Graduate Studies and Research
Western Kentucky University
Office of the Dean
745-2446

REPORT TO THE UNIVERSITY SENATE

DATE: March 2007
FROM: Graduate Studies

The Graduate Council submits the following items for consideration. Items marked with an asterisks [*] are information items. All other items are consent items:

I.. Create a Course

ENG 595 Postcolonial Literature and Theory
MLNG 410G Second Language Acquisition
CHEM 506 Environmental Seminar
CHEM 543 Environmental Science Concepts
CHEM 587 Environmental Law, Regulations, and Policy
CHEM 586 Advanced Materials Chemistry
EDLD 700 Orientation Seminar
EDLD 710 Leadership I – Leadership Theories and Ethics
EDLD 720 Leadership II-Individual and Group Issues in Leadership
EDLD 730 Leadership III-Leading the Organization
EDLD 711 Research I-Methodology in Leadership Research
EDLD 721 Research II-Measurement and Validity in Leadership Research
EDLD 731 Research III-Advanced Tools and Statistics in Leadership Research
BA 751 Strategic Leadership
BA 752 Leading Innovation, Creativity and Change
BA 753 Current Topics in Organizational Behavior
BA 754 Budgeting and Financial Decision Making

II. Suspend a Course

ENG 593 Poe, Hawthorne, Melville
FREN 425G 19th Century French Literature
FREN 426G 20th Century French Literature
FREN 440G Early French Literature
FREN 442G 17th Century French Literature
SPAN 478G Twentieth Century Latin America
SPAN 530 Summer Seminar for Teachers
ACCT 520 Seminar in Advanced Managerial Accounting
ACCT 530 Seminar in Tax Research and Planning

III. Delete a Course

ENG 405G Phonetics
ENG 406G Advanced Writing Workshop
ENG 411G Directed Writing
ENG 456G Elizabethan Drama
ENG 503 Linguistics
ENG 569 Coop Education/English
ENG 570 Practical Approaches
ENG 581 Readings in Old English
ENG 582 Middle English Lit
ENG 589 Coop Education/English
FREN 441G 16th Century French Literature
FREN 524 19th Century French Novel
FREN 526 Modern French Poetry
FREN 529 Seminar in French Literature/Language
GERM 538 Seminar in German Literature
GERM 539 Seminar in German Literature or Language
GERM 601 Seminar in German Literature
SPAN 570 Golden Age Literature
SPAN 572 19th Century Literature
SPAN 575 20th Century Prose
SPAN 576 20th Century Poetry/Drama
SPAN 601 Seminar in College Teaching

IV. Revise a Program

072 Master of Science in Chemistry

V. New Program

Educational Leadership

Proposal Date: November 16, 2006

Potter College of Arts and Letters
Department of English
Proposal to Create a New Course
(Action Item)

Contact Person: Elizabeth Weston e-mail: elizabeth.weston@wku.edu Phone: 5-6348

Identification of proposed course

Prefix and number: ENG 595
Title: Postcolonial Literature and Theory
Abbreviated title: Postcolonial Literature and Theory
Credit hours and contact hours: 3
Type of course: S (Seminar)
Prerequisites: ENG 520

Additional Special Requirements: None

Catalog course listing:

Contemporary literature from throughout the English-speaking world, focusing on the postcolonial experience and including literature drawn from Africa, the Caribbean, Great Britain, South Asia, and the Pacific Rim, from the mid-twentieth to the present, with attention to how the texts explore issues such as nationalism, war and violence, sexuality, gender, race, identity, and language.

Rationale

- Reason for developing the proposed course:

  This course focuses on how the legacies of imperialism have shaped literature and culture from the mid-twentieth century to the present, fulfilling a need for attention to global literature written in English. In addition to enriching our range of literary topics, it connects literary modes to cultural experience, and in exposing students to literature from all over the world, this course furthers the university's commitment to global awareness.

Projected enrollment in the proposed course:

15 every other year, based on one-time offering and anecdotal evidence

Relationship of the proposed course to courses now offered by the department:

It does not overlap significantly with any other graduate courses that we offer within the existing curriculum.

Relationship of the proposed course to courses offered in other departments:

A few courses in the History Department deal with this time period and some of the same regions (HIST 365 Modern Latin American and HIST 479G Topics/Third World), but as a literature course ENG 595 will be distinctive in the medium it studies.

Relationship of the proposed course to courses offered in other institutions:

The field of postcolonial studies has become central to contemporary literary studies. In terms of what are benchmark institutions are offering, many already offer a postcolonial studies course; Montclair State University even has a specialized course on African literature, and institutions such as Ball State, Middle Tennessee State, and Eastern Illinois already have postcolonial studies courses like the one we are proposing.

Discussion of proposed course

Course objectives:

Students will

- thoroughly sample postcolonial literature
- acquire an awareness of cultural experiences from Europe's (primarily England's) former colonies and post-imperial Great Britain
- explore key concepts in postcolonial theory
- develop graduate-level interpretive and writing skills

Content outline:

This course will arrange the literary texts by their geographical origins and topical concerns, and will incorporate selections of theory and criticism to help illuminate the texts and their cultural contexts, with units such as the following:

- African literature; essays on language and race
- Caribbean literature: essays on gender and identity
- Indian and South Asian literature; essays on history and culture
- Australian/New Zealand literature; essays on violence and trauma
- British/Irish/Scottish Literature; essays on ethics and place

Student expectations and requirements:

Students will participate in and lead selected seminar discussions, and will produce substantial scholarly writing, such as a seminar paper of article length and essay exam.

Tentative texts and course materials:

Texts will vary but will include a selection of fiction, poetry, and drama from areas such as Africa, India, Great Britain, the Caribbean, and Australia/New Zealand. Authors could include, e.g., Salman Rushdie, Wole Soyinka, Bessie Head, Michelle Cliff, Keri Hulme, and Eavan Boland. The course will also include essays or excerpts from theoretical work on the effects of empire and the postcolonial condition, with various emphases such as history, culture, and literary techniques as they relate to the postcolonial experience, written, e.g., by Edward Said, Stuart Hall, and Gayatri Spivak.

Resources

Library resources:

The library has adequate resources (see attached form)

Computer resources:

Existing English Department resources

Budget implications

Proposed method of staffing:
Existing English Department faculty
Special equipment needed:
none
Expendable materials needed:
none
Laboratory supplies needed:
none

Proposed term for implementation: Fall 2007

Dates of prior committee approvals:

English Department/Division 11/10/06

PCAL Curriculum Committee 1/10/07

Graduate Council 2/8/07

University Curriculum Committee n.a.

University Senate

Attachments: Bibliography, Library Resources Form, Course Inventory Form

English 595 Postcolonial Literature and Theory
Course Bibliography

Essential Library Materials:

Books:

Desai, Gaurav and Supriya Nair, eds. *Postcolonialisms: An Anthology of Cultural Theory and Criticism*. New Jersey: Rutgers University Press, 2005.

Rajan, Gita and Radhika Mohanram, eds. *Postcolonial Discourse and Changing Cultural Contexts: Theory and Criticism*. Connecticut: Greenwood Press, 1995.

Said, Edward W. *Orientalism*. New York: Vintage Books, 1978.

----. *Culture and Imperialism*. New York: Knopf, 1993.

Spivak, Gayatri Chakravorty. *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present*. Cambridge: Harvard University Press, 1999.

Williams, Patrick and Laura Chrisman, eds. *Colonial Discourse and Post-Colonial Theory : A Reader*. New York: Columbia University Press, 1994.

Journals for student research:

Callaloo: A Journal of African Diaspora Arts and Letters. (available through JSTOR and ProjectMuse)
Contemporary Literature (ProjectMuse)
Éire-Ireland (ProjectMuse)
Jouvert: A Journal of Postcolonial Studies (online journal)
Modern Fiction Studies (ProjectMuse)
Postcolonial Studies (online journal)
Postcolonial Text (online only)
Research in African Literatures (ProjectMuse)

Supplemental Materials:

Articles to be placed on reserve by instructor, as appropriate

Books and journals that would be helpful for student and faculty research (but are not essential to the course):

Bhabha, Homi. *The Location of Culture*. London: Routledge, 1994.
----. *Nation and Narration.* London: Routledge, 1990.

Ariel: A Review of International English Literature
The Journal of Commonwealth Literature
Journal of Commonwealth and Postcolonial Studies
Journal of Postcolonial Writing
Kunapipi: Journal of Postcolonial Writing
South Asian Review

Media Resources (online databases):

EBSCO Host
JSTOR
MLA International Bibliography
ProjectMuse

Proposal Date: November 10, 2006

Potter College of Arts and Letters
Department of Modern Languages
Proposal to Create a New Course
(Action Item)

Contact Person: Carol Wilkerson, carol.wilkerson@wk.edu, 745-2401

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: **MLNG 410G**
1.2 Course title**: Second Language Acquisition**
1.3 Abbreviated course title: **Second Language Acquisition**
1.4 Credit hours and contact hours: **3, 3**
1.5 Type of course: **Lecture**
1.6 Prerequisites: **None**

1.7 Course catalog listing:

Introduction to principal theories of the acquisition of a second or foreign language. Explores how language learning styles and strategies relate to language acquisition and implications for the classroom.

2. Rationale:

2.1 Reason for developing the proposed course:

This proposal would add a graduate component to a course, for the benefit of students enrolled in the graduate program in Foreign Language Education and teachers seeking graduate college credit. (The rationale for both courses is that knowledge of second language acquisition theories is a major component of both the NCATE accreditation requirements for programs in foreign languages and the national standards for the professional organization, the American Council on the Teaching of Foreign Languages (ACTFL). Knowledge of theories of second language acquisition will be tested in the forthcoming Praxis Exam for World Languages, currently in the final stages of development. Therefore, we are proposing this course because we currently are not meeting the national standards for the profession and accreditation requirements.

2.2 Projected enrollment in the proposed course:

Five to ten graduate students

2.3 Relationship of the proposed course to courses now offered by the department:

The proposed course would be taken at any point in the graduate program of study leading to teacher certification in a foreign language.

2.4 Relationship of the proposed course to courses offered in other departments: At present, WKU offers a similar course, ENG 565, Integrated Teaching ESL, focuses solely on the teaching of English as a second or foreign language. The proposed course would be the equivalent of ENG 565 for students wishing to teach languages other than English as a foreign or second language.

2.5 Relationship of the proposed course to courses offered in other institutions:

One institution in the Commonwealth (UK) is developing a course in Second Language Acquisition. However, most institutions in the region require coursework in Second Language Acquisition in order to comply with teacher accreditation standards and standards set forth by the national professional agency for initial teacher licensure.

University of KY:	**(in development) Second Language Acquisition**
Morehead State:	**None**
Northern KY Univ:	**None**
Kennesaw State (GA):	**FLED 3303—Second Language Acquisition**
University of AR:	**LANG 5323-- Second Language Acquisition**
Middle TN State Univ:	**FL 6010—Foreign Language Acquisition**
University of TN:	**EDU 476—Second Language Acquisition**
Univ of AL:	**CIE 577—Second Language Acquisition**
Univ of SC:	**LING 790-- Second Language Acquisition**

3. Discussion of proposed course:

3.1 Course objectives:

Upon successful completion of this course, students will be able to

- **demonstrate a high level of proficiency in the target language (ACTFL Program Standards for the Preparation of Foreign Language Teachers 1a)**
- **demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction (ACTFL Standard 3a)**
- **develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners (ACTFL Standard 3b)**
- **demonstrate an understanding of the standards and goal areas of the Standards for Foreign Language Learning (ACTFL Standard 4a)**
- **demonstrate an understanding of the state framework and integrate the framework into curricular planning (ACTFL Standard 4a)**
- **integrate the Standards for Foreign Language Learning and state standards into language instruction (ACTFL Standard 4b)**

- **engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice (ACTFL Standard 6a)**
- **describe the value of foreign language learning to the overall success of all students and act as advocates with students, colleagues, and members of the community to promote the field (ACTFL Standard 6b).**

3.2 Content outline:

- **First v. second language acquisition**
- **Major theories of second language acquisition**
- **Learner diversity**
- **Age and language acquisition**
- **Affect and language acquisition**
- **Learning style v. teaching style**
- **Motivation and language learning**
- **Universal Grammar**
- **Fossilization and role of errors**

3.3 Student expectations and requirements:

Students will be required to submit assignments in English and the target language. Assignments will be graded for content and grammatical accuracy in both languages. Assignments will include quizzes, out-of-class projects, midterm and final Exams, and written summaries of professional articles.

3.4 Tentative texts and course materials:

Brown, H. D. (2007). *Principles of language learning and teaching*. (5th edition). White Plains, NY: Pearson

4. Resources:

4.1 Library resources: **Adequate**
4.2 Computer resources: **Adequate**

5. Budget implications:

5.1 Proposed method of staffing: **Current faculty will teach course**
5.2 Special equipment needed: **none**
5.3 Expendable materials needed: **none**
5.4 Laboratory materials needed: **none**

6. Proposed term for implementation: Fall 2007

7. Dates of prior committee approvals:

Modern Language Department	November 3, 2006
Potter Curriculum Committee	December 7, 2006
Professional Education Council	December 13, 2006
Graduate Council	February 8, 2007
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Bibliography MLNG 410 G

Essential:

Brown, H. D. & Gonzo, S. (Eds.). (1995). *Readings on second language acquisition*. London: Prentice Hall Regents.

Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed). San Francisco: Pearson Education.

Curtain, H. and Dahlberg, C. (2004). *Languages and Children: Making the match* (3rd ed.) Boston: Allyn & Bacon Publishers.

Hatch, E. (1992). *Discourse and language education*. Cambridge: Cambridge University Press.

Lafford, B., & Salaberry, R. (Eds.). (2003). *Spanish second language acquisition*. Washington D.C.: Georgetown University Press.

Lantolf, J. P., & Appel, G. (Eds.). (1994). *Vygotskian approaches to second language research*. Norwood, New Jersey: Ablex Publishing Corporation.

Lightbown, P. M. & Spada, N. (Eds.). (1999). *How languages are learned* (2nd ed.). Hong Kong: Oxford University Press.

Lipton, G. (1998). *Practical handbook to elementary foreign language programs: Including FLES, FLEX, and immersion programs* (3rd ed.) Lincolnwood, IL: National Textbook Company.

National Standards in Foreign Language Learning Education Project. (2006). *Standards for foreign language learning in the 21st century*. Alexandria, VA: Author

Oxford, R. L. (1990). *Language learning strategies*. New York: Newbury House Publishers.

Studies in second language acquisition. Cambridge University Press. (Journal)

Trappes-Lomax, H., & Ferguson, G. (Eds.). (2002). *Language in language teacher education*. Amsterdam: John Benjamins.

Young, D. J. (1998). *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere*. Boston: McGraw-Hill College.

Supplemental:
Die Unterrichtspraxis. Journal of the American Association of Teachers of German.

French review. Journal of the American Association of Teachers of French.

Hispania. Journal of the American Association of Teachers of Spanish and Portuguese.

TESOL Quarterly. Journal of Teachers of English to Speakers of Other Languages.

Media resources: **None**

Proposal Date: 8/20/2006

Ogden College
Department of Chemistry
Proposal to Create a New Course
(Action Item)

Contact Person: Cathleen Webb e-mail: cathleen.webb@wku.edu Phone: 5-3786

Identification of proposed course

Prefix and number: CHEM 506
Title: Chemistry Environmental Seminar
Abbreviated title: Environmental Seminar
Credit hours: 1 hour (repeatable twice for a maximum of 3 hours credit)
Type of course: S (Seminar)
Prerequisites: None
Catalog course listing:

Designed for future environmental practitioners, this course will provide real world examples of environmental science jobs and research projects. The course will impart a broad understanding of environmental science from a multi-disciplinary perspective. Required for the MS Environmental Science emphasis degrees.

Rationale

- Reason for developing the proposed course:

  As a vital part of a new interdisciplinary MS Environmental Science degree focus in Chemistry, this course is intended to give students a vision of the opportunities available within this field of study. It is also intended to stimulate discussion from the wide variety of majors and fields represented in the class to ensure the multi-disciplinary mixing of ideas and concepts as required by the new program.

Projected enrollment in the proposed course:

15 students per semester, when offered, based on projected enrollments in this concentration within the Chemistry, Biology, Geography and Geology MS programs.

Relationship of the proposed course to courses now offered by the department:

Part of the interdisciplinary MS Environmental Science concentration, this course is intended to bring together students from a variety of backgrounds so that they have a common inderstanding of the Environmental Science aspects of Chemistry.

Relationship of the proposed course to courses offered in other departments:

Part of the interdisciplinary MS Environmental Science concentration, this class will be cross-listed with the other departments on campus participating in the environmental science program.

Relationship of the proposed course to courses offered in other institutions:

This is a typical course for an interdisciplinary environmental science program, and every school with such a program has a similar seminar series.

Discussion of proposed course

Course objectives:

Environmental science is an exciting field with constantly emerging job opportunities. During this class, environmental practitioners and researchers will provide lectures exposing students to the entire array of professional outlets for environmental scientists. Environmental Science MS students will be required to present thesis topics prior to graduation.

Content outline:

Guest lectures and discussions led by the Environmental Science MS Faculty. This will vary by semester depending upon the speakers and course faculty interests.

Student expectations and requirements:

Participation in discussion sections. All ESMS students will be required to participate in this class every semester (up to three semesters) and to present their thesis work at some point during their program.

Tentative texts and course materials:

As suggested by individual lecturers.

Resources

Library resources:

None

Computer resources:

None

Budget implications

Proposed method of staffing:

Existing Faculty

Special equipment needed:

None

Expendable materials needed:

None

Laboratory supplies needed:

None

Proposed term for implementation: Fall 2007

Dates of prior committee approvals:

Dates of prior committee approvals:

Chemistry Department	11/10/2006
OCSE Graduate Curriculum Committee	02/02/2007
Graduate Council	02/08/2007
University Senate	

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Bibliography

1. Clark Montgomery Johnson, *Geochemistry of non-traditional stable isotopes* (Washington, DC: Mineralogical Society of America, 2004), p.454.

2. Francis Albar'de, *Geochemistry: an introduction* (Cambridge; New York: Cambridge University Press, 2003), p. 248.

3. Harry Y. McSween, *Geochemistry: pathways and processes* (New York: Columbia University Press, 2003), p. 363.

4. Frank Chapelle, *Ground-water microbiology and geochemistry* (New York, NY: Wiley, 2001), p. 477.

5. Randall Timothy Cygan, *Molecular modeling theory: applications in the geosciences* (Washington, DC: Mineralogical Society of America, 2001), p. 531.

6. Robert R. Seal, *Environmental characteristics of the abandoned Greenwood Mine area, Prince William Forest Park, Virginia: implications for mercury geochemistry [microform]* (Reston, VA: U.S. Dept. of the Interior, U.S. Geological Survey; Denver, CO: Branch of Information Services [distributor], 1998), pp.98-326.

7. W. J. Deutsch, *Groundwater geochemistry: fundamentals and applications to contamination*. (Boca Raton, FL: Lewis Publishers, c1997), p. 221.

8. Robin Gill, *Modern analytical geochemistry: an introduction to quantitative chemical analysis techniques for earth, environmental and materials scientists* (London: Longman, 1997), p. 329.

9. J. D. Appleton, *Environmental geochemistry and health: with special reference to developing countries* (London: Geological Society, 1996), p. 264.

10. Harold F. Hemond, *Chemical fate and transport in the environment* (San Diego, CA: Academic, c 2000), p. 433.

11. Stanley E. Manahan, *Environmental chemistry* (Boca Raton, FL: Lewis Publishers, c2000), p. 898.

12. Manfred, Anke, *Metalle in der Umwelt. English: Elements and their compounds in the environment: occurrence, analysis and biological relevance* (Weinheim: Wiley – VCH, 2004), p. 1773.

13. Richard D. Noble, *Principles of chemical separations with environmental applications* (Cambridge, UK; New York: Cambridge University Press, 2004), p. 321.

14. Maria Csuros, *Environmental sampling and analysis for metals* (Boca Raton, FL: Lewis, c 2002), p. 372.

LIBRARY RESOURCES
Revised November 1996

Date: **01/22/2007**

Proposed Course Name and Number: **CHEM-506**

Chemistry Environmental Seminar

Current Library holdings in support of the described course are:

x **adequate** _____ **inadequate***

*** Additional materials that would raise support to an adequate level:**
Monographs or Nonprint Resources:
None

(Note: put any additional recommended titles on reverse side)
Serials to be recommended for adoption:
None

Comments:

Cathleen Webb
Faculty Member Proposing Course
Cat Smith 1/25/07
Liaison Librarian
Coordinator, Collection Development

A tentative course proposal including bibliography must be submitted to the appropriate Subject Reference Librarian at least three weeks prior to the departmental curriculum committee meeting when the proposal

will be considered. The availability of Library Resources Statement will be completed and returned to the course proposer.

Proposal Date: 8/15/2006

Ogden College
Department of Chemistry
Proposal to Create a New Course
(Action Item)

Contact Person: Cathleen Webb e-mail: cathleen.webb@wku.edu Phone: 5-3786

Identification of proposed course

Prefix and number: CHEM 543
Title: Environmental Science Concepts
Abbreviated title: Environmental Sci Concepts
Credit hours and contact hours: 3
Type of course: L (Lecture)
Prerequisites: None
Catalog course listing:

Prepare students to enter into the study of environmental science at a graduate level. Research methods and core environmental science concepts. Students examine science questions with an interdisciplinary outlook and work in research teams.

Rationale

- Reason for developing the proposed course:

  This course will act as the core requirement for the new interdisciplinary Environmental Science concentration within the Chemistry MS program. This course is intended to address gaps in coursework for the diversity of students expected for the new program.

Projected enrollment in the proposed course:

10 students per semester, when offered, based on projected enrollments in this concentration within the Chemistry, Biology, Geography and Geology MS programs.

Relationship of the proposed course to courses now offered by the department:

No similar courses are currently offered.

Relationship of the proposed course to courses offered in other departments:

No similar courses are currently offered.

Relationship of the proposed course to courses offered in other institutions:

A simple Google search does not reveal similar courses being offered by Environmental Science Graduate programs so this course will be unique and potentially a draw for future graduate students.

Discussion of proposed course

Course objectives:

Provides students a fundamental understanding of the inter-relationship between the science and technical disciplines that contribute to our understanding of the environment as a whole. Students are exposed to the unique challenges facing environmental scientists, both from a practitioner and researcher perspective. Students learn to utilize their discipline-specific background in conjunction with an understanding of the roles and impacts of other disciplines to solve environmental problems.

Content outline:

Modern philosophy of science
Research Methods
Systems science and a systems definition of environment
Plate tectonics
Biogeochemical cycles
Soils
Land degradation - salinization and erosion
Groundwater and Surface water flow
Climate and climate models
Ecosystem structure and function
Community and population dynamics
Evolution
Complexity theory
Organic and Inorganic chemical reactions

Student expectations and requirements:

Students will be required to complete a group research project with other students in the class. There will be written exams and a written project report.

Tentative texts and course materials:

Selected reading

Resources

Library resources:

Current On-line Journal Access

Computer resources:

None Needed

Budget implications

Proposed method of staffing:

Current Staff

Special equipment needed:

None

Expendable materials needed:

None

Laboratory supplies needed:

None

Proposed term for implementation: Fall 2007

Dates of prior committee approvals:

Chemistry Department	11/10/2006
OCSE Graduate Curriculum Committee	02/02/2007
Graduate Council	02/08/2007
University Senate	

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Bibliography

15. Clark Montgomery Johnson, *Geochemistry of non-traditional stable isotopes* (Washington, DC: Mineralogical Society of America, 2004), p.454.

