reasons. Dr. Wheeler replied that some of these concerns were already being addressed. The Advising Center will start with seniors. She reiterated that faculty are welcome to come over and that the Center is glad to work with faculty in doing advising at certain times. Nursing, for example, is doing all advising at one time. Dr. Wheeler stressed that faculty would not be handing over all control; the Faculty Liaison will be working with the Academic Advisor to communicate any essential information / knowledge. President Sipes expressed concern about this process being achievable in the next two weeks.

Dr. Wheeler asked how many faculty have already had students pick their schedules. Two faculty members raised hands. A guest noted that faculty have specific advisees they work with. Dr. Wheeler said her office is working on cleaning up majors in Banner and part of the reason why a central advising center is helpful is so we can get reliable information on all students.

Another guest expressed appreciation for the concept of more support for students but echoed the concern about advisors in the Center knowing all they need to. She suggested that faculty should input student schedules and then the academic advisor can meet with students. She noted that sometimes classes are added to the ensuing semester schedule only after it is clear what students need.

A motion to extend time for 10 minutes was passed.

Regent McFayden asked if Dr. Wheeler's office is moving to Hathaway. She noted that it is not. Even though ASB is not student-friendly, it is centrally located.

A guest echoed the concern that the proposal sent by email by Dr. Wheeler suggested faculty would be evaluated on advising by staff. Dr. Wheeler stressed that was not the case. Chair Glass added that the requirements for an advising portfolio are onerous. Dr. Wheeler noted that staff will follow these guidelines, but what faculty do is up for review. The guest expressed appreciation for Dr. Wheeler's efforts but noted that anything having to do with faculty evaluation needs to come through Faculty Senate. Dr. Jackson confirmed that faculty will work together to define how advising fits into the tenure and promotion process. The guest noted that we need to establish metrics for review, and Dr. Wheeler replied that her office did get initial feedback from the Tenure and Promotion Committee. A senator pointed out that the approach taken with this initiative is evocative of the previous administration's unilateral way of operating. He suggested passing the issue to PCC for the committee to work on.

President Sipes added that advising has always been part of teaching, not service.

President Thompson agreed that anything having to do with evaluation should come through Faculty Senate and the Vice President's office. We are going through a growing processes and we need to learn how to do things together; and we must avoid being haphazard. We need a better advising system in place. The 2014 cohort is where we have best bet of having a decent graduation rate. Performance funding is coming in two years and we must be prepared to deal with it. We need to have a management plan in to the state next month.

President Sipes confirmed with President Thompson that he was inferring that this change in advising could be postponed until the spring. President Thompson replied he did not want to override what others had done, but suggested the various parties should sit down and establish a workable procedure and timeframe.

Chair Andries pointed out that part of the problem is that this initiative was not mentioned until 10/3 saying it would take effect 10/1. Dr. Wheeler apologized and noted that she believed chairs had communicated the changes.

Dr. Jackson suggested an ad hoc committee should be assembled to decide the way forward.

#### 6. Report of the Academic Policies Committee – Joe Moffett

Chair Moffett discussed APC 15-16-05, a proposal for online courses. He noted that after discussion in the committee, APC added some minor points, including noting the Director of Online Programs should be provided with appropriate support and staff; faculty should indicate on syllabi when attendance requirements exceed those stated in the policy; and faculty should be allowed to choose if online course evaluations are used in annual review. A guest pointed out that PCC had passed an item in recent years that required all courses to be part of the annual review. President Thompson noted that online courses are becoming even more closely scrutinized than traditional courses. The committee therefore should strive to meet or exceed standards in course review. Chair Moffett agreed to take the item back to the committee. Senate voted unanimously to table the issue.

In the interest of time, the meeting moved on to the next committee report.

President Sipes asked Chair Rye if the report of BASC could be moved to after CC since Senate needed to be sure to address CC's action items and the meeting was running long. Chair Rye readily agreed.

#### 7. Report of the Curriculum Committee – Ken Andries

Chair Andries covered the action items presented to Senate:

##### 16-17-01 NUR 118 Independent Study

Chair Andries noted that this course is proposed since many new students recruited from ITT need to have their skills brought up to speed. Nursing faculty will work with students individually.

##### 16-17-02 NUR 699 Applied Statistics in Nursing

This course is needed for the Doctor of Nursing Practice program.

##### 16-17-03 NUR 708 Psychopharmacology

Chair Rye asked if we have faculty to cover the courses. Chair Andries affirmed we do. Chair Rye then asked if the independent studies will serve as an overload. Chair Andries replied that they would be. A guest asked if faculty will be compensated for the overload, to which President Thompson replied that faculty have volunteered to do these independent studies. Chair Andries noted that this extra work may need to last only a couple semesters by which point the new transfer students should be up to speed. President Thompson added that at his previous institution, once some had taught a number of courses like independent studies, they would be granted a course release. He indicated we could consider if that would be workable here. Chair Rye noted there is already a provision that specifies that a number of overloads add up to a course release.

The items all passed by unanimous vote.

Chair Andries then introduced other items:

16-17-04 Certificate of Food Safety, AFE: Nutritional Science and Food Systems Option

16-17-05 Certificate of Human Health and Nutrition, CAFSSS

Chair Andries shared that the intent is that these certificates would serve as intermediate recognition for students working toward AFE degrees. They also serve as credentials for individuals seeking such, and also for those in industry who might need professional development. A senator asked if these certificates are driven by demand. Chair Andries affirmed that there is indeed demand for them among professionals and employers. Another senator inquired about the pre-requisites for the 400 level courses. A guest noted that there were very few pre-requisites generally.

The proposals passed unanimously.

A quorum was lost at 4:58pm, after which time conversation proceeded informally.

Respectfully submitted,  
Joe Moffett, Faculty Senate Secretary



## **Academic Policies Committee Meeting (October 3, 2016)**

Members Present: Joe Moffett (Chair), Ashok Kumar (Vice Chair), Ibukun Amusan (Secretary), Nancy Capriles, Maheteme Gebremedhin, Nkechi Amadife

Meeting called to order at 3:16

The Agenda was approved.

The chair mentioned that Caroline Gibson is a new member of APC.

Work on the revised online program proposal was completed and approved.

A question was asked about how the online course readiness assessment tool would be implemented. Chair Moffett said he spoke with Jennifer Miles who said a proposal to purchase license for SmarterMeasure has been sent to administration. The assessment would probably be done through Ms. Miles' office. It would measure the readiness of students to take online courses. She was fine with it being something like a tutorial and not necessarily a punitive measure.

Faculty are encouraged to include any attendance requirements on their syllabus. The director should have an office that handles all technology issues about online teaching and learning. Faculty may request to include evaluations of their online courses as part of their annual reviews.

The draft KSU Handbook on Academic Policies and Procedures was discussed.

A senator who reviewed the policies about research involving human or animal subjects said that it is a comprehensive document. It has clear wording about compensation, conflicts of interest, and other rules relating to students and researchers. It is generally a good document for covering liability.

The Registry team that put the document together met once with APC in Spring 2016 but most of the work was independent of APC. It was mentioned that recently approved proposals may be missing from the document and it was suggested that all approved academic related proposals should go in this handbook, including calendar and attendance policies.

Regarding attendance policy, the current one was handed down from a previous administration and was not approved by APC. There is no knowledge that the APC proposal two years ago that had suggestions about attendance policy was approved.

The handbook should be shared with faculty senate and chairs for more suggestions. APC's goal is to complete the first draft and send to faculty by January for review, and have the final draft completed by April.

It was suggested that the handbook should be kept under the VPAA's office on the internet. Also, the general counsel should approve the document, for legal purposes.

APC was asked to provide two members for a subcommittee that will work together with VPAA, senate president, and two members of PCC on the faculty handbook. Joe Moffett and Ibukun Amusan volunteered to serve on the subcommittee.

The faculty senate executive committee will meet with the president search committee soon to provide suggestions on qualities/qualifications that the next KSU president should have. APC members suggested that the person should be outside-looking. He/she should have connections and be involved in the community, doing fundraising, scholarship galas, and help bring money to the university. The person should not be a micro-manager. He/She may delegate the day to day running of the school to a strong Provost. The new president should be international-looking as well, helping to establish collaboration with foreign universities and governments, and encourage the recruitment of foreign students, who will pay international fees to KSU. He/she should build on the good things already taking place so that the university can have some form of continuity. He/she should have some academic experience. The search committee should research candidates on the internet before finalizing their choice.

The centralized advising plan from Dr. Wheeler was discussed briefly. Some of the issues raised include the following: faculty were not consulted about the plan, some faculty may have many advisees while some may not have any, evaluating faculty on advising and having them submit advising portfolio for tenure/promotion may not be fair to everyone. It was suggested that advising should be considered as part of service since teaching is the primary responsibility of faculty.

The meeting adjourned 4:35pm.



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**ACADEMIC POLICY COMMITTEE  
NEW PROPOSAL**

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**ACADEMIC UNIT:** All Academic Units \_\_\_\_\_

**DATE PREPARED:** 2/24/16 (original); 10/23/16 update (current version) \_\_\_\_\_

**PRIMARY AUTHOR(S):** APC \_\_\_\_\_

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**1. DESCRIPTION OF CHANGE:**

The proposed policy statements attempt to create consistency for the delivery of online course content at the University.

**2. STARTING WITH:** (Excluding exceptional circumstances proposals will take effect Fall of the following year).

   Fall,   X   Spring,        Summer,   2017   Year

**3. CURRENT POLICY:** (Please See Current Catalogue, Faculty Handbook...)

There is no set of policy statements that covers the issues below, including defining different types of courses, noting who should review online courses and by what process those courses are developed, as well as distinguishing those students who should not take online courses.

**4. PROPOSED CHANGES:**

**I. Definitions of Course Modalities:**

**Traditional courses:** Courses that meet in a regular fashion at a particular meeting time and location. This includes lecture, laboratory, seminar, performance, and studio courses with regular face-to-face meetings each week where those meetings are the primary method of delivering course content and assessing student learning. The number of face-to-face meetings is based upon course credit hours. Traditional courses may be supplemented by announcements, notes, or assignments distributed through an online learning management system, such as Blackboard. Some courses may require at least one assessment given on campus or at an approved testing location; students will be given notification of this requirement on the syllabus.

**Hybrid courses:** Courses that meet a reduced number of times at a particular time and location during the semester compared to traditional courses. Also known as “blended courses”. The number of face-to-face meetings may vary according to the number of credit hours, course design and objectives, but hybrid courses will require at least the following number of on-campus

Final Faculty Senate Approved Form



meetings for the semester: [3] three sessions should course be offered at 1 day a week, [6] six sessions should course be offered twice weekly, or [9] nine sessions should course be offered three times weekly. The number of meetings, their days, and times should be published on WIRED/Banner or any other appropriate course registration system used by the University prior to semester start. Face-to-face meetings for hybrid courses may include, but are not limited to, presentations, performance-based assessments, discussion sessions, individual or group meetings with the instructor, or examinations. 60% to 80% of the course content will be distributed through an online learning management system, such as Blackboard. Email may also be used only as a supplement to communication, not instruction.

Hybrid courses should be designated on the course schedule with an H beside the section number. For example, “English Comp II – Eng 102 – H1.”

**Virtual courses:** Courses that have no face-to-face meetings. Also known as “online courses”. The entire delivery of course content and assessment of student learning is distributed through an online learning management system, such as Blackboard. Instructors of virtual courses should set aside time to communicate with students via discussion boards, email, chat, skype, or some other method.

Such virtual courses should continue to be designated on the course schedule with a V beside the section number. For example, “English Comp II – Eng 102 – V1.”

**Dual Credit:** Any course offered as Dual Credit with a modality of online or hybrid should be considered against the policies that follow. This includes course development, quality assessment, and criteria for instruction. Other outstanding factors are to be set by the Dual Credit Coordinator.

## **II. Changes in Course Modality**

Once students have begun enrolling in a course, an instructor should not alter the modality of the course—that is, change an on-campus course into hybrid or virtual course, or vice versa—except under extenuating circumstances and as approved by the Chair of the department offering the course in consultation with the Director of Online Programs, in the event this position becomes available. Such changes must be approved by the Vice President of Academic Affairs.

## **III. First Day of Classes for Hybrid and Virtual Courses**

Hybrid and virtual courses will begin on the first day of classes per the University Academic Calendar for the appropriate semester or summer session.

#### **IV. Reporting Non-Attendance for Hybrid and Virtual Courses**

In order for a student in a hybrid or virtual course to be considered attending for federal financial aid reporting purposes, the student must either: 1) attend a designated hybrid course meeting that occurs prior to the reporting date and complete and sign the acknowledgement page from the course syllabus or 2) log onto the online course management system, such as Blackboard, and complete the acknowledgement page from the syllabus as directed, or complete a course assignment. Note: Logging into the course by itself does not confirm attendance.

Students who have not 1) verified their attendance by either method above and 2) failed to communicate with the instructor by the reporting deadline, will be designated as non-attending and requested to be removed from the course by the university Registrar.

Faculty members are encouraged to indicate on the syllabus any other specific requirements for attendance.

#### **V. Director of Online Programs**

A Director of Online Programs should be appointed. This person need not be a new hire but rather could be a staff or faculty member with extended (at least five years') experience in online education, including developing and conducting online courses. Degree, certification(s) and other required qualifications should be in line with national standards, approved by the Director of Human Resources and Vice President of Academic Affairs.

Duties of the Director would include serving as a go-to person for questions regarding all distance education initiatives, including hybrid and virtual courses; offering training and professional development opportunities for faculty interested in online teaching; working with the Chairs to identify areas of growth for online courses or programming; and reviewing courses for completeness before the semester begins, including sharing the results of the review with each instructor.

The Director should establish an office where faculty and students can find help for technology issues related to teaching and learning online. The Director should be given the resources needed (staff equipment, etc.) to support the educational objectives of the university.

#### **VI. University-wide Distance Education Committee**

A University-wide Distance Education Committee should be formed, and the Director of Online Programs should be the Chair of this committee, in the event this position becomes available. The committee would be added to the University Committee Book. The committee should have faculty representation from each College and appropriate administrative representation. The Distance Education Committee would be charged with formulating guidelines for the implementing best

practices in virtual courses, determining the minimal training necessary for faculty to offer a hybrid or virtual course, and reviewing assessment data for continuous improvement of virtual and hybrid courses.

## **VII. Procedure for Hybrid and Virtual Course Development**

The faculty member should consult with the Chair of the Division and Director of Online Programs to identify the need for a hybrid or virtual course. The faculty member should have completed any required training for teaching online at least a semester in advance, when possible, and any other requirements set forth by the Director of Online Programs. At minimum, an instructor interested in teaching online must be deemed proficient with use of the university's LMS (e.g. Blackboard) and quality standards prior to being eligible to teaching online or blended courses. Proficiency measures are set forth by the Director of Online Programs.

Once the Chair and faculty member agree that a hybrid or virtual course will be offered online for the first time, the faculty member develops the necessary materials (syllabus, assignments, grading rubrics, etc.), which are then reviewed by the Chair. The Division's Curriculum Committee is notified of the development of the course.

If the course itself is new, and meets the Chair's approval, it is then presented to the Curriculum Committee of Faculty Senate for review and approval. If the course is approved through the Faculty Senate process, the faculty member begins shaping the course.

If the proposed hybrid or virtual course is an adaptation of an existing course and the Chair approves the materials, the faculty member assembles the course.

Before going live, the course is reviewed according to the guidelines used for implementing best practices in hybrid and virtual courses by the Director of Online Programs, in the event this position becomes available. Any necessary changes should be communicated to the faculty member and Chair prior to the beginning of the semester and these changes should be implemented as soon as possible upon receipt.

When the course is added to the semester schedule, the Registrar should be certain to mark it with the appropriate "H" or "V" designation.

## **VIII. First-Semester Students and Virtual Courses**

First-semester students not exclusively at a distance will not take virtual courses except under extenuating circumstances as approved by the Chair of the student's major as well as the Director of Online Programs, in the event this position becomes available, and the Vice President of Academic Affairs, or in cases in which an online course is required by a degree program. Extenuating circumstances might include, but are not limited to, an inability to take on-campus courses, prior success in online courses, justifiable family commitments, inflexible work schedule, medical issues, or a composite ACT score of 23 and above. Students must produce documentation

to verify extenuating circumstances. First-semester students seeking to enroll in a virtual course should complete the form below and deliver it to the Chair, who will forward it to the proposed Director of Online Programs. Final approval must be made by the Vice President of Academic Affairs.

First-semester online students exclusively at a distance are to be assessed of readiness, prior to semester start, of ability to completing all course material virtually. Assessment should be in the form of an online readiness tool or software (e.g. Smartermeasure), if possible, or by other methods deemed appropriate by the online instructor, advisor, or Director of Online Programs. Final approval must be made by the Vice President of Academic Affairs for students not meeting this standard.

### **Request for First-Semester Student to Enroll in Virtual Course**

Instructions: Please complete the information below. This form should be signed by the Chair of the student's major, who, upon approval, will forward it to the Director of Online Programs (if appointed). The Vice President of Academic Affairs decides final approval.

Virtual courses are those with no face-to-face meetings. The entire delivery of course content and assessment of student learning is distributed through an online learning management system, such as Blackboard.

Student Name: \_\_\_\_\_ CWID: \_\_\_\_\_

Home Address: \_\_\_\_\_  
                    **Street                    City                    State                    Zip**

Home Phone: (\_\_\_\_) \_\_\_\_\_ Advisor: \_\_\_\_\_

Course Requested: \_\_\_\_\_ Semester: \_\_\_\_\_

**Reason for Requesting to Enroll in a Virtual Course (be sure to attach relevant documentation):**

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**Explain any Prior Success in Virtual Courses:**

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By signing below, the student acknowledges that since there are no on-campus meetings for a virtual course, he or she recognizes the importance of the discipline required for successfully completing a virtual course, including logging on regularly and submitting assignments according to due dates.

**Student's Signature** \_\_\_\_\_

**Chair's Signature** \_\_\_\_\_

**Director of Online Programs' Signature** \_\_\_\_\_

## **IX. Evaluation Form for Virtual Classes**

Online courses are to be evaluated annually by a certified faculty-centered peer review team, set forth by the Director of Online Programs and Distance Education Committee. The evaluating consultant(s) should be from an outside university-supported body, such as Quality Matters™ which provides quality assurance and helps to improve and certify the design of online and blended courses. Online and Hybrid courses are to be assessed against a set of standards that deem best quality of instruction and design. Standards should consist of:

1. Course Overview and Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Course Activities and Learner Interaction
6. Course Technology
7. Learner Support
8. Accessibility and Usability

Selection of online and blended courses to be evaluated should be based upon various factors (e.g. frequency of course offering, program completion, etc.) set forth by the Distance Education Committee. Courses assessed for quality will be permanently filed with the Office of Distance Education. Documentation received from reviewer(s) will be provided to Vice President of Academic Affairs, Division Chair and teaching faculty. This material should be used as a means to gauge professional development, and if needed, grounds for continuation of an instructor teaching online. The Distance Education Committee will set the grounds as to what is and is not considered best measure of quality.

Ongoing evaluation of online and blended courses can be done informally each semester by way of an evaluation form. This evaluation form is intended to be a component of the peer evaluation process that is already established. Instead of making a classroom observation, which is not possible for a virtual class, a peer evaluation team comprised of those experienced in teaching virtual classes will be temporarily added to the roster of the Blackboard shell as teaching assistants to give them access to all areas of the course. Should a division lack a sufficient number of faculty experienced in teaching virtual classes, the chair can ask members of another division to serve, as is often done for division tenure and promotion committees.

Each item should be rated as “does not meet expectations,” “meets expectations,” or “exceeds expectations,” as is the case with annual review.



1. Syllabus is easily accessible on website through button menu.
2. Syllabus explains the purpose and structure of the course.
3. Syllabus explains and/or links to relevant institutional policies.
4. Syllabus describes the course's objectives and suitable learning outcomes.
5. Syllabus describes and quantifies how objectives/assignments will be assessed.
6. Syllabus states the instructor's response time for e-mail inquiries and for assessment of assignments.
7. Syllabus states instructor's academic honesty/plagiarism policy, including penalty for violation.
8. Syllabus or course link contains a listing of assignments and deadlines.
9. Syllabus states instructor's policy regarding deadlines and (non-)acceptance of late assignments, including penalties for late assignments.
10. Course navigation facilitates ease of use.
11. All assignments and supporting documentation are clearly linked to on button menu.
12. Any grading rubric used to evaluate assignments is accessible to students.
13. The tools used in the course support the learning objectives.
14. The course site is structured to promote learner engagement.
15. The student's grades are accessible and progress/average in class easy to understand.
16. The course contains a link for Course Signals to keep students aware of their progress.
17. The overall design of the course site conforms to best practices.

**5. EXPLANATION AND JUSTIFICATION FOR REQUESTED CHANGE:**

The recommendations proposed above are driven by a need to define what the University means by virtual and hybrid courses. The committee determined that the best way to create a consistency of quality in online instruction is to be sure courses are developed and reviewed by a defined process. The proposed Director of Online Programs would work as a "quality assurance" individual who would review courses and make suggestions for revisions according to best practices. In identifying these best practices, the Director would be aided by the Distance Education Committee. In general, the Director would be facilitating online courses; the actual content of the courses would be evaluated within the department or division when a course is being offered virtually or as a hybrid course for the first time. The Director would oversee the training of faculty for teaching online, as well as provide ongoing professional development opportunities for online faculty.

## Curriculum Committee Meeting

Library Conference Room 219

10/3/16

Roll Call – Ken Andries, Donavan Ramon, Narayanan Rajendran, Robert Griffin, Changzheng Wang, Dantrea Hampton, Alice Collins and Tope Avinash and Kim Sipes

Meeting Called to order

– 3:11pm

Reading of the Minutes of the last meeting – Minutes were already approved via email

Approval of the agenda

Review of Action Items:

- Discussion of IGS question from APC and transfer hours

If a transfer student came in some IGS courses could be waived in years past before we changed programs to 120 hours. University requirements are 6-9 hours and KSU's core requirement is 42 hours and it disappeared from the catalog a few years ago. The Core General Education Transfer Policy for the State of Kentucky was reviewed and the minimum requirement is 30 hours. There were questions of whether this change should come through the Curriculum Committee. It was discussed that the State's core requirements need to be considered when discussing changes/plans for KSU's core requirements for transfer students.

- FSCC 16-17-01 – Nursing New Course NUR 118

This course was designed for the new incoming ITT Tech nursing students. Professors were hired to teach the additional courses. This course may also be taught as an independent study for ITT transfer students. It was explained that Independent Study does not count toward a professor's teaching load. There was a question concerning the expected number of students per class. Placement/competency tests will be given to the students. There was motion made and seconded to approve and it was approved by the committee.

- FSCC 16-17-02 – Nursing New Course NUR 699

This is a Statistics course for the Doctorate in Nursing Practice. There was a question of which academic year this class would be offered – Spring 16 or Fall 17. The class is already being taught this semester. There was motion made and seconded to approve and it was approved by the committee.

- FSCC 16-17-03 – Nursing New Course NUR 708

This is Psychopharmacology course can be used as an elective. This is not a special topics class. There was a question about prerequisites required for this class such as General Pharmacology and/or General Psychology. This will be a retroactive approval. There was motion made and seconded to approve with modification and it was approved by the committee.

- FSCC 16-17-04 – New Certification Program AFE Food Safety

This certification requires a minimum of 12 hours. This program was created without having to create new courses. They are being packaged as a certificate program. There is no need for this to go up to the Council on Postsecondary Education. There was a question about whether there is policy for certificates. Students completing the certificate are counted as KSU graduates. There was motion made and seconded to approve and it was approved by the committee.

- FSCC 16-17-05 – New Certificate Program AFE Human Health and Nutrition

The FNU 104 course is Basics in Human Nutrition. There was motion made and seconded to approve and it was approved by the committee.

#### Other Business

- Concerns about the new advising policy  
Who/what staff will be evaluating faculty

Adjourned

4:46pm

Respectfully Submitted by Dantrea Hampton



# KENTUCKY STATE UNIVERSITY

FACULTY SENATE  
CURRICULUM COMMITTEE

FSCC# 16-17-06

Effective Date \_\_\_\_\_

## CURRICULAR/PROGRAM CHANGE TRACKING DOCUMENT

ACADEMIC UNIT: MASC: Biology

DATE SUBMITTED: 10/10/2016

1. BRIEF EXPLANATION OF PROPOSED CHANGE:  
Change the title and credit hours for BIO 116

2. CHECK ITEM(S) BELOW FOR CHANGES DESIRED:

- |   |  |
|---|--|
| <input type="checkbox"/> New Degree Certification     | <input type="checkbox"/> Deletion of Degree or Certification |
| <input type="checkbox"/> New or Revised Major         | <input type="checkbox"/> Deletion of Course                  |
| <input type="checkbox"/> New or Revised Minor         | <input type="checkbox"/> Revised Degree or Certification     |
| <input type="checkbox"/> New Course(s)                | <input checked="" type="checkbox"/> Revised Course           |
| <input type="checkbox"/> Course Level (number) Change | <input type="checkbox"/> Other (specify below):              |

I. Chair's/Director's Action:

- ☒ Approved ☐ Disapproved ☐ Returned for Recommended Change

Chair's (Signature) [Signature] Date: 10/31/16

II. Curriculum Committee Action:

- ☒ Approved ☐ Disapproved ☐ Returned for Recommended Change

Chairperson: (signature) [Signature] Date: 10/24/2016

III. Faculty Senate Action:

- ☐ Approved ☐ Disapproved ☐ Returned for Recommended Change

Senate President (signature): \_\_\_\_\_ Date: \_\_\_\_\_

IV. Dean's Action:

- ☐ Approved ☐ Disapproved ☐ Returned for Recommended Change

Dean (signature): \_\_\_\_\_ Date: \_\_\_\_\_

V. Vice President Academic Affairs (not required for courses):

- ☐ Approved ☐ Disapproved ☐ Returned for Recommended Change

Provost/VPAA (Signature): \_\_\_\_\_ Date: \_\_\_\_\_

IV. President's Action (not required for courses):

- ☐ Approved ☐ Disapproved ☐ Returned for Recommended Change

President (Signature): \_\_\_\_\_ Date: \_\_\_\_\_



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Final Faculty Senate Approval Form as of 8/15/06

**KENTUCKY STATE UNIVERSITY**FACULTY SENATE  
CURRICULUM COMMITTEE**COURSE CHANGE PROPOSAL**ACADEMIC UNIT: Biology, Division of Mathematics and SciencesDATE PREPARED: 9/23/2016PRIMARY AUTHOR(S): Tamara SlussACADEMIC DISCIPLINE  
FACULTY APPROVED:  
(Committee Chairperson's Signature)10/3/16  
(Date)CHAIRPERSON  
APPROVED:  
(Chairperson's)10/3/16  
(Date)1. CURRENT COURSE NUMBER:  
BIO 1162. CURRENT COURSE TITLE (Limited to 32 Spaces Including Blanks): Careers in Biology  
Proposed Title: Introduction to Biotechnology

3. Starting With

☒ Fall, ☐ Spring, ☐ Summer, 2017 Year

4. CROSSLISTING DEPARTMENTS (attach supporting letters);

a) \_\_\_\_\_ c) \_\_\_\_\_

b) \_\_\_\_\_ d) \_\_\_\_\_

5. CHECK ITEM(S) BELOW FOR CHANGES DESIRED:

<input type="checkbox"/> Course Number	<input type="checkbox"/> X Course Title	<input type="checkbox"/> Crosslist Status
<input type="checkbox"/> X Credits	<input type="checkbox"/> Grading System	<input type="checkbox"/> XPrerequisites
<input type="checkbox"/> XPlanned Offering	<input type="checkbox"/> Catalogue Description	<input type="checkbox"/> Delete Course
<input type="checkbox"/> Course Level	<input type="checkbox"/> Required Status	<input type="checkbox"/> Other

6. EXPLANATION/JUSTIFICATION FOR REQUESTED CHANGE(S). ENTER BOTH CURRENT AND PROPOSED DATA FOR EACH CHANGE (use additional pages as necessary):

As a part of a revision and revitalization of the B.S. Biology: Biotechnology Option (BIT), this course should be modified to be renamed: Introduction to Biotechnology, for one credit hour, with the prerequisite of a BIT option with the biology major declaration. Course will count as orientation as it will orient BIT option students to the field and careers in biotechnology. Course will be offered every spring semester.

## New Catalog Description:

This course familiarizes students with career options, necessary academic preparation, and how to search for job in biotechnology (One hour of lecture per week).

Final Faculty Senate Approved Form as of 9/14/15





# KENTUCKY STATE UNIVERSITY

FACULTY SENATE  
CURRICULUM COMMITTEE

FSCC# 16-17-07

Effective Date \_\_\_\_\_

## CURRICULAR/PROGRAM CHANGE TRACKING DOCUMENT

ACADEMIC UNIT: MASC: Biology

DATE SUBMITTED: 10/10/2016

### 1. BRIEF EXPLANATION OF PROPOSED CHANGE:

Require students in the BIT option for the B.S. in Biology Degree at KSU, alignment of options within the biology major.

### 2. CHECK ITEM(S) BELOW FOR CHANGES DESIRED:

- |  |  |
|--|--|
| <input type="checkbox"/> New Degree Certification          | <input type="checkbox"/> Deletion of Degree or Certification |
| <input checked="" type="checkbox"/> X New or Revised Major | <input type="checkbox"/> Deletion of Courses                 |
| <input type="checkbox"/> New or Revised Minor              | <input type="checkbox"/> Revised Degree or Certification     |
| <input type="checkbox"/> New Course(s)                     | <input type="checkbox"/> Revised Course                      |
| <input type="checkbox"/> Course Level (number) Change      | <input type="checkbox"/> Other (specify below):              |

### I. Chair's/Director's Action:

- ☒ Approved ☐ Disapproved ☐ Returned for Recommended Change

Chair's (Signature) [Signature] Date: 10/3/16

### II. Curriculum Committee Action:

- ☒ Approved ☐ Disapproved ☐ Returned for Recommended Change

Chairperson: (signature) [Signature] Date: 10/24/16

### III. Faculty Senate Action:

- ☐ Approved ☐ Disapproved ☐ Returned for Recommended Change

Senate President (signature): \_\_\_\_\_ Date: \_\_\_\_\_

### IV. Dean's Action:

- ☐ Approved ☐ Disapproved ☐ Returned for Recommended Change

Dean (signature): \_\_\_\_\_ Date: \_\_\_\_\_

### V. Vice President Academic Affairs (not required for courses):

- ☐ Approved ☐ Disapproved ☐ Returned for Recommended Change

Provost/VPAA (Signature): \_\_\_\_\_ Date: \_\_\_\_\_

### IV. President's Action (not required for courses):

- ☐ Approved ☐ Disapproved ☐ Returned for Recommended Change

President (Signature): \_\_\_\_\_ Date: \_\_\_\_\_



# KENTUCKY STATE UNIVERSITY

FACULTY SENATE  
CURRICULUM COMMITTEE

## COURSE CHANGE PROPOSAL

ACADEMIC UNIT: Biology, Division of Mathematics and Sciences

DATE PREPARED: 4/12/2016

PRIMARY AUTHOR(S): Tamara Sluss

ACADEMIC DISCIPLINE  
FACULTY APPROVED:  
(Committee Chairperson's Signature)

Tamara Sluss 10/3/16  
(Date)

CHAIRPERSON  
APPROVED:  
(Chairperson's)

T. Byrd 10/3/16  
(Date)

1. CURRENT COURSE NUMBER:

BIO 303

2. CURRENT COURSE TITLE (Limited to 32 Spaces Including Blanks): Physiology

3. Starting With

☒ Fall, ☐ Spring, ☐ Summer, 2017 Year

4. CROSSLISTING DEPARTMENTS (attach supporting letters);

a) \_\_\_\_\_ c) \_\_\_\_\_

b) \_\_\_\_\_ d) \_\_\_\_\_

5. CHECK ITEM(S) BELOW FOR CHANGES DESIRED:

<input type="checkbox"/> Course Number	<input type="checkbox"/> Course Title	<input type="checkbox"/> Crosslist Status
<input type="checkbox"/> Credits	<input type="checkbox"/> Grading System	<input type="checkbox"/> Prerequisites
<input type="checkbox"/> Planned Offering	<input type="checkbox"/> Catalogue Description	<input type="checkbox"/> Delete Course
<input type="checkbox"/> Course Level	<input checked="" type="checkbox"/> Required Status	<input type="checkbox"/> Other

6. EXPLANATION/JUSTIFICATION FOR REQUESTED CHANGE(S). ENTER BOTH CURRENT AND PROPOSED DATA FOR EACH CHANGE (use additional pages as necessary):

The course will be listed as required for the Biotechnology Option (BIT) in the biology degree at KSU to align the BIT option with the other major options for the biology degree. The new proposed curriculum ladder including the requirement for BIT students.

Final Faculty Senate Approved Form as of 9/14/15



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# KENTUCKY STATE UNIVERSITY

FACULTY SENATE  
CURRICULUM COMMITTEE

## COURSE CHANGE PROPOSAL

ACADEMIC UNIT: Biology, Division of Mathematics and Sciences

DATE PREPARED: 4/12/2016

PRIMARY AUTHOR(S): Tamara Sluss

ACADEMIC DISCIPLINE  
FACULTY APPROVED:  
(Committee Chairperson's Signature)

10/3/16  
(Date)

CHAIRPERSON  
APPROVED:  
(Chairperson's)

X

10/3/16  
(Date)

1. CURRENT COURSE NUMBER:

BIO 316

2. CURRENT COURSE TITLE (Limited to 32 Spaces Including Blanks): Ecology

3. Starting With

☒ Fall, ☐ Spring, ☐ Summer, 2017 Year

4. CROSSLISTING DEPARTMENTS (attach supporting letters);

a) \_\_\_\_\_ c) \_\_\_\_\_

b) \_\_\_\_\_ d) \_\_\_\_\_

5. CHECK ITEM(S) BELOW FOR CHANGES DESIRED:

<input type="checkbox"/> Course Number	<input type="checkbox"/> Course Title	<input type="checkbox"/> Crosslist Status
<input type="checkbox"/> Credits	<input type="checkbox"/> Grading System	<input type="checkbox"/> Prerequisites
<input type="checkbox"/> Planned Offering	<input type="checkbox"/> Catalogue Description	<input type="checkbox"/> Delete Course
<input type="checkbox"/> Course Level	<input checked="" type="checkbox"/> Required Status	<input type="checkbox"/> Other

6. EXPLANATION/JUSTIFICATION FOR REQUESTED CHANGE(S). ENTER BOTH CURRENT AND PROPOSED DATA FOR EACH CHANGE (use additional pages as necessary):

The course will be listed as required for the Biotechnology Option (BIT) in the biology degree at KSU to aligned the BIT option with the other major options for the biology degree. The new proposed curriculum ladder including the requirement for BIT students.

Final Faculty Senate Approved Form as of 9/14/15



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# KENTUCKY STATE UNIVERSITY

FACULTY SENATE  
CURRICULUM COMMITTEE

## COURSE CHANGE PROPOSAL

ACADEMIC UNIT: Biology, Division of Mathematics and Sciences

DATE PREPARED: 4/12/2016

PRIMARY AUTHOR(S): Tamara Sluss

ACADEMIC DISCIPLINE  
FACULTY APPROVED:  
(Committee Chairperson's Signature)

10/3/16  
(Date)

CHAIRPERSON  
APPROVED:  
(Chairperson's)

X

10/3/16  
(Date)

1. CURRENT COURSE NUMBER:

BIO 401

2. CURRENT COURSE TITLE (Limited to 32 Spaces Including Blanks): Seminar

3. Starting With

☒ Fall, ☐ Spring, ☐ Summer, 2017 Year

4. CROSSLISTING DEPARTMENTS (attach supporting letters);

a) \_\_\_\_\_ c) \_\_\_\_\_

b) \_\_\_\_\_ d) \_\_\_\_\_

5. CHECK ITEM(S) BELOW FOR CHANGES DESIRED:

<input type="checkbox"/> Course Number	<input type="checkbox"/> Course Title	<input type="checkbox"/> Crosslist Status
<input type="checkbox"/> Credits	<input type="checkbox"/> Grading System	<input type="checkbox"/> Prerequisites
<input type="checkbox"/> Planned Offering	<input type="checkbox"/> Catalogue Description	<input type="checkbox"/> Delete Course
<input type="checkbox"/> Course Level	<input checked="" type="checkbox"/> Required Status	<input type="checkbox"/> Other

6. EXPLANATION/JUSTIFICATION FOR REQUESTED CHANGE(S). ENTER BOTH CURRENT AND PROPOSED DATA FOR EACH CHANGE (use additional pages as necessary):

The course will be listed as required for the Biotechnology Option (BIT) in the biology degree at KSU to aligned the BIT option with the other major options for the biology degree. The new proposed curriculum ladder including the requirement for BIT students. The former curriculum for BIT included a research and presentation course and be deleting that course and requiring the 401/410 sequence as required by other biology majors, the number of faculty needed to teach similar courses will be reduced.

Final Faculty Senate Approved Form as of 9/14/15

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## COURSE CHANGE PROPOSAL

**ACADEMIC UNIT:** Biology, Division of Mathematics and Sciences

**DATE PREPARED:** 4/12/2016

**PRIMARY AUTHOR(S):** Tamara Sluss

**ACADEMIC DISCIPLINE**  
**FACULTY APPROVED:**  
**(Committee Chairperson's Signature)**

Samara Russ

10/3/14  
(Date)

**CHAIRPERSON  
APPROVED:**  
(Chairperson's)

~~7 Bydel:~~

1013116  
(Date)

- 1.
- CURRENT COURSE NUMBER:**

**BIO 410**

2. CURRENT COURSE TITLE (Limited to 32 Spaces Including Blanks): Special Problems in Biology

- ### 3. Starting With

x\_ Fall, \_ Spring, \_ Summer, 2017 Year

- 4. CROSSLISTING DEPARTMENTS (attach supporting letters);**

- a) \_\_\_\_\_ c) \_\_\_\_\_

- b) \_\_\_\_\_ d) \_\_\_\_\_

- 5. CHECK ITEM(S) BELOW FOR CHANGES DESIRED:**

\_\_\_\_\_ Course Number  
 \_\_\_\_\_ Credits  
 \_\_\_\_\_ Planned Offering  
 \_\_\_\_\_ Course Level

☐ Course Title  
☐ Grading System  
☐ Catalogue Description  
☒ Required Status

☐ Crosslist Status  
☐ Prerequisites  
☐ Delete Course  
☐ Other

6. EXPLANATION/JUSTIFICATION FOR REQUESTED CHANGE(S). ENTER BOTH CURRENT AND PROPOSED DATA FOR EACH CHANGE (use additional pages as necessary):

The course will be listed as required for the Biotechnology Option (BIT) in the biology degree at KSU to align the BIT option with the other major options for the biology degree. The new proposed curriculum ladder including the requirement for BIT students. The former curriculum for BIT included a research and presentation course and by deleting that course and requiring the 401/410 sequence as required by other biology majors, the number of faculty needed to teach similar courses will be reduced.

## COURSE CHANGE PROPOSAL

**ACADEMIC UNIT:** Biology, Division of Mathematics and Sciences

**DATE PREPARED:** 4/12/2016

**PRIMARY AUTHOR(S):** Tamara Sluss

**ACADEMIC DISCIPLINE**  
**FACULTY APPROVED:**  
**(Committee Chairperson's Signature)**

Tamara Jones

10/3/14  
(Date)

**CHAIRPERSON  
APPROVED:**  
(Chairperson's)

7 Bünde.

10/3/16  
(Date)

**1. CURRENT COURSE NUMBER:**

### 300/400 Level Statistics Course

2. CURRENT COURSE TITLE (Limited to 32 Spaces Including Blanks):  
3. Starting With

**X** Fall,    Spring,    Summer,    2017 Year

4. **CROSSLISTING DEPARTMENTS** (attach supporting letters);

a) \_\_\_\_\_ c) \_\_\_\_\_

b) \_\_\_\_\_ d) \_\_\_\_\_

**5. CHECK ITEM(S) BELOW FOR CHANGES DESIRED:**

\_\_\_\_\_ Course Number  
\_\_\_\_\_ Credits  
\_\_\_\_\_ Planned Offering  
\_\_\_\_\_ Course Level

☐ Course Title  
☐ Grading System  
☐ Catalogue Description  
☒ Required Status

☐ Crosslist Status  
☐ Prerequisites  
☐ Delete Course  
☐ Other

**6. EXPLANATION/JUSTIFICATION FOR REQUESTED CHANGE(S). ENTER BOTH CURRENT AND PROPOSED DATA FOR EACH CHANGE (use additional pages as necessary):**

The course will be listed as required for the Biotechnology Option (BIT) in the biology degree at KSU to align the BIT option with the other major options for the biology degree. The new proposed curriculum ladder including the requirement for BIT students. The former curriculum for BIT specifically required biostatistics and with this change, a greater variety of statistical offerings are available to BIG majors for credit.

**Final Faculty Senate Approved Form as of 9/14/15**



# KENTUCKY STATE UNIVERSITY

FACULTY SENATE  
CURRICULUM COMMITTEE

## COURSE CHANGE PROPOSAL

ACADEMIC UNIT: Biology, Division of Mathematics and Sciences

DATE PREPARED: 4/12/2016

PRIMARY AUTHOR(S): Tamara Sluss

ACADEMIC DISCIPLINE  
FACULTY APPROVED:  
(Committee Chairperson's Signature)

Tamara Sluss

10/3/16  
(Date)

CHAIRPERSON  
APPROVED:  
(Chairperson's)

F. Bigdeli

10/3/16  
(Date)

1. CURRENT COURSE NUMBER:  
BIO 438
2. CURRENT COURSE TITLE (Limited to 32 Spaces Including Blanks): Forensics
3. Starting With

☒ Fall, ☐ Spring, ☐ Summer, 2017 Year

4. CROSSLISTING DEPARTMENTS (attach supporting letters);

a) \_\_\_\_\_ c) \_\_\_\_\_  
b) \_\_\_\_\_ d) \_\_\_\_\_

5. CHECK ITEM(S) BELOW FOR CHANGES DESIRED:

<input type="checkbox"/> Course Number	<input type="checkbox"/> Course Title	<input type="checkbox"/> Crosslist Status
<input type="checkbox"/> Credits	<input type="checkbox"/> Grading System	<input type="checkbox"/> Prerequisites
<input type="checkbox"/> Planned Offering	<input type="checkbox"/> Catalogue Description	<input type="checkbox"/> Delete Course
<input type="checkbox"/> Course Level	<input checked="" type="checkbox"/> X Required Status	<input type="checkbox"/> Other

6. EXPLANATION/JUSTIFICATION FOR REQUESTED CHANGE(S). ENTER BOTH CURRENT AND PROPOSED DATA FOR EACH CHANGE (use additional pages as necessary):

Require BIO 438: Forensics for biology majors in the biotechnology (BIT) option.

Final Faculty Senate Approved Form as of 9/14/15



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# KENTUCKY STATE UNIVERSITY

FACULTY SENATE  
CURRICULUM COMMITTEE

FSCC# 16-17-08

Effective Date \_\_\_\_\_

## CURRICULAR/PROGRAM CHANGE TRACKING DOCUMENT

ACADEMIC UNIT: MASC: Biology

DATE SUBMITTED: 10/10/2016

### 1. BRIEF EXPLANATION OF PROPOSED CHANGE:

Delete courses from the BIT option that created a two semester sequence or courses that were similar to existing courses in biology.