16. Francis Albar'de, *Geochemistry: an introduction* (Cambridge; New York: Cambridge University Press, 2003), p. 248.

17. Harry Y. McSween, *Geochemistry: pathways and processes* (New York: Columbia University Press, 2003), p. 363.

18. Frank Chapelle, *Ground-water microbiology and geochemistry* (New York, NY: Wiley, 2001), p. 477.

19. Randall Timothy Cygan, *Molecular modeling theory: applications in the geosciences* (Washington, DC: Mineralogical Society of America, 2001), p. 531.

20. Robert R. Seal, *Environmental characteristics of the abandoned Greenwood Mine area, Prince William Forest Park, Virginia: implications for mercury geochemistry [microform]* (Reston, VA: U.S. Dept. of the Interior, U.S. Geological Survey; Denver, CO: Branch of Information Services [distributor], 1998), pp.98-326.

21. W. J. Deutsch, *Groundwater geochemistry: fundamentals and applications to contamination*. (Boca Raton, FL: Lewis Publishers, c1997), p. 221.

22. Robin Gill, *Modern analytical geochemistry: an introduction to quantitative chemical analysis techniques for earth, environmental and materials scientists* (London: Longman, 1997), p. 329.

23. J. D. Appleton, *Environmental geochemistry and health: with special reference to developing countries* (London: Geological Society, 1996), p. 264.

24. Harold F. Hemond, *Chemical fate and transport in the environment* (San Diego, CA: Academic, c 2000), p. 433.

25. Stanley E. Manahan, *Environmental chemistry* (Boca Raton, FL: Lewis Publishers, c2000), p. 898.

26. Manfred, Anke, *Metalle in der Umwelt. English: Elements and their compounds in the environment: occurrence, analysis and biological relevance* (Weinheim: Wiley – VCH, 2004), p. 1773.

27. Richard D. Noble, *Principles of chemical separations with environmental applications* (Cambridge, UK; New York: Cambridge University Press, 2004), p. 321.

28. Maria Csuros, *Environmental sampling and analysis for metals* (Boca Raton, FL: Lewis, c 2002), p. 372.

LIBRARY RESOURCES
Revised November 1996

Date: **01/22/2007**

Proposed Course Name and Number: **CHEM-543**

Environmental Law, Regulation and Policy

Current Library holdings in support of the described course are:

_____ **adequate** _____ **inadequate***

*** Additional materials that would raise support to an adequate level:**
Monographs or Nonprint Resources:
None

(Note: put any additional recommended titles on reverse side)
Serials to be recommended for adoption:
None

Comments:

Cathleen Webb
Faculty Member Proposing Course
Cat/ Smith 1/25/07
Liaison Librarian
Coordinator, Collection Development

A tentative course proposal including bibliography must be submitted to the appropriate Subject Reference Librarian at least three weeks prior to the departmental curriculum committee meeting when the proposal will be considered. The availability of Library Resources Statement will be completed and returned to the course proposer.

Proposal Date: 8/15/2006

Ogden College
Department of Chemistry
Proposal to Create a New Course
(Action Item)

Contact Person: Cathleen Webb e-mail: Cathleen.webb@wku.edu Phone: 5-3786

Identification of proposed course

Prefix and number: CHEM 587
Title: Environmental Law, Regulations, and Policy
Abbreviated title: Environmental Law
Credit hours and contact hours: 3 hours
Type of course: L (Lecture)
Prerequisites: CHEM 500
Catalog course listing:

An introduction to major environmental legislation for air, water, toxic, and hazardous pollutants; and related legislative, administrative, and judicial developments. A broad overview of legal practices with focus on specific regulatory programs.

Rationale

- Reason for developing the proposed course:

  To offer an overview of legal issues faced by environmental science practitioners. Legal constraints often govern the day-to-day operation of most environmental science agencies and businesses and a thorough grounding in current law and regulations is crucial for the success of a new practitioner.

Projected enrollment in the proposed course:

10 students per semester, when offered, based on projected enrollments in this concentration within the Chemistry, Biology, Geography and Geology MS programs.

Relationship of the proposed course to courses now offered by the department:

This course supports coursework in the Environmental Science concentration of the Chemistry MS program. It does not duplicate material in other courses but provides a new regulatory and policy perspective for environmental science majors.

Relationship of the proposed course to courses offered in other departments:

None are similar, although PH 590, Public Health Law, and ECON 430G, Environmental and Resource Economics, may overlap in a couple of minor areas.

Relationship of the proposed course to courses offered in other institutions:

This is one of the most common courses required for environmental science degrees and offering such a course will put WKU clearly in the

mainstream of such programs. An Environmental Law course typically is offered in law school curricula, such as at Pittsburgh Law School and the George Mason School of Law, and is generally found most environmental science programs, such as those at the University of Tennessee at Chattanooga, North Carolina State University, and Utah State University.

Discussion of proposed course

Course objectives:

This is a graduate survey course on environmental law. Environmental law is comprised of a vast body of legislation and common law, and students examine only the major concepts so that more focused study on a particular subject can be understood in context. Law dominates all aspects of society and it is important for students to understand that law isn't designed to determine what is 'right or moral' but to enforce what is expedient for society's optimal functioning. The class will be taught using the Socratic method, which is the most common teaching technique in US law schools.

Content outline:

Introduction to US Law
National Environmental Protection Agency
Air Law
Water Law
Toxics
Ecological Society of America
International Environmental Law

Student expectations and requirements:

In-class discussion will be required and forms a substantial portion of the grade. Tests and a research project will also be required.

Tentative texts and course materials:

Salzman, J. and B. H. Thompson. 2003. Environmental Law and Policy. Foundation Press, N.Y. 305 pp.

Resources

Library resources:

Lexis computer database

Computer resources:

None

Budget implications

Proposed method of staffing:

Current staff

Special equipment needed:

None

Expendable materials needed:

None

Laboratory supplies needed:

None

Proposed term for implementation: Fall 2007

Dates of prior committee approvals:

Chemistry Department	11/10/2006
OCSE Graduate Curriculum Committee	02/02/2007
Graduate Council	02/08/2007
University Senate	

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Bibliography

29. Clark Montgomery Johnson, *Geochemistry of non-traditional stable isotopes* (Washington, DC: Mineralogical Society of America, 2004), p.454.

30. Francis Albar'de, *Geochemistry: an introduction* (Cambridge; New York: Cambridge University Press, 2003), p. 248.

31. Harry Y. McSween, *Geochemistry: pathways and processes* (New York: Columbia University Press, 2003), p. 363.

32. Frank Chapelle, *Ground-water microbiology and geochemistry* (New York, NY: Wiley, 2001), p. 477.

33. Randall Timothy Cygan, *Molecular modeling theory: applications in the geosciences* (Washington, DC: Mineralogical Society of America, 2001), p. 531.

34. Robert R. Seal, *Environmental characteristics of the abandoned Greenwood Mine area, Prince William Forest Park, Virginia: implications for mercury geochemistry [microform]* (Reston, VA: U.S. Dept. of the Interior, U.S. Geological Survey; Denver, CO: Branch of Information Services [distributor], 1998), pp.98-326.

35. W. J. Deutsch, *Groundwater geochemistry: fundamentals and applications to contamination*. (Boca Raton, FL: Lewis Publishers, c1997), p. 221.

36. Robin Gill, *Modern analytical geochemistry: an introduction to quantitative chemical analysis techniques for earth, environmental and materials scientists* (London: Longman, 1997), p. 329.

37. J. D. Appleton, *Environmental geochemistry and health: with special reference to developing countries* (London: Geological Society, 1996), p. 264.

38. Harold F. Hemond, *Chemical fate and transport in the environment* (San Diego, CA: Academic, c 2000), p. 433.

39. Stanley E. Manahan, *Environmental chemistry* (Boca Raton, FL: Lewis Publishers, c2000), p. 898.

40. Manfred, Anke, *Metalle in der Umwelt. English: Elements and their compounds in the environment: occurrence, analysis and biological relevance* (Weinheim: Wiley – VCH, 2004), p. 1773.

41. Richard D. Noble, *Principles of chemical separations with environmental applications* (Cambridge, UK; New York: Cambridge University Press, 2004), p. 321.

42. Maria Csuros, *Environmental sampling and analysis for metals* (Boca Raton, FL: Lewis, c 2002), p. 372.

LIBRARY RESOURCES
Revised November 1996

Date: **01/22/2007**

Proposed Course Name and Number: **CHEM-587**

Environmental Law, Regulation and Policy

Current Library holdings in support of the described course are:

_____ **adequate** _____ **inadequate***

*** Additional materials that would raise support to an adequate level:**
Monographs or Nonprint Resources:
None

(Note: put any additional recommended titles on reverse side)
Serials to be recommended for adoption:
None

Comments:

Cathleen Webb
Faculty Member Proposing Course
Cat/ Smith 1/25/07
Liaison Librarian
Coordinator, Collection Development

A tentative course proposal including bibliography must be submitted to the appropriate Subject Reference Librarian at least three weeks prior to the departmental curriculum

committee meeting when the proposal will be considered. The availability of Library Resources Statement will be completed and returned to the course proposer.

Proposal Date: 1/12/2007

Ogden College of Science and Engineering
Department of Chemistry
Proposal to Create a New Course
(Action Item)

Contact Person:Tingying Zeng, email: tingying.zeng@wku.edu, Tel: 5-8980.

1. Identification of proposed course

1.1 Prefix and number: CHEM-586.
1.2 Title: **Advanced Materials Chemistry**
1.3 Credit hours and contact hours: 3
1.5 Type of course: Lecture and Laboratory Combination
1.6 Prerequisites: Chem 412 or 452 and Chem 330, or equivalent,
Recommend to take Chem 490G/491G before enroll this course
1.7 Catalog course listing:

Lecture and laboratory activities designed to highlight the role of chemistry in the design, preparation, and processing of advanced materials. Through characterization of advanced materials students learn advanced methods and technologies in development of functional materials for different applications.

2. Rationale

2.1 Reason for developing the proposed course:

In today's materials word, there are numerous new functional materials rapidly emerging through novel design and fabrications. Nanotechnology and nanomaterials have brought about revolutionary changes in materials' properties, structures, and processing. This leads to multifunctional applications in every aspect, such as: advanced optics, new medicines, microelectronics, civil engineering and construction, and novel biotechnology.

Chemistry plays important roles in the development of these and other advanced materials. Graduate students need to know how to design and fabricate the advanced materials using chemistry methods and advanced techniques, and how to determine the materials' properties using advanced instrumentation. This would lead to the development of the best material for the desired end uses.

2.2 Projected enrollment in the proposed course: 10 based on projected enrollments in the chemistry MS program.

2.3 Relationship of the proposed course to courses now offered by the department:

Chem 490/Chem 490G and the combination of Chem 491/Chem 491G have been given to the senior undergraduate students and graduate students as a basic materials chemistry course. The proposed course is

focused on new methods and technologies. It will use chemistry to design and fabricate advanced materials and to identify and determine the corresponding materials properties for applications. Nanotechnology and the preparation of nanomaterials will be included.

2.4 Relationship of the proposed course to courses offered in other departments:
None

2.5 Relationship of the proposed course to courses offered in other institutions:
No similar course exists in the Commonwealth.

3. Discussion of proposed course

3.1 Course objectives:

Graduate Students will be exposed to different types of advanced materials that include functional polymers, ceramics, composites, and biomaterials. These materials may be formed by nanostructured materials and processed by nanotechnologies. Students will learn the design principles and preparation methods through chemistry and advanced processing techniques. Laboratory activities will allow students to gain the skills to determine the corresponding materials properties and learn the characterization methodologies through the interactions with instrumentation.

3.2 Content outline:

- Introduction: Materials Chemistry- past, present, and future
- Chemistry for Advanced Materials Science and Process Technology
- Solid State Chemistry and Quantum Mechanics
- Nanoparticles: the Synthesis and Applications (e.g. metal nanoparticles, oxide nanoparticles, magnetic nanopartilces etc.)
- Porous Materials: the Synthesis and Applications
- Nanotubes and Nanowires: Synthesis and Applications
- Thin Film Materials: Design, Fabrication, and Applications
- Nanotechnology for Nanoscale Devices and High Performance Sensing
- Advanced Polymeric Materials: Organic and Inorganic-Functional Electroactive Polymers, Conductive Polymers, and Piezoelectric Materials
- Advanced Ceramic Materials-Functional Oxide Materials for Optics and Electronics, Magnetic and Superconductive Materials
- Advanced Composite Materials Based on Nanostructures (eg. nanotubes, nanowires, and nanoparticles, as well as 2D, 3D nanostructures-based composites)
- Advanced Biomaterials and Bionanotechnology (artificial muscle, and organ materials, as well as diagnosis)

3.3 Student expectations and requirements:

A combination of exams, a proposal for a new material project, presentations, and laboratory reports will be used to determine the student's grade in this course.

3.4 Tentative texts and course materials:

Selected readings

4. Resources

4.1 Library resources:

See attached Library Resources Form and Bibliography Sheet

4.2 Computer resources:

Departmental computer facilities are sufficient for the needs of this course.

5. Budget implications

5.1 Proposed method of staffing:

Current chemistry faculty members

5.2 Special equipment needed:

All necessary equipment and facility are available through the WKU Chemistry Department, the Materials Characterizations, and the Microscopes Lab in Biology Department (TEM/SEM).

5.3 Expendable materials needed:

No special materials needed.

5.4 Laboratory supplies needed:

Chemicals, Atomic Force Microscope (AFM) tips, TEM grids, Liquid nitrogen Protective masks, gloves, glassware, quartz cuvette and microscope glass slides.

6. **Proposed term for implementation:** Fall, 2007

Dates of prior committee approvals:

Chemistry Department	01/26/2007
OCSE Graduate Curriculum Committee	02/02/2007
Graduate Council	02/08/2007
University Senate	

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Bibliography

1. *Nanotechnology in Materials Science*, by S. Mitura, Elsevier (2000) ISBN: 0444503455
2. *The Chemistry of Nanomaterials : Synthesis, Properties and Applications*, by C. N. R. Rao, Achim Müller, and Anthony K. Cheetham (2004) ISBN: 3527306862
3. *Fundamentals of Modern Manufacturing: Materials, Processes, and Systems*, by Mikell P. Groover, 3rd edition, Wiley (2006), ISBN-10: 0471744859
4. *Precursor Chemistry of Advanced Materials*, edited by Fischer Roland A., Springer Verlag (2005), ISBN: 3540016058
5. *The Science and Engineering of Materials*, by Donald R. Askeland and Pradeep P. Phule 5th edition(2005), ISBN-10: 0534553966
6. *Physics and Chemistry of Materials*, Joel I. Gersten, Frederick W. Smith, Wiley John & Sons (2001): ISBN-10:0-471-05794-0.
7. *Engineering Materials Technology: Structures, Processing, Properties, and Selection*, by James Jacobs, Thomas Kiduff, 5th edition, Prentice Hall, (2004). ISBN-10: 0130481858
8. *Biomaterials Science: An Introduction to Materials in Medicine*, by Buddy D. Ratner, Allan S. Hoffman, Fredenck J. Scheon, and Jack E. Lemons, second edition, Academic Press (2004). ISBN-10: 0125824637

LIBRARY RESOURCES

Date: _1/18/2007_____

Proposed Course Name and Number: __

Advanced Materials Chemistry__ Chem 586_____

Current Library holdings in support of the described course are:

____x_____ Adequate _____ Inadequate*

Monographs or Nonprint Resources:

Major resources are:

American Chemical Society E-journals online

Materials Research Society E-Journals online

(Note: put any additional recommended titles on reverse side)

Serials to be recommended for adoption: __

Serials related to chemistry and materials will be fine.

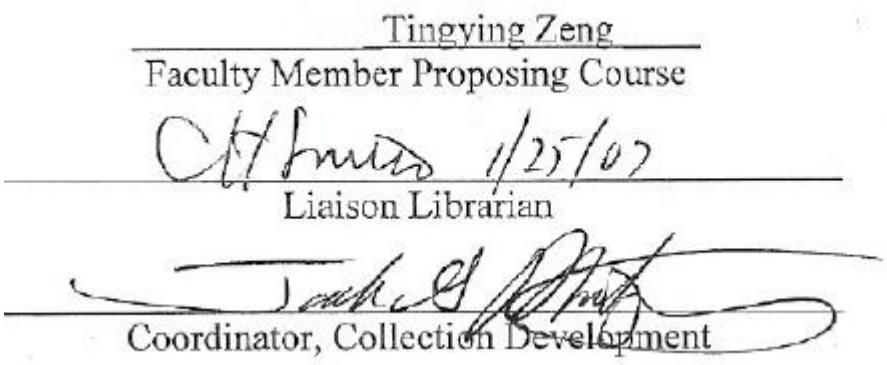
e.g. Call number TK 7872.T55 H36 2002; QC176.8 .D5 M7613

Electronic Journals of ACS and MRS related databases.

Comments:

The proposed course Chem-586 can be offered to students based on the current ACS journal database and MRS databases of our library. If we could buy additional books as recommended or related topic books that would help students to have hand-on reference books apart from the searching of the related

articles from e-journal databases. This would more efficiently benefits their learning and systematical study for the Advanced Materials Chemistry.



A tentative course proposal including bibliography must be submitted to the appropriate Subject Reference Librarian at least three weeks prior to the departmental curriculum committee meeting when the proposal will be considered. The availability of Library Resources Statement will be completed and returned to the course proposer.

Proposal Date: 1/10/2007

College of Education and Behavioral Sciences
Department of Educational Leadership, Administration, and Research
Proposal to Create a New Course
(Action Item)

Contact Person: Tracy M. Lara, tracy.lara@wku.edu, 5-4849

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: EDLD 700
1.2 Course title: Orientation to Doctoral Studies and Professional Development
1.3 Abbreviated course title: Doctoral Orientation
1.4 Credit hours and contact hours: 6
1.5 Type of course: Seminar
1.6 Prerequisites/corequisites: Admission to EdD program
1.7 Course catalog listing: An introduction to doctoral studies with emphasis on processes and requirements of the program, leadership assessment, career development, and an introduction to inquiry.

2. Rationale:

2.6 Reason for developing the proposed course: This course was developed as an essential introduction to the EdD program in Educational Leadership. It is considered best practice to provide meaningful, coordinated, multiple session experiences to orient graduate students to the requirements and realities of graduate studies (Pontius & Harper, 2006). Orientation participants experience a smoother transition into the academic culture, greater familiarity with campus services and resources, and better relationships with academic faculty and colleagues leading to increased likelihood to persist (Pontius & Harper). Graduate programs today fall short of preparing students for the changing workforce (Nyquist & Wulff, 2000). Incorporating leadership assessment and career development for educational leaders into the orientation course enables students to increase clarity and maintain focus regarding their sense of purpose and career direction as related to the program and world of work (Lehker & Furlong, 2006). Assessment centers are useful in professional development, career planning, and improvement of leadership skills (Cascio & Sibley, 1979; Gaugler, Rosenthal, Thonton, & Bentsen, 1987; Klimoski & Brickner, 1987). The course experience will help students identify opportunities within the program to apply inquiry methods to answer critical real world professional questions while enhancing the learning experience.
2.7 Projected enrollment in the proposed course: 20. This is based on the number of students admitted per cohort into the Ed.D. program.
2.8 Relationship of the proposed course to courses now offered by the department: This is a doctoral level course only for students in the Ed.D. program. There are other courses listed in the departments that are similar in content to this course. However, this course is designed exclusively for the Ed.D. students and the particular needs of a scholarly practitioner agenda. There is no course in existence to meet the orientation, leadership assessment, professional development, and introduction to inquiry objectives outlined in this course.
2.9 Relationship of the proposed course to courses offered in other departments: Whereas other programs at the undergraduate and graduate level offer introductory courses to provide an overview of program topics (e.g., CNS 550 Introduction to Counseling, CNS 571 Introduction to Student Affairs) this course uniquely meets the needs of doctoral students in providing an orientation to doctoral studies and professional development planning related to the doctoral program.

2.5 Relationship of the proposed course to courses offered in other institutions: This course is similar to introductory or doctoral seminar courses offered at other doctoral degree granting universities. University of Pittsburg offers ADMPS 3003, APS Doctoral Core 1, which helps students explore expectations of doctoral study, gain an overview of issues in the field, and provide student experiences for orientation and alignment of personal goals with program curriculum. Other programs offer doctoral seminars at the end of the program to facilitate the dissertation process not as a way to plan a program, orient to doctoral study, assess statistical readiness, and establish the cohort.

3. Discussion of proposed course:

3.1 Course objectives: This course provides an overview of doctoral studies in the areas of Teacher Leadership, P-12 Leadership, Organizational Leadership, and Postsecondary Education Leadership, while 1) providing information and guidance necessary to successfully navigate the doctoral program; 2) facilitating student exploration of behaviors, skills, and characteristics that can enhance progress during graduate work; 3) enabling students to develop a sense of self in terms of goals, direction, purpose, and motivation; 4) illuminating questions and identifying problems to which students seek answers and solutions; 5) increasing students' familiarity with key concepts, issues, questions, contemporary concerns, and literature relevant to practitioners of educational leadership; 6) enhancing doctoral students' abilities in the areas of critical reading, critical thinking, and analysis, writing, and inquiry; 7) assessing abilities in statistical analysis methods and tools, 8) identifying opportunities provided within the program to apply inquiry methods to identified questions/problems, to realize personal growth and development, and to enhance the learning experience; and 9) laying the groundwork for further coursework, purposeful challenges, and personal change.

3.2 Content outline:

- Introduction to Doctoral Program: processes, expectations, program of study, rigor, and inquiry.
- Leadership assessment:
  - Administer formal and informal pre-assessments of leadership abilities.
  - Provide feedback to participant for goal setting and development planning.
  - Provide leadership activities to identify areas of strength and weakness in leadership abilities and characteristics.
- Career development and management:
  - Enable participants to develop career management strategies and to set goals related to doctoral study and professional development.
  - Help students to connect their learning process and experience to their overall development.
  - Define and foster the growth of a global outlook of leadership across all types of organizations including educational and educational supporting non-profit organizations.
  - Foster the awareness that leaders need the skills to function in a worldwide geographic, financial, and cultural perspective.
  - Conference with faculty members who teach in the program and become

familiar with their respective areas of interest and expertise.
    - Increase clarity and gain focus regarding career direction and sense of purpose within doctoral program through the completion of career development assessments and training modules.
    - Establish personalized goals and develop skills in career management and leadership.
    - Develop an individualized program of study enabling students to address professional questions and foster personal growth in this process of forging an expertise and further developing leadership characteristics and potential.
- Introduction to Inquiry:
    - Focuses students on the development of the dissertation.
    - Help students link curricular experiences including practica and internships to the completion of the culminating project.
    - Provides an introduction to library resources, framing questions, approaches to inquiry, and academic writing skills.
    - Navigate library and web-based resources relevant to professional practice and scholarly inquiry.
    - Demonstrate ability to identify key issues and challenges confronting educational leaders and to frame these issues as questions for inquiry.
    - Demonstrate the ability to read, think, discuss, and write about educational problems in a thoughtful, analytical, and critical manner.
    - Examine theories and conceptual frameworks from a variety of disciplines as approaches to present and frame problems for inquiry

3.3 Student expectations and requirements: This course will combine lecture with experiential activities, discussion, group work, peer feedback, reading, writing, reflection, and library research. Students will be expected to read a variety of assigned materials, journals, articles, and texts, and be prepared to discuss these in class. Students will be expected to take various formal and informal assessments to gauge leadership skills. Students will meet with faculty and develop goals and objectives for their course of study. Students will be given assignments that will require them to gather data, research topics, lead presentations, and participate in simulations to apply knowledge and skills learned. Students will be assessed on a series of written papers, examinations, and presentations.