### 2. CHECK ITEM(S) BELOW FOR CHANGES DESIRED:

- |   |  |
|---|--|
| <input type="checkbox"/> New Degree Certification     | <input type="checkbox"/> Deletion of Degree or Certification |
| <input type="checkbox"/> New or Revised Major         | <input checked="" type="checkbox"/> X Deletion of Courses    |
| <input type="checkbox"/> New or Revised Minor         | <input type="checkbox"/> Revised Degree or Certification     |
| <input type="checkbox"/> New Course(s)                | <input type="checkbox"/> Revised Course                      |
| <input type="checkbox"/> Course Level (number) Change | <input type="checkbox"/> Other (specify below):              |

### I. Chair's/Director's Action:

- ☒ Approved ☐ Disapproved ☐ Returned for Recommended Change

Chair's (Signature) [Signature]

Date: 10/13/16

### II. Curriculum Committee Action:

- ☒ Approved ☐ Disapproved ☐ Returned for Recommended Change

Chairperson: (signature) [Signature]

Date: 10/24/16

### III. Faculty Senate Action:

- ☐ Approved ☐ Disapproved ☐ Returned for Recommended Change

Senate President (signature): \_\_\_\_\_

Date: \_\_\_\_\_

### IV. Dean's Action:

- ☐ Approved ☐ Disapproved ☐ Returned for Recommended Change

Dean (signature): \_\_\_\_\_

Date: \_\_\_\_\_

### V. Vice President Academic Affairs (not required for courses):

- ☐ Approved ☐ Disapproved ☐ Returned for Recommended Change

Provost/VPAA (Signature): \_\_\_\_\_

Date: \_\_\_\_\_

### IV. President's Action (not required for courses):

- ☐ Approved ☐ Disapproved ☐ Returned for Recommended Change

President (Signature): \_\_\_\_\_

Date: \_\_\_\_\_





# KENTUCKY STATE UNIVERSITY

FACULTY SENATE  
CURRICULUM COMMITTEE

## COURSE CHANGE PROPOSAL

ACADEMIC UNIT: Biology, Division of Mathematics and Sciences

DATE PREPARED: 4/12/2016

PRIMARY AUTHOR(S): Tamara Sluss

ACADEMIC DISCIPLINE  
FACULTY APPROVED:  
(Committee Chairperson's Signature)

10/3/16  
(Date)

CHAIRPERSON  
APPROVED:  
(Chairperson's)

10/3/16  
(Date)

1. CURRENT COURSE NUMBER:  
BIO 433
2. CURRENT COURSE TITLE (Limited to 32 Spaces Including Blanks): Biotech III: Proteins
3. Starting With

☒ Fall, ☐ Spring, ☐ Summer, 2017 Year

4. CROSSLISTING DEPARTMENTS (attach supporting letters);

a) \_\_\_\_\_ c) \_\_\_\_\_  
b) \_\_\_\_\_ d) \_\_\_\_\_

5. CHECK ITEM(S) BELOW FOR CHANGES DESIRED:

<input type="checkbox"/> Course Number	<input type="checkbox"/> Course Title	<input type="checkbox"/> Crosslist Status
<input type="checkbox"/> Credits	<input type="checkbox"/> Grading System	<input type="checkbox"/> Prerequisites
<input type="checkbox"/> Planned Offering	<input type="checkbox"/> Catalogue Description	<input checked="" type="checkbox"/> Delete Course
<input type="checkbox"/> Course Level	<input type="checkbox"/> Required Status	<input type="checkbox"/> Other

6. EXPLANATION/JUSTIFICATION FOR REQUESTED CHANGE(S). ENTER BOTH CURRENT AND PROPOSED DATA FOR EACH CHANGE (use additional pages as necessary):

As a part of a revision and revitalization of the B.S. Biology: Biotechnology Option (BIT), this course should be removed. The course was a part of a sequence of four-three hour courses that will be converted to a sequence of two-four credit hour courses with more laboratory time, to reduce the number of faculty needed to teach different courses, reduce the number of courses in the catalog, and to minimize, as much as possible, sequences that can affect the time until graduation for students in the BIT option.

Final Faculty Senate Approved Form as of 9/14/15



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# KENTUCKY STATE UNIVERSITY

FACULTY SENATE  
CURRICULUM COMMITTEE

## COURSE CHANGE PROPOSAL

ACADEMIC UNIT: Biology, Division of Mathematics and Sciences

DATE PREPARED: 4/12/2016

PRIMARY AUTHOR(S): Tamara Sluss

ACADEMIC DISCIPLINE  
FACULTY APPROVED:  
(Committee Chairperson's Signature)

10/3/16  
(Date)

CHAIRPERSON  
APPROVED:  
(Chairperson's)

10/3/16  
(Date)

1. CURRENT COURSE NUMBER:  
BIO 434
2. CURRENT COURSE TITLE (Limited to 32 Spaces Including Blanks): Biotech IV: Adv Biotechnology
3. Starting With

☒ Fall, ☐ Spring, ☐ Summer, 2017 Year

4. CROSSLISTING DEPARTMENTS (attach supporting letters);

a) \_\_\_\_\_ c) \_\_\_\_\_  
b) \_\_\_\_\_ d) \_\_\_\_\_

5. CHECK ITEM(S) BELOW FOR CHANGES DESIRED:

<input type="checkbox"/> Course Number	<input type="checkbox"/> Course Title	<input type="checkbox"/> Crosslist Status
<input type="checkbox"/> Credits	<input type="checkbox"/> Grading System	<input type="checkbox"/> Prerequisites
<input type="checkbox"/> Planned Offering	<input type="checkbox"/> Catalogue Description	<input checked="" type="checkbox"/> Delete Course
<input type="checkbox"/> Course Level	<input type="checkbox"/> Required Status	<input type="checkbox"/> Other

6. EXPLANATION/JUSTIFICATION FOR REQUESTED CHANGE(S). ENTER BOTH CURRENT AND PROPOSED DATA FOR EACH CHANGE (use additional pages as necessary):

As a part of a revision and revitalization of the B.S. Biology: Biotechnology Option (BIT), this course should be removed. The course was a part of a sequence of four-three hour courses that will be converted to a sequence of two-four credit hour courses with more laboratory time, to reduce the number of faculty needed to teach different courses, reduce the number of courses in the catalog, and to minimize, as much as possible, sequences that can affect the time until graduation for students in the BIT option.

Final Faculty Senate Approved Form as of 9/14/15

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# KENTUCKY STATE UNIVERSITY

FACULTY SENATE

CURRICULUM COMMITTEE

## COURSE CHANGE PROPOSAL

ACADEMIC UNIT: Biology, Division of Mathematics and Sciences

DATE PREPARED: 4/12/2016

PRIMARY AUTHOR(S): Tamara Sluss

ACADEMIC DISCIPLINE  
FACULTY APPROVED:  
(Committee Chairperson's Signature)

10/3/16  
(Date)

CHAIRPERSON  
APPROVED:  
(Chairperson's)

10/3/16  
(Date)

1. CURRENT COURSE NUMBER:  
BIO 435

2. CURRENT COURSE TITLE (Limited to 32 Spaces Including Blanks): Global Perspectives in Biotechnology

3. Starting With

☒ Fall, ☐ Spring, ☐ Summer, 2017 Year

4. CROSSLISTING DEPARTMENTS (attach supporting letters);

a) \_\_\_\_\_ c) \_\_\_\_\_

b) \_\_\_\_\_ d) \_\_\_\_\_

5. CHECK ITEM(S) BELOW FOR CHANGES DESIRED:

☐ Course Number  
☐ Credits  
☐ Planned Offering  
☐ Course Level

☐ Course Title  
☐ Grading System  
☐ Catalogue Description  
☐ Required Status

☐ Crosslist Status  
☐ Prerequisites  
☒ Delete Course  
☐ Other

6. EXPLANATION/JUSTIFICATION FOR REQUESTED CHANGE(S). ENTER BOTH CURRENT AND PROPOSED DATA FOR EACH CHANGE (use additional pages as necessary):

The course Global Perspectives in Biotechnology is being removed because of the number of degree hours planned in the original B.S. Biology, Biotechnology Option exceeded the cap of 120 hours promulgated by KYCPE.

Final Faculty Senate Approved Form as of 9/14/15



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# KENTUCKY STATE UNIVERSITY

FACULTY SENATE  
CURRICULUM COMMITTEE

## COURSE CHANGE PROPOSAL

ACADEMIC UNIT: Biology, Division of Mathematics and Sciences

DATE PREPARED: 4/12/2016

PRIMARY AUTHOR(S): Tamara Sluss

ACADEMIC DISCIPLINE  
FACULTY APPROVED:  
(Committee Chairperson's Signature)

10/3/16  
(Date)

CHAIRPERSON  
APPROVED:  
(Chairperson's)

10/31/16  
(Date)

1. CURRENT COURSE NUMBER:  
BIO 436
2. CURRENT COURSE TITLE (Limited to 32 Spaces Including Blanks): Biotech Writing/Presentations
3. Starting With

☒ Fall, ☐ Spring, ☐ Summer, 2017 Year

4. CROSSLISTING DEPARTMENTS (attach supporting letters);

a) \_\_\_\_\_ c) \_\_\_\_\_  
b) \_\_\_\_\_ d) \_\_\_\_\_

5. CHECK ITEM(S) BELOW FOR CHANGES DESIRED:

<input type="checkbox"/> Course Number	<input type="checkbox"/> Course Title	<input type="checkbox"/> Crosslist Status
<input type="checkbox"/> Credits	<input type="checkbox"/> Grading System	<input type="checkbox"/> Prerequisites
<input type="checkbox"/> Planned Offering	<input type="checkbox"/> Catalogue Description	<input checked="" type="checkbox"/> Delete Course
<input type="checkbox"/> Course Level	<input type="checkbox"/> Required Status	<input type="checkbox"/> Other

6. EXPLANATION/JUSTIFICATION FOR REQUESTED CHANGE(S). ENTER BOTH CURRENT AND PROPOSED DATA FOR EACH CHANGE (use additional pages as necessary):

The course BIO 436 Biotech Writing and Presentations will be deleted and biology majors in the biotechnology option (BIT) take the BIO 410/401 (Special Problems in Biology/Biology Seminar) as required by general and pre-professional biology majors and will reduce the number of faculty needed to teach similar courses. The learning objectives are equivalent.

Final Faculty Senate Approved Form as of 9/14/15



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Kentucky State University is an equal educational and employment opportunity/affirmative action institution



# KENTUCKY STATE UNIVERSITY

FACULTY SENATE  
CURRICULUM COMMITTEE

FSCC# 16-17-09

Effective Date \_\_\_\_\_

## CURRICULAR/PROGRAM CHANGE TRACKING DOCUMENT

ACADEMIC UNIT: MASC: Biology

DATE SUBMITTED: 10/10/2016

### 1. BRIEF EXPLANATION OF PROPOSED CHANGE:

Revise BIO 431 and 432 for the Biotechnology (BIT) option for the B.S. Biology Degree by increasing hours and changing the prerequisites and offering.

### 2. CHECK ITEM(S) BELOW FOR CHANGES DESIRED:

- |   |  |
|---|--|
| <input type="checkbox"/> New Degree Certification     | <input type="checkbox"/> Deletion of Degree or Certification |
| <input type="checkbox"/> New or Revised Major         | <input type="checkbox"/> Deletion of Course                  |
| <input type="checkbox"/> New or Revised Minor         | <input type="checkbox"/> Revised Degree or Certification     |
| <input type="checkbox"/> New Course(s)                | <input checked="" type="checkbox"/> Revised Course           |
| <input type="checkbox"/> Course Level (number) Change | <input type="checkbox"/> Other (specify below):              |

### I. Chair's/Director's Action:

- ☒ Approved ☐ Disapproved ☐ Returned for Recommended Change

☒ Chair's (Signature) [Signature] Date: 10/3/16

### II. Curriculum Committee Action:

- ☒ Approved ☐ Disapproved ☐ Returned for Recommended Change

Chairperson: (signature): [Signature] Date: 10/24/16

### III. Faculty Senate Action:

- ☐ Approved ☐ Disapproved ☐ Returned for Recommended Change

Senate President (signature): \_\_\_\_\_ Date: \_\_\_\_\_

### IV. Dean's Action:

- ☐ Approved ☐ Disapproved ☐ Returned for Recommended Change

Dean (signature): \_\_\_\_\_ Date: \_\_\_\_\_

### V. Vice President Academic Affairs (not required for courses):

- ☐ Approved ☐ Disapproved ☐ Returned for Recommended Change

Provost/VPAA (Signature): \_\_\_\_\_ Date: \_\_\_\_\_

### IV. President's Action (not required for courses):

- ☐ Approved ☐ Disapproved ☐ Returned for Recommended Change

President (Signature): \_\_\_\_\_ Date: \_\_\_\_\_



WWW.KSU.EDU

Faculty Senate Approved 10/10/16

**KENTUCKY STATE UNIVERSITY**FACULTY SENATE  
CURRICULUM COMMITTEE**COURSE CHANGE PROPOSAL**ACADEMIC UNIT: Biology, Division of Mathematics and SciencesDATE PREPARED: 4/12/2016PRIMARY AUTHOR(S): Tamara Sluss

ACADEMIC DISCIPLINE

FACULTY APPROVED:

(Committee Chairperson's Signature)

10/3/16  
(Date)

CHAIRPERSON

APPROVED:

(Chairperson's)

10/3/16  
(Date)

## 1. CURRENT COURSE NUMBER:

BIO 431

## 2. CURRENT COURSE TITLE (Limited to 32 Spaces Including Blanks): Biotech I: Tissue Culture

Proposed Title: Biotechnology I

## 3. Starting With

☒ Fall, ☐ Spring, ☐ Summer, 2017 Year

## 4. CROSSLISTING DEPARTMENTS (attach supporting letters);

a) \_\_\_\_\_ c) \_\_\_\_\_

b) \_\_\_\_\_ d) \_\_\_\_\_

## 5. CHECK ITEM(S) BELOW FOR CHANGES DESIRED:

☐ Course Number  
☒ X Credits  
☐ XPlanned Offering  
☐ Course Level☒ X Course Title  
☐ Grading System  
☐ XCatalogue Description  
☐ Required Status☐ Crosslist Status  
☒ XPrerequisites  
☐ Delete Course  
☐ Other

## 6. EXPLANATION/JUSTIFICATION FOR REQUESTED CHANGE(S). ENTER BOTH CURRENT AND PROPOSED DATA FOR EACH CHANGE (use additional pages as necessary):

As a part of a revision and revitalization of the B.S. Biology: Biotechnology Option (BIT), this course should be modified. The course was a part of a sequence of four-three hour courses that will be converted to a sequence of two-four credit hour courses with more laboratory time, to reduce the number of faculty needed to teach different courses, reduce the number of courses in the catalog, and to minimize, as much as possible, sequences that can affect the time until graduation for students in the BIT option. Prerequisites BIO 111 and CHE 301 and CHE 310. Four credit hours: two hours of lecture, four hours of lab per week.

Final Faculty Senate Approved Form as of 9/14/15



# COURSE CHANGE PROPOSAL

**ACADEMIC UNIT:** Biology, Division of Mathematics and Sciences

**DATE PREPARED:** 4/12/2016

**PRIMARY AUTHOR(S):** Tamara Sluss

**ACADEMIC DISCIPLINE**  
**FACULTY APPROVED:**  
**(Committee Chairperson's Signature)**

Murana Suer

10/3/16  
(Date)

**CHAIRPERSON  
APPROVED:**  
(Chairperson's)

7 Big

10/3/16  
(Date)

1. **CURRENT COURSE NUMBER:**  
BIO 432
2. **CURRENT COURSE TITLE (Limited to 32 Spaces Including Blanks):** Biotech II: DNA  
Proposed Name= Biotechnology II
3. **Starting With**

§ Fall, Spring, Summer, 2017 Year

4. **CROSSLISTING DEPARTMENTS** (attach supporting letters);

a) \_\_\_\_\_ c) \_\_\_\_\_

b) \_\_\_\_\_ d) \_\_\_\_\_

- 5. CHECK ITEM(S) BELOW FOR CHANGES DESIRED:**

\_\_\_\_\_ Course Number  
 \_\_\_\_\_ **X** Credits  
 \_\_\_\_\_ **X** Planned Offering  
 \_\_\_\_\_ Course Level

\_\_\_X Course Title  
 \_\_\_ Grading System  
 \_\_\_X Catalogue Description  
 \_\_\_ Required Status

☐ Crosslist Status  
☐ XPrerequisites  
☐ Delete Course  
☐ Other

- 6. EXPLANATION/JUSTIFICATION FOR REQUESTED CHANGE(S). ENTER BOTH CURRENT AND PROPOSED DATA FOR EACH CHANGE (use additional pages as necessary):**

As a part of a revision and revitalization of the B.S. Biology: Biotechnology Option (BIT), this course should be modified. The course was a part of a sequence of four-three hour courses that will be converted to a sequence of two-four credit hour courses with more laboratory time, to reduce the number of faculty needed to teach different courses, reduce the number of courses in the catalog, and to minimize, as much as possible, sequences that can affect the time until graduation for students in the BIT option. Two hours of lecture, four hours of lab per week. BIO 431 is a prerequisite.

**Final Faculty Senate Approved Form as of 9/14/15**

*Program outcomes*

# Kentucky State University

College of Arts and Sciences  
Division of Mathematics and Sciences

Course: BIO-431

Course Title: Biotechnology I (4 credit hours)

PROFESSOR: Dr . Alexander C K Lai

SEMESTER: Fall, 2017

OFFICE: CH208D

CLASS TIME: M W 2:00 – 4:50 PM

OFFICE PHONE: X6784

CLASSROOM: CH212 (Lecture); CH212 (Lab)

FAX: x6826

OFFICE HOURS TBA

E-MAIL: [alexander.lai@kysu.edu](mailto:alexander.lai@kysu.edu)

## **MISSION STATEMENTS:**

The Objectives and Learning Outcomes of this course directly support the Mission of the University <http://kysu.edu/about-ksu/mission-vision-core-values/>; College A&S <http://kysu.edu/academics/college-of-arts-and-sciences/> and Division of MASC: <http://kysu.edu/academics/college-of-arts-and-sciences/mathematics-and-sciences/> and updated web page thereof.

## **NOTICE TO STUDENTS WITH DISABILITIES:**

Any student who requires an accommodation due to a documented disability may contact the **Disability Resource Center (DRC)** at (502) 597-5076, or visit Hill Student Center, Suite 220C, to arrange for reasonable accommodations. The student is required to obtain verification from the DRC and deliver the signed DRC document to the instructor specifying the accommodations. The student is encouraged to complete this process at the beginning of the semester since an approval for accommodations is not retroactive. The accommodations become effective upon receipt of the DRC approval by the faculty member from the student. Additional information concerning the DRC and accommodations can be found at <http://kysu.edu/administration-governance/finance-business/human-resources/disability-resources/>

## **COURSE PRE-REQUISITES, CO-REQUISITES, AND/OR OTHER RESTRICTIONS**

Prerequisite: BIO 111, 210, 212, CHE 102 and 120

## **COURSE DESCRIPTION**

A hands-on and in-depth course on Biotechnology. The principles and technology behind current products by biotechnology are discussed, and a series of laboratory techniques are used as hands-on learning.

4.000 Credit hours:

2.000 Lecture hours

4.000 Lab hours

## **COURSE RATIONALE:**

There is an explosive development in Biotechnology, including medical/pharmaceutical, industrial, and environmental fields. For a major in Biology in Biotechnology, an in-depth knowledge and basic skills in Biotechnology is an asset for jobs and for professional/graduate studies.

**COURSE OBJECTIVES:**

The objective of this course is to provide in-depth knowledge about Biotechnology, plus a complementary laboratory sessions to gain hands-on skills. The theoretical aspects and basic principles are consolidated by conducting hands-on laboratory experiments commonly used in Biotechnology. The economic, business, and aspects on environmental impact will also be discussed.

**STUDENT LEARNING OUTCOMES:**

1. Understand the basic principles in Biotechnology
2. Have a broad perspective on Biotechnology: What is it, how does it work, how it affects society and economic impact
3. Have acquired hands-on skills in several basic techniques involved in Biotechnology:
  - a. DNA manipulations: Restriction endonuclease digestion and ligation of DNA in the construction of expression vectors, transformation, purification, and electrophoresis
  - b. Protein manipulations: SDS-PAGE, western blot hybridization, ELISA, fluorescence protein analysis, etc.
  - c. Prokaryotic and eukaryotic cell culture and manipulations: bacterial subculture, animal cell culture and passage, microscopy including fluorescence microscopy
  - d. Chromatography and other purification technologies
4. Understand the principles of scaling up/industrial manufacturing/distribution process
5. Financial aspects/structures, intellectual protection, scalability of Biotechnology, and career potential/path for graduates
6. Tour of regional biotech companies [when and if available]

**REQUIRED TEXTS:**

1. *Biotechnology: Science for the New Millennium Revised Edition*
2. *Laboratory Manual for Biotechnology and Laboratory Science: The Basics*

**BLACKBOARD:**

Blackboard will be used to provide announcements, lecture materials (notes and presentations), assignments, and miscellaneous information for the course. Students should make sure that the email address listed for them in Blackboard is up-to-date since the instructor may use Blackboard-based email to provide additional information or announcements to students. *Also, Smart Thinking provides 24/7 tutorial assistance.*

**COURSE SPECIFIC REQUIREMENTS, EXPECTATIONS, POLICIES:**

**Attendance:** Attendance is a major predictor for classroom success! Attendance will be taken by a sign-in sheet or roll call. Be sure your attendance has been noted before you leave class. One hundred (100) points are allocated for perfect attendance: If you have 100% attendance (excluding documented excuses), you earn the 100 points, 90% and 90 points, and so on.