3.4 Tentative texts and course materials:

Becker, H. S. (1998). *Tricks of the trade: How to think about your research while you're doing it*. Chicago: University of Chicago Press.

Jazzar, M., & Algozzine, R. (2006). *Critical issues in educational leadership*. Boston: Allyn & Bacon.

Lee, R. J., & King, S. N. (2000). *Discovering the leader in you: A guide to realizing your personal leadership potential.* San Francisco: Jossey-Bass.

4. Resources:

4.3 Library resources: Adequate
4.4 Computer resources: Adequate

5. Budget implications:

5.5 Proposed method of staffing: Current Staff (however this is a multi-staff course and will require more than one faculty member). We will also be accessing the Career Services Center staff and the Leadership Studies Center staff to meet course objectives.
5.6 Special equipment needed: None
5.7 Expendable materials needed: Career and Leadership Assessment materials will be required.
5.8 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2008

7. Dates of prior committee approvals:

Department of Educational Administration, Leadership, and Research	01/17/07
CEBS Curriculum Committee	02/05/07
Graduate Council	02/08/07
University Senate	

Attachment: Bibliography, Library Resources Form, **Course Inventory Form**

Bibliography

Blackmore, P., & Wilson, A. (2005). Problems in staff and educational development leadership: Solving, framing, and avoiding. *International Journal for Academic Development*, *10*(2), 107-123.

The Bumpy Path to the Ph. D. (2006, April 7). *Chronicle of Higher Education, 52*(31), A21-A22.

Centra, J. (1974). *Women, men, and the doctorate.* Princeton, N.J.: Educational Testing Service.

Chope, R. (2000). Dancing naked: Breaking through the emotional limits that keep you from the job you want. Oakland, CA: New Harbinger.

Creswell, J. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.

Davis, G. (1997). *Writing the dissertation* (2nd ed.). Hauppauge, NY: Barron's Educational Series.

Dikkers, A., Hughes, J., & McLeod, S. (2005). A bridge to success: STLI. *T H E Journal*, *32*(11), 20-24.

Feldman, D. (2003). The antecedents and consequences of early career indecision among young adults. *Human Resource Management Review, 13*(3), 499.

Fernando, D., & Hulse-Killacky, D. (2006). Getting to the point: Using research meetings and the inverted triangle visual to develop a dissertation research question. *Counselor Education & Supervision, 46*(2), 103-115.

Furst, E. (1990). *The writing requirement for the doctorate in education*. Lanham, MD: University Press of America.

Gall, M., Borg, W., & Gall, J. (1997). *Educational research: An introduction* (6th ed.). New York: Longman.

Gasman, M., Gerstl-Pepin, C., Anderson-Thompkins, S., Rasheed, L., & Hathaway, K. (2004, April). Negotiating power, developing trust: Transgressing race and status in the academy. *Teachers College Record*, *106*(4) 689-715.

González, K. P. (2001, July-August). Inquiry as a process of learning about the other and the self. *International Journal of Qualitative Studies in Education (QSE), 14*(4), 543-562.

Golubchick, L. & Persky, B. (1988). *Urban, social, and educational issues: A Doctorate Association of New York Educators series*. New York: Avery Pub Group.

Green, A., & Scott, L. (Eds.). (2003). *Journey to the PhD: How to navigate the process as African Americans.* Sterling, VA: Stylus Publishing.

Hansen, L. (1997). *Integrative life planning: Critical tasks for career development and changing life patterns.* San Francisco: Jossey-Bass.

Hart, C. (1999). *Doing a literature review: Releasing the social science research imagination*. Thousand Oaks, CA: Sage.

Heinrich, K.T. (2000, January-February). The passionate scholar: A mid-life, woman doctoral student's quest for voice. *International Journal of Qualitative Studies in Education (QSE*); *13*(1), 63-83.

Holcomb, Z. (1998). *Fundamentals of descriptive statistics*. Glendale, CA: Pyrczak.

Inman, A., & Silverstein, M. (2003). Dissertation support group: To dissertate or not is the question. *Journal of College Student Psychotherapy*, *17*(3), 59.

Jenlink, P. M. (2002). Education for civil society: Evolutionary guidance and the democratic ideal. World Futures: *The Journal of General Evolution*, *58*(5/6), 395-416.

Kibort, P. (2004, July-August). The written word: Literature and leadership. *Physician Executive*, *30*(4), 10-13.

Kilbourn, B. (2006). The qualitative doctoral dissertation proposal. *Teachers College Record*, *108*(4), 529-576.

Libutti, P., & Kopala, M. (1995, Winter). The doctoral student, the dissertation, and the library: A review of the literature. *Reference Librarian*, *58*, 21.

McCann, M., & Ward, C. (2006). Accountability. *Connection: The Journal of the New England Board of Higher Education*, *21*(2), 31-32.

Mills, J., Bonner, A., & Francis, K. (2006). The development of constructivist grounded theory. *International Journal of Qualitative Methods*, *5*(1) p1-10.

Pan, M. (2004). *Preparing literature reviews: Qualitative and quantitative approaches* (2nd ed.). Glendale, CA: Pyrczak.

Pedersen, P., Goldberg, A., & Papalia, T. (1991). A model for planning career continuation and change through increased awareness, knowledge and skill. *Journal of Employment, 28,* 74-49.

Piantanida, M., & Garman, N. (1999). *The qualitative dissertation: A guide for students and faculty*. Thousand Oaks, CA: Corwin Press.

Pyrczak, F. (2004). *Success at statistics: A work text with humor* (3rd ed.). Glendale, CA: Pyrczak.

Roach, R. (2006). New book sheds light on the doctoral student experience. *Diverse: Issues in Higher Education*, *23*(3), 10.

Robertson, N., Sistler, J., American Association of Colleges for Teacher Education. Phi Delta Kappa.Commission on Higher Education. (1971). *The doctorate in education: An inquiry into conditions affecting pursuit of the doctoral degree in the field of education. The institutions; prepared for Phi Delta Kappa Commission on Higher Education and the American Association of College for Teacher Education*. Bloomington, IN: Phi Delta Kappa.

Rudestam, K., & Newton, R. (2000). *Surviving your dissertation: A comprehensive guide to content and process* (2nd ed.). Thousand Oaks: CA: Sage.

Shambaugh, R. N. (2000, Summer). Reframing doctoral programs: A program of human inquiry for doctoral students and faculty advisors. *Innovative Higher Education, 24*(4), 295-308.

Thomas, G. (1999, May-June). The core work of school leaders. *Thrust for Educational Leadership*, *28*(5), 24-(3p).

Wallerstein, R. (Ed.). (1991). *The Doctorate in mental health: an experiment in mental health professional.* Lanham, MD: University Press of America.

Wolcott, H. (2001). *Writing up qualitative research*. Thousand Oaks, CA: Sage.

Wright, N. (2001). Leadership, 'bastard leadership' and managerialism. *Educational Management & Administration, 29*(3), 275.

Proposal Date: January 31, 2007

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership and Research
Proposal to Create a New Course
(Action Item)

Contact Person: Jeanne Fiene, jeanne.fiene@wku.edu, 745-2942

1. Identification of proposed course:

1.4 Course prefix (subject area) and number: EDLD 710
1.5 Course title: Leadership Theories and Ethics
1.6 Abbreviated course title: Leadership Theories & Ethics
1.4 Credit hours and contact hours: 3
1.5 Type of course: Seminar
1.6 Prerequisite: Admission to the Ed.D. program
1.7 Course catalog listing: Theory and research on leadership, ethics and managerial effectiveness. Topics include: leadership and management, power and influence, trait theories, current and seminal leadership theories, delegation and shared decision making, as well as, morality and ethics for leaders, and current trends in leadership research.

2. Rationale:

2.10 Reason for developing the proposed course: The proposed course will be a core requirement in the proposed Ed.D. program in Educational Leadership. This course is designed to be the first of a three-course global leadership core for all program candidates. In particular this course will focus on leadership theories across the disciplines represented by all of the involved areas of interest and also issues of global leadership throughout the world. The course will provide all students with common understandings of significant leadership theories, concepts and ethical dispositions. The course is critical to the candidate's understanding of himself/herself as a leader in the context within which they live and work, as well as, in relationship to cross-disciplinary and global leadership.
2.11 Projected enrollment in the proposed course: 20 (Each cohort will admit 20 students.)
2.12 Relationship of the proposed course to courses now offered by the department. The course is similar to the introductory course now offered entitled EDAD 585 Fundamentals of School Administration. However, the proposed course extends the discussion, inquiry, and application to more global and multi-disciplinary leadership perspectives. All courses in the MAE program focus on development and certification of P-12 administrators. However, the core courses for the proposed doctoral program focus on the global (as in interdisciplinary leadership) and global (as in across multiple borders) nature and similarities of leadership theory and behaviors.
2.13 Relationship of the proposed course to courses offered in other departments: There are MBA courses and master's level courses in other departments (i.e., COMM 569 Values and leadership, LEAD 500 Effective leadership studies, PS 538 Ethics and bureaucracy) but none of them are at the doctoral level. Similar to

the discussion in section 2.3 the courses currently offered on campus are related to specific programs and requirements. The nature and intent of the interdisciplinary doctoral degree is to show the universal and collaborative realities of leadership in today's world. The relationship of the proposed course to those in other departments is to extend the study from discipline and program specific leadership study to a global and interdisciplinary focus on the study of leadership theory and practice.

2.14 Relationship of the proposed course to courses offered in other institutions: The course is similar to doctoral level courses such as the following examples from other institutions:

Auburn University
EDLD 7210 MULTI-PROFESSIONAL LEADERSHIP (3).
LEC.3 Theories, concepts and principles of leadership from a multi-disciplinary, multi-professional perspective. Students will apply knowledge to practice in diverse settings and situations.

Western Michigan University
EDLD 609 Theories of Leadership
Critical examination of principle of leadership theory construction; practice with and development of skills in evaluating contending theoretical perspectives regarding leadership.

Gonzaga University
DPLA 700 Leadership Theory:
The main goal of this course is to gain understanding in the concepts of leadership historically, philosophically, psychologically, and morally, and to test these understandings against one's own values and experiences. Emphasis will be placed on issues of contemporary leadership in times of organizational turmoil.

3. Discussion of proposed course:

3.5 Course objectives: To provide appropriate resources and an environment of educational opportunity in which students will be able to demonstrate:

- A knowledge and understanding of the various historical and contemporary theories of organizational leadership.
- A knowledge of research findings related to effective leadership.
- A knowledge and understanding of their own leadership approach and upon which theory they already rely.
- An understanding of how they can expand their own leadership approach by applying skills and concepts drawn from the leadership literature.
- An understanding of the leadership needs of today's organization as well as the practices of those who lead in such organizations.
- An ability to analyze the leadership and team behaviors required to solve common workplace problems at both the tactical and strategic levels.
- The ability to apply this knowledge to real organizational situations in our region.
- The ability to articulate values that will successfully and ethically guide the organization.

- The skills and tools to examine their values/beliefs guiding ethical decision making.
- The ability to formulate a personal and professional code of ethics.
- An understanding of how to develop their decision-making skills within the context of an ethical framework.
- The ability to recognize situations which pose ethical dilemmas from a personal or organizational point of view.
- The ability to apply ethical constructs to formulate solutions to ethical dilemmas
- The knowledge and understandings required to assess the implications of their decision making upon the organization and stakeholders.
- The ability to demonstrate intercultural competence in their understanding and sensitivity to the role of culture and background in individual behavior and their ability to work effectively with people from all backgrounds.

3.6 Content outline:

- Part I. Research Perspectives on Leadership.
  - What Does It Mean to Be a Leader?
  - Traits, Behaviors, and Relationships.
  - Contingency Approaches.
- Part. II. The Personal Side of Leadership.
  - The Leader as an Individual.
  - Leadership Mind and Heart.
  - Courage and Moral Leadership.
  - Followership.
  - Motivation and Empowerment.
  - Leadership Communication.
  - Leading Teams.
  - Developing Leadership Diversity.
  - Leadership Power and Influence.
- Part III. Leader as Social Architect.
  - Leadership Vision and Strategic Direction.
  - Shaping Culture and Values.
  - Designing and Leading a Learning Organization.
  - Leading Change.
- Part VI. Ethics in Leadership.
  - Principles and Practices of Ethical Leaders.
  - Ethics and Decision Making.
  - Overview of Current Ethical Issues for Learning Communities, Organizations, and Society.
  - Issues of diversity and social justice.
  - Collaboration and Partnerships

3.7 Student expectations and requirements: Students will be expected to read assigned materials and actively participate in class discussion. Students will be expected to lead class discussion on assigned topics. Students will complete a written review of the literature on a topic relevant both to this course and to their personal leadership objectives. A midterm and a final exam may also be used to assess understanding of the course content

3.8 Tentative texts and course materials:

Yukl, G. (2005). *Leadership in organizations* (6th Ed.). Upper SaddleRiver, NJ: Prentice Hall.

Starratt, Robert J. (2004). *Ethical leadership*. San Francisco: Jossey-Bass Leadership Library in Education.

Northouse, Peter G. (2003). *Leadership: theory and practice* (3rd edition). Thousand Oaks, CA: Sage Publications.

Johnson, Craig E. (2004). *Meeting the ethical challenges of leadership: casting light or shadow* (2nd Edition). Thousand Oaks, CA: Sage Publications.

Other readings (e.g.., journal articles, book chapters) assigned as appropriate.

4. Resources:

4.5 Library resources: There will be no need for additional library resources.
4.6 Computer resources: There will be no need for additional computer resources.

5. Budget implications:

5.9 Proposed method of staffing: Current faculty
5.10 Special equipment needed: None
5.11 Expendable materials needed: None
5.12 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2008

7. Dates of prior committee approvals:

Department of Educational Administration, Leadership and Research:	01/17/07
CEBS Curriculum Committee	02/05/07
Graduate Council	02/08/07
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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Proposal Date: January 31, 2007

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership and Research
Proposal to Create a New Course
(Action Item)

Contact Person: Jeanne Fiene, jeanne.fiene@wku.edu, 745-2942

1. Identification of proposed course:

1.7 Course prefix (subject area) and number: EDLD 720
1.8 Course title: Individual and Group Issues in Leadership
1.9 Abbreviated course title: Ind/Grp Issues in Lead
1.4 Credit hours and contact hours: 3
1.5 Type of course: Seminar
1.6 Prerequisites: Admission to Ed.D. program and EDLD 710
1.7 Catalog course listing: Theory and application of leadership issues in organizational behavior, including motivation, attitudes, group process, problem solving, decision making, conflict management, and interpersonal communication.

2. Rationale:

2.15 Reason for developing the proposed course: The proposed course will be a core requirement in the Ed.D. in Educational Leadership. It will be the second of three required courses in leadership for all students enrolled in the Ed.D. program. Leaders, by definition, influence the performance of their followers. EDLD 720 provides the student with an understanding of organizational behavior, its determinants, and its consequences. This understanding of the dynamics of the processes of motivation, attitudes, group dynamics, conflict management, and communication will provide leaders with the ability to positively and effectively influence follower behavior in their organizations.

2.16 Projected enrollment in the proposed course: Enrollment will be limited primarily to students in the doctoral program. The anticipated enrollment in each doctoral cohort is approximately 25. With four strands anticipated in the program that means approximately 6 students from the doctoral program will be available when the course is offered.

2.17 Relationship of the proposed course to courses now offered by the department: There will be three EDLD courses offered in the Ed.D. program. EDLD 710 will provide an understanding of established leadership theory and provides the

foundation for leadership practice. EDLD 720 will focus on the attitudinal, motivational, and interpersonal characteristics of followers and how leaders can influence follower behavior individually and in groups. The course will address topics that include motivation of employees, dealing with attitudes and productivity, group/team dynamics, decision making, and conflict management. The third course, EDLD 730 will focus the organization as a whole and will include topics such as organization theory, organization development, and organization change. Thus, the progression through these courses is first, in EDLD 710, the student will learn the fundamentals of leadership theory and its applications. EDLD 720 will focus on leadership influence on the individual and group level within the organization. EDLD 730 will focus on leadership influence on the macro level (i.e., the entire organization).

2.18 Relationship of the proposed course to courses offered in other departments: There are master's level courses in other departments and one MBA course (i.e., BA 500: Management Dynamics, Psy 572: Organizational Psychology, Comm 586: Processes of Group Communication, and Comm 551: Employee Communication) that cover some of the topics in EDLD 720. However, each of these courses covers a different subset of the topics in EDLD 720. EDLD 720 is designed to provide coverage of organizational behavior in a single course. Furthermore, the other courses are master's level courses; EDLD 720 is a doctoral level course.

2.19 Relationship of the proposed course to courses offered in other institutions: These courses are similar to doctoral level courses such as the following examples from other institutions:

Stanford University
OB 686. Seminar on Behavioral Organization Theory.
This course focuses on organizational decision making from the perspective of bounded rationality. Students examine a variety of ways in which individual choice behavior is imperfectly rational, and the consequences for institutional behavior and policy outcomes.

University of Maryland

BMGT 866 Seminar in Group Processes, Organizational Conflict, and Change.

Review of theories and research in organizational development, group processes, group conflict, and resolutions.

Florida State University

MAN 6933r. Doctoral Seminar in Organization Behavior: Special Topics.

An examination of special topics in organizational behavior. Topic changes from term to term.

University of California – Irvine

227 Doctoral Seminar in Organizational Behavior.
Examines recent research and literature in the field of organizational behavior. Open only to advanced Ph.D. students in organizational behavior and related areas.

3. Discussion of proposed course:

3.9 Course objectives: Course objectives: After successfully completing this course, the student will have knowledge of issues related to leadership and organizational behavior such that he/she can:

- Apply theories of employee motivation to appropriately direct follower efforts within the organization.
- Manage the antecedents and consequences of attitudes such as satisfaction, commitment, and perceptions of justice so that employees remain satisfied and committed to the organization.
- Apply principles of group process and team dynamics to facilitate effective group interaction to accomplish organizational objectives.
- Apply principles of and strategies for decision making and problem solving to lead followers to decisions that have both quality and acceptance.
- Utilize techniques for negotiation, conflict management, and crisis management to effective manage conflict situations.
- Apply the principles of interpersonal dynamics to effectively interact with others at all organizational levels.

3.10 Content outline: Topics will include the following:

- Ethics in Individual and Group Leadership
- Motivation
  - Content theories – drive theories, need theories (e.g., Maslow, McCelland, ERG)
  - Process theories – reinforcement theory, intrinsic motivation
  - Cognitive theories – expectancy theory, equity theory, goal setting/goal orientation, social cognitive theory
- Attitudes

- Job satisfaction – theories (e.g., Herzberg, Discrepancy Value, Facet); measurement; consequences (absenteeism, turnover, withdrawal, non-work satisfaction)
- Commitment – affective vs. normative, correlates (attitudinal, withdrawal, performance)
- Organizational justice – procedural justice/distributive justice (equity, equality, need)
- Organizational Citizenship Behavior

- Group Process/Team Dynamics
  - Development and implications of group norms
  - Stages of group development
  - Functional roles in groups
  - Team building/Enhancing group effectiveness
- Decision Making and Problem Solving
  - Strategies for group decision making
  - Stages of problem solving
- Negotiation/Crisis and Conflict Management
  - Planning for negotiation
  - Strategies for crisis management
  - Causes and consequences of conflict
  - Strategies for conflict management
- Communication
  - Effective communication skills: oral, written, non-verbal
  - Communication channels
  - Interpersonal influence and communication style

3.11 Student expectations and requirements: Students will be expected to read assigned journal articles and text materials and be prepared to discuss these in class. Students will be assigned various presentation topics for which they will lead class discussion. Students will complete a written review of the literature on a topic relevant to this course and their personal leadership objectives. A midterm and a final examination will cover the course content.

3.12 Tentative texts and course materials:

Appropriate texts include:

Greenberg, J. (2004). *Managing behavior in organizations* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Porter, L. W., Bigley, G. A., & Steers, R. M. (2003). *Motivation and work behavior*. New York: McGraw-Hill.

Greenberg, J. & Baron, R. A. (2002). *Behavior in organizations* (8th ed.). Upper Saddle River, NJ: Prentice Hall.

Tosi, H. L. , Mero, N. P., & Rizzo (2000). *Managing organizational behavior* (6th ed.). Malden, MA: Blackwell Publishers Inc.

Other readings (e.g., journal articles, book chapters) assigned as appropriate.

4. Resources:

4.7 Library resources: There will be no need for additional library resources.
4.8 Computer resources: There will be no need for additional computer resources.

5. Budget implications:

5.13 Proposed method of staffing: Current faculty.
5.14 Special equipment needed: None.
5.15 Expendable materials needed: None.
5.16 Laboratory materials needed: None.

6. Proposed term for implementation: Spring 2008

7. Dates of prior committee approvals:

Department of Educational Administration, Leadership, and Research	01/17/07
CEBS Curriculum Committee	02/05/07
Graduate Council	02/08/07
University Senate	

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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Proposal Date: January 31, 2007

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Create a New Course
(Action Item)

Contact Person: Gayle Ecton, gayle.ecton@wku.edu Phone: 5-4890

Identification of proposed course

Prefix and number: EDLD 730
Title: Leading the Organization
Abbreviated title: Leading the Organization
Credit hours and contact hours: 3 credit hours
Type of course: Seminar
Prerequisites: Admission to the Ed.D. program, and EDLD 720
Catalog course listing: Leadership for organizational improvement. Theory and application of systems, communication, culture, change, organizational design, and organizational development.

Rationale

Reason for developing the proposed course: The proposed course will be a core requirement in the proposed Ed.D. in Educational Leadership. This course is designed to be the last of a three-course global leadership core for all program candidates. In particular, this course will focus on leading organizations and improving organizational functions. The course explores the underlying organizational theory, research, and practices of successful organizations. Students will learn how effective leaders create conditions that enable organization members to achieve high performance and great results. Students will have a clearer understanding of how to overcome the barriers to strategic change. The course content is built around the current thinking and best practices of organizational leadership as recommended by leading researchers and practitioners in the area of organizational leadership and development.
Projected enrollment in the proposed course: 25 (only for students in the Ed.D. program). Estimate is based on projected cohort size for the program.
Relationship of the proposed course to courses now offered by the department: There

is no relationship to courses now offered in the department. This is a doctoral level survey course only for students in the Ed.D. program. It is the third of three proposed core leadership courses to be taken by all members of each cohort. Each of the three core courses will address specific aspects of leadership with the first course focusing on developing a self-understanding, the second course focusing on understanding the individual's part in the organization, and this third course focusing on how to lead an organization. Topics introduced in this course may be covered in more depth with field specific application in other proposed new doctoral level courses. There are no current EDLD courses that address these topics at the doctoral level.

Relationship of the proposed course to courses offered in other departments: There are no doctoral level courses addressing these topics in other departments. There are master's level courses in other departments (i.e., PSY 572 Organizational Psychology, EDAD 696 Advanced Organizational Theory , BA 510 Organizational Theory, and COMM 581 Applied Organizational Communication) that address some of these topics but not as part of a designed sequence of courses to address the three primary levels of leadership.

Relationship of the proposed course to courses offered in other institutions: This course is similar to doctoral level courses offered at other institutions including the following examples:

University of Louisville
ELFH 664 Facilitating Change in Organizations. Consists of the study of the organization as a system and how organizations change and develop in reaction to internal and external forces.

Indiana State University
PA 641 Seminar in Organizational Development. Analysis of the theories of organizational development (OD) and their applications in governmental agencies. The role of the public manager in the improvement of organizational and personnel effectiveness will be emphasized.

University of Tennessee
EA 680 Administration of Complex Organizations. Concepts and theoretical formulations to understand, analyze, evaluate, and change complex educational programs and organizations.

Pepperdine University
EDOC 764 Strategic Management and Change. Exposes students to strategic management and the methods for applying it in a strategic change context. The

conceptual and theoretical precursors to a resource-based view; the traditional, policy-based approach; and the competitive strategy model provide the necessary exposure to organizational and industrial economics as well as classic administrative theory. Students learn about the elements that comprise sustainable competitive advantage; the processes and techniques necessary to bring about an advantage; and the relationships among strategy, organization development, and change.

University of Illinois – Springfield
PAD 602 Advanced Seminar in Organizational Behavior in Public Systems. Organizing processes; the connections and interactions between elements and parts of organizations; diagnosing organizational problems and managing change; leadership behavior and effectiveness; expectations and values; job satisfaction and individual performance; organizational culture; and norms and values.

Eastern Michigan University
EDLD 740 Organizational Theory. Various theories, approaches, and methods of organizing educational institutions. Concerned with design, purposes, processes, problems, and issues of organizational structuring and change. Examination of organizational environment and informational organizations.

Discussion of proposed course

Course objectives: The objectives of this course are that the student will:

- Understand and be able to apply theories of communication, culture, change, and systems.
- Understand and be able to analyze and diagnose organizational problems utilizing a variety of appropriate strategies and techniques.
- Understand and be able to design effective organization development.
- Understand and be able to select and use successful organizational development strategies.
- Understand and be able to create organizational design for success.
- Understand and be able to devise leadership strategies to solve typical organizational problems.
- Understand and be able to select strategic solution interventions for organizational improvement.

Content outline: Topics include the following:

- Organizational communication
- Organizational culture
- Systems theory
- Strategies and techniques for organizational analysis

- Organizational leadership at the executive level
- Organizational problem-solving and decision-making
- Leading and managing change
- Organizational design and structure
- Diversity and effective organizational design in a global society
- Organizational development
- Strategic solution interventions

Student expectations and requirements: Students will be expected to read a variety of assigned materials, journals, articles, and texts, and be prepared to discuss these in class. Students will be given assignments that will require them to gather data, research topics, lead presentations, and participate in simulations to apply knowledge and skills learned. Students will be assessed on a series of written papers, examinations, and presentations.

Tentative texts and course materials:

Jones, G. R. (2007). *Organizational theory, design, and change* (5th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

Shafritz, J.M & Ott, J.S. (1996). *Classics of organization theory* (4th ed.). New York: Harcourt Brace.

Resources

Library resources: There will be no need for additional library resources.
Computer resources: There will be no need for additional computer resources.

Budget implications

Proposed method of staffing: This course should load at the graduate course level.

Staff will be drawn from the Ed.D in Educational Leadership faculty.

Special equipment needed: None
Expendable materials needed: None
Laboratory supplies needed: None

Proposed term for implementation: Spring 2009

7. Dates of prior committee approvals:

Department of Educational Administration,
Leadership, and Research
01/17/07

CEBS Curriculum Committee
02/05/07

Graduate Council
02/08/07

University Senate

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Bibliography

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Brown, D. R., & Harney, D. (2006). *An experiential approach to organizational development.* (7th ed.). Upper Saddle River, N.J.: Prentice Hall.

Burke, W. W. (1992). *Organization development* (2nd ed.). Reading, MA: Addison Wesley.

Collins, J. (2001). *Good to great.* New York: Harper Collins, Inc.

Collins, J., & Porras, J. (1994). *Built to last: successful habits of visionary companies.* New York: Harper Business.

Conner, D. (1992). *Managing at the speed of change*. New York: Villard Books.

Cummings, T. G., & Worley, C. G. (2005). *Organizational development and change* (8th ed.). Cincinnati, OH: South-Western Publishing.

Dubrin, A.J. (1997). *Fundamentals of organizational behavior.* Cincinnati, OH: South-Western.

Farson, R. (1996). *Management of the absurd: Paradoxes in leadership.* New York: Simon & Schuster.

Fullan, M. (1993). *Change forces.* Bristol, PA: The Falmer Press.

Hall, G., & Hord, S. (2001). *Implementing change.* Boston: Allyn & Bacon.

Hanson, E. M. (2003). *Educational administration and organizational behavior* (5th ed.). Boston: Allyn & Bacon.

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Heifetz, R. A., & Linsky, M. (2002). *Leadership on the line.* Boston: MA: Harvard Business School Press.

Hersey, P. (1984). *The situational leader.* New York: Warner Books.

Hersey, P. (1996). *Management of organizational behavior* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Hodge, B. J., Anthony, W. P., & Gales, L.M. (2003). *Organization theory* (6th ed.). Upper Saddle River, N.J.: Prentice Hall.

Jones, G. (2007). *Organizational theory, design, and change* (5th ed.). Upper Saddle River, NJ: Pearson.

Kotter, J. (1996). *Leading change.* Boston, MA: Harvard Business School Press.

Kouzes, J., & Posner, B. (1993). *Credibility.* San Francisco: Jossey-Bass.

Liker, J. (2004). *The Toyota way: 14 management principles from the world's greatest Manufacturer.* New York: McGraw Hill.

Morgan, G. (1997). *Imag-i-zation.* Thousand Oaks, CA: Sage Publications.

Oshry,B. (1995). *Seeing systems: unlocking the mysteries of organizational life.* San Francisco: Berrett-Koehler Publishers, Inc.

Owens, R. (2004). *Organizational behavior in education* (8th ed.). Needham Heights, MA: Allyn& Bacon.

Schein, E. (1992). *Organizational culture and leadership* (2nd ed.). San Francisco: Jossey-Bass.

Schmuck, R., & Runkel, P. (1985). *The handbook of organization development in schools* (3rd ed.). Prospect Heights, IL: Waveland Press, Inc.

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Shafritz, J.M., & Ott, J.S. (1996). *Classics of organization theory* (4th ed.). New York: Harcourt Brace.

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Proposal Date: January 31, 2007

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership and Research
Proposal to Create a New Course
(Action Item)

Contact Person: Jeanne Fiene, jeanne.fiene@wku.edu, 745-2942

1. Identification of proposed course:

1.10 Course prefix (subject area) and number: EDLD 711
1.11 Course title: Methodology in Leadership Research
1.12 Abbreviated course title: Methods/Leadership Research I
1.4 Credit hours and contact hours: 3
1.5 Type of course: Lecture/Lab
1.6 Prerequisites: Admission to doctoral program
1.7 Course catalog listing: Quantitative and qualitative research methods; analysis of research reports. Students will critically read research in educational leadership and critique the applications of the findings.

2. Rationale:

2.20 Reason for developing the proposed course: As there is frequently a gap of years between when students complete masters programs and then enter the doctoral program, it was determined that students should be refreshed on research methods before moving on to the use of advanced statistical tools and the design of scholarly/doctoral level research projects. Therefore, this course is part of a sequence and planned core requirement for the new WKU program: Ed.D. in Educational Leadership. This course is designed to be the first of a three-course research core for all program candidates. In particular, this course will focus on refreshing students knowledge and understanding of research formats including quantitative and qualitative designs.

2.21 Projected enrollment in the proposed course: 20. Each cohort will admit 20 students and this is a required course for all participants. Each cohort will take a course together in a planned sequence each term – they will alternate between a leadership core or a research core course for each successive term from entry until both cores are completed and the independent research begins.

2.22 Relationship of the proposed course to courses now offered by the department: The department currently offers a cafeteria-style selection of courses designed for specific populations and programmatic needs. For example, EDFN 500 Research Methods, an introductory course in research that is a survey course designed for all beginning graduate students and as such largely serves the masters level students. Due to the current cooperative with University of Louisville and graduate programs in other departments/colleges, we offer EDFN 501 and 601, which are the two basic quantitative statistics courses; and EDFN 548 and 603, which are the two qualitative courses. Again, these courses are part of a service orientation of course offerings by the department and not a planned sequential progression. Finally, because so many WKU students involved in the cooperative doctorate have had difficulty moving from ABD to Ph. D. status a proposal for EDFN 700, a course that would guide doctoral students to the

creation of a prospectus prior to development of a proposal has recently been approved. EDFN 700 is the closest to the three-course sequence being proposed, but by itself is not sufficient to refresh, refine, and design doctoral/scholarly research projects. The three-course core of courses is designed to replace the current cafeteria-style research electives with a planned sequence of required courses. For students who are able to demonstrate proficiency additional research electives will be allowed.

2.23 Relationship of the proposed course to courses offered in other departments: Several departments provide courses in statistical techniques and tools at the undergraduate or masters level. Sociology, Psychology, Business, Mathematics, and others offer these lower-level courses. As described in 2.3 it is believed that the students in the cohorted-doctoral program need a planned sequence of courses that may/may not need additional electives from these pure tools/techniques offerings. Some students will indeed still draw an elective from current offerings in other departments and colleges as the need arises. For example, if a student decides to undertake a study using multiple regression as the method of analysis, his/her committee may indeed require a course in multiple regression beyond the three-course core sequence.

2.24 Relationship of the proposed course to courses offered in other institutions: The programs at Western Illinois and Wichita State appear the most directly similar to the proposed three course block at WKU as it moves from consumption and use of research to discussion of methods and tools and ends with development of a prospectus prior to the traditional development of a proposal and completion of a dissertation. Western Illinois' offerings are EDL 715 Research in schools and communities, EDL 725 Prospectus development, EIS 701 Quantitative Research for educational leaders. Wichita State lists a course almost identical to the one proposed herein with EL 969 Introduction to educational research and academic writings, which again is followed by EL 989 Advanced research methods in educational research.

At Oakland University there is again an apparent assumption of some prerequisite skills and courses prior to admission and then an 8 hour block in two courses ED 732 Research Methodology and ED 733 Analytical Methods, prior to the ED 903 course Leadership research issues and proposal development for an additional 4 hours. Similarly, Stephen F. Austin offers blocks of learning in AED 603 Exploring Contemporary and Emerging Paradigms of Educational research and AED 623 Designing research within educational settings followed up by AED 682 Developing the Dissertation Research Proposal.

Similar to our own institution's current offerings, many institutions offer similar cafeteria-style choices related to quantitative and even qualitative methodology and the related tools. Other institution's program documents suggest the existence/requirement of several prerequisites as an implicit understanding before a student is admitted to the doctoral program such as at Florida Atlantic. However, Florida Atlantic once again requires courses around development of chapter 2, a proposal, and demonstration of technological proficiency.

3. Discussion of proposed course:

3.13 Course objectives:

- Students will demonstrate a scholarly understanding of, and the ability to use major research methods in leadership.
- Students will be aware of and understand the components of a research study.
- Students in this course will demonstrate scholarly understanding of the of quantitative research methods.
- Students in this course will demonstrate scholarly understanding of the of qualitative research methods.
- Students will demonstrate the ability to craft scholarly hypotheses, including a null hypothesis.
- Students will understand the required components of research design,
- Students will be able to identify various methods of data analysis, and interpretation.

3.14 Content outline:

- *Problems, Participants, and Instrumentation in Leadership Research*
  - Problem Statements and Literature Reviews
  - Participant Procedures and Ethical Treatment
  - Instrumentation Procedures
- *Methods for Quantitative Studies*
  - Design Procedures for Experimental Research
  - Design Procedures for Descriptive Research
- *Methods for Qualitative Studies*
  - Qualitative Research Procedures and Results
  - Historical Research Procedures and Results
- Discussion of Results
- Creation of Research Problems and Literature Reviews

3.15 Student expectations and requirements: Students will be expected to read assigned text and materials and be prepared to actively participate in class discussion. Students will be expected to apply class discussion topics to exercises. Students will complete a mock methodological plan on a topic relevant to this course, and their personal leadership objectives as required by the individualized component of the doctoral program design. A midterm and a final exam may also be used to assess understanding of the course content.

3.16 Tentative texts and course materials:

Neuman, W. L. (2003) *Social research methods:Qualitative and quantitative approaches* (5th ed). Boston: Allyn & Bacon.

4. Resources:

4.9 Library resources: Adequate

4.10 Computer resources: Adequate

5. Budget implications:

5.17 Proposed method of staffing: Current or budgeted additional faculty
5.18 Special equipment needed: None
5.19 Expendable materials needed: None
5.20 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2008

7. Dates of prior committee approvals:

Department of Educational Administration, Leadership, and Research	01/17/07
CEBS Curriculum Committee	02/05/07
Graduate Council	02/08/07
University Senate	

Attachment: Bibliography, Library Resources Form, **Course Inventory Form**

Bibliography

Alford, R. (1998). *The craft of inquiry: Theories, method, evidence*. New York: Oxford University Press.

Babbie, E. (1998). *The practice of social research*. Belmont, CA: Wadsworth.

Boot, D. N., & Beile, P. (2005*).* Scholars before researchers: On the centrality of dissertation literature review in research preparation. *Educational Researcher*, *34*(6), 3-16.

Creswell, J. (2002). *Educational research: Planning, conducting, and evaluating quantitative research* (2nd ed.) Upper Saddle River, NJ: Merrill/Prentice Hall.

Creswell, J. W. (1994*). Research design, Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2000). *Handbook of qualitative research*. Thousand Oaks, CA: Sage.

Dooley, D. (2001*). Social research methods* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Fawcett, J. (1999). *The relationship of theory and research* (3rd ed.). Boston, MA: F. A. Davis.

Gall, M. C., Gall, J. P., & Borg, W. R. (2003). *Educational research*. New York: Allyn & Bacon.

Galvan, J. L. (2004). *Writing literature reviews: A guide for students of the social and behavioral sciences* (2nd ed.). Los Angeles: Pyrczak.

Kerlinger, F. N. (1975). *Foundations of behavioral research*. New York: Holt, Rinehart, and Winston.

Kuhn, T. S. (1970). *The structure of scientific revolutions* (2nd ed.). Chicago: University of Chicago Press.

Lincoln, Y. S., & Guba, E.G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage.

Loue, S. (2001). Textbook of research, ethics, theory and practice. New York: Springer.

Meltzoff, J. (1997). *Critical thinking about research: Psychology and related fields*. Washington, DC: American Psychological Association.

Mills, G. E. (2007). *Action research* (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Unger, R., & Crawford, M. (1992). *Women and gender*. New York: McGraw-Hill.

Proposal Date: 1/31/07

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership and Research
Proposal to Create a New Course
(Action Item)

Contact Person: Jeanne Fiene, jeanne.fiene@wku.edu, 745-2942

1. Identification of proposed course:

1.13 Course prefix (subject area) and number: EDLD 721
1.14 Course title: Measurement and Validity in Leadership Research
1.15 Abbreviated course title: Measurement/Validity in Resrch
1.4 Credit hours and contact hours: 3
1.5 Type of course: Lecture and Lab
1.6 Prerequisites/corequisites: EDLD 711
1.7 Course catalog listing: Students will examine critical issues relating to validity, reliability, generalizability, usefulness of leadership research, and key requirements in the design of research. This will include examining internal and external threats to validity, alternative assessment procedures, limitations to generalizability, and identifying approaches that will lead to useful findings.

2. Rationale:

2.25 Reason for developing the proposed course: The proposed course is part of a sequenced and planned three-course core requirement in research for the proposed Ed.D. program in Educational Leadership. The proposed three-course core is designed to lead the student from problem identification and related research to design of a methodology to an actual prospectus or dissertation proposal. In particular, this course will focus on identifying key components of measurement, assessment, analysis, and evaluation related to research methodologies. Students will have instruction in the various components in the methodology section of a standard research proposal and will be expected to complete a draft of a methods chapter.
2.26 Projected enrollment in the proposed course: 20. Each cohort will admit 20 students, and this will be a required course for all participants. Each cohort will take a course together in a planned sequence each term – they will alternate between a leadership core and a research core course for each successive term from entry until both cores are completed and the independent research begins.
2.27 Relationship of the proposed course to courses now offered by the department: The department currently offers a cafeteria-style selection of courses designed for specific populations and programmatic needs. For example, EDFN 500 Research Methods, an introductory survey course in research designed for all beginning

graduate students, serves the masters level students. Due to the current cooperative doctoral program with University of Louisville and graduate programs in other departments/colleges, we offer EDFN 501 Educational Statistics and 601 Applied Statistics and Design, which are the two basic quantitative statistics courses; and EDFN 548 Theory and Methods of Qualitative Research and 603 Qualitative Research in Education, which are the two qualitative methods courses. Again, these courses are part of a service orientation of course offerings by the department and not a planned sequential progression. Finally, because so many WKU students involved in the cooperative doctorate have had difficulty moving from ABD to Ph. D. status a proposal for EDFN 700, a course that would guide doctoral students to the creation of a prospectus prior to development of a proposal has recently been approved. EDFN 700 is the closest to the three-course sequence being proposed, but by itself is not sufficient to refresh, refine, and design doctoral/scholarly research projects. The three-course core of courses is designed to replace the current cafeteria-style research electives with a planned sequence of required courses. For students who are able to demonstrate proficiency additional research electives will be allowed.

2.28 Relationship of the proposed course to courses offered in other departments: Several departments provide courses in statistical techniques and tools at the undergraduate or master's level. Sociology, Psychology, Business, Mathematics, and others offer these lower-level courses. As described in 2.3 it is believed that the students in the cohort-doctoral program need a planned sequence of courses that may/or may not need additional electives from these pure tools/techniques offerings. Some students will indeed still draw an elective from current offerings in other departments and colleges as the need arises. For example, if a student decides to undertake a study using multiple regression as the method of analysis, his/her committee may indeed require a course in multiple regression beyond the three-course core sequence.

2.29 Relationship of the proposed course to courses offered in other institutions: The programs at Western Illinois and Wichita State appear the most directly similar to the proposed three-course block at WKU as it moves from consumption and use of research to discussion of methods and tools and ends with development of a prospectus prior to the traditional development of a proposal and completion of a dissertation. Western Illinois' offerings are EDL 715 Research in schools and communities, EDL 725 Prospectus development, EIS 701 Quantitative Research for educational leaders. Wichita State lists a course almost identical to the one proposed herein with EL 969 Introduction to educational research and academic writings, which again is followed by EL 989 Advanced research methods in educational research.

At Oakland University there is again an apparent assumption of some prerequisite skills and courses prior to admission and then an 8 hour block in two courses ED 732 Research Methodology and ED 733 Analytical Methods, prior to the ED 903 course Leadership research issues and proposal development for an additional 4 hours. Similarly, Stephen F. Austin offers blocks of learning in AED 603 Exploring Contemporary and Emerging Paradigms of Educational research and AED 623 Designing research within educational settings followed up by AED 682 Developing the Dissertation Research Proposal.

Similar to our own institution's current offerings, many institutions offer similar cafeteria-style choices related to quantitative and even qualitative methodology and the related tools. Other institutions' program documents suggest the existence/requirement of several prerequisites as an implicit understanding before a student is admitted to the doctoral program; one example at Florida Atlantic. However, Florida Atlantic once again requires courses around development of chapter 2, a proposal, and demonstration of technological proficiency.

3. Discussion of proposed course:

3.17 Course objectives: Ed.D. candidates need to be able to critically examine issues relating to validity, reliability, generalizability, and usefulness of leadership research.

- Students will be able to critically examine and demonstrate scholarly application of measurement of and discussion of internal and external validity,
- Students will be able to critically examine and demonstrate scholarly discussion of threats to validity,
- Students will be able to critically examine and demonstrate scholarly use of alternative assessment procedures,
- Students will be able to critically examine and demonstrate scholarly application of limitations to generalizability, and
- Students will be able to critically examine and demonstrate scholarly application of approaches to identify and result in useful findings.

3.18 Content outline:

Validity

The Internal Validity of Research

Threats to Internal Validity

Confounds

Assessing Internal Validity

Demand Characteristics and Experimenter Expectancy

The External Validity of Research

Functional and Conceptual Components of External Validity

Threats to External Validity

Assessing External Validity

Laboratory Research and Natural-Setting Research

Generalizability

Assessing

Limitations

Reliability

Alternative Approaches and Differential Validity Issues

3.3 Student expectations and requirements: Students will be expected to read assigned text and materials and be prepared to actively participate in class discussion. Students will be expected to apply class discussion topics to exercises. Students will complete a methodological plan on a topic relevant to this course, and their personal leadership objectives. A midterm and a final exam may also be used to assess understanding of the course content.

3.4 Tentative texts and course materials:

Neuman, W. L. (2003). *Social research methods: Qualitative and quantitative approaches* (5th ed.). Boston: Allyn & Bacon.

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current or budgeted additional faculty
5.2 Special equipment needed: None
5.3 Expendable materials needed: None
5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 08

7. Dates of prior committee approvals:

Department of Educational Administration, Leadership, and Research	01/17/07
CEBS Curriculum Committee	02/05/07
Graduate Council	02/08/07
University Senate	

Attachment: Bibliography, Library Resources Form, **Course Inventory Form**

Bibliography

Agnew, N. M., & Pyke, S. W. (1991). *The science game: An introduction to research in the social sciences* (5th ed.). Englewood Cliffs, NJ: Prentice-Hall.

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Fawcett, J. (1999). The relationship of theory and research (3rd ed.). Boston, MA: F. A. Davis.

Gall, M. C., Gall, J. P., & Borg, W. R. (2003). *Educational research*. New York: Allyn and Bacon.

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Maxwell, J. A. (1992). *Understanding and validity in qualitative research. Harvard Educational Review, 62*(3), 279-300.

Meltzoff, J. (1997). *Critical thinking about research: Psychology and related fields*. Washington, DC: American Psychological Association.

Mills, G. E. (2007). *Action research* (3rd ed.) Upper Saddle River, NJ: Merrill Prentice Hall.

Schneider, B. (2004). Building a scientific community: The need for replication. *Teachers College Record, 106*(7), 1471-1483.

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Vogt, W. P. (2007). *Quantitative research methods for professionals*. New York: Allyn and Bacon.

Proposal Date: 01/31/07

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership and Research
Proposal to Create a New Course
(Action Item)

Contact Person: Jeanne Fiene, jeanne.fiene@wku.edu, 745-2942

1. Identification of proposed course:

1.16 Course prefix (subject area) and number: EDLD 731
1.17 Course title: Advanced Data Analysis Tools in Leadership Research
1.18 Abbreviated course title: Advanced Statistical Tools
1.4 Credit hours and contact hours: 3
1.5 Type of course: Lecture and Lab
1.6 Prerequisites: EDLD 721
1.7 Course catalog listing: Statistical tools, statistical software and databases used in leadership research and problem-solving settings. Software to organize and manage qualitative data will be introduced.