Excessive absences will result in a grade penalty (see KSU Bulletin). Students will not be allowed to make up work missed due to non-excused absence. Students more than 15 minutes late to lab or class without a valid reason will be marked absent. In the event of an unexpected absence, make every effort to contact the instructor before, or as soon after the absence as is possible. Also see, "*Student Handbook*." <http://kysu.edu/administration-governance/student-affairs/student-handbook/>

**Laboratory Periods:** Laboratory periods will be spent using a variety of resources – A-V presentations, computer simulations, hands-on experimentation, etc. – to complement the topics discussed in lectures. Each laboratory period may begin with a short 5 to 10-minute Quiz. Students late to the lab will either miss the quiz entirely or will have a reduced time to complete the quiz. Special Requirement: each person in the laboratory is required to wear a lab coat.



**Make-Ups:** Make-up exams or quizzes will only be given with medical or university-related matters, by prior notification, and at my discretion.

**Cheating and Plagiarism:** Cheating and plagiarism will not be tolerated. To help alleviate cheating, all belongings will be placed away from seating areas before all exams. You will only need a pencil and calculator. If other items are needed, you will be informed in advance. I reserve the right to randomly assign seating at any time.

**Cell Phones:** The University has adopted *Uniform Rules and Limits on Cell Phone (and Pager) Use in the Classroom and Library*. If there are circumstances that make it vital for you to have a cell phone turned on and available, you should notify the instructor. Unauthorized cell phone use during an exam constitutes cheating.

<b>Important</b>	<b>dates:</b>	Aug 28	Last day to add/change registration/payment deadline
		Aug 30	Drop for non-payment
		Sep 7	Labor Day Holiday
		Oct 26-27	Fall Break
		Oct 30	Last Day to Drop (W), Midterm Grade
		Oct 31-Nov 13	Course evaluation
		Nov 25-28	Thanksgiving Break
		Dec 16	Reading Day
		Dec 17	Cumulative FINAL EXAM

**Severe Weather:** Any campus delays or cancellations will be broadcast on local television and radio stations. In addition, an announcement is to be posted no later than 6 AM on the University Switchboard at (502) 597-6000. In the event that the University is officially open, but your residential area may be under more severe conditions that prevent your attendance, please contact the instructor immediately and use common sense as to your safety.

#### **EVALUATION PROCEDURES:**

Student grades will be determined based on the results of their examination results, laboratory reports, quizzes, in-class exercises, and study questions as follows:

Examinations	3 x 100 = 300 points
Final Exam (cumulative)	= 200 points
Lab reports/in-class work/homework	= 200 points
Quizzes (in-class or in-lab)	= 200 points
Attendance	= 100 points
Total	= 1000 points*

*\*I'll use bonus points generously. If you actively participate in class/lab, bonus points will be awarded.*

#### **Grading:**

A:	900-1000 points
B:	800-899 points
C:	700-799 points
D:	600-699 points
F:	<600 points

**Note 1:** You are encouraged to seek assistance from **Academic Center for Excellence**. If you enroll in their tutorials and they provide me with documentation, *up to 25 bonus points* may be awarded to your final grade. This option is open to all. However, you need to notify me by Mar 18. No retroactive notification will be entertained.

**Note 2:** I reserve the right to grade by curving. However, in either case, it will be to the benefit of student, i.e., a higher grade (or lower requirement) will be applied wherever appropriate. **The key is that I'll reward your effort and help you to learn and succeed.**

**Keywords for Success:** In addition to the following, physical health is important: eat right and get sufficient rest. I encourage interactive discussions during class. Make sure to grasp the important concepts. Also, make an effort to read or at least look for important information in the textbook.

1. **Discipline and Effort** (attendance, pay attention in class)
2. **Effective Study Skill** (be smart in using your time/time management/priority in your study)
3. **Effective Learning** (make the most out of the lectures and your notes, clarity in your thinking)
4. **Collaborative Learning** (you can learn from and/or with your classmates)
5. **Smart Exam Taking Techniques** (make sure you understand the question, show what you know, and present the answer in a logical and clear way)

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**DISCLAIMER:** This syllabus is subject to change. Any changes in the course schedule, guidelines, and requirements will be announced in class and on the Blackboard course site. The hyperlinks may be updated or redirected occasionally. Please use the appropriate update web pages thereof.

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**(Tentative) COURSE CALENDAR/SCHEDULE:**

Week	Date	Topics	Chapters	Remarks
1	Aug 24, 26	Introduction: A survey of Biotechnology-from historical to current		
2	Aug 31, Sep 2	A textbook case of success: Genetech		Lab Exercise: Each student identifies a specific product/biotech company and do a web-based research
3	Sep 7, 9	Review on molecules of life and principles of biological processes, etc.		Class discussion: students present their research
4	Sep 14, 16	Continue on basic biochemistry		<b>Sep 16: 1<sup>st</sup> Exam</b>
5	Sep 21, 23	Principles of restriction endonuclease and ligase, electrophoresis, and other techniques commonly used in biotechnology		Lab 1: Laboratory Safety; Preparation of buffers, reagents, etc.;
6	Sep 28, 30	Continue....		Lab 2: Biotech in action: How human accidentally produced wine/alcohol
7	Oct 5, 7	Expression vector and construction		Continue...
8	Oct 12, 14	Genomic libraries vs. cDNA libraries		<b>Oct 14: 2<sup>nd</sup> Exam</b>
9	Oct 19, 21	Continue....		Lab 3: DNA gel electrophoresis
10	Oct 26, 28	PCR to gene editing		Oct 26, 27: No class (Fall Break) Lab 4: Plasmid DNA transformation
11	Nov 2, 4	Continue and catch-up		Lab 5: Colony isolation and plasmid DNA Extraction
12	Nov 9, 11	Intellectual property, venture capital, and IPO		Lab 6: "Scale up" of plasmid-positive colony
13	Nov 16, 18	--Continue and catch-up		<b>Nov 18: 3<sup>rd</sup> Exam</b>
14	Nov 23, 25	A survey of career prospects in biotechnology by logging on companies' job sites, resume preparation, mock interview, etc.		Nov 25-28: Thanksgiving Break Lab 7: "Scale up" plasmid DNA extraction, restriction endonuclease digestion and DNA electrophoresis
15	Nov 30, Dec 2	Catch-up, review, and discussion on issues/student's lab results		Catch-up and repeat experiments if needed
16	Dec 7, 9	Open / Student project presentation		
17				<b>Final Exam</b>

**\*The instructor reserves the right to make changes to (delete, add, or modify) this Syllabus as the semester progresses.**

**\*\*Any changes will be announced in class and/or posted on Blackboard.**

# Kentucky State University

## College of Arts and Sciences Division of Mathematics and Sciences

**Course: BIO-432**

**Course Title: Biotechnology II (4 credit hours)**

**PROFESSOR:** Dr

. Li Lu

**SEMESTER:**

Spring, 2018

**OFFICE:** CH208C

**CLASS TIME:** TW 1:00-4:50PM

**OFFICE PHONE:** X6070

**CLASSROOM:** CH212 (Lecture); CH212 (Lab)

**FAX:** x6826

**OFFICE HOURS**

**E-MAIL:** [alexander.lai@kysu.edu](mailto:alexander.lai@kysu.edu); [li.lu@kysu.edu](mailto:li.lu@kysu.edu)

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### **MISSION STATEMENTS:**

The Objectives and Learning Outcomes of this course directly support the Mission of the University <http://kysu.edu/about-kysu/mission-vision-core-values/>; College A&S <http://kysu.edu/academics/college-of-arts-and-sciences/> and Division of MASC: <http://kysu.edu/academics/college-of-arts-and-sciences/mathematics-and-sciences/> and updated web page thereof.

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### **NOTICE TO STUDENTS WITH DISABILITIES:**

Any student who requires an accommodation due to a documented disability may contact the **Disability Resource Center (DRC)** at (502) 597-5076, or visit Hill Student Center, Suite 220C, to arrange for reasonable accommodations. The student is required to obtain verification from the DRC and deliver the signed DRC document to the instructor specifying the accommodations. The student is encouraged to complete this process at the beginning of the semester since an approval for accommodations is not retroactive. The accommodations become effective upon receipt of the DRC approval by the faculty member from the student. Additional information concerning the DRC and accommodations can be found at <http://kysu.edu/administration-governance/finance-business/human-resources/disability-resources/>

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### **COURSE PRE-REQUISITES, CO-REQUISITES, AND/OR OTHER RESTRICTIONS**

Prerequisite: **BIO431**

### **COURSE DESCRIPTION**

A hands-on and in-depth course on Biotechnology. The principles and technology behind current products by biotechnology are discussed, and a series of laboratory techniques are used as hands-on learning.

4.000 Credit hours:

2.000 Lecture hours

4.000 Lab hours

### **COURSE RATIONALE:**

There is an explosive development in Biotechnology, including medical/pharmaceutical, industrial, and environmental fields. For a major in Biology in Biotechnology, an in-depth knowledge and basic skills in Biotechnology is an asset for jobs and for professional/graduate studies.

**COURSE OBJECTIVES:**

This course is to provide in-depth knowledge about Biotechnology, plus a complementary laboratory sessions to gain hands-on skills. The theoretical aspects and basic principles are consolidated by conducting hands-on laboratory experiments commonly used in Biotechnology. The economic, business, and aspects on environmental impact will also be discussed.

**STUDENT LEARNING OUTCOMES:**

1. Understand the basic principles in Biotechnology
2. Have a broad perspective on Biotechnology: What is it, how does it work, how it affects society and economic impact
3. Have acquired hands-on skills in several basic techniques involved in Biotechnology:
  - a. DNA manipulations: Restriction endonuclease digestion and ligation of DNA in the construction of expression vectors, transformation, purification, and electrophoresis
  - b. Protein manipulations: SDS-PAGE, western blot hybridization, ELISA, fluorescence protein analysis, etc.
  - c. Prokaryotic and eukaryotic cell culture and manipulations: bacterial subculture, animal cell culture and passage, microscopy including fluorescence microscopy
  - d. Chromatography and other purification technologies
4. Understand the principles of scaling up/industrial manufacturing/distribution process
5. Financial aspects/structures, intellectual protection, scalability of Biotechnology, and career potential/path for graduates
6. Tour of regional biotech companies [when and if available]

**REQUIRED TEXTS:**

1. *Biotechnology: Science for the New Millennium Revised Edition*
2. *Laboratory Manual for Biotechnology and Laboratory Science: The Basics*

**BLACKBOARD:**

Blackboard will be used to provide announcements, lecture materials (notes and presentations), assignments, and miscellaneous information for the course. Students should make sure that the email address listed for them in Blackboard is up-to-date since the instructor may use Blackboard-based email to provide additional information or announcements to students. *Also, Smart Thinking provides 24/7 tutorial assistance.*

**COURSE SPECIFIC REQUIREMENTS, EXPECTATIONS, POLICIES:**

**Attendance:** Attendance is a major predictor for classroom success! Attendance will be taken by a sign-in sheet or roll call. Be sure your attendance has been noted before you leave class. One hundred (100) points are allocated for perfect attendance: If you have 100% attendance (excluding documented excuses), you earn the 100 points, 90% and 90 points, and so on.

Excessive absences will result in a grade penalty (see KSU Bulletin). Students will not be allowed to make up work missed due to non-excused absence. Students more than 15 minutes late to lab or class without a valid reason will be marked absent. In the event of an unexpected absence, make every effort to contact the instructor before, or as soon after the absence as is possible. Also see, "*Student Handbook*." <http://kysu.edu/administration-governance/student-affairs/student-handbook/>

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**Make-Ups:** Make-up exams or quizzes will only be given with medical or university-related matters, by prior notification, and at my discretion.

**Cheating and Plagiarism:** Cheating and plagiarism will not be tolerated. To help alleviate cheating, all belongings will be placed away from seating areas before all exams. You will only need a pencil and calculator. If other items are needed, you will be informed in advance. I reserve the right to randomly assign seating at any time.

**Cell Phones:** The University has adopted *Uniform Rules and Limits on Cell Phone (and Pager) Use in the Classroom and Library*. If there are circumstances that make it vital for you to have a cell phone turned on and available, you should notify the instructor. Unauthorized cell phone use during an exam constitutes cheating.

<b>Important</b>	<b>dates:</b>	Jan 18	Martin Luther King holiday
		Jan 22	Last day to add/change registration/payment deadline
		Jan 29	Drop for non-payment
		Mar 14-19	Spring Break (No classes)
		Mar 21	Mid-term grade
		(Mar 26-April 8	Course evaluation)
		May 6	Last day of class
		May 11	Reading Day
		May 7-13	Cumulative FINAL EXAM
		May 16	Final grade posted

**Severe Weather:** Any campus delays or cancellations will be broadcast on local television and radio stations. In addition, an announcement is to be posted no later than 6 AM on the University Switchboard at (502) 597-6000. In the event that the University is officially open, but your residential area may be under more severe conditions that prevent your attendance, please contact the instructor immediately and use common sense as to your safety.

#### **EVALUATION PROCEDURES:**

Student grades will be determined based on the results of their examination results, laboratory reports, quizzes, in-class exercises, and study questions as follows:

Examinations	3 x 100 = 300 points
Final Exam (cumulative)	= 200 points
Lab reports/in-class work/homework	= 200 points
Quizzes (in-class or in-lab)	= 200 points
Attendance	= 100 points
Total	= 1000 points*

*\*I'll use bonus points generously. If you actively participate in class/lab, bonus points will be awarded.*

#### **Grading:**

A:	900-1000 points
B:	800-899 points
C:	700-799 points
D:	600-699 points
F:	<600 points

**Note 1:** You are encouraged to seek assistance from **Academic Center for Excellence**. If you enroll in their tutorials and they provide me with documentation, *up to 25 bonus points* may be awarded to your final grade. This option is open to all. However, you need to notify me by Mar 18. No retroactive notification will be entertained.

**Note 2:** I reserve the right to grade by curving. However, in either case, it will be to the benefit of student, i.e., a higher grade (or lower requirement) will be applied wherever appropriate. **The key is that I'll reward your effort and help you to learn and succeed.**

**Keywords for Success:** In addition to the following, physical health is important: eat right and get sufficient rest. I encourage interactive discussions during class. Make sure to grasp the important concepts. Also, make an effort to read or at least look for important information in the textbook.

1. **Discipline and Effort** (attendance, pay attention in class)
2. **Effective Study Skill** (be smart in using your time/time management/priority in your study)
3. **Effective Learning** (make the most out of the lectures and your notes, clarity in your thinking)
4. **Collaborative Learning** (you can learn from and/or with your classmates)
5. **Smart Exam Taking Techniques** (make sure you understand the question, show what you know, and present the answer in a logical and clear way)

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**DISCLAIMER:** This syllabus is subject to change. Any changes in the course schedule, guidelines, and requirements will be announced in class and on the Blackboard course site. The hyperlinks may be updated or redirected occasionally. Please use the appropriate update web pages thereof.

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**(Tentative) COURSE CALENDAR/SCHEDULE:**

Week	Date	Topics	Chapters	Lab
1	Jan 18, 20	Continue on "Survey of career opportunities in Biotech"		Lab 7 continues...
2	Jan 25, 27	Pharmaceutical industry and how new drugs are developed, approved, and marketing		Lab 8: basic protein analysis
3	Feb 1, 3	Continue...		Lab 9: setting up of protein gel electrophoresis
4	Feb 8, 10	Survey of protein purification technologies		Continue.....
5	Feb 15, 17	Chemical industry and how new chemicals are synthesized by microbes		<b>Feb 15, 1<sup>st</sup> Exam</b>
6	Feb 22, 24	Continue....		Lab 10: purification of protein expression from "scale-up experiment"
7	Feb 29, Mar 2	Environmental issues: bioremediation and use of microbes		Analysis of purified protein: SDS-PAGE, Western blot hybridization
8	Mar 7, 9	Continue....		<b>Mar 9, 2<sup>nd</sup> Exam</b>
9	Mar 14, 16	No class		<b>Spring Break</b>
10	Mar 21, 23	Human genome, genetic diseases, and gene therapy		Lab 11: Bioinformatics
11	Mar 28, 30	Bioinformatics		Continue...
12	Apr 4, 6	--Continue and catch up		Lab 12: PCR, RT-PCR, cDNA library construction
13	Apr 11, 13	Principles in generating genomic libraries and cDNA libraries		<b>Apr 13, 3<sup>rd</sup> Exam</b>
14	Apr 18, 20	<b>Disruptive agriculture: Monsanto and GMO</b>		Continue...
15	Apr 25, 27	External speakers/visiting regional biotech companies		Catch-up
16	May 2, 4	Student Presentation/Review		
17		Final Exam Week		<b>Final Exam: TBA</b>

**\*The instructor reserves the right to make changes to (delete, add, or modify) this Syllabus as the semester progresses.**  
**\*\*Any changes will be announced in class and/or posted on Blackboard.**



# KENTUCKY STATE UNIVERSITY

FACULTY SENATE  
CURRICULUM COMMITTEE

FSCC# 16-17-10

Effective Date \_\_\_\_\_

## CURRICULAR/PROGRAM CHANGE TRACKING DOCUMENT

ACADEMIC UNIT: MASC: Biology

DATE SUBMITTED: 10/10/2016

1. BRIEF EXPLANATION OF PROPOSED CHANGE:

Revision of the Biotechnology (BIT) option for the B.S. in Biology at KSU.

2. CHECK ITEM(s) BELOW FOR CHANGES DESIRED:

- |  |  |
|--|--|
| <input type="checkbox"/> New Degree Certification          | <input type="checkbox"/> Deletion of Degree or Certification |
| <input checked="" type="checkbox"/> X New or Revised Major | <input type="checkbox"/> Deletion of Courses                 |
| <input type="checkbox"/> New or Revised Minor              | <input type="checkbox"/> Revised Degree or Certification     |
| <input type="checkbox"/> New Course(s)                     | <input type="checkbox"/> Revised Course                      |
| <input type="checkbox"/> Course Level (number) Change      | <input type="checkbox"/> Other (specify below):              |

I. Chair's/Director's Action:

- ☒ Approved ☐ Disapproved ☐ Returned for Recommended Change

Chair's (Signature) F. Bigdeli Date: 10/3/16

II. Curriculum Committee Action:

- ☒ Approved ☐ Disapproved ☐ Returned for Recommended Change

Chairperson: (signature) J. G. Miller Date: 10/24/16

III. Faculty Senate Action:

- ☐ Approved ☐ Disapproved ☐ Returned for Recommended Change

Senate President (signature): \_\_\_\_\_ Date: \_\_\_\_\_

IV. Dean's Action:

- ☐ Approved ☐ Disapproved ☐ Returned for Recommended Change

Dean (signature): \_\_\_\_\_ Date: \_\_\_\_\_

V. Vice President Academic Affairs (not required for courses):

- ☐ Approved ☐ Disapproved ☐ Returned for Recommended Change

Provost/VPAA (Signature): \_\_\_\_\_ Date: \_\_\_\_\_

IV. President's Action (not required for courses):

- ☐ Approved ☐ Disapproved ☐ Returned for Recommended Change

President (Signature): \_\_\_\_\_ Date: \_\_\_\_\_



**KENTUCKY STATE UNIVERSITY**

FACULTY SENATE  
CURRICULUM COMMITTEE

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**PROGRAM CHANGE PROPOSAL**

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ACADEMIC UNIT: \_\_\_\_\_ MASC: Biology

DATE PREPARED: 9/22/16

PRIMARY AUTHOR(S): Tamara Sluss, Biology Coordinator

ACADEMIC DISCIPLINE  
FACULTY APPROVED:  
(Committee Chairperson's Signature)

Tamara Sluss

10/3/16  
(Date)

CHAIRPERSON/  
DIRECTOR  
APPROVED:  
(Chairperson's/Director's Signature)

7 Bigdeli

10/3/16  
(Date)

1. **DESCRIPTION OF CHANGE**  
Revise Major Option (BIT)

2. **STARTING WITH:**

☒ Fall, ☐ Spring, ☐ Summer, 2017 Year

3. **EXPLANATION AND JUSTIFICATION FOR REQUESTED CHANGE**

The BIT option for the B.S. in Biology at KSU is being revised to decrease the number of hours in that option, removed lengthy course sequences, and to make the degree align with requirements for other biology degree options by deleting similar courses.