2. Rationale:

2.30 Doctoral students enter study with one previous methods course, which usually focused on reading and understanding completed research. Now students must begin to analyze research methods to develop and implement research projects for their intellectual and practitioner work as well as for the development of the dissertation or final doctoral requirement. Therefore, the proposed course is part of a sequence and planned core requirement for the proposed Ed.D. in Educational Leadership. This course is designed to be the third of a three-course research core for all program candidates. In particular, this course will focus on building students' knowledge of quantitative data analysis and utilization statistical computer software. The use of computer software to organize and manage qualitative data will be introduced.

2.31 Projected enrollment in the proposed course: 20. Each cohort will admit 20 students, and this will be a required course for all participants. Each cohort will take a course together in a planned sequence each term – they will alternate between a leadership core and a research core course for each successive term from entry until both cores are completed and the independent research begins.

2.32 Relationship of the proposed course to courses now offered by the department: The department currently offers a cafeteria-style selection of courses designed for specific populations and programmatic needs. For example, EDFN 500 Research Methods, an introductory survey course in research designed for all beginning graduate students, serves the masters level students. Due to the current cooperative doctoral program with University of Louisville and graduate programs in other departments/colleges, we offer EDFN 501 Educational Statistics and 601 Applied Statistics and Design, which are the two basic quantitative statistics courses; and EDFN 548 Theory and Methods of Qualitative Research and 603 Qualitative Research in Education, which are the two

qualitative methods courses. Again, these courses are part of a service orientation of course offerings by the department and not a planned sequential progression. Finally, because so many WKU students involved in the cooperative doctorate have had difficulty moving from ABD to Ph. D. status a proposal for EDFN 700, a course that would guide doctoral students to the creation of a prospectus prior to development of a proposal has recently been approved. EDFN 700 is the closest to the three-course sequence being proposed, but by itself is not sufficient to refresh, refine, and design doctoral/scholarly research projects. The three-course core of courses is designed to replace the current cafeteria-style research electives with a planned sequence of required courses. For students who are able to demonstrate proficiency additional research electives will be allowed.

2.33 Relationship of the proposed course to courses offered in other departments: Several departments provide courses in statistical techniques and tools at the undergraduate or master's level. Sociology, Psychology, Business, Mathematics, and others offer these lower-level courses. As described in 2.3 it is believed that the students in the cohort-doctoral program need a planned sequence of courses that may/or may not need additional electives from these pure tools/techniques offerings. Some students will indeed still draw an elective from current offerings in other departments and colleges as the need arises. For example, if a student decides to undertake a study using multiple regression as the method of analysis, his/her committee may indeed require a course in multiple regression beyond the three-course core sequence.

2.34 Relationship of the proposed course to courses offered in other institutions: The programs at Western Illinois and Wichita State appear the most directly similar to the proposed three-course block at WKU as it moves from consumption and use of research to discussion of methods and tools and ends with development of a prospectus prior to the traditional development of a proposal and completion of a dissertation. Western Illinois' offerings are EDL 715 Research in schools and communities, EDL 725 Prospectus development, EIS 701 Quantitative Research for educational leaders. Wichita State lists a course almost identical to the one proposed herein with EL 969 Introduction to educational research and academic writings, which again is followed by EL 989 Advanced research methods in educational research.

At Oakland University there is again an apparent assumption of some prerequisite skills and courses prior to admission and then an 8 hour block in two courses ED 732 Research Methodology and ED 733 Analytical Methods, prior to the ED 903 course Leadership research issues and proposal development for an additional 4 hours. Similarly, Stephen F. Austin offers blocks of learning in AED 603 Exploring Contemporary and Emerging Paradigms of Educational research and AED 623 Designing research within educational settings followed up by AED 682 Developing the Dissertation Research Proposal.

Similar to our own institution's current offerings, many institutions offer similar cafeteria-style choices related to quantitative and even qualitative methodology and the related tools. Other institutions' program documents suggest the existence/requirement of several prerequisites as an implicit understanding before a student is admitted to the doctoral program; one example at Florida Atlantic. However, Florida Atlantic once again requires courses around development of chapter 2, a proposal, and demonstration of technological proficiency.

3. Discussion of proposed course:

3.19 Course objectives:

- "Students will learn:
  - how to input all forms of data
  - how to compute and label variables
  - how to conduct basic syntax
  - how to generate and interpret reports of descriptive statistics
  - how to calculate z scores
  - how to compute reports of internal consistency
  - how to determine outliers
  - how to compute and interpret non parametric tests of significance
    - Chi square
  - how to compute and interpret parametric tests of significance
    - t tests
    - ANOVA
    - MANOVA
  - how to compute and interpret a correlation matrix
  - how to compute and report a linear regression"
- Students will use data base statistical information for developing questions and generating results.
- Students will read and explain results generated from the statistical software and develop implications and conclusions.
- Students will apply qualitative data to computer management software.

3.20 Content outline:

- Quantitative research designs and statistical tools
- Statistical software for generating findings: descriptive and inferential statistics
- Measures of central tendency, mean, Chi-square, T-test, ANOVA, linear regression, etc. for research designs.
- Understanding statistical results from statistical software: significance, conclusions, and implications
- Generating questions from statistical databases.
- Data management software for qualitative research.

SPSS or similarly applicable and program approved statistical software packages - The content will focus on identified software and the appropriate associated applications. For example, students might be exposed to potential applications and abilities of SPSS or other analytical software.

3.3 Student expectations and student requirements: Students will be expected to read assigned software manuals and materials and be prepared to apply the appropriate tools and techniques. Students will show mastery of these tasks through various homework assignments. Students will be expected to regularly and consistently apply software to develop and demonstrate utilization

of the statistical software, explain results, and develop conclusions and implications. Students will complete an application of qualitative data to data management software. Students will be asked to identify potential errors and/or will be confronted with problems to revise. A midterm and a final exam may also be used to assess understanding of the course content.

3.4 Tentative texts and course materials:

Landau, S., & Everitt, B. (2003). *A handbook of statistical analyses using SPSS*. New York: Chapman and Hall/CRC.

Software, websites and application manuals as appropriate. (e.g. http://www.sc.uevora.pt/spss/pdf/manual_spss_13/SPSS_Base_User_%20Guide_13.0)

4. Resources:

4.3 Library resources: Adequate
4.4 Computer resources: Adequate

5. Budget implications:

5.5 Proposed method of staffing: Current or budgeted additional faculty
5.6 Special equipment needed: None
5.7 Expendable materials needed: None
5.8 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2008

7. Dates of prior committee approvals:

Department of Educational Administration Leadership, and Research	01/17/07
CEBS Curriculum Committee	02/05/07
Graduate Council	02/08/07
University Senate	

Attachment: Bibliography, Library Resources Form, **Course Inventory Form**

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Gary, B. S., Cashman, T. J., & Vermaat, M. E. (2004). *Office 2003: Introductory concepts and techniques*. Boston, MA: Thomson Course Technology.

George, D., & Mallery, P. (2003). *SPSS for windows step by step: A simple guide and reference, 11*. Update (4th ed.). New York: Allyn and Bacon.

Gonick, L., & Smith, W. (1993). *The cartoon guide to statistics*. New York: Harper Perennial.

Fox, J., Levin, J., & Harkins, S. (1993). *Elementary statistics in behavioral research*. New York: Harper Collins College Publishers.

Lindman, H. R. (1992). *Analysis of variance in experimental design*. New York: Springer-Verlag.

Kerlinger, F. N., & Pedhazur, E. J. *(1973). Multiple regression in behavioral research. New* York: Holt, Rinehart, and Winston.

Myers, J., & Well, A. (2003). *Research design and statistical analysis* (2nd ed.). London: Lawrence Erlbaum.

Schulman, R. S. (1998*). Statistics in plan English with computer applications*. New York: Van Nostrand Reinhold.

Sen, A., & Srivastava, M. (1999*). Regression analysis: Theory, methods, and applications*. New York: Springer-Verlag.

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Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized casual inference*. Boston: Houghton Mifflin.

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Vogt, W. P. (2007). *Quantitative research methods for professionals*. New York: Allyn and Bacon.

Proposal Date: January 24, 2007

Gordon Ford College of Business
Department of Management
Proposal to Create a New Course
(Action Item)

Contact Person: Shane Spiller, Shane.Spiller@wku.edu, 745-8877

1. Identification of proposed course:

1.19 Course prefix (subject area) and number: **BA 751**
1.20 Course title: **Strategic Leadership**
1.21 Abbreviated course title: Strat Lead
1.4 Credit hours and contact hours: 3 credit hours/37.5 contact hours
1.5 Type of course: S—Seminar: Group discussion and exchange of information
1.6 Prerequisites/corequisites: Admission to the Doctoral Program (Ed.D.), EDLD 730 (LEAD III)
1.7 Course catalog listing: This course is designed to improve understanding of strategic planning, implementation, and performance measurements in public and nonprofit organizations. Although they have been adopted from a business sector model, strategic planning and management have become the standard practice of public and non-profit organizations as a critical tool to reinvent, restructure, and transform the traditional ways of doing business. Students will explore the benefits and limitations of strategic planning and management in the context of public and nonprofit organizations, the role of organizational leaders as a key player in strategic management, managing stakeholders, assessing the organizational capacities as well as the external environments, and identifying the adopting strategies.

2. Rationale:

2.35 Reason for developing the proposed course: Elective for Organizational Leadership strand in the Ed.D. in Educational Leadership
2.36 Projected enrollment in the proposed course: 12
2.37 Relationship of the proposed course to courses now offered by the department: There is a 1.5 hour MBA course, BA 590 Strategic Business Concepts & Applications, that covers this material from a business perspective. There is also an Undergraduate course, MGT 498 Strategy & Policy, that covers this material for business students. This course would be at the doctoral level and address key literature in the strategic leadership field including literature relevant to those in the nonprofit sector.
2.38 Relationship of the proposed course to courses offered in other departments: There are no courses offered in other departments that cover the material in this course.
2.39 Relationship of the proposed course to courses offered in other institutions: The course is similar to doctoral level courses such as the following examples from other institutions:

Regent University
LEAD 773 Strategic Design, Planning, and Implementation
Builds upon the knowledge and understanding of people and leadership to begin building a comprehension of strategic thinking as it relates to design, planning, and implementation of strategies and tactics meant to accomplish the organization's goals and objectives. Students will examine various schools of strategic planning and learn when and where each school is effective. In addition, students will examine how to determine gifts, abilities, and skills of followers in the organization thus tying the concepts of follower-development and group formation into strategic planning.

Robert Wagner Graduate School of Public Service
New York University
P11.2110 Strategic Management
This course examines management theory and practice through a framework involving strategic thinking and strategic planning. It covers a number of important management topics, including the context of strategy, leadership, managerial uses of structure and design, and performance. Case studies of managerial practice in the public and nonprofit sectors are used throughout the course.

University of West Florida
PAD 6335Strategic Management for Public and Nonprofit Organizations
An examination of the rationale and methods of strategic management applied to the planning processes of public and nonprofit organizations.

3. Discussion of proposed course:

3.21 Course objectives:
Students should acquire a basic understanding of strategic planning and implementation that helps public managers refine their ability to think and act strategically in managing environmental challenges and improving program performance. Students are expected to apply the basic concepts and ideas of strategic planning and management introduced in the course to policy and program decisions linking strategic intentions to program performance.

3.22 Content outline:

Introduction to Strategic Leadership:

Frohman, D. 2006. Leadership under fire. *Harvard Business Review*, 84(12): 124-131.

Kaplan, R.S. 2007. What to ask the person in the mirror. *Harvard Business Review*, 85(1): 86-95.

Defining Strategy:

Porter, M.E. 1996. What is strategy? *Harvard Business Review*, 74(6): 61-78.

Hambrick, D.C. and J.W. Fredrickson. 2001. Are you sure you have a strategy? *Academy of Management Executive*, 15(4): 48-59.

Organizational Structure and Strategic Leadership:

Waterman, R.H., T.J. Peters, and J.R. Phillips. Structure is not organization. *Business Horizons*, 1980. 23(3): 14-26.

Adler, P.S. and B. Borys. Two types of bureaucracy: Enabling and coercive. *Administrative Science Quarterly*, 41(1): 61-89.

Strategic Decision Making:

Buchanan, L. and A. O'Connell. 2006. A brief history of decision making. *Harvard Business Review*, 84(1): 32-41.

Pfeffer, J. and R.I. Sutton. 2006. Evidence-based management. *Harvard Business Review*, 84(1): 62-74.

Nutt, P.C. 2004. Expanding the search for alternatives during strategic decision-making. *Academy of Management Executive*, 18(4): 13-28.

Strategic Implementation:

Hambrick, D. and A. Canella. 1989. Strategy implementation as substance and selling. *Academy of Management Executive*, 3(4): 278-285.

Mankins, M.C. and R. Steele. 2006. Stop making plans and start making decisions. *Harvard Business Review*, 84(1): 76-84.

The Resource-Based View of Strategic Organization:

Barney, J.B. 1991. Firm Resources and Sustained Competitive Advantage. *Journal of Management*, 17(1): 99-120.

Prahalad, C.K. and G. Hamel. 1990. The core competence of the corporation. *Harvard Business Review*, 79(1): 1-14.

Barney, J.B. 1995. Looking inside for competitive advantage. *Academy of Management Executive*, 9(4): 49-61.

Strategic Innovation:

Kim, W.C. and Mauborgne. 2005. Blue ocean strategy. *California Management Review*, 47(3): 105-121.

Christensen, C.M., B. Heiner, R. Ruggles and T.M. Sadtler. 2006. Disruptive Innovation for Social Change. *Harvard Business Review*, 84(12): 94-101.

Strategic Change:

Goodman, P. S. and D. Rousseau. 2004. Organizational change that produces results: The linkage approach. *Academy of Management Executive*, 18(3): 7-19.

O'Reilly, C.A. and M.L. Tushman. 2004. The ambidextrous organization. *Harvard Business Review*, 83(4): 74-81.

Kotter, J.P. 2007. Leading change. *Harvard Business Review*, 85(1): 96-103.

Strategic Management of Organizational Culture:

Litzky, B.E., K.A. Eddleston and D. Kidder. 2006. The good, the bad, and the misguided: How managers inadvertently encourage deviant behaviors. *Academy of Management Perspectives*, 20(1): 91-103.

Kerr, J. and J.W. Slocum Jr. 2005. Managing corporate culture through reward systems. *Academy of Management Executive*, 19(4): 130-138.

Social Responsibility and Strategic Leadership:

Perrini, F. 2006. The practitioner's perspective on non-financial reporting. *California Management Review*, 48(2): 73-103.

Anand, V., B.E. Ashforth and M. Joshi. 2005. Business as usual: The acceptance and perpetuation of corruption in organizations. *Academy of Management Executive*, 19(4): 9-23.

Mirvis, P. and B. Googins. 2006. Stages of Corporate Citizenship. *California Management Review*, 48(2): 104-126.

3.23 Student expectations and requirements: Students will be expected to read assigned materials and actively participate in class discussion. Students will be expected to lead class discussion on assigned topics. Students will complete a written review of the literature on a topic relevant both to this course and to their personal leadership objectives. A midterm and a final exam may also be used to assess understanding of the course content.

3.24 Tentative texts and course materials:

Jack Koteen. (1997). *Strategic Management in Public and Nonprofit Organizations: Managing Public Concerns in an Era of Limits* (2nd ed.). Westport, CT: Praeger

De Kluyver, C. A., & Pearce, J. A. (2005). *Strategy: A view from the top (an executive perspective*) (2nd ed.). Upper Saddle River, NJ: Pearson Education. (ISBN: 0131861360)

Hughes, R. L., & Beatty, K. C. (2005*). Becoming a strategic leader: Your role in your organization's enduring success*. San Francisco, CA: Jossey-Bass.

Other readings (e.g.., journal articles, book chapters) assigned as appropriate.

4. Resources:

4.5 Library resources: Currently sufficient.
4.6 Computer resources: There will be no need for additional computer resources.

5. Budget implications:

5.9 Proposed method of staffing: This course should load at the graduate level. Staff will be drawn from the Ed.D. in Educational Leadership faculty.
5.10 Special equipment needed: There will be no need for special equipment.
5.11 Expendable materials needed: There will be no need for expendable materials.
5.12 Laboratory materials needed: There will be no need for laboratory materials.

6. Proposed term for implementation: Fall 2008

7. Dates of prior committee approvals:

MGT Department:	1/24/07
MBA (Graduate) Committee	1/26/07
Gordon Ford College of Business Curriculum Committee	1/31/07
Graduate Council	2/8/07
University Senate	

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Bibliography
BA 751

Classic and Current Readings

Baker, S. (1999). Global e-commerce, local problems *The Journal of Business Strategy*; Jul/Aug 1999; Volume: 20 (4) Start Page: 32-38

Bolman, Lee G. and Deal, Terrence E. *Leading with Soul: An Uncommon Journey of Spirit Revised*. San Francisco, CA: Jossey-Bass Publishers, 1995

Collins, J. (2001). *From good to great: Why some companies make the leap…and others don't*. New York: HarperCollins.

De Bono, E., 1982. *Lateral Thinking for Management a Handbook*. Harmondsworth: Penguin.

Deal, T.E. and Kennedy, A.A., 1988. *Corporate Cultures: the Rites and Rituals of Corporate Life*. Harmondsworth : Penguin Books.

Dixit, A. & Nalebuff, B. (1991). *Thinking strategically: The competitive edge in business, politics, and everyday life*. New York: W.W. Norton.

Gladwell, M. (2000). *The tipping point: How little things can make a big difference*. New York: Little Brown.

Grant, R.M. (2002). *Contemporary strategy analysis* (4th ed.). Malden, MA: Blackwell Publishers, Inc.

Handscombe, R.S. and Norman, P.A., 1993. *Strategic Leadership: managing the missing links*, London: McGraw-Hill.

McEwan, T., 2001. *Managing Values and Beliefs in Organisations*. Harlow: Financial Times Prentice Hall.

Mintzberg, H. [et al], 2003. *The Strategy Process: Concepts, Contexts*, Cases. 4th Ed. Harlow: Pearson Education.

Mintzberg, H., 1989. *Mintzberg on Management*. New York: Free Press.

Mintzberg, H., Ahlstrand, B., & Lampel, J. (2005). *Strategy safari: A guided tour through the wilds of strategic management*. New York: The Free Press. (ISBN: 0743270576)

Pascale, R., 1991. *Managing on the Edge: How successful companies use conflict to stay ahead*. London: Penguin Books.

Pearce, J. A. and Robinson, R. B., 2005. *Strategic Management*. 9th Ed. Boston, MA: McGraw - Hill.

Pfeffer, J. and Sutton, R. (2000). *The knowing-doing gap: how smart companies turn knowledge into action*. Boston, MA: Harvard Business School Press.

Porter, M. E. (1996). What Is Strategy? *Harvard Business Review*, Nov/Dec96, Vol. 74 Issue 6, p. 61-78

Ramanathon, Kavasserei V. and Hegstad, Larry P. *Readings in Management Control in Nonprofit Organizations,* New York: John Wiley and Son's Inc., 1982.

Slatter, S. and Lovett, D., 1999. *Corporate Turnaround*. London: Penguin.

Stacey, R.D., 2003. 3rd Edition, *Strategic Management and Organisational Dynamics: the Challenge of Complexity*. 4th Ed. Harlow: Prentice Hall.

Thompson, J. L., 2000. *Strategy Management: Awareness and Change*. 4th Ed. London: Thomson Learning.

Wacker, W., Taylor, J., & Means, H.B. (2000). *The visionary's handbook: Nine paradoxes that will shape the future of your business*. New York: Harperbusiness.

Waring, A. and Glendon, I.A., 1998. *Managing Risk*. London: International Thomson Business Press

Whittington, R., 2001. *What is Strategy- and does it matter*? 2nd Ed. London: Thomson Learning.

Proposal Date: January 24, 2007

Gordon Ford College of Business
Department of Management
Proposal to Create a New Course
(Action Item)

Contact Person: Shane Spiller, Shane.Spiller@wku.edu, 745-8877

1. Identification of proposed course:

1.22 Course prefix (subject area) and number: **BA 752**
1.23 Course title: **Leading Innovation, Creativity, and Change**
1.24 Abbreviated course title: Lead Change
1.4 Credit hours and contact hours: 3 credit hours/37.5 contact hours
1.5 Type of course: S—Seminar: Group discussion and exchange of information
1.6 Prerequisites/corequisites: Admission to the Doctoral Program (Ed.D.), EDLD 730 (LEADERSHIP III)
1.7 Course catalog listing: This course is geared towards developing a better understanding of the challenges, techniques, burdens, and successes associated with initiating and implementing major changes within organizations. Therefore, the objective of the course is to prepare leaders to meet the challenges of organizational change. The theoretical concepts and practice of leading change in organizational, community, political and social action/social movement contexts are examined. This course explicitly links theoretical concepts, models and processes of leadership and change with the intended purpose of change and its resulting outcomes.

2. Rationale:

2.40 Reason for developing the proposed course: Elective for Organizational Leadership strand in the Ed.D in Educational Leadership

2.41 Projected enrollment in the proposed course: 12

2.42 Relationship of the proposed course to courses now offered by the department: There are no other courses at WKU that examine this material at this depth. Some of the material is covered briefly in other management courses at the Undergraduate and MBA level.

2.43 Relationship of the proposed course to courses offered in other departments: There are no similar courses to this offered in other departments.

2.44 Relationship of the proposed course to courses offered in other institutions: The course is similar to courses such as the following examples from other institutions:

University of Florida
EDG 6931 Leading Change)
This course explores the relationship between organizational change and leadership. Students will engage in theoretical and research-based readings, discussions and activities regarding change, innovation, leadership, and organizational culture. This knowledge will enable students to better plan, communicate and lead change efforts in educational organizations

University of Michigan
MO 603b Navigating Change
This course develops the skills you will need for leading change. Change is a basic ingredient of life. Recommending, planning, managing, enacting, surviving and evaluating personal and organizational change are challenges that concern everyone. If the ability to execute timely change differentiates successful individuals – and successful organizations – from also-rans, then taking this course will give you an important competitive advantage as a leader. In this course, we will analyze the forces that drive organizations to change, examine impediments to change, and survey a range of approaches for making organizational change more effective. MO603 develops your understanding of change processes and provides you with practical skills for managing and leading change. Change occurs in many forms from minor transitions to major transformations and upheavals. Effectively managing change involves different activities depending on the scope of change and the organization's readiness for it. Special attention will be given to managing disruptions from transitions and the inevitable losses that radical change brings. The work is substantial from the start, and the pace is fast.

Nova Southeastern University
LED 5680 Leading Change
Individuals in organizations are continuously required to change in leadership, structures, regulatory requirements, markets, and products/services. These efforts are successful when leaders choose to take and perform a leadership role in the change process. Theories and models will be presented and discussed. Case studies of successful change in organizations will be included. Practical tools and their specific use will be addressed.

3. Discussion of proposed course:

3.25 Course objectives: By the end of this course the student will have a working knowledge of and be able to:

- Discuss the relationship between leadership theories/models and organization change
- Recognize the extent to which an organization is change ready
- Illustrate the components of a leader's change plan
- Identify ways to expose obstacles to change and how to overcome the obstacles
- Examine multiple ways to motivate people to change
- Consider how task responsibilities shift during change
- Know how to create a vision with all stakeholders involved
- Discuss how leaders have been successful at change using cases

- Select appropriate criteria for assessing all aspects of a change project

3.26 Content outline:

- Forces for Change
- Changing the Game-
  - Diagnosis for Change
  - Establishing a Vision
- Implementing Change
  - Resistance to Change
  - Change Management Approaches
  - Linking Vision and Change
  - Strategies for Communicating Change
- Consolidating Change
  - Assessing Change
  - Continuous Improvement

3.27 Student expectations and requirements: Students will be expected to read assigned journal articles and text materials and be prepared to actively participate in class discussion. Students will be expected to lead class discussion on assigned topics. Students will complete a written review of the literature on a topic relevant to this course, and their personal leadership objectives. A midterm and a final exam may also be used to assess understanding of the course content.