Final Faculty Senate Approved Form as of 9/14/2015



[WWW.KYSU.EDU](http://WWW.KYSU.EDU)

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# Biotechnology Option Curriculum Ladder

Former

Total Hours: 138-140

## Fall Freshman Year

BIO	111	Prin of Biology	(4)
CHE	101	Gen Chem I	(3)
CHE	110	Gen Chem I Lab	(1)
MAT	131	Calc I	(5)
ENG	101	Eng Comp I	(3)
			16

## Spring Freshman Year

BIO	116	Careers in Biotech	(1)
CHE	102	Gen Chem II	(3)
CHE	120	Gen Chem II Lab	(1)
ENG	102	Eng Comp II	(3)
ART	130	Intro Art	OR
MUS	130	Intro Music	(3)
HIS	103	Western Civ	(3)
SPE	103	Inter Comm	(3)
			17

## Fall Sophomore Year

BIO	212	Gen Botany	(3)
CHE	301	Organic Chem I	(3)
CHE	310	Organic Chem I Lab	(1)
ENG	211	Intro to Lit	(3)
ECO	200	Economics	OR
POS	101	Amer. Gov.	(3)
HED	221	Pers Health	OR
PHE	(two activity courses)		(2)
	Foreign Language I		(3)
			18

## Spring Sophomore Year

BIO	210	Gen Zoology	(3)
CHE	302	Organic Chem II	(3)
CHE	320	Organic Chem II Lab	(1)
IGS	200	Found Cultures	(3)
BIO	409	Biostatistics	(3)
BIO	xxx	Biostats Lab	(1)
	Foreign Language II		(3)
			17

## Fall Junior Year

BIO	307	Genetics	(4)
BIO	4xx	BTech I: Tissue Cult	(3)
BIO	408	Cell Biology	(4)
PHY	207	Physics/Bio I	(4)
IGS	201	Conv Cultures	(3)
			18

## Spring Junior Year

BIO	302	General Microbiology	(4)
BIO	4xx	BTech II: DNA	(3)
CHE	315	Biochemistry	(3)
CHE	350	Biochemistry Lab	(1)
PHY	208	Physics/Bio II	(4)
BIO	4xx	Scientific Writing	(3)
			18

## Fall Senior Year

BIO	4xx	Btech III: Proteins	(3)
BIO	4xx	elective	(3/4)
BIO	410	Spec Problems Bio	(2)
IGS	300	New Cultures	(3)
PSY	200	Intro. Psychology	OR
SOC	203	Intro. Sociology	(3)
	Liberal studies 300/400		(3)
			17-18

## Spring Senior Year

BIO	401	Bio Seminar	(1)
BIO		elective	(3/4)
BIO	4xx	Adv Biotech	(4)
IGS	300-level	Cultures	(3)
BIO	4xx	Global Persp. Biotech	(3)
	Liberal studies elective		(3)
			17-18

Electives: BIO 303 Physiology, BIO 316 Ecology, BIO 493 Internship, BIO 495 Topics in Biology, BIO 4xx Forensics, BIO 4xx Environmental Science and Bioremediation

DEGREE: B.S. BIOLOGY, OPTION: BIOTECHNOLOGY

MAJOR REQUIREMENTS CHECK LIST

MAJOR REQUIREMENTS	HOURS	SEMESTER TAKEN	EARNED GRADE
BIO 111	4		
BIO 116	1		
BIO 210	3		
BIO 212	3		
BIO 302	4		
BIO 303	4		
BIO 307	4		
BIO 316	4		
BIO 401	1		
BIO 408	4		
BIO 410	2		
BIO 431	4		
BIO 432	4		
BIO 438	3		
BIO 300/400 ELECTIVE	3		
BIO 300/400 ELECTIVE	3		
CHE 101	3		
CHE 110	1		
CHE 102	3		
CHE 120	1		
CHE 301	3		
CHE 310	1		
CHE 302	3		
CHE 320	1		
MAT 131	5		
PHY 207	4		
PHY 208	4		
STATS COURSE AT 300/400 (PSY, AQU, BUA)	3		
MAJOR HOURS	=83		

Major	Bachelors of Science Biology			Biotechnology Option (BIT)			Degree Hours = 120		
FRESH	Course Number	Course Name	Credits	Course Number	Course Name	Credits			
	BIO 111	Prin of Biology	4	BIO 116*	Introduction to Biotechnology	1			
	CHE 101	Gen Chem I	3	CHE 102	Gen Chem II	3			
	CHE 110	Gen Chem I Lab	1	CHE 120	Gen Chem II Lab	1			
	MAT 131	Calc I	5	ENG 102	Eng Comp II	3			
	ENG 101	Eng Comp I	4	BIO 210	Gen Zoology	3			
	Liberal Studies Gen Core option					3			
	Total			Total			14		
SOPH	Course Number	Course Name	Credits	Course Number	Course Name	Credits			
	BIO 212	Gen Botany	3	BIO 302	General Microbiology	4			
	CHE 301	Organic Chem I	3	CHE 302	Organic Chem II	3			
	CHE 310	Organic Chem I Lab	1	CHE 320	Organic Chem II Lab	1			
	IGS 200	Found Cultures	3	IGS 201	Conv Cultures	3			
	Liberal studies gen core opti		3	300/400 level		3			
	Foreign language I		3	Foreign language II		3			
	Total			Total			17		
JR	Course Number	Course Name	Credits	Course Number	Course Name	Credits			
	BIO 307	Genetics	4	IGS	Select from core list	3			
	BIO 431	Biotech I	4	PHY 208	Physics/BIO II	4			
	PHY 207	Physics/BIO I	4	BIO 432	Biotech II	4			
	BIO 316	Ecology	4	Liberal Studies Gen Core Option		3			
	Total			Total			14		
SR	Course Number	Course Name	Credits	Course Number	Course Name	Credits			
	BIO 408	Cell Biology	4	BIO 410	Bio Seminar	1			
	BIO 410	Spec. Problems Bio	2	BIO 303	Physiology	4			
	Liberal studies Gen. core opt		6	BIO 438	Forensics	3			
				BIO 300/400		3			
				BIO 300/400		3			
	Total			Total			14		

\*BIO 116 is an orientation course which replaces UNV 101.

## Biotechnology Courses

### BIO 116 - Careers in Biology

This course familiarizes students with career options, necessary academic preparation, and how to search for job in biotechnology. In addition to lectures, students will visit several biotechnology companies in central Kentucky. (One hour of lecture per week plus field trips)

3.000 Credit hours

3.000 Lecture hours

Levels: Undergraduate

Schedule Types: Lecture

## Div of Mathematics & Science Department

### BIO 431 - Biotech I: Tissue Culture

This course will familiarize students with aspects of plant and animal tissue culture including: historical development, basic techniques, safety issues, media formulation and preparation, and culturing tissues. (Four hours of lecture/laboratory per week)

3.000 Credit hours

3.000 Lecture hours

0.000 Lab hours

Levels: Undergraduate

Schedule Types: Combined Lecture/Lab

## Div of Mathematics & Science Department

### BIO 432 - Biotech II: DNA

This course offers an introduction to the molecular tools used in DNA biotechnology including purification of nucleic acids, cutting and joining DNA, vectors, sequencing DNA, genomic and cDNA libraries, RFLPs, Souther Blots, and PCR. (Four hours of lecture/laboratory per week)

3.000 Credit hours

3.000 Lecture hours

Levels: Undergraduate

Schedule Types: Combined Lecture/Lab

## Div of Mathematics & Science Department

### BIO 433 - Biotech III: Proteins

This course covers aspects of protein chemistry and immunology pertinent to biotechnology including: amino acid structure and analysis, polypeptide structure; protein sequencing, immunoglobulins, diagnostic application of monoclonal antibodies, SDS-PAGE, spectrophotometric analysis of proteins, and immuno-chemical methods of diagnostics. (Four hours of lecture/laboratory per week)

3.000 Credit hours  
3.000 Lecture hours

Levels: Undergraduate  
Schedule Types: Combined Lecture/Lab

Div of Mathematics & Science Department

BIO 434 - Biotech IV: Adv Biotechnology

This course allows students to utilize and extend previously learned biotechnological principles and techniques used in industrial research and development, with special emphasis on pharmaceutical and value-added products. (Three hours of lecture and three hours of laboratory per week)

3.000 Credit hours  
3.000 Lecture hours  
3.000 Lab hours

Levels: Undergraduate  
Schedule Types: Laboratory, Lecture and Laboratory, Lecture

Div of Mathematics & Science Department

BIO 435 - Global Persp in Biotechnology

This course critically surveys potential impacts of biotechnology from a global perspective, providing an understanding of issues and values information different viewpoints on biotechnology. (Three hours of lecture per week)

3.000 Credit hours  
3.000 Lecture hours

Levels: Undergraduate  
Schedule Types: Lecture

Div of Mathematics & Science Department

BIO 436 - Biotech Writing/Presentations

This course will focus on effective communication of ideas and research results in biotechnology, specifically publishing a scientific paper and making presentations at scientific meetings. Students will write a paper and present a talk on data they have been assigned at the beginning of the semester. (Three hours of lecture per week)

3.000 Credit hours  
3.000 Lecture hours

Levels: Undergraduate  
Schedule Types: Lecture

Div of Mathematics & Science Department

BIO 438 - Forensics

Lectures focus on the fundamental principles and concepts in disciplines of biology such as serology, entomology, and molecular biology relevant in forensic investigations. Students learn serological, microscopic, and DNA related techniques used in forensic sciences in laboratory.

(Four hours lecture/laboratory per week)

3.000 Credit hours

3.000 Lecture hours

Levels: Undergraduate

Schedule Types: Combined Lecture/Lab

Div of Mathematics & Science Department



# KENTUCKY STATE UNIVERSITY

FACULTY SENATE  
CURRICULUM COMMITTEE

FSCC# 16-17-11

Effective Date \_\_\_\_\_

## NEW COURSE / COURSE CHANGE TRACKING DOCUMENT

ACADEMIC UNIT: Behavioral/Social Sciences

DATE SUBMITTED: 10/6/2016

### 1. BRIEF EXPLANATION OF PROPOSED CHANGE:

2.

These six courses ( PSY/SOC/POS/HIS 465, 466, 467, 468, 469, and 470) form the foundation for a minor in Intelligence Studies that BSS will offer interdisciplinarily in response to the requirements of participation in the Bluegrass Intelligence Consortium. Participation in the Consortium will offer numerous benefits to KSU students and faculty, including free attendance at workshops and colloquia, opportunities to network with potential employers, opportunities for students and faculty to present their research at a state-wide venue, funding for student research and faculty development, and other benefits. (Additional information about the Bluegrass Intelligence Community Center of Academic Excellence and the Intelligence Consortium may be found at <http://bgsiccae.eku.edu/> ).

### 2. CHECK ITEM(S) BELOW FOR CHANGES DESIRED:

☒ New Course(s)

☐ Revised Course

☐ Course Level (number) Change

☐ Other (specify below):

#### I. Dean's Action:

☐ Approved

☐ Disapproved

☐ Returned for Recommended Change

\_\_\_\_\_  
(Signature)

Date: \_\_\_\_\_

#### II. Curriculum Committee Action:

☒ Approved

☐ Disapproved

☐ Returned for Recommended Change

Chairperson: (signature): [Signature]

Date: 10/24/2016

#### III. Faculty Senate Action:

☐ Approved

☐ Disapproved

☐ Returned for Recommended Change

Senate President (signature): \_\_\_\_\_

Date: \_\_\_\_\_

Course change proposals and new course proposals approved by the senate are sent to the provost and president of the university as an informational items (Faculty Senate Constitution, Article I.B.)

Approved as of 9/29/14

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**KENTUCKY STATE UNIVERSITY**  
**FACULTY SENATE**  
**CURRICULUM COMMITTEE**

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**CURRICULUM COMMITTEE**  
**NEW COURSE PROPOSAL**

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**ACADEMIC UNIT:** Behavioral and Social Sciences

**DATE PREPARED:** October 6, 2016

**PRIMARY AUTHOR(S):** Mara Merlino, Wilfred Reilly, Johnathon Sharp

**ACADEMIC DISCIPLINE**

**FACULTY APPROVED:**

**(Committee Chairperson's Signature)**

**CHAIRPERSON/DEAN**

**APPROVED:**

**(Chairperson's/Dean Signature)**

10/6/16  
**(Date)**

10/7/16  
**(Date)**

1. **NEW COURSE NUMBER:** PSY/SOC/POS/HIS 470

2. **NEW COURSE TITLE:** Behavioral Profiling

3. **CAPSULE STATEMENT OF COURSE CONTENT FOR CATALOG:**

This course will examine the methods and ethics of behavioral profiling. Review of historical and contemporary issues such as the interface of the mental health system and the criminal system, civil commitment, diminished capacity, insanity, competency to stand trial, and the issues of stereotyping, prejudice, will be investigated, with reference to the influence of social context and social cognition.

4. **DESCRIPTION OF COURSE CONTENT FOR COURSE SYLLABUS:**

This course will focus on strengths, limitations, and applications of forensic psychologists who assist police and/or governmental authorities in various special criminal investigations. Clinical cases of serial offenders, spree killers, child abduction/killing, suspect profiling, and terrorist profiling will be studied. Legal and ethical profiling controversies will be explored.

5. **PREREQUISITES:**

6. **REQUIRED COURSE:** \_\_\_ Yes     ☒ No

7. **CREDITS:** (a) Number 3

(b) Variable credit Explanation:

(c) Will course be repeatable for credit: \_\_\_ Yes     ☒ No

Final Faculty Senate Approved Form as of 10/4/89



(d) Grading systems permitted: ☒ A-F ☐ P/F ☐ Credit/No Credit

Exceptions: \_\_\_\_\_

8. Course Level: ☐ Elementary  
☐ Intermediate  
☒ Intermediate/Advanced  
☐ Advanced

9. CROSSLISTING DEPARTMENTS (attach supporting letters): Offered only within the Division of Behavioral and Social Sciences.

10. SCHEDULING PLAN: ☐ Each semester  
☐ Annually  
☐ Biennially  
☒ Occasionally

11. STARTING WITH:

2017 Fall semester

12. IS THIS A "SPECIAL TOPICS" COURSE? ☐ Yes ☒ No

13. EXPLANATION OF NEED FOR THE SPECIFIC COURSE: This course is one of six intelligence-related courses that BSS will offer interdisciplinarily in response to the requirements of participation in the Bluegrass Intelligence Consortium. Participation in the Consortium will offer numerous benefits to KSU students and faculty, including free attendance at workshops and colloquia, opportunities to network with potential employers, opportunities for students and faculty to present their research at a state-wide venue, funding for student research and faculty development, and other benefits. (Additional information about the Bluegrass Intelligence Community Center of Academic Excellence and the Intelligence Consortium may be found at <http://bgsiccae.eku.edu/>).

14. RELATIONSHIP TO OTHER LIKE COURSES IN THE DISCIPLINE/UNIVERSITY: None.

15. COURSE WHICH MAY BE DROPPED AS A RESULT OF THIS PROPOSAL: None.

16. INSTRUCTIONAL STAFF (if non-faculty, attach Vita): Dr. Mara Merlino

17. COURSE SYLLABUS AND TEXT REFERENCE:

Kentucky State University  
Division of Behavioral and Social Sciences  
Department of Psychology  
Course: Radicalization  
Course Title: (3 credit hours)

## **SYLLABUS**

**PROFESSOR:**  
**OFFICE:**  
**OFFICE PHONE:**  
**FAX: 597-5830**  
**E-MAIL: @kysu.edu**

**SEMESTER:**  
**CLASS TIME:**  
**CLASSROOM:**  
**OFFICE HOURS:**

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**I. MISSION STATEMENTS:** The Objectives and Learning Outcomes of this course directly support the Mission of the University, College, and Division, and may be found at:  
[www.kysu.edu/about](http://www.kysu.edu/about); [www.kysu.edu/academics/collegesAndSchools/default.htm](http://www.kysu.edu/academics/collegesAndSchools/default.htm);  
[www.kysu.edu/academics/collegesAndSchools/collegeofartssocialsciencesandinterdisciplinarystudies/default.htm](http://www.kysu.edu/academics/collegesAndSchools/collegeofartssocialsciencesandinterdisciplinarystudies/default.htm).

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**II. NOTICE TO STUDENTS WITH DISABILITIES:** Any student who requires an accommodation due to a documented disability may contact the Disability Resource Center (DRC) at (502) 597-5076, or visit Hill Student Center, Suite 220C, to arrange for reasonable accommodations. The student is required to obtain verification from the DRC and deliver the signed DRC document to the instructor specifying the accommodations. The student is encouraged to complete this process at the beginning of the semester since an approval for accommodations is not retroactive. The accommodations become effective upon receipt of the DRC approval by the faculty member from the student. Additional information concerning the DRC and accommodations can be found at  
<http://www.kysu.edu/about/divisions/studentAffairsAndEnrollment/disabilityResourceCenter.htm>.

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**III. COURSE DESCRIPTION – COURSE RATIONALE:** This course explores from a psychological and sociological perspective how individual actors become “radicalized” both as (anti-American) intelligence threats and as (American) intelligence actors. The recruitment and training processes used by cults, terrorist groups such as ISIS, al Qaeda, and – since there are plenty of white and Black terrorists too – Sinn Fein will be explored in depth, via analysis and unpacking of actual terrorist propaganda, recruitment videos, and training videos. Students may be required to read the monthly ISIS magazine “Dabiq,” legally available here  
(<http://www.clarionproject.org/news/islamic-state-isis-isil-propaganda-magazine-dabiq#>). HOWEVER, as noted, we will not be focusing strictly on terrorists. The nearly identical recruitment and training processes used by elite American forces such as the Marines and Army Rangers will be

analyzed in equal depth. This course will include extensive analysis of contemporary concepts in social and political psychology, such as in group/out group prejudice, brainwashing, the formation of "team" identities, the Foucauldian concept of "the other," and the contribution of independent variables like gender and religion to fanaticism.

**Course Format:** Class periods will be used to emphasize selected portions of your reading assignments, however, the majority of class will be used to supplement the text, through a variety of classroom activities, including lecture, debate, role-plays, presentations, and discussions. You are responsible for all of the material covered in the texts and class (i.e., lecture, debates, discussion etc), as well as any additional reading assignments.

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**IV. REQUIRED TEXTS: (Readings to be determined by instructor)**

Turvey, B. E. (2012). *Criminal Profiling: An Introduction to Behavioral Evidence Analysis* (4 Ed.). Burlington, MA: Academic Press/Elsevier.

ISBN 13: 978 0 12 38523 4

American Psychological Association. (2010). *Publication Manual of the American Psychological Association*, 6<sup>th</sup> Ed. Washington, DC: American Psychological Association.

**V. BLACKBOARD:** Your assignments and materials are posted in several different areas. Take the time to click on each of the buttons on your course menu to familiarize yourself with the course content. Other information is provided under the course documents section.

**VI. STUDENT LEARNING OBJECTIVES/OUTCOMES:** The student learning objectives will be assessed using a variety of methods:

1. Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.
2. Listen and speak competently in a variety of communication contexts, which may include public, interpersonal, and/or small-group settings.
3. Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts.
4. Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view; and construct informed, sustained, and ethical arguments in response.
5. Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.
6. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.
7. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.
8. Demonstrate knowledge of at least one area of the social and behavioral sciences.
9. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.
10. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.

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**Academic Honesty: *CHEATING WILL NOT BE TOLERATED.*** Be aware that cheating comes in many different forms. Please refer to the University catalog if you are unsure about what is considered academic dishonesty and what the consequences are for committing academic dishonesty. The following list is not exhaustive of the possibilities, but will give you a general idea of what ***NOT*** to do in any of your classes:

1. Copying from somebody else's quiz or exam is cheating.
2. Allowing somebody to copy from your quiz or exam is cheating.
3. Having somebody else write your presentation is cheating.
4. Copying directly from books, articles, or other outside sources without giving the author credit and claiming that the work is your own is cheating (this is called plagiarism).
5. Downloading papers from the internet and submitting them as your own is cheating (plagiarism).
6. Having somebody else complete your assignments is cheating.
7. Collaborating on quizzes and tests is cheating.
8. Using your book during closed-book assignments is cheating.

The consequences for academic dishonesty are severe. You can be expelled for any of the above behavior.

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## **VI. EVALUATION PROCEDURES:**

The material in this course varies with respect to its complexity. I reserve the right to assign additional readings if I feel they are warranted.

### **In Class discussion/participation, Papers/applications:**

We will cover a variety of topics from each chapter as well as supplemental material that is listed below. We will have several papers that we will have due throughout the semester based off of this material. We will discuss these papers more in class. The papers will be in APA format, 12pt font, Times New Roman, double spaced, standard margins with cover page and reference page.

### **Grading Scale:**

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

**Assignments:** You should expect to spend approximately nine hours per week on each course that you take. This course is no exception. ***YOU WILL GET OUT OF THIS COURSE WHAT YOU PUT INTO IT.***

**Reaction Papers:** You will prepare a series of critical reviews/reaction papers of the empirical support for the reliability and validity of six different areas of profiling addressed by Canter. You will select one topic from each section listed below:

**Paper 1 (20 points, due 10/14): Foundations: Description and Classification (select one area)**

Suspects; Ekman's Approach; Lie Detectors; the Reid Approach; False Confessions; False Allegations; or Written Accounts

**Paper 2: Acquisitive Crime (select one, 20 points, due ):**  
 Modeling Burglary; Modeling Robbery; Modeling Fraud

**Paper 3: Sexual Offenses (select one, 20 points, due):**  
 Differentiating Rape; Characteristics of Rapists; Stalking

**Paper 4: Murder (select one, 20 points, due):**  
 Contact Murder; Sexual Murder; Serial Murder; Offender Characteristics

**Paper 5: Organized Crime (select one, 20 points, due):**  
 Cultural Ideologies and Criminal Networks; Destructive Organizational Psychology

**Paper 6: Terrorism (select one 20 points, due):**  
 Modes of Terrorism; Terrorism as a Process

The discussion of the reliability and validity of the techniques or information used for the purposes of the topics you select must include what you have learned about research reliability and validity; in other words, what evidence is there of sufficient internal and external validity, construct validity, or other features that define good science to support the use of the technique you are discussing? Are there known error rates? Has any empirical research been performed that might suggest that it is a useful tool? How strong is the evidence? Based on this evidence, would you recommend or not recommend the use of the technique in an investigation?

**Application Paper:** Your final paper will be an application of the information you have learned in Chapter 6 and Chapter 12 to the information Scully and Morolla's article *Riding the Bull at Gilley's*.

<b>Discussion Board Posts</b>	<b>100 points</b>
<b>Draft Paper</b>	<b>50 points</b>
<b>Final Paper</b>	<b>50 points</b>
<b>TOTAL POINTS AVAILABLE =</b>	<b>200 POINTS</b>

In addition to your ability to relate the material in the two chapters to the research article, your writing skill will be evaluated as indicated below.

### Research Paper Scoring Rubric

Elements for Mechanics	Score				
	1	2	3	4	5
Follows APA format					
Organization and structure					
Focus, unity, and coherence					
Repetitiveness/verbosity					
Critical evaluation of cited papers					
Use of recent developments/studies/literature					



Critical evaluation of cited papers					
Use of relevant/important references					
Proper use of secondary sources					
<b>Mechanics TOTAL SCORE</b>					
<b>Comments:</b>					

#### **X. COURSE CALENDAR/SCHEDULE: (To be determined by the instructor)**

**\*The instructor reserves the right to make changes to (delete, add, or modify) this Syllabus as the semester progresses. This calendar is also subject to change.**

Session	Activities
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Week 6	
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Week 10	
Week 11	
Week 12	
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Week 14	
Week 15	
Week 16	

#### **Additional Material & Questions**







# KENTUCKY STATE UNIVERSITY

FACULTY SENATE  
CURRICULUM COMMITTEE

## CURRICULUM COMMITTEE NEW COURSE PROPOSAL

ACADEMIC UNIT: Behavioral and Social Sciences

DATE PREPARED: October 6, 2016

PRIMARY AUTHOR(S): Mara Merlino, Wilfred Reilly, Johnathon Sharp

ACADEMIC DISCIPLINE

FACULTY APPROVED:

(Committee Chairperson's Signature)

CHAIRPERSON/DEAN

APPROVED:

(Chairperson's/Dean Signature)

10/6/16  
(Date)

10/7/16  
(Date)

1. NEW COURSE NUMBER: PSY/SOC/POS/HIS 468

2. NEW COURSE TITLE: Terrorism and Insurgency

3. CAPSULE STATEMENT OF COURSE CONTENT FOR CATALOG:

This course examines the concepts of "terrorists" and "terrorism" in the context of contemporary events, and techniques of counter-terrorism which can be used by national and global governments to combat non-state actors.

4. DESCRIPTION OF COURSE CONTENT FOR COURSE SYLLABUS:

This course will examine the military and political behavior of actors other than nation states. The questions discussed in this class are of critical contemporary importance; terrorism and insurgency ("ISIS!!!") currently dominate the headlines, and it seems almost certain that most near-future military opponents of the USA will be non-state players. The course will define what non-state actors are by unpacking the very separate concepts of "terrorist," "insurgent," "tribal fighter," and "militiaman;" overview contemporary military conflicts (i.e. the Syrian War) involving non-state actors; discuss questions of practical utility (Does terrorism work? Were the founding fathers terrorists?); and examine the growth of non-state actors into states, which seems to be the ultimate goal of ISIS and Nusra. Finally and importantly, as most non-state actors are "bad" from our point of view, this course will extensively discuss techniques of counter-terrorism and ways in which national and global governments can combat actors other than states.

5. PREREQUISITES:

6. REQUIRED COURSE: \_\_\_ Yes     X No

7. CREDITS: (a) Number 3

Final Faculty Senate Approved Form as of 10/4/89



WWW.KSU.EDU

(b) Variable credit Explanation:

(c) Will course be repeatable for credit: \_\_\_\_ Yes X No

(d) Grading systems permitted: X A-F \_\_\_\_ P/F \_\_\_\_ Credit/No Credit

Exceptions: \_\_\_\_\_

8. Course Level: \_\_\_\_ Elementary  
\_\_\_\_ Intermediate  
X Intermediate/Advanced  
\_\_\_\_ Advanced

9. CROSSLISTING DEPARTMENTS (attach supporting letters): Offered only within the Division of Behavioral and Social Sciences.

10. SCHEDULING PLAN: \_\_\_\_ Each semester  
\_\_\_\_ Annually  
\_\_\_\_ Biennially  
X Occasionally

11. STARTING WITH:

2017 Fall semester

12. IS THIS A "SPECIAL TOPICS" COURSE? \_\_\_\_ Yes X No

13. EXPLANATION OF NEED FOR THE SPECIFIC COURSE: This course is one of six intelligence-related courses that BSS will offer interdisciplinarily in response to the requirements of participation in the Bluegrass Intelligence Consortium. Participation in the Consortium will offer numerous benefits to KSU students and faculty, including free attendance at workshops and colloquia, opportunities to network with potential employers, opportunities for students and faculty to present their research at a state-wide venue, funding for student research and faculty development, and other benefits. (Additional information about the Bluegrass Intelligence Community Center of Academic Excellence and the Intelligence Consortium may be found at <http://bgsiccae.eku.edu/>).

14. RELATIONSHIP TO OTHER LIKE COURSES IN THE DISCIPLINE/UNIVERSITY: None.

15. COURSE WHICH MAY BE DROPPED AS A RESULT OF THIS PROPOSAL: None.

16. INSTRUCTIONAL STAFF (if non-faculty, attach Vita): Dr. Wilfred Reilly

17. COURSE SYLLABUS AND TEXT REFERENCE:

**Kentucky State University**  
**Division of Behavioral and Social Sciences**  
**Department of Psychology**  
**Course: Terrorism and Insurgency**  
**Course Title: (3 credit hours)**

## **SYLLABUS**

**PROFESSOR:**  
**OFFICE:**  
**OFFICE PHONE:**  
**FAX: 597-5830**  
**E-MAIL: @kysu.edu**

**SEMESTER:**  
**CLASS TIME:**  
**CLASSROOM:**  
**OFFICE HOURS:**

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**I. MISSION STATEMENTS:** The Objectives and Learning Outcomes of this course directly support the Mission of the University, College, and Division, and may be found at:  
[www.kysu.edu/about](http://www.kysu.edu/about); [www.kysu.edu/academics/collegesAndSchools/default.htm](http://www.kysu.edu/academics/collegesAndSchools/default.htm);  
[www.kysu.edu/academics/collegesAndSchools/collegeofartsocialsciencesandinterdisciplinarystudies/default.htm](http://www.kysu.edu/academics/collegesAndSchools/collegeofartsocialsciencesandinterdisciplinarystudies/default.htm).

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**II. NOTICE TO STUDENTS WITH DISABILITIES:** Any student who requires an accommodation due to a documented disability may contact the Disability Resource Center (DRC) at (502) 597-5076, or visit Hill Student Center, Suite 220C, to arrange for reasonable accommodations. The student is required to obtain verification from the DRC and deliver the signed DRC document to the instructor specifying the accommodations. The student is encouraged to complete this process at the beginning of the semester since an approval for accommodations is not retroactive. The accommodations become effective upon receipt of the DRC approval by the faculty member from the student. Additional information concerning the DRC and accommodations can be found at  
<http://www.kysu.edu/about/divisions/studentAffairsAndEnrollment/disabilityResourceCenter.htm>.

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**III. COURSE DESCRIPTION – COURSE RATIONALE:** This course will examine the military and political behavior of actors other than nation states. The questions discussed in this class are of critical contemporary importance; terrorism and insurgency (“ISIS!!!”) currently

dominate the headlines, and it seems almost certain that most near-future military opponents of the USA will be non-state players. The course will define what non-state actors are by unpacking the very separate concepts of “terrorist,” “insurgent,” “tribal fighter,” and “militiaman;” overview contemporary military conflicts (i.e. the Syrian War) involving non-state actors; discuss questions of practical utility (Does terrorism work? Were the founding fathers terrorists?); and examine the growth of non-state actors into states, which seems to be the ultimate goal of ISIS and Nusra. Finally and importantly, as most non-state actors are “bad” from our point of view, this course will extensively discuss techniques of counter-terrorism and ways in which national and global governments can combat actors other than states.

**Course Format:** Class periods will be used to emphasize selected portions of your reading assignments, however, the majority of class will be used to supplement the text, through a variety of classroom activities, including lecture, debate, role-plays, presentations, and discussions. You are responsible for all of the material covered in the texts and class (i.e., lecture, debates, discussion etc), as well as any additional reading assignments.

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#### **IV. REQUIRED TEXTS:** (Readings to be determined by instructor)

**V. BLACKBOARD:** Your assignments and materials are posted in several different areas. Take the time to click on each of the buttons on your course menu to familiarize yourself with the course content. Other information is provided under the course documents section.

**VI. STUDENT LEARNING OBJECTIVES/OUTCOMES:** The student learning objectives will be assessed using a variety of methods:

1. Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.
2. Listen and speak competently in a variety of communication contexts, which may include public, interpersonal, and/or small-group settings.
3. Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts.
4. Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view; and construct informed, sustained, and ethical arguments in response.
5. Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.
6. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.
7. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.
8. Demonstrate knowledge of at least one area of the social and behavioral sciences.
9. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.
10. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.

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3. Having somebody else write your presentation is cheating.
4. Copying directly from books, articles, or other outside sources without giving the author credit and claiming that the work is your own is cheating (this is called plagiarism).
5. Downloading papers from the internet and submitting them as your own is cheating (plagiarism).
6. Having somebody else complete your assignments is cheating.
7. Collaborating on quizzes and tests is cheating.
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#### **VI. EVALUATION PROCEDURES:**

The material in this course varies with respect to its complexity. I reserve the right to assign additional readings if I feel they are warranted.

#### **In Class discussion/participation, Papers/applications:**

We will cover a variety of topics from each chapter as well as supplemental material that is listed below. We will have several papers that we will have due throughout the semester based off of this material. We will discuss these papers more in class. The papers will be in APA format, 12pt font, Times New Roman, double spaced, standard margins with cover page and reference page.

#### **Grading Scale:**

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

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#### **X. COURSE CALENDAR/SCHEDULE: (To be determined by the instructor)**

**\*The instructor reserves the right to make changes to (delete, add, or modify) this Syllabus as the semester progresses. This calendar is also subject to change.**

Session	Activities
Week 1	
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Week 3	
Week 4	

<b>Week 5</b>	
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<b>Week 13</b>	
<b>Week 14</b>	
<b>Week 15</b>	
<b>Week 16</b>	

**Additional Material & Questions**





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**CURRICULUM COMMITTEE**  
**NEW COURSE PROPOSAL**

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**ACADEMIC UNIT:** Behavioral and Social Sciences

**DATE PREPARED:** October 6, 2016

**PRIMARY AUTHOR(S):** Mara Merlino, Wilfred Reilly, Johnathon Sharp

**ACADEMIC DISCIPLINE**

**FACULTY APPROVED:**

(Committee Chairperson's Signature)

**CHAIRPERSON/DEAN**

**APPROVED:**

(Chairperson's/Dean Signature)

10/6/16  
(Date)

10/6/16  
(Date)

1. **NEW COURSE NUMBER:** PSY/SOC/POS/HIS 466

2. **NEW COURSE TITLE:** Cyber-Security and Cyber-Politics

3. **CAPSULE STATEMENT OF COURSE CONTENT FOR CATALOG:**

Contemporary issues in cybersecurity addressed in terms of the political, ethical, and legal standards in the virtual community of cyberspace.

4. **DESCRIPTION OF COURSE CONTENT FOR COURSE SYLLABUS:**

President Barack Obama recently referred to the United States of America as being prepared to drop "cyber bombs" on her enemies. In the era of worm viruses and the dark-net, he did not exaggerate much if at all. Cyber-security – the ability to functionally manifest hard and soft power through cyber-space – will be one of the key technologies used by 21<sup>st</sup> century nation states in peace and in war. This course will address contemporary real-world issues in cyber-security (i.e. Russian and Israeli role in the 2016 Presidential election), information security, mitigation of cyber vulnerabilities, digital forensics, and incident response and analysis. A KEY focus will be the extension of best-practice ethical and legal standards into the "frontier community" of cyber-space. While the Professor has some professional computing background, this course will focus on training decision-makers in key concepts of cyber politics, rather than on an excessively technical examination of specific virus tools and software programs.

5. **PREREQUISITES:**

6. **REQUIRED COURSE:** \_\_\_ Yes     ☒ No

7. **CREDITS:** (a) Number 3

(b) Variable credit Explanation:

Final Faculty Senate Approved Form as of 10/4/89



(c) Will course be repeatable for credit: \_\_\_\_ Yes X No

(d) Grading systems permitted: X A-F \_\_\_\_ P/F \_\_\_\_ Credit/No Credit

Exceptions: \_\_\_\_\_

8. Course Level: \_\_\_\_ Elementary  
\_\_\_\_ Intermediate  
X Intermediate/Advanced  
\_\_\_\_ Advanced

9. CROSSLISTING DEPARTMENTS (attach supporting letters): Offered only within the Division of Behavioral and Social Sciences.

10. SCHEDULING PLAN: \_\_\_\_ Each semester  
\_\_\_\_ Annually  
\_\_\_\_ Biennially  
X Occasionally

11. STARTING WITH:

2017 Fall semester

12. IS THIS A "SPECIAL TOPICS" COURSE? \_\_\_\_ Yes X No

13. EXPLANATION OF NEED FOR THE SPECIFIC COURSE: This course is one of six intelligence-related courses that BSS will offer interdisciplinarily in response to the requirements of participation in the Bluegrass Intelligence Consortium. Participation in the Consortium will offer numerous benefits to KSU students and faculty, including free attendance at workshops and colloquia, opportunities to network with potential employers, opportunities for students and faculty to present their research at a state-wide venue, funding for student research and faculty development, and other benefits. (Additional information about the Bluegrass Intelligence Community Center of Academic Excellence and the Intelligence Consortium may be found at <http://bgsiccae.eku.edu/>).

14. RELATIONSHIP TO OTHER LIKE COURSES IN THE DISCIPLINE/UNIVERSITY:

Cybersecurity courses are addressed in courses in computer science, but this course differs in that it addresses the social and political aspects of cybersecurity rather than the technical aspects.

15. COURSE WHICH MAY BE DROPPED AS A RESULT OF THIS PROPOSAL: None.

16. INSTRUCTIONAL STAFF (if non-faculty, attach Vita): Dr. Wilfred Reilly

17. COURSE SYLLABUS AND TEXT REFERENCE:



**Kentucky State University**  
**Division of Behavioral and Social Sciences**  
**Department of Psychology**  
**Course: Cyber-Security and Cyber-Politics**  
**Course Title: (3 credit hours)**

**SYLLABUS**

**PROFESSOR:**  
**OFFICE:**  
**OFFICE PHONE:**  
**FAX: 597-5830**  
**E-MAIL: @kysu.edu**

**SEMESTER:**  
**CLASS TIME:**  
**CLASSROOM:**  
**OFFICE HOURS:**

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**I. MISSION STATEMENTS:** The Objectives and Learning Outcomes of this course directly support the Mission of the University, College, and Division, and may be found at:  
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[www.kysu.edu/academics/collegesAndSchools/collegeofartssocialsciencesandinterdisciplinarystudies/default.htm](http://www.kysu.edu/academics/collegesAndSchools/collegeofartssocialsciencesandinterdisciplinarystudies/default.htm).

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4. Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view; and construct informed, sustained, and ethical arguments in response.
5. Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.
6. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.
7. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.
8. Demonstrate knowledge of at least one area of the social and behavioral sciences.
9. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.
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2. Allowing somebody to copy from your quiz or exam is cheating.
3. Having somebody else write your presentation is cheating.
4. Copying directly from books, articles, or other outside sources without giving the author credit and claiming that the work is your own is cheating (this is called plagiarism).
5. Downloading papers from the internet and submitting them as your own is cheating (plagiarism).
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7. Collaborating on quizzes and tests is cheating.
8. Using your book during closed-book assignments is cheating.

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---

#### **VI. EVALUATION PROCEDURES:**

The material in this course varies with respect to its complexity. I reserve the right to assign additional readings if I feel they are warranted.

#### **In Class discussion/participation, Papers/applications:**

We will cover a variety of topics from each chapter as well as supplemental material that is listed below. We will have several papers that we will have due throughout the semester based off of this material. We will discuss these papers more in class. The papers will be in APA format, 12pt font, Times New Roman, double spaced, standard margins with cover page and reference page.

#### **Grading Scale:**

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

---

#### **X. COURSE CALENDAR/SCHEDULE: (To be determined by the instructor)**

**\*The instructor reserves the right to make changes to (delete, add, or modify) this Syllabus as the semester progresses. This calendar is also subject to change.**

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Week 16	

**Additional Material & Questions**



# KENTUCKY STATE UNIVERSITY

FACULTY SENATE  
CURRICULUM COMMITTEE

## CURRICULUM COMMITTEE NEW COURSE PROPOSAL

ACADEMIC UNIT: Behavioral and Social Sciences

DATE PREPARED: October 6, 2016

PRIMARY AUTHOR(S): Mara Merlino, Wilfred Reilly, Johnathon Sharp

ACADEMIC DISCIPLINE

FACULTY APPROVED:

(Committee Chairperson's Signature)

CHAIRPERSON/DEAN

APPROVED:

(Chairperson's/Dean Signature)

10/6/16  
(Date)

10/7/16  
(Date)

1. NEW COURSE NUMBER: PSY/SOC/POS/HIS 465

2. NEW COURSE TITLE: Counterintelligence and Counterterrorism

3. CAPSULE STATEMENT OF COURSE CONTENT FOR CATALOG:

Situationally contextualized information related to issues of counterintelligence and counterterrorism, with a focus on analyzing, preparing, and disseminating intelligence in an operational setting.

4. DESCRIPTION OF COURSE CONTENT FOR COURSE SYLLABUS:

This course addresses issues related to counterintelligence and counterterrorism, which includes covert information, intelligence modification, and planned preemptive responses. Students will explore the differences and interconnectivity of these fields and their origins. Aspects from each field will be covered and applied to situational contexts with an emphasis on analyzing, preparing, and disseminating intelligence in an operational setting. Global perspectives and geopolitical utilization of these methodologies will also be covered. The use of human intelligence (HUMINT) and technology regarding their use within these areas will be discussed.

5. PREREQUISITES:

6. REQUIRED COURSE: ☐ Yes ☒ No

7. CREDITS: (a) Number 3

(b) Variable credit Explanation:

(c) Will course be repeatable for credit: ☐ Yes ☒ No

(d) Grading systems permitted: ☒ A-F ☐ P/F ☐ Credit/No Credit

Final Faculty Senate Approved Form as of 10/4/89



Exceptions: \_\_\_\_\_

8. Course Level: ☐ Elementary  
☐ Intermediate  
☒ Intermediate/Advanced  
☐ Advanced

9. CROSSLISTING DEPARTMENTS (attach supporting letters): Offered only within the Division of Behavioral and Social Sciences.

10. SCHEDULING PLAN: ☐ Each semester  
☐ Annually  
☐ Biennially  
☒ Occasionally

11. STARTING WITH:

2017 Fall semester

12. IS THIS A "SPECIAL TOPICS" COURSE? ☐ Yes ☒ No

13. EXPLANATION OF NEED FOR THE SPECIFIC COURSE: This course is one of six intelligence-related courses that BSS will offer interdisciplinarily in response to the requirements of participation in the Bluegrass Intelligence Consortium. Participation in the Consortium will offer numerous benefits to KSU students and faculty, including free attendance at workshops and colloquia, opportunities to network with potential employers, opportunities for students and faculty to present their research at a state-wide venue, funding for student research and faculty development, and other benefits. (Additional information about the Bluegrass Intelligence Community Center of Academic Excellence and the Intelligence Consortium may be found at <http://bgsiccae.eku.edu/>).

14. RELATIONSHIP TO OTHER LIKE COURSES IN THE DISCIPLINE/UNIVERSITY:

No similar courses are currently offered at KSU.

15. COURSE WHICH MAY BE DROPPED AS A RESULT OF THIS PROPOSAL: None.

16. INSTRUCTIONAL STAFF (if non-faculty, attach Vita): Dr. Johnathon Sharp

17. COURSE SYLLABUS AND TEXT REFERENCE:

**Kentucky State University**  
**Division of Behavioral and Social Sciences**  
**Department of Psychology**  
**Course: Counterintelligence/Counter-terrorism**  
**Course Title: (3 credit hours)**

**SYLLABUS**

**PROFESSOR:**

**OFFICE:**

**OFFICE PHONE:**

**FAX: 597-5830**

**E-MAIL: @kysu.edu**

**SEMESTER:**

**CLASS TIME:**

**CLASSROOM:**

**OFFICE HOURS:**

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**I. MISSION STATEMENTS:** The Objectives and Learning Outcomes of this course directly support the Mission of the University, College, and Division, and may be found at: [www.kysu.edu/about](http://www.kysu.edu/about); [www.kysu.edu/academics/collegesAndSchools/default.htm](http://www.kysu.edu/academics/collegesAndSchools/default.htm); [www.kysu.edu/academics/collegesAndSchools/collegeofartsocialsciencesandinterdisciplinarystudies/default.htm](http://www.kysu.edu/academics/collegesAndSchools/collegeofartsocialsciencesandinterdisciplinarystudies/default.htm).

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**II. NOTICE TO STUDENTS WITH DISABILITIES:** Any student who requires an accommodation due to a documented disability may contact the Disability Resource Center (DRC) at (502) 597-5076, or visit Hill Student Center, Suite 220C, to arrange for reasonable accommodations. The student is required to obtain verification from the DRC and deliver the signed DRC document to the instructor specifying the accommodations. The student is encouraged to complete this process at the beginning of the semester since an approval for accommodations is not retroactive. The accommodations become effective upon receipt of the DRC approval by the faculty member from the student. Additional information concerning the DRC and accommodations can be found at <http://www.kysu.edu/about/divisions/studentAffairsAndEnrollment/disabilityResourceCenter.htm>.

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**III. COURSE DESCRIPTION – COURSE RATIONALE:** This course addresses issues related to counterintelligence and counter-terrorism which includes but is not limited to: covert information, intelligence modification, and planned preemptive responses. What will be explored includes differences and interconnectivity of these fields and their origins. Aspects from each field will be covered and applied to situational contexts with an emphasis on analyzing, preparing, and disseminating intelligence in an operational setting. Global perspectives and geopolitical utilization



of these methodologies will also be covered. The use of human intelligence (HUMINT) and technology regarding their use within these areas will be discussed as well.

**Course Format:** Class periods will be used to emphasize selected portions of your reading assignments, however, the majority of class will be used to supplement the text, through a variety of classroom activities, including lecture, debate, role-plays, presentations, and discussions. You are responsible for all of the material covered in the texts and class (i.e., lecture, debates, discussion etc), as well as any additional reading assignments.