3.28 Tentative texts and course materials:

Jick, T.D, and Peipert, M. (2003). *Managing Change: Text and Cases*, 2nd edition.

Palmer, I., Dunford, R., and Akin, G. (2006). *Managing Organizational Change: A Multiple Perspectives Approach.*

Cummings, T. G., and Worley, C. (2005). *Organizational Development and Change.*.

Other readings (e.g.., journal articles, book chapters) assigned as appropriate.

4. Resources:

4.7 Library resources: Some texts may need to be purchased to bolster library holdings in this area.

4.8 Computer resources: There will be no need for additional computer resources.

5. Budget implications:

5.13 Proposed method of staffing: This course should load at the graduate level. Staff will be drawn from the Ed.D. in Educational Leadership faculty.

5.14 Special equipment needed: There will be no need for special equipment.

5.15 Expendable materials needed: There will be no need for expendable materials.

5.16 Laboratory materials needed: There will be no need for laboratory materials.

6. Proposed term for implementation: Fall 2008

7. Dates of prior committee approvals:

MGT Department:	1/24/07
MBA (Graduate) Committee	1/26/07
Gordon Ford College of Business Curriculum Committee	1/31/07
Graduate Council	2/8/07
University Senate	

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Bibliography
BA 752

Classic and Current Readings

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Beer, Michael and Nitin Nohria, eds. *Breaking the Code of Change*. Boston MA: Harvard Business School Press, 2000.

Bennis, Warren and Burt Nanus. Leaders: *The Strategies for Taking Charge*. New York: Harper & Row, 1985.

Katzenbach, J. R. & Smith, D. K. (1993). *The Wisdom of Teams: Creating the High-Performance Organization*. New York: HarperBusiness.

Black, J. Stewart and Hal B. Gregersen. *Leading Strategic Change*. Upper Saddle River, New Jersey: Financial Times Prentice Hall, 2002.

Bouchikhi, H and Kimberly, J. R. "The Customized Work-Place" in S. Chowdhury (Ed.) *Management 21C*, Prentice-Hall, 2000: 207-219.

Bridges, William. *Managing Transitions: Making The Most Of Change*. Reading, Massachusetts: Perseus Books, 1991.

Conner, Daryl R. *Leading At The Edge Of Chaos: How To Create The Nimble Organization*. New York, New York: John Wiley & Sons, Inc., 1998.

Conner, Daryl R. *Managing At The Speed Of Change*. New York, New York: Villard Books, 1992.

Dalziel, Murray M. and Stephen C. Schoonover. *Changing Ways: A Practical Tool For Implementing Change Within Organizations*. New York, New York: AMACOM, A Division Of American Management Association, 1988.

Dyer, William G. *Strategies For Managing Change*. Reading, Massachusetts: Addison-Wesley Publishing Company, Inc., 1984.

Galpin, Timothy J. *The Human Side Of Change*. San Francisco, California: Jossey-Bass Inc., Publishers, 1996.

Bellman, G. M., *Getting Things Done When You Are Not in Charge*, New York: Simon and Schuster, 1993.

Heller, Robert. *Managing Change*. New York, New York: DK Publishing, Inc., 1998.

Kanter, Rosabeth Moss, Barry A. Stein, and Todd D. Jick. *The Challenge Of Organizational Change*. New York, New York: The Free Press, 1992.

Kanter, Rosabeth Moss. *The Change Masters*. New York, New York: Touchstone, 1983.

Kanter, Rosabeth Moss. *When Giants Learn To Dance*. New York, New York: A Touchtone Book, 1989.

Kirkpatrick, Donald L. *How To Manage Change Effectively*. San Francisco, California: Jossey-Bass Inc., Publishers, 1985.

Kotter, J. "Leading Change: Why Transformation Efforts Fail" *Harvard Business Review*, March-April 1995: 59-67

Kotter, John P. and Dan S. Cohen. *The Heart Of Change*. Boston, Massachusetts: Harvard Business School Press, 2002.

Kotter, John P. Leading Change. Boston, Massachusetts: Harvard Business School Press, 1996.

Lippitt, Gordon, Petter Langseth, and Jack Mossop. *Implementing Organizational Change*. San Francisco, California: Jossey-Bass Inc., Publishers, 1985.

Meyerson, D. E., "Radical change, the quiet way" *Harvard Business Review*, October, 2001: 92-100

Michael Beer, M. and Nohria N., "Cracking the Code of Change" *Harvard Business Review*, May-June 2000: 133-141

Scott, Cynthia D. and Dennis t. Jaffe. *Managing Change At Work: Leading People Through Organizational Transitions*. Menlo Park, California: Crisp Publications, Inc., 1995.

Skarke, Gary, Butch Holland, Bill Rogers, and Diane Landon. *The Change Management Toolkit: A Step-By-Step Methodology For Successfully Implementing Dramatic Organizational* Change. Second Edition. Houston, Texas: WinHope Press, 1995.

Smith, Douglas K. *Taking Charge Of Change: 10 Principles For Managing People And Performance*. Reading, Massachusetts: Addison-Wesley Publishing Company, 1996. Malden, MA: Blackwell Publisher.

Proposal Date: January 24, 2007

Gordon Ford College of Business
Department of Management
Proposal to Create a New Course
(Action Item)

Contact Person: Shane Spiller, Shane.Spiller@wku.edu, 745-8877

1. Identification of proposed course:

1.25 Course prefix (subject area) and number: **BA 753**
1.26 Course title: **Current Topics in Organizational Behavior**
1.27 Abbreviated course title: OB Topics
1.4 Credit hours and contact hours: 3 credit hours/37.5 contact hours
1.5 Type of course: S—Seminar: Group discussion and exchange of information
1.6 Prerequisites/corequisites: Admission to the Doctoral Program (Ed.D.), EDLD 710
1.7 Course catalog listing: This seminar course extends the material introduced in Leadership 710. Students will examine the many principles of human behavior that effective leaders use when leading individuals and groups in organizations. Current research relating to individual differences in abilities and attitudes, attribution, motivation, group dynamics, power and politics, conflict resolution, organizational culture, and organizational structure and design will be examined

2. Rationale:

2.45 Reason for developing the proposed course: Elective for Organizational Leadership strand in the Ed.D in Educational Leadership

2.46 Projected enrollment in the proposed course: 10

2.47 Relationship of the proposed course to courses now offered by the department: There is an MBA course, BA 510 that covers some of the same material, but this course would be more advanced in material coverage, and also be at the doctoral level.

2.48 Relationship of the proposed course to courses offered in other departments: There are no other courses at WKU that examine this material at this depth. This course will cover some of the same material of PSY 572, PSY 552, and PSY 520, but this course will be at the doctoral level.

2.49 Relationship of the proposed course to courses offered in other institutions: The course is similar to doctoral level courses such as the following examples from other institutions:

Pace University
MGT 687 Advanced Topic in Organizational Behavior (3)
Examines selected topics on organizational behavior. Possible topics include: conflict management, leadership, power and politics, cross-cultural aspects of organizational behavior and organizational change. Contact the department for specific topic selections.

Schulich School of Business, York University
OBIR 7020 3.00 Advanced Topics In Organization Theory
This course introduces students to leading paradigms and current topics in organization theory. Students obtain an intensive overview of "macro" theories in organizational behavior and develop an ability to assess organization theory and research critically and comprehensively. Class discussions focus on the strengths, weaknesses and contributions of leading-edge theories and topics; and students are encouraged to think creatively about future directions that various topics and theories might take to advance the field's understanding of organizations. By the conclusion of the course, students: (a) are familiar with important sources and references on prevailing issues in organization theory; (b) have a solid grasp of advanced theory and research on a breadth of topics in macro organizational behavior; (c) have a better understanding of the process of writing theoretical articles; and (d) possess the ability to evaluate critically the contributions of various research streams to the field of organization theory.

Cornell
School of Industrial and Labor Relations
ILROB 721 Advanced Micro Organizational Behavior
Examines the historical development of psychological theories of organizational behavior and contemporary issues in micro organizational research. The course emphasizes reading and analysis of primary source material, as well as contemporary research in the areas. Emphasis will be on the application of concepts into work-life situations.

3. Discussion of proposed course:

3.29 Course objectives:

- Understand how individual differences and/or commonalities influence organizational activities.
- Understand one's own differences and/or commonalities with co-workers and how these matter.
- Understand theories of motivation, and the application of these theories to the workplace.
- Understand how to build teams and manage their different stages of development.
- Learn how to minimize the costs of teams vs. individuals and how to maximize the benefits and/or choose the appropriate use of teams.
- Consider/utilize differences and/or commonalities in decision-making methods and goal-setting in the team environment.
- Gain knowledge of methods to handle conflict.
- Assess one's own performance as a team member.

- Understand how the theories of organizational behavior relate to an actual workplace practices.
- Understand how to diagnose the organizational context and why it matters.
- Understand the implications of organizational structure, climate and culture.

3.30 Content outline:

- Foundations for understanding Organizational Behavior
  - Classical readings, and models
- Managing Individual and Group Behavior
  - Individual Differences
  - Perceptions
  - Attitudes and Emotions
  - Diversity
  - Conflict Management, and Negotiations
  - Leading Group/Teams
  - Stress
- Managing Organizational Behavior: Motivation, Decision Making
  - Motivation Theories
  - Motivation Applications
  - Decision Making
- Managing Organizational Culture and Change
  - Organizational Culture
  - Organizational Structure and Design
  - Communication
  - Power, Politics, and Empowerment
  - Managing Change, Innovation, and Creativity

3.31 Student expectations and requirements: Students will be expected to read assigned journal articles and text materials and be prepared to actively participate in class discussion. Students will be expected to lead class discussion on assigned topics. Students will complete a written review of the literature on a topic relevant to this course, and their personal leadership objectives. A midterm and a final exam may also be used to assess understanding of the course content.

3.32 Tentative texts and course materials:

Matteson, M. T, & Ivancevich, J. M. (1999). *Management and Organizational Behavior Classics*, 7th Edition

McMahon, J. T., & Natermeyer, W. E. (2001). *Classics of Organizational Behavior*.

Owens, R. G., & Valesky T. (2006). *Organizational Behavior in Education: Adaptive Leadership and School Reform* (9th Edition)

William B. Zachary, W. B. & Kuzuhara L. W. (2005) *Organizational Behavior: Integrated Models and Applications*

Other readings (e.g.., journal articles, book chapters) assigned as appropriate.

4. Resources:

4.9 Library resources: There will be no need for additional library resources.
4.10 Computer resources: There will be no need for additional computer resources.

5. Budget implications:

5.17 Proposed method of staffing: This course should load at the graduate level. Staff will be drawn from the Ed.D. in Educational Leadership faculty.
5.18 Special equipment needed: There will be no need for special equipment.
5.19 Expendable materials needed: There will be no need for expendable materials.
5.20 Laboratory materials needed: There will be no need for laboratory materials.

6. Proposed term for implementation: Fall 2008

7. Dates of prior committee approvals:

MGMT Department:	1/24/07
MBA (Graduate) Committee	1/26/07
Gordon Ford College of Business Curriculum Committee	1/31/07
Graduate Council	2/8/07
University Senate	

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Bibliography
BA 753

Classic and Current Readings

Ajzen (2001). Nature and Operation of Attitudes. *Annual Review of Psychology, 52*: 27-58.

Barry and Stewart (1997). Composition, process, and performance in self-managed groups: The role of personality. *Journal of Applied Psychology, 82*: 62-78.

Bazerman, Curhan, Moore, and Valley (2000). Negotiation. *Annual Review of Psychology, 51*: 279-314

Brief and Weiss (2002). Organizational Behavior: Affect in the Workplace. *Annual Review of Psychology, 53*: 279-307.

Chen, Brockner, and Greenberg (2003). When is it "a pleasure to do business with you?" The effects of relative status, outcome favorability, and procedural fairness. *Organizational Behavior and Human Decision Processes, 92*: 1-21.

Davis-Blake and Pfeffer (1989). Just a mirage: The search for dispositional effects in organizational research. *Academy of Management Review, 14*: 385-400.

Frisch, D. & Clemen, R. T. (1994). Beyond expected utility: Rethinking behavioral decision research. *Psychological Bulletin, 116*, 46-54.

Gersick (1988). Time and transition in work teams: Toward a new model of group development. *Academy of Management Journal, 31*: 9-41.

Gibson (1999). Do they do what they believe they can? Group efficacy and group effectiveness across tasks and cultures. *Academy of Management Journal, 42*: 138-152.

Goldstein, W.M. & Hogarth, R.M. (1997). Judgment and decision research: Some historical context. In. W.M. Goldstein & R.M. Hogarth (Eds.) *Research on judgment and decision making*. Cambridge University Press, 3-65.

Greenberg (1990). Employee theft as a reaction to underpayment inequity: The hidden cost of pay cuts. *Journal of Applied Psychology, 75*: 561-568.

House, Shane and Herold (1996). Rumors of the death of dispositional research are vastly exaggerated. *Academy of Management Review, 21*: 203-224.

Hurtz and Donovan (2000). Personality and job performance: The big five revisited. *Journal of Applied Psychology, 85*: 869-879.

Jehn (1995). A multimethod examination of the benefits and detriments of intragroup conflict. *Administrative Science Quarterly, 40*: 256-282.

Judge, Thoresen, Bono, and Patton (2001). The Job Satisfaction-Job Performance Relationship: A Qualitative and Quantitative Review. *Psychological Bulletin, 127*: 376-407.

Kerr and Tindale (2004). Group performance and decision making. *Annual Review of Psychology, 55*: 623-655.

Kramer (1999). Trust and distrust in organizations: Emerging perspectives, enduring questions. *Annual Review of Psychology, 50*: 569-598.

Langer (1975). The illusion of control. *Journal of Personality and Social Psychology, 32*: 311-328.

Lau and Murnighan (1998). Demographic diversity and faultlines: The compositional dynamics of organizational groups. *Academy of Management Review, 23*: 325-67.

MacLeod, C., & Campbell, L. (1992). Memory accessibility and probability judgments; An experimental evaluation of the availability heuristic. *Journal of Personality and Social Psychology, 63*, 890-902.

Mayer, Davis, and Schoorman (1995). An integration model of organizational trust. *Academy of Management Review, 20*: 709-734.

Schneider, Hanges, Smith, and Salvaggio (2003). Which comes first: Employee attitudes or organizational financial and market performance? *Journal of Applied Psychology, 88*: 836-851.

Schneider, Smith, Taylor, and Fleenor (1998). Personality and organizations: A test of the homogeneity of personality hypothesis. *Journal of Applied Psychology, 83*: 462-470.

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Staw, Bell and Clausen (1986). The dispositional approach to job attitudes: A lifetime longitudinal test. *Administrative Science Quarterly, 31*: 56-78.

Steel and Rentsch (1997). The dispositional model of job attitudes revisited: Findings of a 10-year study. *Journal of Applied Psychology, 82*: 873-879.

Sternberg (1997). Managerial intelligence: Why IQ isn't enough. *Journal of Management, 23*: 475-493.

Tuckman (1965). Developmental sequence in small groups. *Psychological Bulletin, 63*: 384-399.

Weick, K. (2001). Organizational redesign as improvisation. In K. Weick (Ed.) *Making sense of the organization* (pp.57-91). Malden, MA: Blackwell Publisher.

Proposal Date: 1-27-2007

Gordon Ford College of Business
Department of Accounting
Proposal to Create a New Course
(Action Item)

Contact Person: Bob Hatfield, bob.hatfield@wku.edu, 745-6581

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: BA 754
1.2 Course title: **Budgeting and Financial Decision Making**
1.3 Abbreviated course title: Budgets and Finance
1.4 Credit hours and contact hours: 3 credit, 3 contact
1.5 Type of course: S- Seminar, group discussion and applied projects.
1.6 Prerequisites/corequisites: Admission to the Ed.D. in Educational Leadership program. Co-requisite: Leadership I

Course catalog listing: Explores financial management with attention to accountability, effective budget management, project management, cost measurement, and related topics as applied to the areas of education, government, and other not-for-profit organizations. Students will learn to use accounting information for managerial decision making. Students will examine capital ventures, product and service offerings, funding options, and budgets. This course provides a relatively non-technical but managerial approach to issues related to the financial aspects of managing organizations and units.

2. Rationale:

2.50 Reason for developing the proposed course: New WKU program: Ed.D. in Educational Leadership
2.51 Projected enrollment in the proposed course: 15
2.52 Relationship of the proposed course to courses now offered by the department: Management courses traditionally deal with decision making and planning while Finance and Accounting courses traditionally examine "how to" make and maintain financial records.
2.53 Relationship of the proposed course to courses offered in other departments: No course addresses these issues at this level to this range of industries or employers. Finance and budget courses exist in Finance, and Economics. Other specific industry areas may have a finance/budget course tailored to a single industry
2.54 Relationship of the proposed course to courses offered in other institutions: There are many found in Ed.D. and Public Sector programs. For example:

University of Houston - Financial Resources Management ADSU 8430
ADSU 8430, Financial Resources Management, addresses financial management practices and problems of nonprofit organizations in the areas of education, government, and human resources. Specific topics include financial accounting, preparation and interpretation of financial statements, financial analysis and cost accounting, budgeting, cost containment and retrenchment, and financial planning. Teaching strategies include case studies, exercises, lectures, and reading. Field experience is required.

University of Michigan, School of Education - 763 Financial Management and Strategy in Postsecondary Education.

Examines financial management and budgeting practices internal to institutions of higher education. Intended for persons who seek a working knowledge of budget development, financial management, and fiduciary control in colleges and universities.

West Virginia University - SW693J Nonprofit Financial Management
This course offers an intensive examination of the current state of the art of nonprofit financial management, with attention to accountability, budgeting, cost measurement, and related topics. It is an offering in the Nonprofit Management Certificate curriculum but may also be taken independently or, with your advisor's approval, as part of a graduate program of study.

University of Minnesota - SW 8502 Resource and Development Management
Procuring and managing financial resources ethically in human service settings. Topics include principles of philanthropy, fund raising planning and management, grant writing, preparing and monitoring budgets, interpreting basic financial reports, management information systems, and stewardship/accountability requirements

University of North Carolina, Wilmington; Watson School of Education
BUS 624 Strategic Planning, Budgeting and Project Management
Review alternative processes for integrating strategic planning and resulting organizational goals into a long-term and short-term budget development, i.e. capital allocation. Discuss alternative financial and accounting systems necessary to support the process above. Review key issues in reviewing financial reports, identify key cost drivers, etc. Discuss capital budgeting for special projects. Review project management methods relative to capital budget above.

University of Pennsylvania - GAFL 729-001 Financial Management of Non-Profit Institutions
The course is designed to provide the student with an understanding of the primary financial management issues and decisions that confront senior management in non-profits and the public sector. Students will examine financial analysis techniques in the context of both operating and capital decisions. The objective of the course is to understand how managers integrate – sometimes successfully, sometimes spectacularly unsuccessfully -- the various discrete financial decisions within a broader framework that allows them to analyze, develop and execute a coherent financial strategy.

3. Discussion of proposed course:

3.33 Course objectives: Upon completion of the courses students should be able to:

1. Explain the types, advantages and uses of budgets
2. Identify budgeting weaknesses
3. Define key budgeting concepts and funding mechanisms
4. Develop a master or project budget
5. Prepare pro forma financial statements
6. Describe the impact of the time value of money
7. Determine cash inflow and outflow for a project
8. Define capital project types and decision concepts
9. Use popular evaluation methods to select/rank viable capital projects
10. Present projects demonstrating the financial impact

3.34 Content outline:

Budgeting

a. Business Plans vs. Budgets
b. Advantages of Budgeting
c. Budgeting Methodologies
d. General Principles of Budgeting

Types of Budgets

a. Cash Budgets
b. Capital Budgets
c. Project Budgets
d. Master Budgets

Steps in Developing a Master Budget

a. Budget categories (e.g. materials, labor, overhead)
b. Cash Budget
c. Budgeted Income Statement
d. Budgeted Balance Sheet

Managing to the Budget

a. Tracking, Forecasting, Contingency Planning
b. Budget Variances
c. Fixed & Flexible Budgets

Profit, Cash Flow, and Funding

a. Profit Defined
b. The Concept of Cash Flow
c. Profit vs. Cash
d. Categories of Possible Funding
e. Development of Funding

The Cash Flow Statement

a. Incremental Cash Flows

b. Cash Flow Patterns

Allocating Capital Funds
a. Purpose of Budgeting Capital
b. Project Types

Financial Decision Making
a. Cost of Capital
b. Time Value of Money
c. Discounted Cash Flow analysis
d. Initial Investment Value

Evaluation Methods
a. Net Present Value
b. Internal Rate of Return
c. Payback
d. Profitability Index

3.35 Student expectations and requirements: Students will be expected to be able to work competently with budgets and handle financial decisions normally associated with unit managers by the completion of the course. Students will prepare for these important outcomes by reading assigned articles and text materials and by applying this knowledge to exercises and assignments. Students will apply course material by preparing realistic budgets and manage appropriate financial decisions. A midterm and final exam may be used to assess understanding and learning of important concepts.

3.36 Tentative texts and course materials:

Finkler, Steven (2005) Financial Management for Public, Health and Not-for-Profit Organizations.

Anthony, Robert and Young David (2005) Management Control in Nonprofit Organizations, 7th Edition.

Mikesell, John (2003) Fiscal Administration 6th Edition.

Martin, L. L. (2001). Financial management for human service administrators.

Alfred, R.L. (2005) Managing the Big Picture in Colleges and Universities: From Tactics to Strategy.

Dropkin, Murray and LaTouche, Bill (1998) The Budget-Building Book for Nonprofits.

4. Resources:

4.11 Library resources: Some resources may need to be added to support resources already available. Many resources are available online.
4.12 Computer resources: No additional computer resources are foreseen.

5. Budget implications:

5.21 Proposed method of staffing: Additional graduate level staffing will likely be needed to offer the necessary courses for this Ed.D. program. This course can best be staffed by a qualified Accounting and/or Finance faculty member.
5.22 Special equipment needed: Nothing special.
5.23 Expendable materials needed: Nothing special.
5.24 Laboratory materials needed: None.

6. Proposed term for implementation: Fall 2008.

7. Dates of prior committee approvals:

Accounting Department	1/24/07
MBA (Graduate) Committee	1/26/07
Gordon Ford College of Business Curriculum Committee	1/31/07
Graduate Council	2/8/07
University Senate	

Attachment: Bibliography, Library Resources Form, Course Inventory Form

BA 754

Selected Bibliography

Anthony, R.N. & Young, D.W. (2003) *Management Control in Nonprofit Organizations* (7th ed.). New York, NY: McGraw- Hill.

Bowman, W. (2002). The Uniqueness of Nonprofit Finance and the Decision to Borrow. *Nonprofit Management and Leadership, 12*(3), 293-312.

Bryce, Herrington J. (1987) *Financial and Strategic Management for Nonprofit Organizations*. Englewood Cliffs: Prentice-Hall.