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#### **IV. REQUIRED TEXTS:**

Lowenthal, M. (2014). *Intelligence; From secrets to policy*. CQ Press. ISBN: 1483307786  
Howard, R. & Hoffman, B. (2011). *Terrorism & Counterterrorism*. McGraw Hill. ISBN: 9780073527789

**V. BLACKBOARD:** Your assignments and materials are posted in several different areas. Take the time to click on each of the buttons on your course menu to familiarize yourself with the course content. Other information is provided under the course documents section.

**VI. STUDENT LEARNING OBJECTIVES/OUTCOMES:** The student learning objectives will be assessed using a variety of methods:

1. Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.
2. Listen and speak competently in a variety of communication contexts, which may include public, interpersonal, and/or small-group settings.
3. Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts.
4. Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view; and construct informed, sustained, and ethical arguments in response.
5. Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.
6. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.
7. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.
8. Demonstrate knowledge of at least one area of the social and behavioral sciences.
9. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.
10. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.

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**Academic Honesty: *CHEATING WILL NOT BE TOLERATED.*** Be aware that cheating comes in many different forms. Please refer to the University catalog if you are unsure about what is considered academic dishonesty and what the consequences are for committing academic



dishonesty. The following list is not exhaustive of the possibilities, but will give you a general idea of what **NOT** to do in any of your classes:

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2. Allowing somebody to copy from your quiz or exam is cheating.
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8. Using your book during closed-book assignments is cheating.

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#### **VI. EVALUATION PROCEDURES:**

The material in this course varies with respect to its complexity. I reserve the right to assign additional readings if I feel they are warranted.

#### **In Class discussion/participation, Papers/applications:**

We will cover a variety of topics from each chapter as well as supplemental material that is listed below. We will have several papers that we will have due throughout the semester based off of this material. We will discuss these papers more in class. The papers will be in APA format, 12pt font, Times New Roman, double spaced, standard margins with cover page and reference page.

#### **Grading Scale:**

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

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#### **X. COURSE CALENDAR/SCHEDULE:**

**\*The instructor reserves the right to make changes to (delete, add, or modify) this Syllabus as the semester progresses. This calendar is also subject to change.**

Session	Activities
Week 1	Chapter 1: What is intelligence
Week 2	Chapter 2: The Development of U.S. Intelligence
Week 3	Chapter 3: The U.S. Intelligence Community
Week 4	Chapter 4: The Intelligence Process
Week 5	Chapter 5: Collection and the Collection Disciplines
Week 6	Chapter 6: Analysis
Week 7	Chapter 7: Counterintelligence
Week 8	Chapter 8: Covert Action

<b>Week 9</b>	<b>Chapter 9: The Role of the Policy Maker</b>
<b>Week 10</b>	<b>Chapter 10: Oversight and Accountability</b>
<b>Week 11</b>	<b>Chapter 11: The Legacy of the Cold War</b>
<b>Week 12</b>	<b>Chapter 12: The New Intelligence Agenda</b>
<b>Week 13</b>	<b>Chapter 13: Ethical and Moral Issues in Intelligence</b>
<b>Week 14</b>	<b>Chapter 14: Intelligence Reform</b>
<b>Week 15</b>	<b>Chapter 15: Foreign Intelligence Services</b>
<b>Week 16</b>	<b>Conclusion of topics</b>

**Additional Material & Questions**



# KENTUCKY STATE UNIVERSITY

FACULTY SENATE  
CURRICULUM COMMITTEE

## CURRICULUM COMMITTEE NEW COURSE PROPOSAL

ACADEMIC UNIT: Behavioral and Social Sciences

DATE PREPARED: October 6, 2016

PRIMARY AUTHOR(S): Mara Merlino, Wilfred Reilly, Johnathon Sharp

ACADEMIC DISCIPLINE

FACULTY APPROVED:

(Committee Chairperson's Signature)

CHAIRPERSON/DEAN

APPROVED:

(Chairperson's/Dean Signature)

10/6/16  
(Date)

10/7/16  
(Date)

1. NEW COURSE NUMBER: PSY/SOC/POS/HIS 467

2. NEW COURSE TITLE: Intelligence and National Security

3. CAPSULE STATEMENT OF COURSE CONTENT FOR CATALOG:

US security agencies and intelligence agencies shape national security policy. Topics include current major security threats to the US, sources of security information, and analysis of US intelligence and national security problems.

4. DESCRIPTION OF COURSE CONTENT FOR COURSE SYLLABUS:

As Charles Pasquale noted, "every President comes to office assuming he will control the direction of U.S. national security policy." Not so. This course looks at the "why not (?)" behind that question, with a focus on the institutional nature of U.S. national security policy and the role of intelligence organizations in shaping that policy. The course catalogues current major security threats to the United States, outlines our allies and interests in distinct regions of the world, and examines the truly massive intelligence apparatus (CIA, NSA, FBI, SF, and others) that keeps tabs on them all. Game theoretic studies of the institutional response of the U.S. intelligence community to specific recent-past and current threats will be conducted where appropriate throughout the course. Students will be specifically encouraged to use, and trained in accessing, information and materials from non-traditional actors such as Anonymous, WikiLeaks, and the NSA. This course will equip students with the knowledge framework needed to analyze contemporary U.S. intelligence and national security problems, and to seek employment in the intelligence sector if they so desire.

5. PREREQUISITES:

6. REQUIRED COURSE: ☐ Yes ☒ No

Final Faculty Senate Approved Form as of 10/4/89



**CURRICULUM CHANGE PROPOSAL**

**ACADEMIC UNIT: BEHAVIORAL AND SOCIAL SCIENCES**

**COURSE NUMBER: PSY/SOC/POS/HIS 467**

**PAGE 2**

7. CREDITS: (a) Number 3

(b) Variable credit Explanation:

(c) Will course be repeatable for credit:      Yes   X   No

(d) Grading systems permitted:   X   A-F      P/F      Credit/No Credit

Exceptions: \_\_\_\_\_

8. Course Level:      Elementary  
     Intermediate  
  X   Intermediate/Advanced  
     Advanced

9. CROSSLISTING DEPARTMENTS (attach supporting letters): Offered only within the Division of Behavioral and Social Sciences.

10. SCHEDULING PLAN:      Each semester  
     Annually  
     Biennially  
  X   Occasionally

11. STARTING WITH:

2017 Fall semester

12. IS THIS A "SPECIAL TOPICS" COURSE?      Yes   X   No

13. EXPLANATION OF NEED FOR THE SPECIFIC COURSE: This course is one of six intelligence-related courses that BSS will offer interdisciplinarily in response to the requirements of participation in the Bluegrass Intelligence Consortium. Participation in the Consortium will offer numerous benefits to KSU students and faculty, including free attendance at workshops and colloquia, opportunities to network with potential employers, opportunities for students and faculty to present their research at a state-wide venue, funding for student research and faculty development, and other benefits. (Additional information about the Bluegrass Intelligence Community Center of Academic Excellence and the Intelligence Consortium may be found at <http://bgsiccae.eku.edu/>).

14. RELATIONSHIP TO OTHER LIKE COURSES IN THE DISCIPLINE/UNIVERSITY: None.

15. COURSE WHICH MAY BE DROPPED AS A RESULT OF THIS PROPOSAL: None.

16. INSTRUCTIONAL STAFF (if non-faculty, attach Vita): Dr. Wilfred Reilly

17. COURSE SYLLABUS AND TEXT REFERENCE:

**Kentucky State University**  
**Division of Behavioral and Social Sciences**  
**Department of Psychology**  
**Course: Intelligence and National Security**  
**Course Title: (3 credit hours)**

## **SYLLABUS**

**PROFESSOR:**  
**OFFICE:**  
**OFFICE PHONE:**  
**FAX: 597-5830**  
**E-MAIL: @kysu.edu**

**SEMESTER:**  
**CLASS TIME:**  
**CLASSROOM:**  
**OFFICE HOURS:**

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**I. MISSION STATEMENTS:** The Objectives and Learning Outcomes of this course directly support the Mission of the University, College, and Division, and may be found at:  
[www.kysu.edu/about](http://www.kysu.edu/about); [www.kysu.edu/academics/collegesAndSchools/default.htm](http://www.kysu.edu/academics/collegesAndSchools/default.htm);  
[www.kysu.edu/academics/collegesAndSchools/collegeofartsocialsciencesandinterdisciplinarystudies/default.htm](http://www.kysu.edu/academics/collegesAndSchools/collegeofartsocialsciencesandinterdisciplinarystudies/default.htm).

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**III. COURSE DESCRIPTION – COURSE RATIONALE:** As Charles Pasquale noted, “every President comes to office assuming he will control the direction of U.S. national

security policy.” Not so. This course looks at the “why not (?)” behind that question, with a focus on the institutional nature of U.S. national security policy and the role of intelligence organizations in shaping that policy. The course catalogues current major security threats to the United States, outlines our allies and interests in distinct regions of the world, and examines the truly massive intelligence apparatus (CIA, NSA, FBI, SF, and others) that keeps tabs on them all. Game theoretic studies of the institutional response of the U.S. intelligence community to specific recent-past and current threats will be conducted where appropriate throughout the course. Students will be specifically encouraged to use, and trained in accessing, information and materials from non-traditional actors such as Anonymous, WikiLeaks, and the NSA. This course will equip students with the knowledge framework needed to analyze contemporary U.S. intelligence and national security problems, and to seek employment in the intelligence sector if they so desire.

**Course Format:** Class periods will be used to emphasize selected portions of your reading assignments, however, the majority of class will be used to supplement the text, through a variety of classroom activities, including lecture, debate, role-plays, presentations, and discussions. You are responsible for all of the material covered in the texts and class (i.e., lecture, debates, discussion etc), as well as any additional reading assignments.

---

#### **IV. REQUIRED TEXTS:** (Readings to be determined by instructor)

**V. BLACKBOARD:** Your assignments and materials are posted in several different areas. Take the time to click on each of the buttons on your course menu to familiarize yourself with the course content. Other information is provided under the course documents section.

**VI. STUDENT LEARNING OBJECTIVES/OUTCOMES:** The student learning objectives will be assessed using a variety of methods:

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4. Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view; and construct informed, sustained, and ethical arguments in response.
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6. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.
7. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.
8. Demonstrate knowledge of at least one area of the social and behavioral sciences.



9. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.
10. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.

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3. Having somebody else write your presentation is cheating.
4. Copying directly from books, articles, or other outside sources without giving the author credit and claiming that the work is your own is cheating (this is called plagiarism).
5. Downloading papers from the internet and submitting them as your own is cheating (plagiarism).
6. Having somebody else complete your assignments is cheating.
7. Collaborating on quizzes and tests is cheating.
8. Using your book during closed-book assignments is cheating.

The consequences for academic dishonesty are severe. You can be expelled for any of the above behavior.

---

## **VI. EVALUATION PROCEDURES:**

The material in this course varies with respect to its complexity. I reserve the right to assign additional readings if I feel they are warranted.

### **In Class discussion/participation, Papers/applications:**

We will cover a variety of topics from each chapter as well as supplemental material that is listed below. We will have several papers that we will have due throughout the semester based off of this material. We will discuss these papers more in class. The papers will be in APA format, 12pt font, Times New Roman, double spaced, standard margins with cover page and reference page.

### **Grading Scale:**

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

---

## **X. COURSE CALENDAR/SCHEDULE: (To be determined by the instructor)**

**\*The instructor reserves the right to make changes to (delete, add, or modify) this Syllabus as the semester progresses. This calendar is also subject to change.**

Session	Activities
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week 13	
Week 14	
Week 15	
Week 16	

**Additional Material & Questions**





# KENTUCKY STATE UNIVERSITY

FACULTY SENATE  
CURRICULUM COMMITTEE

## CURRICULUM COMMITTEE NEW COURSE PROPOSAL

**ACADEMIC UNIT:** Behavioral and Social Sciences

**DATE PREPARED:** October 6, 2016

**PRIMARY AUTHOR(S):** Mara Merlino, Wilfred Reilly, Johnathon Sharp

**ACADEMIC DISCIPLINE**

**FACULTY APPROVED:**

(Committee Chairperson's Signature)

10/6/16  
(Date)

**CHAIRPERSON/DEAN**

**APPROVED:**

(Chairperson's/Dean Signature)

10/7/16  
(Date)

1. NEW COURSE NUMBER: PSY/SOC/POS/HIS 469

2. NEW COURSE TITLE: Radicalization

3. CAPSULE STATEMENT OF COURSE CONTENT FOR CATALOG:

This course examines the concepts of "terrorists" and "terrorism" in the context of contemporary events, and techniques of counter-terrorism which can be used by national and global governments to combat non-state actors.

4. DESCRIPTION OF COURSE CONTENT FOR COURSE SYLLABUS:

This course explores from a psychological and sociological perspective how individual actors become "radicalized" both as (anti-American) intelligence threats and as (American) intelligence actors. The recruitment and training processes used by cults, terrorist groups such as ISIS, al Qaeda, and – since there are plenty of white and Black terrorists too – Sinn Fein will be explored in depth, via analysis and unpacking of actual terrorist propaganda, recruitment videos, and training videos. Students may be required to read the monthly ISIS magazine "Dabiq," legally available here (<http://www.clarionproject.org/news/islamic-state-isis-isil-propaganda-magazine-dabiq#>). HOWEVER, as noted, we will not be focusing strictly on terrorists. The nearly identical recruitment and training processes used by elite American forces such as the Marines and Army Rangers will be analyzed in equal depth. This course will include extensive analysis of contemporary concepts in social and political psychology, such as in group/out group prejudice, brainwashing, the formation of "team" identities, the Foucauldian concept of "the other," and the contribution of independent variables like gender and religion to fanaticism.

5. PREREQUISITES:

6. REQUIRED COURSE: \_\_\_ Yes      ☒ No

Final Faculty Senate Approved Form as of 10/4/89



WWW.KSU.EDU

**CURRICULUM CHANGE PROPOSAL**  
**ACADEMIC UNIT: BEHAVIORAL AND SOCIAL SCIENCES**  
**COURSE NUMBER: PSY/SOC/POS/HIS 469**  
**PAGE 2**

7. CREDITS: (a) Number 3

(b) Variable credit Explanation:

(c) Will course be repeatable for credit: Yes X No

(d) Grading systems permitted: X A-F    P/F    Credit/No Credit

Exceptions: \_\_\_\_\_

8. Course Level:    Elementary  
   Intermediate  
X Intermediate/Advanced  
   Advanced

9. CROSSLISTING DEPARTMENTS (attach supporting letters): Offered only within the Division of Behavioral and Social Sciences.

10. SCHEDULING PLAN:    Each semester  
   Annually  
   Biennially  
X Occasionally

11. STARTING WITH:

2017 Fall semester

12. IS THIS A "SPECIAL TOPICS" COURSE?    Yes X No

13. EXPLANATION OF NEED FOR THE SPECIFIC COURSE: This course is one of six intelligence-related courses that BSS will offer interdisciplinarily in response to the requirements of participation in the Bluegrass Intelligence Consortium. Participation in the Consortium will offer numerous benefits to KSU students and faculty, including free attendance at workshops and colloquia, opportunities to network with potential employers, opportunities for students and faculty to present their research at a state-wide venue, funding for student research and faculty development, and other benefits. (Additional information about the Bluegrass Intelligence Community Center of Academic Excellence and the Intelligence Consortium may be found at <http://bgsiccae.eku.edu/>).

14. RELATIONSHIP TO OTHER LIKE COURSES IN THE DISCIPLINE/UNIVERSITY: None.

15. COURSE WHICH MAY BE DROPPED AS A RESULT OF THIS PROPOSAL: None.

16. INSTRUCTIONAL STAFF (if non-faculty, attach Vita): Dr. Mara Merlino

17. COURSE SYLLABUS AND TEXT REFERENCE:

**Kentucky State University**  
**Division of Behavioral and Social Sciences**  
**Department of Psychology**  
**Course: Radicalization**  
**Course Title: (3 credit hours)**

## **SYLLABUS**

**PROFESSOR:**  
**OFFICE:**  
**OFFICE PHONE:**  
**FAX: 597-5830**  
**E-MAIL: @kysu.edu**

**SEMESTER:**  
**CLASS TIME:**  
**CLASSROOM:**  
**OFFICE HOURS:**

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**I. MISSION STATEMENTS:** The Objectives and Learning Outcomes of this course directly support the Mission of the University, College, and Division, and may be found at:  
[www.kysu.edu/about](http://www.kysu.edu/about); [www.kysu.edu/academics/collegesAndSchools/default.htm](http://www.kysu.edu/academics/collegesAndSchools/default.htm);  
[www.kysu.edu/academics/collegesAndSchools/collegeofartssocialsciencesandinterdisciplinarystudies/default.htm](http://www.kysu.edu/academics/collegesAndSchools/collegeofartssocialsciencesandinterdisciplinarystudies/default.htm).

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#### **IV. REQUIRED TEXTS: (Readings to be determined by instructor)**

Houghton, D.P. (2015). *Political Psychology: Situations, Individuals, and Cases* (2<sup>nd</sup> Ed.). New York, NY: Routledge.

Other readings as assigned.

*Publication Manual of the American Psychological Association* (6th Ed.). ISBN-13: 978-1-4338-0561-5

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8. Demonstrate knowledge of at least one area of the social and behavioral sciences.
9. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.
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Week 4	
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Week 12	
Week 13	
Week 14	
Week 15	
Week 16	

**Additional Material & Questions**



**KENTUCKY STATE UNIVERSITY**

FACULTY SENATE  
CURRICULUM COMMITTEE

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**PROGRAM CHANGE PROPOSAL**

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**ACADEMIC UNIT:** BEHAVIORAL/SOCIAL SCIENCES**DATE PREPARED:** 10/6/2016**PRIMARY AUTHOR(S):** Mara Merlino, Johnathon Sharp, Wilfred Reilly

**ACADEMIC DISCIPLINE  
FACULTY APPROVED:**  
(Committee Chairperson's Signature)

10/6/16  
(Date)

**CHAIRPERSON/DEAN  
APPROVED:**  
(Chairperson's/Dean Signature)

10/7/16  
(Date)

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- DESCRIPTION OF CHANGE:** Creation of a minor in Interdisciplinary Intelligence Studies.
  - STARTING WITH:** FALL 2017
  - EXPLANATION AND JUSTIFICATION FOR REQUESTED CHANGE:**

Six new interdisciplinary intelligence-related courses are being created so that BSS can offer a minor in Interdisciplinary Intelligence Studies, pursuant to full participation in the Bluegrass Intelligence Consortium. Participation in the Consortium will offer numerous benefits to KSU students and faculty, including free attendance at workshops and colloquia, opportunities to network with potential employers, opportunities for students and faculty to present their research at a state-wide venue, funding for student research and faculty development, and other benefits. (Additional information about the Bluegrass Intelligence Community Center of Academic Excellence and the Intelligence Consortium may be found at <http://bgsiccae.cku.edu/> ).



# KENTUCKY STATE UNIVERSITY

FACULTY SENATE  
CURRICULUM COMMITTEE

FSCC# 16-17-13

Effective Date \_\_\_\_\_

## CURRICULAR/PROGRAM CHANGE TRACKING DOCUMENT

ACADEMIC UNIT: APE

DATE SUBMITTED: 10/21/2016

1. BRIEF EXPLANATION OF PROPOSED CHANGE:

Creation of a certificate degree in Sustainable Agriculture within the APE degree program.

2. CHECK ITEM(S) BELOW FOR CHANGES DESIRED:

- |   |  |
|---|--|
| <input type="checkbox"/> New Degree Certification     | <input type="checkbox"/> Deletion of Degree or Certification                           |
| <input type="checkbox"/> New or Revised Major         | <input type="checkbox"/> Deletion of Course  |
| <input type="checkbox"/> New or Revised Minor         | <input type="checkbox"/> Revised Degree or Certification                               |
| <input type="checkbox"/> New Course(s)                | <input type="checkbox"/> Revised Course  |
| <input type="checkbox"/> Course Level (number) Change | <input checked="" type="checkbox"/> Other (specify below): Certificate degree creation |

I. Chair's/Director's Action:

- ☒ Approved ☐ Disapproved ☐ Returned for Recommended Change

Chair's (Signature): John D. Blalock Date: 10/24/16

II. Curriculum Committee Action:

- ☒ Approved ☐ Disapproved ☐ Returned for Recommended Change

Chairperson: (signature): [Signature] Date: 10/24/2016

III. Faculty Senate Action:

- ☐ Approved ☐ Disapproved ☐ Returned for Recommended Change

Senate President (signature): \_\_\_\_\_ Date: \_\_\_\_\_

IV. Dean's Action:

- ☐ Approved ☐ Disapproved ☐ Returned for Recommended Change

Dean (signature): \_\_\_\_\_ Date: \_\_\_\_\_

V. Vice President Academic Affairs (not required for courses):

- ☐ Approved ☐ Disapproved ☐ Returned for Recommended Change

Provost/VPAA (Signature): \_\_\_\_\_ Date: \_\_\_\_\_

IV. President's Action (not required for courses):

- ☐ Approved ☐ Disapproved ☐ Returned for Recommended Change

President (Signature): \_\_\_\_\_ Date: \_\_\_\_\_





# KENTUCKY STATE UNIVERSITY

FACULTY SENATE  
CURRICULUM COMMITTEE

## PROGRAM CHANGE PROPOSAL

ACADEMIC UNIT: AFE – Agriculture System

DATE PREPARED: \_\_\_\_\_

PRIMARY AUTHOR(S): Kenneth Andries and John Sedlacek

ACADEMIC DISCIPLINE  
FACULTY APPROVED:  
(Committee Chairperson's Signature)

10/24/16  
(Date)

CHAIRPERSON  
APPROVED:  
(Chairperson's Signature)

10/24/16  
(Date)

DEAN APPROVED:  
(Dean's Signature)

\_\_\_\_\_

(Date)

### 1. DESCRIPTION OF CHANGE

Creation of a degree certificate program within the AFE degree that will be open to any student or individual desiring a certificate in the area of agriculture production. This will be a 15 hr. certificate called Sustainable Agricultural Systems.

### 2. STARTING WITH:

Fall 2017 Year

### 3. EXPLANATION AND JUSTIFICATION FOR REQUESTED CHANGE

Undergraduate certificate programs can benefit students who are not pursuing a B.S. Degree but wish to work within a technical field. They can also positively impact retention of students pursuing a 4-year degree. Adding a certificate degree is expected to greatly enhance participation in the Division's courses, both by traditional and non-traditional students, especially new high school graduates interested in jobs in sustainable agriculture.

#### Certificate in Sustainable Agricultural Systems:

The US Bureau of Labor statistics indicates an expected growth of 5 to 7 % for positions in agriculture related fields between 2014 and 2024. These positions include positions that require knowledge and experience in production agriculture and practices related to growing of crops and livestock. Many of these positions are off-farm positions in industry and government agencies. The AFE degree works to prepare students for these positions as well as train the next generation of agriculture producers through the degree concentration of Agriculture Systems. However, there is still a need for students with a diverse background in business, environmental systems, and other areas that can increase their employability in

these areas through an increase in knowledge of production practices in the area of sustainable agriculture. This certificate program is designed to assist students in obtaining this training and experience thus increasing their employability in agriculture firms and businesses. This degree certificate will be available to students within and outside the AFE degree as well as for individuals that wish to receive more formal training in sustainable agriculture that are not currently degree seeking students at the university.

### Program Description:

The Certificate in Sustainable Agricultural Systems will require a minimum of 15 credit hours of course work. There are 12 hrs. of set courses and then the student will select one additional class to help focus on a specific area of sustainable agriculture.

### Classes for the Certificate:

Sub	#	Title	Credits
AFE	334	Soil Science	3
AFE	340	Environ Sci. and Agroecology	3
AFE	425	Organic Agriculture	3
AFE	445	Ag & Energy	3
And any one of the following:			
AFE	407	Agroforestry	3
AFE	435	Urban Agriculture	3
AFE	442	Plant Propagation	3
AFE	443	Apiculture/Pollination Biology	3

### Impact on Existing Programs:

This certificate program will complement other degree programs within the academic unit. It will also provide an interim degree for those pursuing the Agriculture System option within the AFE degree. Interim degrees have been shown to impact retention by providing an intermediate goal that can be achieved by students while pursuing the B.S degree, this also benefits graduation rates and helps keep some students on track for graduation with the full degree on time.

Final Faculty Senate Approved Form as of 9/14/2015



WWW.KYSL.EDU

*Kentucky State University is an equal educational and employment opportunity/affirmative action institution*

## BASC Meeting October 24, 2016

1. Quorum. 5 of 9 committee members present. One committee member has not attended any meetings to date.
2. August 29, 2016 Minutes- approved
3. Review of BASC Budgetary Resolution

The committee is working on review and update of a budgetary resolution to increase % of the KSU operating budget devoted to Instruction over a 3 year period. No action at this time.

4. Studio Art Degree as Budgetary decision

Chair Rye shared with the committee that, at an unknown level, a decision has been made to 'teach out' the Studio Art Degree and that the decision is a budgetary decision. Division of Fine Arts Chairperson, Dr. Roosevelt Shelton, informed her of this and indicated that of primary concern is the lack of a gallery and no funds to establish one. No other information was available.

5. KSU Budget, Line Item

The committee will continue to review and analyze KSU's line-item budget and the Current Employee List by Primary position. Focus is on both the cost and number of administrative/staff positions per FTE. According to the Office of Institutional Research, an official FTE report is due to CPE Nov.1 and the BASC will receive a copy at that time.

## **Board of Regents Meeting – Committee Meetings**

Thursday, October 20, 2016

Report submitted by Chandee Felder

### Academic Affairs Committee

Dr. Jackson was questioned about Title III and where the funding was allocated. She replied that the majority of it went to education. Dr. Bearden wanted to know if a lot of the money went to pay salaries. She replied that some of it has but that most has gone to help students who could not have otherwise attended school. The board questioned if the people who are paid by Title III funds were aware their salaries came from these funds. Dr. Jackson assured them it has been made clear since she has been at the University but apparently they were not aware previous to that time. Dr. McFayden wanted to know exactly how long people could be paid under the Grant. No direct answer was given but it was said that eventually those ones should be paid under university funds and kept on as employees of the university. Dr. Jackson said it is a top priority this takes place in the future. Dr. McFayden stressed that each employee should be mission critical.

Mr. Rush was questioned about the budget and said we are on track for the Performance Based funding to take place in three years. We are seeing improvement in retention rates. Dr. Bearden expressed concern that too many of our funds are being tied up in the concern for retention and graduation rates. Christina Leath said the Title III report will answer that question when it was to be discussed at tomorrow's board meeting.

72% of all of our students are earning between an A-C. It was mentioned that DWS (?) has an 80% failure rate but that was being blamed on Personnel turnover. There was lengthy discussion about the needs for tutors, mentors, etc. Dr. Bearden stressed that if the student does not learn it then we have not properly taught it. All were in agreement. Regent Farris stated that the Kentucky Association of School Counselors is to have training to assist in teaching techniques.

President Thompson discussed the amount of money it has taken to make up for mistakes that have been made at the University. Mr. Gilmore said he hopes the professional funds are being used for the good of the strategic plan and stated that travel should be justified and followed up with to make sure it is beneficial for students. President Thompson said when people are on these grants and let go after 3 years, they take knowledge out the door. Dr. Jackson said they are working on clear student outcomes. Dr. McFayden brought out about faculty member who taught UNV and did a great job due to passion for students and their education. Dr. McFayden encouraged more use of Faculty for advising.

Reorganization was a major topic. Once the plan is approved changes will take place in July. Dr. McFayden expressed concern that there were no changes made to reorganization plan since it was sent and discussed months earlier. Dr. Bearden questioned the reorg and was told it was to ensure programs of excellence. They looked at the school of education as a top notch school of Leadership. The cost of the reorg is estimated to be \$350,000 per President Thompson. The Board requested a strong narrative and background story as to the reason behind the reorg and its usefulness. They would also like to know the plan for teaching out programs in detail. The staff regent wanted to know how the faculty senate felt when the reorg was address to them. Dr. Jackson said they expressed concern over there being an extra layer of reporting to be done. Dr. McFayden expressed the changes were supposed to be made to reorg over three months earlier.

The model for advising students in a central location was discussed and it was said that some have already implemented it. Regent Farris brought up idea of Life Coach as they have at Eastern. He is in

the advising department and reviews grades and guides students to a better outcome. The student regent expressed his appreciation for all that was done prior to midterms. Every student signs a success contract. This causes a relationship between student and advisor.

The plan for 2 plus 2 students was discussed. The question was raised if there is a limit to how many students are accepted into the program. President Thompson said testing really has to be done to see the outcome. Dr. McFayden wanted to know if we have students who have low test scores and GPA's. He could see taking one or the other but not both. We are not in the business of remedial courses. Dr. Thompson said they are using what they have and not requiring more resources. Dr. Bearden said we have been down this road before and not had good results. The students were accepted because of low enrollment. The board wants to be able to cap this program as we need academically prepared students. Dr. Jackson said she asked Lit, Lang and Philosophy to increase staff. Dr. McFayden called the program developmental education.

#### Business Affairs Committee

Rush was questioned about audit. Started with 22 million in the budget. Discussion of indirect cost on grants and the fact that it is being wasted. The board questioned if an audit has been done on grants. They also wanted to know if grant money could be used instead of hard money for items. Regent Farris stated that current employees need to be competent. Checks and balances should be taking place. The department has been trying to get caught up but has been lacking proper assistance. Banner was blamed for a lot of the problems. There is a Grant Account File that has been set up and should make it easier to track. We need to find ways to eliminate paper. Also, need to know where documents need to go to make things easier and faster. Dr. McFayden posed the question about late fees. Discussion of Perkins food service. Dr. Bearden said we need a healthy environment including good food choices. Also, healthy vending was discussed and they are looking at vendor contracts.

#### Student Affairs

Francine Gilmer reported. The career fair on Sept 29 was well attended and received. Fall 2016 enrollment was 1736 students. Dr. McFayden is making sure we are not building the budget based on dual admits.

#### **ACT scores**

13-16=48

17=23

18-21=83

22-25=31

26+=14

#### **GPA**

1.5-2.0=6

2.1-2.3=17

2.4-2.5=24

2.6-2.9=47

3.0-3.5=80

3.6+=34

Dr. Bearden wants to know how many academically prepared students we have. Want an internal report of the 2 plus 2 program.

52 new students came from ITT; 18 came from St. Catherine's  
Presidential Scholar qualifications are 3.5 GPA and 26 ACT score.

Financial Aid reported there have been promotions to get students to fill out FAFSA forms. They have been successful.

Office of residence and student life reported about mold in building and dorms which students were moved to.

There is to be a new system called Simplicity which will roll out on Jan 12.

Ingram Quick asked for a documented policy for approval of the Presidents travel. It was approved. There has been a lot of Personnel turnover and things have not been handled appropriately but that will change.

Dr. McFayden said taxpayer dollars are used to pay salaries so everyone should be mission critical. He requested a list of all personnel to see if they are mission critical.

Communications reported that they are proactively pitching positive media stories. Number of positive stories have increased. What can you do to support Kentucky State University? They discussed the Kentucky Thoroughbred Sports Network. Discussed they are now able to offer E-Tix.....

Rick Smith introduced all his new employees:

Mary Jackson

Jesse Osborne

Louis DeFreeze

Lindsay McGaha

Isadore Rich

Alison Jackson

Development Director has not been decided on. They are waiting for permanent President.

## **Board of Regents Meeting**

Friday, October 21, 2016

Report submitted by Kim Sipes

Julie Bradley, from the P-20 partnership, gave a presentation on their 3:1 support model. Ms. Bradley works with Dr. Ron Chi and Houston Barber, Frankfort Independent Schools Superintendent in the Academy project. She explained their 3:1 support model includes support in three areas: Academics, Social-Emotional, and Access to Opportunity. Incorporating Dr. Thompson's research, Ms. Bradley explained that of students who leave school, only 20% leave for academic reasons. If we hope to retain students, we must pay attention to these other factors. Among other statistics given, Ms. Bradley indicated that 25% of students suffer from mental health related issues. This would mean that at any given time, 400 students at KSU are suffering from these types of issues. Their group has begun a partnership with the Kentucky Counseling Center to bring an additional counselor to campus.

Regent Lysonge was elected Vice Chair of the Board of Regents.

Dr. Mac Stewart of Academic Search gave a brief report of the services to be provided by his firm. After introducing himself and providing a brief background, Dr. Stewart explained the search process. Academic Search is responsible first for organizing the search. They are currently in the listening phase, with the goal of building a profile in order to create the job announcement. Stewart stated that this profile should be complete within a couple of weeks.

They will then advertise the position with the approval of the search committee. As individuals are nominated, they will contact those in their network and continue to see candidates. This phase of the process usually takes a month to 6 weeks. Once the candidates have been gathered, the team will work with the university search committee in the evaluation process. The Committee will be involved in interviews and make recommendations to the Board.

All stakeholders will have opportunities to give input to the committee. Regent Lysonge, chair of the search committee reiterated that a community survey will be conducted of all stakeholders and feedback will be shared with the committee. Lysonge also stated that the Presidential Search website will launch when the profile is available. A link to the survey will be included on this page.

Regent Lysonge stated that they expected a final pool of candidates to be available in January. He strongly stated that stakeholder input is invaluable during the process.

Governance Committee -- Dr. Reddy presented on behalf of the Governance Committee. This is a new committee that will begin meeting in January. He shared a slide presentation on the role and responsibilities of the board member. Included in the presentation were slides relating to the fiduciary duties of the board, the member's responsibilities, including legal, ethical and moral responsibilities. Regent Reddy stated that the key elements of success included the board and the president working together; everything the Board does must be discussed and vetted with the president and the faculty.

Goals for the upcoming year included plans for 1-year and 5-years. Steps to assess individual effectiveness and evaluate the performance of the Board as well as evaluate the performance of each individual board member.

Regent Farris asked for the Code of Ethics for the KSU Board; she stated that she had never seen it. Chair Bearden stated that a checklist was being developed of things needed by the Board. The SACS standards

list information about the role of the Board; the Governance Committee will be reviewing this information to determine what processes should be in place for the Board. Regent Reddy stated that the committee will prepare a governance handbook.

Academic Affairs – Regent Farris presented and highlighted several areas from Dr. Jackson’s update and discussion by the committee.

- Title III funds are used for faculty development, institutional planning and recruitment and retention.
- Working on a new QEP, no more AWA
- Funds have been allocated to support the strategic plan.
- Questioned how much of Dr. Wheeler’s activity is supported by Title III funds.
- The organizational chart was presented. There are concerns about adding the Dean level. Dr. Jackson says Deans are best practice and a recommendation from the Registry.
- The central advising model is currently being piloted.
- Regarding the 2+2 program: 20 students in the cohort. They have low ACT, but high grades. Students meet with advisors weekly. Once the pilot is complete, a policy will be developed.
- There is a new chair in the nursing program.
- Several individuals will be attending the SACS conference in December in preparation for the 2019 reaffirmation.
- Call for proposals on the QEP begin November 1<sup>st</sup>.
- The faculty handbook is currently being revised and a draft should be presented in January.
- Faculty searches will be published November 1.

Audit Committee – Report by Regent Barfield

Mr. Ingram Quick, internal auditor presented a follow up to a cash deposit issue from the July meeting. At that time, it was discovered that checks were not being deposited timely. Since then, another review was completed and all are now compliant. There were two action items: one related to presidential travel and the other for a charter for the independent auditor. There currently is no written policy relating to presidential travel. This was remanded back to Mr. Quick to prepare a written policy that while ‘nimble’, provides for approvals.

The external audit is not yet complete. Dean, Dorton & Ford has provided a letter similar to last year where there are material weaknesses listed relating to general ledger issues. While weaknesses still exist, there has been marked improvement from last year to this year. Several new people have been added, ‘we have the right people in the right seats.’ The audit will be finished soon and available for approval during the January meeting.

Regent Reddy requested that a review of travel policies for all employees take place. This was tasked to Mr. Quick with the instructions to review best practices.

Business Affairs Committee – Report by Regent McFayden

Regent McFayden explained there is an unexpected \$2.4 million increase in the pension obligation for which there is no contingency and no current plan to address. Mr. Greg Rush later explained that the entry was a result of the application of GASB 68 during the year end close. The amount is based on a calculation for which the university has no control. The original estimate by the University was \$400,000. The increase in the pension obligation due to actuarial effects was an additional \$900,000 plus an additional \$1,000,000 from the GASB 68 calculation. The liability previously was booked at the state level. GASB 68 pushed it out from the state to the universities. Both Rush and President Thompson



explained there was no way to know what this adjustment would be. Thompson went on to explain that all the public institutions in Kentucky had to face this same issue; SACS is working on ways to assist universities with the issue, basically all of higher ed is working on how to deal with this.

Regent Gilmore asked if the adjustment was impacting the AAA rating? Rush replied not yet, the rating agencies were taking the situation into effect. Thompson reported that some universities were trying to remove themselves from the pension system; this is a way for the state to prevent them from doing so. It could potential have an impact on rating.

Dean, Dorton, and Ford, the external auditors presented their letter addressing inadequate controls, similar to last year. The general ledger accounts were not being reconciled, there are differences in cash receipts and approximately 135-140K lost through the draw down in grant projects.

#### External Relations – Report by Regent McFayden

Regent McFayden stated that he has attempted to retrieve detail information from External Relations but has been unable to do so. This information request included the cost to run external relations, job descriptions, etc.

The ‘What We Can Do’ campaign has launched. The portfolio is performing well. There was a \$200K increase during the quarter. KSU is outperforming most other institutions in the region.

#### Student Affairs – Regent Bearden

- There are no action items
- The Health Center has been moved to the School of Nursing
- The Career & Development center has been relocated to 321 Hill Student Center
- The career fair was well attended.
- Fall enrollment is 1,736 students, an increase from last fall.
- 75 ITT and St. Catherine students were admitted.

#### Technology Update – Wendy Dixie

January 2<sup>nd</sup> is the projected go live date for Oracle. There are however, some risks this date won’t be met. One of the risks relates to the system integrated testing. They have not seen evidence that exit criteria have been met in order to move to the next phase. President Thompson stated that we are still pushing to meet the January 2<sup>nd</sup> date, but we must make sure the system is operating properly and things are done according to plan. The next phase is user assessment testing. Training will take place in November through December 20.

Regent Farris stated that a lot of the problems in Banner were related to training. She asked about the training plan for Oracle. She also mentioned that KSU has a lot of turnover and wants to make sure we crosstrain and be sure employees are competent. Thompson reassured that crosstraining is planned, and the system is very secure. Regent Bearden asked if the funding issue for Oracle had been resolved, Thompson replied that it had, money has been set aside from the Foundation.

#### Title III – Christina Leath

Ms. Leath presented a very comprehensive report on Title III funds, the various grants, and how money is being spent. Additional grants accounts have been hired and the reconciliation process is moving forward. Some grants are not totally reconciled, but are close.

Ms. Leath explained the various grants – KSU is in the 5<sup>th</sup> year of a 5 year Title III grant. We have a SAFRA grant in which we are in the 2<sup>nd</sup> year of a 5 year cycle. We are also in the final year of the HBCU Masters grant. It is unknown whether this HBCU Masters grant will be available again.

Much of the discussion revolved around how money is currently being spent in the grants – lots of salaries, how money can be spent, and the process of transferring projects from soft money (Title III) over to E&G.

Regent Farris asked if we have current policies for Title III, and is there a website. Ms. Leath reported that she is current working on that. A new protocol has been put in place regarding software. Software will no longer be purchased unless IT is brought into the process. It is important to make sure that software is compatible, not duplicated, it is necessary, etc. Too much money has been spent on software that has been subsequently abandoned.

Regent Lysonge questions expenditures for travel. He asked if there were constraints on travel. Students CANNOT travel on Title III funds, so this is for faculty/staff travel only. The new focus is on what does that person bring back to the university. A new requirement for travel is that the recipient of the travel \$ must now present to the University upon their return.

Ms. Leath went on to explain the importance of transferring funds off these Title III funds. She reiterated that the purpose of these funds is for Capacity Building, which basically work as start up funds with the goal of getting the program started, then transferred over to operating. She stated that we could use funds for buildings (except dorms). This would be a way to fund a new nursing building. We can also use up to 20% of the funds for an endowment, however the university must match the amount. She stated that historically, the majority of the funds have been used for salaries. While it is okay to use these funds for salaries, there must be a plan to move these \$ off to operating.

Regent Bearden asked specifically about Dr. Wheeler's area and their relationship to Title III. Ms. Leath responded that most of Dr. Wheeler's area salaries were in Title III. Previously about 100%, this year only ½ is Title III. Dr. Wheeler's salary is not Title III, but paid from E&G. Chair Bearden reiterated there was much concern that Dr. Wheeler's area is funded from Title III, and stated that a plan to move these expenditures to operating must be developed.

\$230,000 of the grant money was dedicated to dorms. The original plan was to use the \$ for aesthetic purposes, however it will not have to be used for the mold processes.

The HBCU Masters grant \$ can be used for student scholarship & stipends. The grant is currently reconciled and whatever amount is remaining will be used for student scholarships & stipends.

#### Strategic Plan – Mary Pat Wolford

Mary Pat from the Registry presented information about the strategic plan. The process began in 2015; a draft was presented in April 2016, but it needed more work. The plan was revised in August and September 2016. She stated the April draft was reckless – proposing targets that were not appropriate. The new plan embeds performance based funding into the plan. It includes a current group of institutions as well as an aspirational group of institutions. Based on the US News and World Report, KSU is currently ranked 27/80, the strategic plan is designed to move KSU to # 12.

President Thompson presented some data related to enrollment trends, cohorts and retention rates.

Retention Rates -- 2011 44.5%, 2012 – 51.67%, 2013 – 43.72%, 2014 – 58.93%, 2015 59.2%

#### Survival Rates??

2011 Cohort – 108 students left – if we keep them all, graduation rate would be 23.1%

2012 Cohort – 72 students left – if we keep them all, graduation rate would be 21.88%

2013 Cohort – 124 students left – if we keep them all, graduation rate would be 26.19%

We would NOT meet performance funding requirements for these three years.

2014 Cohort – 123 left – if we keep them all, graduation rate would be 43.93%

2015 cohort – 103 left – if we keep them all, graduation rate would be 59.2%

We must all work to keep them all!

Mary Pat presented an overview of the makeup of the rankings

25% Assessment by admin at peer institutions (send them newsletters)

27.5% Student retention & graduation rates

20% Faculty resources

12.5% Student selectivity

10% Financial Resources

5% Alumni Giving Rate (launch a \$5 campaign; based on rate of giving, not \$ accumulated)

KSU's Strategic Goals & Objectives are aligned with the organization chart. The Strategic Goals are tied back to the various units of the institution.

#### Strategic Goals

1. Enhance student enrollment, improve student life and engagement, and improve student advising and career development.
2. Achieve academic excellence across all programs and colleges, increase student general education skills, degree persistence.
3. Increase University financial strength and operational efficiency.
4. Enhance the impact of external relations and development.
5. Obtain maximum institutional effectiveness through the implementation of a continuous quality improvement process using Baldrige Education Criteria for Performance Excellence.

The plan continues with 41 objectives designed to meet the goals listed above.

The Board formally approved the strategic plan with minimal edits that had been previously discussed.

The meeting was adjourned.