Campbell, D. (2002). Outcomes Assessment and the Paradox of Nonprofit Accountability. *Nonprofit Management and Leadership, 12*(3), 243-260.

Campos, Frellie. (1998). As funding dries up, nonprofits must work harder. *Pacific Business News,* Honolulu: December 25.

Gallagher, M., & Radcliffe, V. S. (2002). Internal Controls in Nonprofit Organizations: The Case of the American Cancer Society, Ohio Division. *Nonprofit Management and Leadership, 12*(3), 313-326.

Greenlee, J. S., & Trussel, J. M. (2000). Predicting the Financial Vulnerability of Charitable Organizations. *Nonprofit Management and Leadership, 11*(2), 199-210.

Herrold, Claudia Y.W. (2000). How to Carve a Pie*. Foundation News and Commentary, Vol. 41, No. 4*. Washington D.C.: The Council on Foundations, July/August.

Hordes, Mark and McMann, Dean. (2000). Alternative Models for Building Wealth. *The Professional Journal.* Vol. 25, No. 2, September.

Kaplan, R. S. (2001). Strategic Performance Measurement and Management in Nonprofit

Organizations. *Nonprofit Management and Leadership, 11*(3), 353-371.

Kaplan, R. S. (1996). *The Balanced Scorecard for Public Sector Organizations*. Cambridge MA: Harvard Business School.

Kaplan, R. S., & Norton, D. P. (1993). Putting the Balanced Scorecard to Work. *Harvard Business Review*, 134-147.

Lohmann, R. A. (1976). Break-Even Analysis: A Tool for Budgetary Planning. *Social Work, 21*(4), 300-307.

Maddox, David. (1999). *Budgeting for Not-for-Profit Organizations*. New York: John-Wiley and Son's Inc.

Martin, L. L. (2001). *Financial management for human service administrators*. Boston: Allyn and Bacon.

Mason, S. (2000). Your Best Resource. October. http://www.morebusiness.com/running_your_business/financing/d97043220

Meyer, D. R., & Sherraden, M. W. (1985). Toward Improved Financial Planning: Further Applications of Break Even Analysis in Not for Profit Organizations. *Administration in Social Work, 9*(3), 57-68.

Oehler, John. (1996). Nonprofits must plan for success at raising money. *Buffalo Business First,* Buffalo: December 23.

Quarter, J., & Richmond, B. J. (2001). Accounting for Social Value in Nonprofits and For-Profits. *Nonprofit Management and Leadership, 12*(1), 75-86.

Richmond, B. J., Mook, L., & Quarter, J. (2003). Social Accounting for Nonprofits: Two Models. *Nonprofit Management and Leadership, 13*(4), 308-324.

Ritchie, W. J., & Kolodinsky, R. W. (2003). Nonprofit Organization Financial Performance Measurement: An Evaluation of New and Existing Financial Performance Measures. *Nonprofit Management and Leadership, 13*(4), 367-382.

Schornstein Sheri L. (2000) Who Do You Trust? *Association Management*, Washington D.C.: American Society of Association of Executives, Vol. 52. No. 11.

Spechbacker, G. (2003). The Economics of Performance Management in Nonprofit Organizations. *Nonprofit Management and Leadership, 13*(3), 267-281.

Tuckman, H. P., & Chang, C. F. (1991). A Methodology for Measuring the Financial Vulnerability of Charitable Nonprofit Organizations. *Nonprofit and Voluntary Sector Quarterly, 20*(4), 445-460.

Van Nort, Roger. (1998) Guidelines for nonprofits on reporting revenue. *Washington Business Journal,* Washington: June 26.

Proposal Date: 11/20/06

Potter College of Arts & Letters
Department of English
Proposal to Suspend a Course
(Consent Item)

Contact Person: Karen Schneider, karen.schneider@wku.edu, 5-3046

1. Identification of course:

1.28 Current course prefix (subject area) and number: ENG 593
1.29 Course title: Poe, Hawthorne, Melville
1.30 Credit hours: 3

2. Rationale for the course suspension: course material is redundant: course suspended until reorganization of program occurs.

3. Effect of course suspension on programs or other departments, if known: No known effect.

4. Proposed term for implementation: Fall 2007

5. Dates of prior committee approvals:

English Department:	11/21/06
Potter College Curriculum Committee	12/07/06
Graduate Council	02/08/07
University Curriculum Committee	
University Senate	

Attachment: Course Inventory Form

Proposal Date: November 14, 2006

Potter College of Arts and Letters
Department of Modern Languages
Proposal to Suspend a Course
(Consent Item)

Contact Person: Name, email, phone

1. Identification of course:

1.1 Current course prefix (subject area) and number:
Fren 425G

1.2 Course title:
19th Century French Literature

1.3 Credit hours: 3 credits

2. Rationale for the course suspension:
Has not been offered in past four years. May be offered in the future.

3. Effect of course suspension on programs or other departments, if known:
None

4. Proposed term for implementation:
Spring 2007

5. Dates of prior committee approvals:

Modern Languages Department	November 14, 2006
Potter College Curriculum Committee	December 7, 2006
Graduate Council	February 8, 2007
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: November 14, 2006

Potter College of Arts and Letters
Department of Modern Languages
Proposal to Suspend a Course
(Consent Item)

Contact Person: Name, email, phone

1. Identification of course:

1.4 Current course prefix (subject area) and number:
Fren 426G

1.5 Course title:
20th Century French Literature

1.6 Credit hours: 3 credits

2. Rationale for the course suspension:
Has not been offered in past four years. May be offered in the future.

3. Effect of course suspension on programs or other departments, if known:
None

4. Proposed term for implementation:
Spring 2007

5. Dates of prior committee approvals:

Modern Languages Department	November 14, 2006
Potter College Curriculum Committee	December 7, 2006
Graduate Council	February 8, 2007
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: November 14, 2006

Potter College of Arts and Letters
Department of Modern Languages
Proposal to Suspend a Course
(Consent Item)

Contact Person: Name, email, phone

1. Identification of course:

1.7 Current course prefix (subject area) and number:
Fren 440G

1.8 Course title:
Early French Literature

1.9 Credit hours: 3 credits

2. Rationale for the course suspension:
Has not been offered in past four years. May be offered in the future.

3. Effect of course suspension on programs or other departments, if known:
None

4. Proposed term for implementation:
Spring 2007

5. Dates of prior committee approvals:

Modern Languages Department	November 14, 2006
Potter College Curriculum Committee	December 7, 2006
Graduate Council	February 8, 2007
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: November 14, 2006

Potter College of Arts and Letters
Department of Modern Languages
Proposal to Suspend a Course
(Consent Item)

Contact Person: Name, email, phone

1. Identification of course:

1.10 Current course prefix (subject area) and number:
Fren 442G

1.11 Course title:
17th Century French Literature

1.12 Credit hours: 3 credits

2. Rationale for the course suspension:
Has not been offered in past four years. May be offered in the future.

3. Effect of course suspension on programs or other departments, if known:
None

4. Proposed term for implementation:
Spring 2007

5. Dates of prior committee approvals:

Modern Languages Department	November 14, 2006
Potter College Curriculum Committee	December 7, 2006
Graduate Council	February 8, 2007
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: November 14, 2006

Potter College of Arts and Letters
Department of Modern Languages
Proposal to Suspend a Course
(Consent Item)

Contact Person: Dr. Carol Wilkerson, carol.Wilkerson@wku.edu, 745-2401

1. Identification of course:

1.13 Current course prefix (subject area) and number:
Span 478G

1.14 Course title:
Twentieth Century Latin America

1.15 Credit hours: 3 credits

2. Rationale for the course suspension:
Has not been taught in past four years. May be offered in the future.

3. Effect of course suspension on programs or other departments, if known:
None

4. Proposed term for implementation:
Spring 2007

5. Dates of prior committee approvals:

Modern Languages Department	November 14, 2006
Potter College Curriculum Committee	December 7, 2006
Graduate Council	February 8, 2007
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: November 14, 2006

Potter College of Arts and Letters
Department of Modern Languages
Proposal to Suspend a Course
(Consent Item)

Contact Person: Dr. Carol Wilkerson, carol.Wilkerson@wku.edu, 745-2401

1. Identification of course:

1.16 Current course prefix (subject area) and number:
Span 530

1.17 Course title:
Summer Seminar for Teachers

1.18 Credit hours: 3 credits

2. Rationale for the course suspension:
Has not been taught in past four years. May be offered in the future.

3. Effect of course suspension on programs or other departments, if known:
None

4. Proposed term for implementation:
Spring 2007

5. Dates of prior committee approvals:

Modern Languages Department	November 14, 2006
Potter College Curriculum Committee	December 7, 2006
Graduate Council	February 8, 2007
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 11/20/06

Potter College of Arts & Letters
Department of English
Proposal to Suspend a Course
(Consent Item)

Contact Person: Karen Schneider, karen.schneider@wku.edu, 5-3046

1. Identification of course:

1.19 Current course prefix (subject area) and number: ENG 405G
1.20 Course title: Phonetics
1.21 Credit hours: 3

2. Rationale for the course deletion: focus too narrow; important material covered in other linguistics courses

3. Effect of course deletion on programs or other departments, if known: No known effect.

4. Proposed term for implementation: Fall 2007

5. Dates of prior committee approvals:

English Department:	11/21/06
Potter College Curriculum Committee	12/07/06
Graduate Council	02/08/07
University Curriculum Committee	
University Senate	

Attachment: Course Inventory Form

Proposal Date: 11/20/06

Potter College of Arts & Letters
Department of English
Proposal to Delete a Course
(Consent Item)

Contact Person: Karen Schneider, karen.schneider@wku.edu, 5-3046

1. Identification of course:

1.22 Current course prefix (subject area) and number: ENG 406G
1.23 Course title: Advanced Writing Workshop
1.24 Credit hours: 3

2. Rationale for the course deletion: course is redundant; we have a graduate level Writing Workshop course (ENG 501)

3. Effect of course deletion on programs or other departments, if known: No known effect.

4. Proposed term for implementation: Fall 2007

5. Dates of prior committee approvals:

English Department:	11/21/06
Potter College Curriculum Committee	12/07/06
Graduate Council	02/08/07
University Curriculum Committee	
University Senate	

Attachment: Course Inventory Form

Proposal Date: 11/20/06

Potter College of Arts & Letters
Department of English
Proposal to Delete a Course
(Consent Item)

Contact Person: Karen Schneider, karen.schneider@wku.edu, 5-3046

1. Identification of course:

1.25 Current course prefix (subject area) and number: ENG 411G
1.26 Course title: Directed Writing
1.27 Credit hours: 3

2. Rationale for the course deletion: course is redundant; we have a graduate level Directed Writing course (ENG 502)

3. Effect of course deletion on programs or other departments, if known: No known effect.

4. Proposed term for implementation: Fall 2007

5. Dates of prior committee approvals:

English Department:	11/21/06
Potter College Curriculum Committee	12/07/06
Graduate Council	02/07/08
University Curriculum Committee	
University Senate	

Attachment: Course Inventory Form

Proposal Date: 11/20/06

Potter College of Arts & Letters
Department of English
Proposal to Delete a Course
(Consent Item)

Contact Person: Karen Schneider, karen.schneider@wku.edu, 5-3046

1. Identification of course:

1.28 Current course prefix (subject area) and number: ENG 456G
1.29 Course title: Elizabethan Drama
1.30 Credit hours: 3

2. Rationale for the course deletion: material too specialized for our curriculum; no demand

3. Effect of course deletion on programs or other departments, if known: No known effect. The Department of Theatre and Dance does not offer a graduate program, so no cross-listed section exists.

4. Proposed term for implementation: Fall 2007

5. Dates of prior committee approvals:

English Department:	11/21/06
Potter College Curriculum Committee	12/07/06
Graduate Council	02/07/08
University Curriculum Committee	
University Senate	

Attachment: Course Inventory Form

Proposal Date: 11/20/06

Potter College of Arts & Letters
Department of English
Proposal to Delete a Course
(Consent Item)

Contact Person: Karen Schneider, karen.schneider@wku.edu, 5-3046

1. Identification of course:

1.31 Current course prefix (subject area) and number: ENG 503
1.32 Course title: Linguistics
1.33 Credit hours: 3

2. Rationale for the course deletion: insufficient demand and necessary material covered in other linguistics courses (407G and/or 408G)

3. Effect of course deletion on programs or other departments, if known: No known effect.

4. Proposed term for implementation: Fall 2007

5. Dates of prior committee approvals:

English Department:	11/21/06
Potter College Curriculum Committee	12/07/06
Graduate Council	02/07/08
University Curriculum Committee	
University Senate	

Attachment: Course Inventory Form

Proposal Date: 11/20/06

Potter College of Arts & Letters
Department of English
Proposal to Delete a Course
(Consent Item)

Contact Person: Karen Schneider, karen.schneider@wku.edu, 5-3046

1. Identification of course:

1.34 Current course prefix (subject area) and number: ENG 569
1.35 Course title: Coop Education/English
1.36 Credit hours: 3

2. Rationale for the course deletion: no demand

3. Effect of course deletion on programs or other departments, if known: No known effect.

4. Proposed term for implementation: Fall 2007

5. Dates of prior committee approvals:

English Department:	11/21/06
Potter College Curriculum Committee	12/07/06
Graduate Council	02/07/08
University Curriculum Committee	
University Senate	

Attachment: Course Inventory Form

Proposal Date: 11/20/06

Potter College of Arts & Letters
Department of English
Proposal to Delete a Course
(Consent Item)

Contact Person: Karen Schneider, karen.schneider@wku.edu, 5-3046

1. Identification of course:

1.37 Current course prefix (subject area) and number: ENG 570
1.38 Course title: Practical Approaches
1.39 Credit hours: 3

2. Rationale for the course deletion: material now incorporated into all graduate literature courses

3. Effect of course deletion on programs or other departments, if known: No known effect.

4. Proposed term for implementation: Fall 2007

5. Dates of prior committee approvals:

English Department:	11/21/06
Potter College Curriculum Committee	12/07/06
Graduate Council	02/08/07
University Curriculum Committee	
University Senate	

Attachment: Course Inventory Form

Proposal Date: 11/20/06

Potter College of Arts & Letters
Department of English
Proposal to Delete a Course
(Consent Item)

Contact Person: Karen Schneider, karen.schneider@wku.edu, 5-3046

1. Identification of course:

1.40 Current course prefix (subject area) and number: ENG 581
1.41 Course title: Readings in Old English
1.42 Credit hours: 3

2. Rationale for the course deletion: material too specialized for our curriculum; no demand

3. Effect of course deletion on programs or other departments, if known: No known effect.

4. Proposed term for implementation: Fall 2007

5. Dates of prior committee approvals:

English Department:	11/21/06
Potter College Curriculum Committee	12/07/06
Graduate Council	02/07/08
University Curriculum Committee	
University Senate	

Attachment: Course Inventory Form

Proposal Date: 11/20/06

Potter College of Arts & Letters
Department of English
Proposal to Delete a Course
(Consent Item)

Contact Person: Karen Schneider, karen.schneider@wku.edu, 5-3046

1. Identification of course:

1.43 Current course prefix (subject area) and number: ENG 582
1.44 Course title: Middle English Lit
1.45 Credit hours: 3

2. Rationale for the course deletion: material too specialized for our curriculum; no demand

3. Effect of course deletion on programs or other departments, if known: No known effect.

4. Proposed term for implementation: Fall 2007

5. Dates of prior committee approvals:

English Department:	11/21/06
Potter College Curriculum Committee	12/07/06
Graduate Council	02/07/08
University Curriculum Committee	
University Senate	

Attachment: Course Inventory Form

Proposal Date: 11/20/06

Potter College of Arts & Letters
Department of English
Proposal to Delete a Course
(Consent Item)

Contact Person: Karen Schneider, karen.schneider@wku.edu, 5-3046

1. Identification of course:

1.46 Current course prefix (subject area) and number: ENG 589
1.47 Course title: Coop Education/English
1.48 Credit hours: 3

2. Rationale for the course deletion: no demand

3. Effect of course deletion on programs or other departments, if known: No known effect.

4. Proposed term for implementation: Fall 2007

5. Dates of prior committee approvals:

English Department:	11/21/06
Potter College Curriculum Committee	12/07/06
Graduate Council	02/07/08
University Curriculum Committee	
University Senate	

Attachment: Course Inventory Form

Proposal Date: November 14, 2006

Potter College of Arts and Letters
Department of Modern Languages
Proposal to Delete a Course
(Consent Item)

Contact Person: Dr. Carol Wilkerson, carol.Wilkerson@wku.edu, 745-2401

1. Identification of course:

1.49 Current course prefix (subject area) and number:
Fren 441G

1.50 Course title:
16th Century French Literature

1.51 Credit hours: 3 credits

2. Rationale for the course deletion:
Has not been taught in past four years. Not likely to be taught in the future. Can be offered as special topics if necessary.

3. Effect of course deletion on programs or other departments, if known:
None

4. Proposed term for implementation:
Spring 2007

5. Dates of prior committee approvals:

Department of Modern Languages	November 14, 2006
Potter College Curriculum Committee	December 7, 2006
Graduate Council	February 8, 2007
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: November 14, 2006

Potter College of Arts and Letters
Department of Modern Languages
Proposal to Delete a Course
(Consent Item)

Contact Person: Dr. Carol Wilkerson, carol.Wilkerson@wku.edu, 745-2401

1. Identification of course:

1.52 Current course prefix (subject area) and number:
Fren 524

1.53 Course title:
19th Century French Novel

1.54 Credit hours: 3 credits

2. Rationale for the course deletion:
Has not been taught in past four years. Not likely to be taught in the future. Can be offered as special topics if necessary.

3. Effect of course deletion on programs or other departments, if known:
None

4. Proposed term for implementation:
Spring 2007

5. Dates of prior committee approvals:

Department of Modern Languages	November 14, 2006
Potter College Curriculum Committee	December 7, 2006
Graduate Council	February 8, 2007
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: November 14, 2006

Potter College of Arts and Letters
Department of Modern Languages
Proposal to Delete a Course
(Consent Item)

Contact Person: Dr. Carol Wilkerson, carol.Wilkerson@wku.edu, 745-2401

1. Identification of course:

1.55 Current course prefix (subject area) and number:
Fren 526

1.56 Course title:
Modern French Poetry

1.57 Credit hours: 3 credits

2. Rationale for the course deletion:
Has not been taught in past four years. Not likely to be taught in the future. Can be offered as special topics if necessary.

3. Effect of course deletion on programs or other departments, if known:
None

4. Proposed term for implementation:
Spring 2007

5. Dates of prior committee approvals:

Department of Modern Languages	November 14, 2006
Potter College Curriculum Committee	December 7, 2006
Graduate Council	February 8, 2007
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: November 14, 2006

Potter College of Arts and Letters
Department of Modern Languages
Proposal to Delete a Course
(Consent Item)

Contact Person: Dr. Carol Wilkerson, carol.Wilkerson@wku.edu, 745-2401

1. Identification of course:

1.58 Current course prefix (subject area) and number:
Fren 529

1.59 Course title:
Seminar in French Literature/Language

1.60 Credit hours: 3 credits

2. Rationale for the course deletion:
Has not been taught in past four years. Not likely to be taught in the future. Can be offered as special topics if necessary.

3. Effect of course deletion on programs or other departments, if known:
None

4. Proposed term for implementation:
Spring 2007

5. Dates of prior committee approvals:

Department of Modern Languages	November 14, 2006
Potter College Curriculum Committee	December 7, 2006
Graduate Council	February 8, 2007
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: November 14, 2006

Potter College of Arts and Letters
Department of Modern Languages
Proposal to Delete a Course
(Consent Item)

Contact Person: Dr. Carol Wilkerson, carol.Wilkerson@wku.edu, 745-2401

1. Identification of course:

1.61 Current course prefix (subject area) and number:
Germ 538

1.62 Course title:
Seminar in German Literature

1.63 Credit hours: 3 credits

2. Rationale for the course deletion:
Has not been taught in past four years. Not likely to be taught in the future. Can be offered as special topics if necessary.

3. Effect of course deletion on programs or other departments, if known:
None

4. Proposed term for implementation:

5. Dates of prior committee approvals:

Modern Languages Department	November 14, 2006
Potter College Curriculum Committee	December 7, 2006
Graduate Council	February 8, 2007
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: November 14, 2006

Potter College of Arts and Letters
Department of Modern Languages
Proposal to Delete a Course
(Consent Item)

Contact Person: Dr. Carol Wilkerson, carol.Wilkerson@wku.edu, 745-2401

1. Identification of course:

1.64 Current course prefix (subject area) and number:
Germ 539

1.65 Course title:
Seminar in German Literature or Language

1.66 Credit hours: 3 credits

2. Rationale for the course deletion:
Has not been taught in past four years. Not likely to be taught in the future. Can be offered as special topics if necessary.

3. Effect of course deletion on programs or other departments, if known:
None

4. Proposed term for implementation:

5. Dates of prior committee approvals:

Modern Languages Department	November 14, 2006
Potter College Curriculum Committee	December 7, 2006
Graduate Council	February 8, 2007
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: November 14, 2006

Potter College of Arts and Letters
Department of Modern Languages
Proposal to Delete a Course
(Consent Item)

Contact Person: Dr. Carol Wilkerson, carol.Wilkerson@wku.edu, 745-2401

1. Identification of course:

1.67 Current course prefix (subject area) and number:
Germ 601

1.68 Course title:
Seminar in College Teaching

1.69 Credit hours: 3 credits

2. Rationale for the course deletion:
Has not been taught in past four years. Not likely to be taught in the future. Can be offered as special topics if necessary.

3. Effect of course deletion on programs or other departments, if known:
None

4. Proposed term for implementation:

5. Dates of prior committee approvals:

Modern Languages Department	November 14, 2006
Potter College Curriculum Committee	December 7, 2006
Graduate Council	February 8, 2007
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: November 14, 2006

Potter College of Arts and Letters
Department of Modern Languages
Proposal to Delete a Course
(Consent Item)

Contact Person: Dr. Carol Wilkerson, carol.Wilkerson@wku.edu, 745-2401

1. Identification of course:

1.70 Current course prefix (subject area) and number:
Span 570

1.71 Course title:
Golden Age Literature

1.72 Credit hours: 3 credits

2. Rationale for the course deletion:
Has not been taught in past four years. Not likely to be taught in the future. Can be offered as special topics if necessary.

3. Effect of course deletion on programs or other departments, if known:
None

4. Proposed term for implementation:
Spring 2007

5. Dates of prior committee approvals:

Modern Languages Department	November 14, 2006
Potter College Curriculum Committee	December 7, 2006
Graduate Council	February 8, 2007
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: November 14, 2006

Potter College of Arts and Letters
Department of Modern Languages
Proposal to Delete a Course
(Consent Item)

Contact Person: Dr. Carol Wilkerson, carol.Wilkerson@wku.edu, 745-2401

1. Identification of course:

1.73 Current course prefix (subject area) and number:
Span 572

1.74 Course title:
19th Century Literature

1.75 Credit hours: 3 credits

2. Rationale for the course deletion:
Has not been taught in past four years. Not likely to be taught in the future. Can be offered as special topics if necessary.

3. Effect of course deletion on programs or other departments, if known:
None

4. Proposed term for implementation:
Spring 2007

5. Dates of prior committee approvals:

Modern Languages Department	November 14, 2006
Potter College Curriculum Committee	December 7, 2006
Graduate Council	February 8, 2007
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: November 14, 2006

Potter College of Arts and Letters
Department of Modern Languages
Proposal to Delete a Course
(Consent Item)

Contact Person: Dr. Carol Wilkerson, carol.Wilkerson@wku.edu, 745-2401

1. Identification of course:

1.76 Current course prefix (subject area) and number:
Span 575

1.77 Course title:
20th Century Prose

1.78 Credit hours: 3 credits

2. Rationale for the course deletion:
Has not been taught in past four years. Not likely to be taught in the future. Can be offered as special topics if necessary.

3. Effect of course deletion on programs or other departments, if known:
None

4. Proposed term for implementation:
Spring 2007

5. Dates of prior committee approvals:

Modern Languages Department	November 14, 2006
Potter College Curriculum Committee	December 7, 2006
Graduate Council	February 8, 2007
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: November 14, 2006

Potter College of Arts and Letters
Department of Modern Languages
Proposal to Delete a Course
(Consent Item)

Contact Person: Dr. Carol Wilkerson, carol.Wilkerson@wku.edu, 745-2401

1. Identification of course:

1.79 Current course prefix (subject area) and number:
Span 576

1.80 Course title:
20th Century Poetry/Drama

1.81 Credit hours: 3 credits

2. Rationale for the course deletion:
Has not been taught in past four years. Not likely to be taught in the future. Can be offered as special topics if necessary.

3. Effect of course deletion on programs or other departments, if known:
None

4. Proposed term for implementation:
Spring 2007

5. Dates of prior committee approvals:

Modern Languages Department	November 14, 2006
Potter College Curriculum Committee	December 7, 2006
Graduate Council	February 8, 2007
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: November 14, 2006

Potter College of Arts and Letters
Department of Modern Languages
Proposal to Delete a Course
(Consent Item)

Contact Person: Dr. Carol Wilkerson, carol.Wilkerson@wku.edu, 745-2401

1. Identification of course:

1.82 Current course prefix (subject area) and number:
Span 601

1.83 Course title:
Seminar in College Teaching

1.84 Credit hours: 3 credits

2. Rationale for the course deletion:
Has not been taught in past four years. Not likely to be taught in the future. Can be offered as special topics if necessary.

3. Effect of course deletion on programs or other departments, if known:
None

4. Proposed term for implementation:
Spring 2007

5. Dates of prior committee approvals:

Modern Languages Department	November 14, 2006
Potter College Curriculum Committee	December 7, 2006
Graduate Council	February 8, 2007
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: November 20, 2006

Ford College of Business
Department of Accounting
Proposal to Suspend a Course
(Consent Item)

Contact Person: Richard Aldridge richard.aldridge@wku.edu 745-3099

1. Identification of course:

1.85 Current course prefix (subject area) and number: ACCT 520
1.86 Course title: Seminar in Advanced Managerial Accounting
1.87 Credit hours: 3

2. Rationale for the course suspension:

This course has not been offered since we suspended our Master of Professional Accountancy Program. We do not want to delete the course at this time, since we have begun discussions to re-activate the graduate program.

3. Effect of course suspension on programs or other departments, if known:
None

4. Proposed term for implementation: Fall 2007

5. Dates of prior committee approvals:

Department of Accounting November 20, 2007

Ford College Curriculum Committee January 10, 2007

Graduate Council February 8, 2007

University Senate _____

Attachment: Course Inventory Form

Proposal Date: November 20, 2006

Ford College of Business
Department of Accounting
Proposal to Suspend a Course
(Consent Item)

Contact Person: Richard Aldridge richard.aldridge@wku.edu 745-3099

1. Identification of course:

1.88 Current course prefix (subject area) and number: ACCT 530
1.89 Course title: Seminar in Tax Research and Planning
1.90 Credit hours: 3

2. Rationale for the course suspension:

This course has not been offered since we suspended our Master of Professional Accountancy Program. We do not want to delete the course at this time, since we have begun discussions to re-activate the graduate program.

3. Effect of course suspension on programs or other departments, if known:
None

4. Proposed term for implementation: Fall 2007

5. Dates of prior committee approvals:

Department of Accounting _November 20, 2007_

Ford College Curriculum Committee __January 10, 2007__

Graduate Council __February 8, 2007___

University Senate _____

Attachment: Course Inventory Form

Ogden College of Science and Engineering
Department of Chemistry
Proposal to Revise a Program
(Action Item)

Contact Person: Thandi Buthelezi e-mail: thandi.buthelezi@wku.edu Phone: 5-6998

Identification of program

Reference Number: 072
Current Program Title: Master of Science in Chemistry
Credit hours:30-36

2. Identification of the proposed program changes:
Add Biochemistry as a core course—*CHEM 446G Biochemistry or CHEM 562 Advanced Biochemistry* and replace CHEM 425G Polymer Chemistry with CHEM 440G Organic Synthesis.

3. Current core requirements and proposed core requirements:

Current core requirements

CHEM 435G Analytical Chemistry **or** CHEM 531 Advanced Analytical Chemistry
CHEM 420G Inorganic Chemistry **or** CHEM 520 Advanced Inorganic Chemistry I
CHEM 425G Polymer Chemistry **or** CHEM 541 Advanced Organic Chemistry II
CHEM 452G Physical Chemistry **or** CHEM 550 Advanced Physical Chemistry I

Proposed core requirements

CHEM 435G Analytical Chemistry **or** CHEM 531 Advanced Analytical Chemistry
CHEM 446G Biochemistry or CHEM 562 Advanced Biochemistry
CHEM 420G Inorganic Chemistry **or** CHEM 520 Advanced Inorganic Chemistry I
CHEM 440G Organic Synthesis **or** CHEM 541 Advanced Organic Chemistry II
CHEM 452G Physical Chemistry **or** CHEM 550 Advanced Physical Chemistry I

4. Rationale
The American Chemical Society (ACS) considers biochemistry, the 5th core area, now required for a certified ACS undergraduate degree. As such, the WKU MS in Chemistry should require this core course (*CHEM 446G Biochemistry or CHEM 562 Advanced Biochemistry*) in accord with the ACS certified curriculum. Organic Synthesis (Chem 440G) will replace Polymer Chemistry (Chem 425G) as an option for one of the core courses. Organic Synthesis will better assist students that plan to enroll in a PhD

program in chemistry or to work in industry. This course will focus on common reactions utilized in several venues of synthesis.

5. Proposed term for implementation: Fall, 2007

The revised program will be in effect for all students filing Form B/C beginning August 1, 2007, and thereafter. Current students with approved programs on file will be allowed to submit revised programs.

6. Dates of prior committee approvals:

Chemistry Department	01/26/2007
OCSE Graduate Curriculum Committee	02/02/2007
Graduate Council	02/08/2007
University Senate	

Attachments: **Program Inventory Form**

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership and Research
Proposal to Create a New Major Program
(Action Item)

Contact Person: Jeanne Fiene, Jeanne.fiene@wku.edu, 745-2942

1. Identification of program:

1.91 Program title: Educational Leadership

1.92 Degree: Ed.D.

1.93 Classification of Instructional Program Code (CIP): 13.0401

1.94 Required hours in proposed major program: 60

1.95 Special information: Although this program will be administratively housed in the College of Education and Behavioral Sciences Dean's Office, it is an interdisciplinary program involving faculty and courses from several departments throughout the university.

Candidates for the degree will be individuals who

- have completed at least a master's degree in their fields,
- have demonstrated leadership capacity within their organizational settings, and
- are committed to enhancing their abilities to improve their organizations and communities.

The specific selection of elective courses for a student's program will be based on an evaluation of the candidate's background and strengths, as well as on the candidate's professional objectives and needs.

1.96 Program admission will be based on a holistic evaluation of the candidate's application file, which must include:

- Transcripts of all undergraduate and graduate course work
- Documentation of a master's degree from an institution accredited by a nationally recognized accreditation organization.
- (For international students/ESL students) TOEFL minimum score of 230 or higher
- Completed application
- Resume or vita
- Personal statement
- Recommendation forms: at least three professional references from persons in a position to evaluate the applicant's potential for success in a doctoral program
- GRE or GMAT scores
- Educational Leadership Self-Report Scale/Core-Self Evaluation Scale Score

1.97 Catalog description: The EdD in Educational Leadership provides knowledge and skills for its graduates to become effective change agents within educational and education-related environments. The program is designed to prepare scholarly practitioners whose program content and experiences emphasize application to the real world.

The primary purpose of the program is to develop the ability of education and education-related organizational practitioners to obtain and synthesize knowledge for the solution of institutional problems and practices. The program provides value-added opportunities for candidates to develop breadth and depth in understanding leadership, policy, and applied research methodologies. In addition, program experiences contribute to the development of future leaders who will creatively generate new knowledge, critically conserve valuable and useful ideas, and responsibly transform those understandings through writing, teaching and application. The dissertation for all areas of emphasis is expected to contribute knowledge and understanding of a critical issue drawn from the candidate's field of practice and be applicable for improving educational organizations.

Although this program is administratively housed in the College of Education and Behavioral Sciences Dean's Office, it is an interdisciplinary program involving faculty and courses from several departments throughout the university.

Program admission is based on a holistic evaluation of the candidate's application file, which must include:

1. Transcripts of all undergraduate and graduate course work
2. Documentation of a master's degree from an institution accredited by a nationally recognized accreditation organization.
3. (For international students/ESL students) TOEFL minimum score of 230 or higher
4. Completed application
5. Resume or vita
6. Personal statement
7. Recommendation forms: at least three professional references from persons in a position to evaluate the applicant's potential for success in a doctoral program
8. GRE or GMAT scores
9. Educational Leadership Self-Report Scale/Core-Self Evaluation Scale Score

The program consists of 60 hours beyond the master's degree and includes a) an orientation seminar (6 hours), b) 9 hours of leadership courses, c) 9 hours of research and statistics courses, c) 18-21 hours of specific content courses in various specialty areas/options and electives, d) 6 hours of job-embedded practicum, and e) 12 hours of dissertation. Each student's academic background and professional experiences will be assessed at the time of admission, and students may be allowed to count up to 15 hours of previously-completed course work toward program requirements. Action research projects will be required of all students, and the dissertation is expected to center on real-world problems related to the candidate in his or her workplace setting. If students stay on track in a part-time status averaging six credit hours per semester (including summers), they can complete the program in approximately three calendar years.

Students will enroll in EDLD 700 - Orientation to Doctoral Studies and Professional Development (6 hours) during their first semester after admission to the program. The rest of the core consists of 9 hours of leadership courses and 9 hours of research and statistics courses.

The leadership courses include:

- EDLD 710 Leadership I – Leadership Theories and Ethics
- EDLD 720 Leadership II – Individual and Group Issues in Leadership
- EDLD 730 Leadership III – Leading the Organization

The research and statistics courses include:

- EDLD 711 Research I – Methodology in Leadership Research
- EDLD 721 Research II – Measurement and Validity in Leadership Research
- EDLD 731 Research III – Advanced Data Analysis Tools in Leadership Research

The specific selection of elective courses for a student's program will be based on an evaluation of the candidate's background and strengths, as well as on the candidate's professional objectives and needs. With approval of the program committee, elective courses will come from one of four areas of focus:

- P-12 School and District Leadership, primarily designed for public school/school district administrators;
- P-12 Teacher Leadership, primarily designed for educators serving in leadership roles related to areas such as assessment, curriculum, technology, and literacy;
- Postsecondary Education Leadership, primarily designed for leaders in two-year and four-year institutions; or
- Organizational Leadership, designed to prepare leaders in education-related organizations that are not classified as schools, colleges, or universities.

2. Rationale:

2.1 Reason for developing the proposed major program: The General Assembly of the Commonwealth of Kentucky has passed legislation stating that "state universities shall provide … upon approval of the…CPE…programs beyond the masters degree level to meet the……requirements for teachers…" In alignment with this, a legislative resolution was sponsored that directed the Executive Director of the EPSB, with the cooperation of the Commissioner of Education and the president of the Council on Postsecondary Education, to establish an interagency task force to collaborate with public and private postsecondary education institutions for the redesign of preparation programs and the professional development of education leaders. The mission of this task force was "to collaborate with Kentucky's key educational partners for redesign of the preparation and professional support of school and district educational leaders, resulting in a seamless, career development process with a clear focus on improving student learning, growth, and achievement." Four work groups were formed, including the Doctoral Program Work Group in which a WKU representative participated. Specific program design elements In response to the above actions, a committee of WKU faculty has developed the proposed Educational Leadership doctoral program.

The framework of the proposed program is based on the recent works of Lee S. Shulman relative to doctoral programs and also builds on his contributions to

laying the groundwork for the National Board of Professional Teaching Standards (NBPTS; Shulman, 2004a, 2004b, 2006). The work of Joe Murphy (2006) and Peter Smith (2004) has also influenced the design, planned delivery, and outcomes of this program. Candidates will be engaged in a highly job-embedded, well-justified, rigorous, and continuous assessment process utilizing the practical realities of their professional lives, thus stimulating the development of the highest levels of practice. The proposed program will treat the employment component of students' lives as the context that will make their doctoral study richer and more relevant.

Currently, Kentucky is at the bottom of states in our region in the number of doctoral-granting universities – Ohio (13), Illinois (11), Florida (9), Alabama (6), Indiana (6), Missouri (6), North Carolina (6), Tennessee (6), Virginia (6), Georgia (5), Louisiana (5), Mississippi (4), South Carolina (3), Arkansas (2), Kentucky (2), West Virginia (1). The impact of higher education on the economy of a state is well documented. Whatever conclusions can be drawn from these data and other comparative data related to the respective state economies and quality of life, the data at least suggest an inquiry into the benefit a state derives from multiple universities granting doctorates.

Faced with the Kentucky goals of P-12 student proficiency by 2014, preparing more students for postsecondary education, increasing the literacy rate of adults, establishing higher graduation standards, realizing the need for a more enlightened and educated workforce, and raising the standard of living and quality of life for all Kentuckians; the opportunities and possibilities for renewed efforts and creative solutions have never been more provocative. With the current and foreseeable challenges incumbent on education in the 21st century, the need for strong, focused, outcome-producing leadership has never been more intense nor the timing for this degree more appropriate.

Current national legislation (i.e., the No Child Left Behind Act of 2001) mandates that the leaders of schools and school districts be directly accountable for improving student achievement. Schools and school districts need individuals leading their efforts who have the best possible preparation in helping schools improve. The shift toward "the Scholarly Practitioner" is inevitable with these current emphases on accountability and student achievement. Practitioners within the P-12 setting must be equipped with the tools they need to lead these efforts successfully. An appropriately tailored Ed.D. – the doctorate of the practitioner – is the best way to address the needs these individuals have to positively impact their organizations under current pressures. Assessment skills, the ability to collect and analyze relevant data, and the knowledge of how to translate findings into actions that improve student learning will be major emphases in the proposed program, the ultimate purpose of which is to improve professional practice.

In developing the proposed program, faculty committees, believing in a philosophy of "Stewardship of Place," sought input from stakeholders within the region. To assess student demand for the proposed program, over 770 practitioners [across four Ed.D. strand options: P12 School and District Leader (125), Teacher Leader (175), Postsecondary Education Leader (205), and Organizational Leader (271)] in the field were surveyed in the fall of 2005

concerning the perceived need for the proposed program. Survey responses are presented showing the percentage of respondents answering "Agree" or "Strongly Agree."

QUESTIONS	P-12 Leader	Teacher Leader	Postsec. Leader	Org. Leader
1. I believe that a terminal degree relevant to my work would provide me with knowledge, skills, and abilities above that received at the master's degree level.	75%	69%	78%	Not Asked
2. I believe that a terminal degree would enhance my job performance.	66%	65%	80%	68%
3. I believe that a terminal degree would provide me with new opportunities to advance in my institution/profession/organization.	82%	81%	84%	69%
4. As described above, the Ed. D. is a degree that would appeal to individuals in my school/district or division/department/organization.	62%	65%	71%	66%
5. I am interested in pursuing such a degree.	58%	64%	75%	57%

These and other questions were asked of respondents who might have an interest in the proposed program. The data suggest a compelling need for the program. Numerous respondents to our survey stated that their co-workers and colleagues enroll in doctoral programs in states nearby; accessibility is a problem in Kentucky. The proposed Ed. D. will engage participants in reflective, action-research study, enabling them to gain experiences and competencies critical to changing the nature of education and contemporary society, rather than to become career researchers. The program will appeal to residents in Kentucky, our primary focus, but it also has strong potential for appealing to both national and international applicants.

2.2 Projected enrollment in the proposed major program: Initially 20 candidates will be accepted into the first cohort. Thereafter, two cohorts of twenty will be accepted twice a year, thereby eventually raising the total number of candidates working toward the degree to 120-150 in any given year.

2.3 Relationship of the proposed major program to other programs now offered by the department: The department has been involved in a cooperative doctoral program with the University of Louisville for approximately 15 years. The proposed program will ultimately replace the cooperative program, which will be phased out. Knowledge and skills developed in the proposed program will build on those developed in the department's MAE: School Principal program, the EdS in Educational Administration, and the several certification-only programs in educational leadership (e.g., endorsements for Supervisor of Instruction, Director of Pupil Personnel Services, etc.). Students who have completed these programs may be able to bring into the proposed program some of the hours completed toward these other programs.

2.4 Relationship of the proposed major program to other university programs: If approved, the proposed degree program will be the first doctoral program at WKU. Students who have completed graduate degrees in several departments throughout the university may be candidates for the proposed program. For example, the proposed program may attract students who have previously completed Master's and/or specialist degrees in any of several fields of education (e.g., Elementary Education, Secondary Education, Exceptional Education, Literacy, School Counseling) or graduate degrees in other fields (e.g., psychology, business, communication, etc.)

2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

Western Kentucky University wishes to develop strong collaboration with other universities in order to provide a well-developed, multi-faceted program to interested and qualified students across the Commonwealth. By collaborating, we can access the expertise of the Commonwealth and maximize resource utilization and student access. Discussions have been initiated with faculty and administrators at Northern Kentucky University and Eastern Kentucky University for several forms of collaboration, including use of KYVU (Kentucky Virtual University), visiting professors, visiting lecturers (may include organizational leaders outside of education), transfer of coursework, IVS (Interactive Video Services), and joint course offerings. A collaboration of this sort makes sense not only because it is cost-effective but also because it may lead to the provision of stellar services to students.

Faculty members have met with representatives from other postsecondary institutions and related agencies in the state about making this proposal and have discussed the proposed format for structure, content, and delivery and the involvement of their students, faculty, and resources in this program. Ultimately, this program can serve as a model for other institutions to collaborate or deliver similar stand-alone initiatives.

2.6 Relationship of the proposed major program to the university mission and objectives: The proposed Ed.D. is unique in its design and focus. This endeavor by Western Kentucky University promises to address the needs of practicing professionals to develop leadership skills in cross-discipline organizational settings, better understand human learning and organizational improvement, conduct research relevant to problems within their work settings, and advance the educational agenda and economic growth of the Commonwealth.

3. Objectives of the proposed major program:

In alignment with the Lee S. Shulman research (NBPTS; Shulman, 2004a, 2004b, 2006), a standards-based approach is the basis for the program, and the following Core Principles have been adopted:

1. Candidates will design plans and strategies for systemic reform.
2. Candidates will demonstrate visionary leadership in the development, articulation, implementation, and stewardship of a vision that is shared and

supported by the community and will model a personal code of ethics and developing leadership capacity.

3. Candidates will demonstrate leadership of effective strategies in advocating, nurturing, and sustaining culture and programs conducive to continual growth and professional development.
4. Candidates will design plans and strategies for internal and external accountability systems.
5. Candidates will provide a sound, defensible plan of resources and fiscal planning for ensuring management of the organization, operations, and resources for an effective and safe environment.
6. Candidates will demonstrate understanding of diversity, collaboration with others, responsiveness to diverse interests and needs, and the ability to mobilize resources.
7. Candidates will demonstrate knowledge of, responsiveness to, and ability to influence the larger policy environment and the political, social, economic, legal and cultural context.

4. Program description:

4.1 Curriculum:

The program will consist of 60 hours beyond the master's degree and will include a) an orientation seminar (6 hours), b) 9 hours of leadership courses, c) 9 hours of research and statistics courses, c) 18-21 hours of specific content courses in various specialty areas/options and electives, d) 6 hours of job-embedded practicum, and e) 12 hours of dissertation. Each student's academic background and professional experiences will be assessed at the time of admission, and students may be allowed to count up to 15 hours of previously-completed course work toward program requirements. Action research projects will be required of all students, and the dissertation is expected to center on real-world problems related to the candidate in his or her workplace setting. If students stay on track in a part-time status averaging six credit hours per semester (including summers), they can complete the program in approximately three calendar years.

Students will enroll in EDLD 700 - Orientation to Doctoral Studies and Professional Development (6 hours) during their first semester after admission to the program. The rest of the core consists of 9 hours of leadership courses and 9 hours of research and statistics courses.

The leadership courses include:

- EDLD 710 Leadership I – Leadership Theories and Ethics
- EDLD 720 Leadership II – Individual and Group Issues in Leadership
- EDLD 730 Leadership III – Leading the Organization

The research and statistics courses include:

- EDLD 711 Research I – Methodology in Leadership Research
- EDLD 721 Research II – Measurement and Validity in Leadership Research
- EDLD 731 Research III – Advanced Data Analysis Tools in Leadership Research

The specific selection of elective courses for a student's program will be based on an evaluation of the candidate's background and strengths, as well as on the candidate's professional objectives and needs. With approval of the program committee, elective courses will come from one of four areas of focus:

- P-12 School and District Leadership, primarily designed for public school/school district administrators;
- P-12 Teacher Leadership, primarily designed for educators serving in leadership roles related to areas such as assessment, curriculum, technology, and literacy;
- Postsecondary Education Leadership, primarily designed for leaders in two-year and four-year institutions; or
- Organizational Leadership, designed to prepare leaders in education-related organizations that are not classified as schools, colleges, or universities.

4.2 Accreditation, certification, approval, and/or licensure: As dictated by individual student needs, the program will provide opportunities for licensure and certification. Approval for appropriate licensure and certification via the Education Professional Standards Board will be sought.

4.3 Program delivery:
As noted above, accessibility, flexibility, and adaptability will be cornerstones of the program. The delivery format for the proposed program will be structured in a way to facilitate an applied focus of learning experiences while incorporating a variety of distance-learning formats. This will be accomplished in a manner that will foster the development and application of knowledge and skills associated with the program's focus on preparing scholarly practitioners, while acknowledging the value of providing learning experiences that enhance mentor-mentee relationships and student-to-student interaction. In their discussions with potential students and leaders of organizations who will be sources for students, program faculty have stressed the importance of using the most appropriate delivery mode for the nature of the program component being taught.

5. Resources:

5.1 Faculty: Current and future budgeted and planned faculty resources will provide staffing for the proposed program. Specific faculty qualifications and levels will be determined as the program approval process is finalized. Appropriate distinctions may be made concerning qualifications for teaching, advising, and directing research.

5.2 Technological and electronic informational resources (e.g., databases, e-journals): the current and planned budgeted improvements will address the needed resources.

5.3 Facilities and equipment: current facilities and equipment will be realigned. No additional resources beyond those currently assigned and budgeted are requested.

6. Proposed term for implementation: Summer 2007 or January 2008

7. Dates of prior committee approvals:

Department of Educational Administration,

Leadership, and Research	01/18/07
CEBS Curriculum Committee	02/05/07
Graduate Council	02/08/07
University Senate	

Attachment: Program Inventory Form