



**UNIVERSITY SENATE
MEETING AGENDA**

***THURSDAY, SEPTEMBER 20, 2007 @ 3:45
(Garrett Ballroom)***

I. Minutes: May 10, 2007

II. Reports:

- a. Chair
- b. Vice-Chair
- c. Faculty Regent
- d. Provost

III. Standing Committee Reports:

- a. UCC (none)
- b. General Education (none)
- c. Faculty Welfare and Professional Responsibilities (none)
- d. Committee on Academic Quality (none)
- e. Graduate Council (see attached, 96 pages)

IV. Old Business:

- a. Special election: faculty regent
- b. Chief Diversity Officer: Diversity Enhancement Committee

V. New Business:

Resolution: Dr. Andrew McMichael (see attached)

VI. Announcements:

WKU UNIVERSITY SENATE MINUTES

May 10, 2007

I. Call to Order

The regular meeting of the WKU University Senate was called to order Thursday, May 10, 2007, at 3:52 P.M. in the Garrett Ballroom by Chair Michelle Hollis. A quorum was present.

The following members were present: John All, Mustafa Atici, Johnathon Boles, Scott Bonham, Charles Borders, Barbara Burch, Stuart Burris, Mike Carini, Eddy Cuisinier, Jerry Daday, Judy Davison, Terry Dean, Richard Dressler, Freda Embry, Tim Gilbert, Anthony Harkins, Kathleen Hennessey, Michelle Hollis, Kate Hudepohl, Heather Johnson, Kaveh Khatir, Debbie Kreitzer, Dominic Lanphier, Scott Lasley, Sherry Lovan, Karen Mason, Terrence McCain, Laura McGee, Andrew McMichael, Patricia Minter, Richard C. Miller, Thanh Lan Ngugen, Laurin Notheisen, Holly Payne, Katharine Pettit, Katrina Phelps, Keith Phillips, Heidi Pintner, Eric Reed, Julie Shadoan, Vernon Sheeley, Nevil Speer, Peter St. Pierre, Saundra Starks, Carol Stowe-Byrd, Samanta Thapa, Michelle Trawick, Tom Tutino, Judy Walker, Carol Watwood, and Jacqueline Wofford.

Alternates present were: Denise Gravitt for Greg Arbuckle, Jim Lindsey for Jeff Butterfield, Shiu Y. Mak for Deana Groves, Niko Endres for Joe Hardin, Aaron Kindsvatter for Cynthia Mason, Doug Smith for John Musalia, Cassandra Pinnick for Jeffrey Samuels, Bob Reber for William J. Tallon, and John Martin for Mary Wolinski.

The following members were absent: Mike Binder, Marty Boman, John Bonaguro, Robert Bowker, Tim Brotherton, Janice Chadha, Walter Collett, Robert Dietle, Nancy English, Sam Evans, Janice Ferguson, Blaine Ferrell, James Gary, Jerry Gotlieb, Jens Harlander, Skylar Jordan (SGA), David Lee, John Long, Timothy Mullin, Roger Murphy, Dan Myers, Johnston Njoku, Gary Ransdell, Sherry Reid, Angela Robertson, Krist Schell, Bud Schlinker, Peter Sepanski, Don Swoboda, Stacy Wade, and Jeff Willis.

II. Minutes

The Minutes of the April 18, 2007 meeting were approved as read. Dr. Burch endorsed the minutes without exception.

Douglas Smith, on behalf of the College Caucus from Potter College, made a motion of privilege to censure the way Dr. Burch handled her decision on plus/minus grading; especially her relationship with the university senate and the rest of the faculty over the last three and a half years. The motion was seconded.

Dan Myers asked what the motion to censure was; Douglas Smith clarified that it was not a motion of “no confidence”. Andrew McMichael clarified what a motion of censure was: He said it is a reprimand over a specific incident; it basically says we are unhappy with the way that a specific situation was handled and it does not address anything else other than the plus/minus grading issue.

Dan Myers asked if it was Potter College and Douglas Smith responded that it was the Potter College Caucus of the University Senate. He also stated his reasons on why he didn’t like the way it was handled: 1) the vote of the university senate was disregarded, 2) that the research was not funded, 3) that the vague questions without solid issues behind them, etc. He stated that we have dealt with many things in trying to put forward the plus/minus grading system, leading up to 60% of the Senate voting for it, and it has still been disregarded. Andrew McMichael requested that the censure vote be a ballot vote if there was no further discussion.

Dr. Burch responded prior to the vote, saying that she intentionally did not to respond to Andrew McMichael’s faculty-all email, which she thinks is part of this. She feels a need to respond personally to a few things. She said she is not inclined to get into a campus debate about things that were said which is untrue. The idea that the research was not funded was simply not true. Any piece of research that was asked for was funded by the Provost’s Office. The truth is that nothing more was asked for.

The faculty handbook talks about collegial governance. That means that decisions at different levels are made. She regrets that she could not support the 60% view of those who voted, but if the Senate feels that merits censure, then fine. She said that she feels that somewhere someone has to accept responsibility for the fact that the only research done after the move to research, was what was funded by the Provost’s Office, which was done by Institutional Research and Prepared by Institutional Research. If there were other forms of research requested, this is the first that she heard of it today. She did not respond to anything else said in the email.

Douglas Smith responded that he (Douglas Smith) and Dr. Burch worked out a draft; a plan to do the research that included both the part that was done by institutional research, and a part that was going to be done by the Academic Quality Committee. This included a survey of the students and a survey of the faculty, which was going to be funded. Dr. Burch stated that she never heard of the Academic Quality mentioned again and she thinks anyone in the room knows that she has not turned a single request for support of research for any other initiative the Senate has asked for. She said her feeling is that if you are going to carry out a research study, it is the obligation of the Senators who are supporting it to initiate it. Nobody ever said another word about it and she was never contacted about it again. Douglas Smith said that he would assume

that this will be considered in a joint process where the University Senate and the Provost would hammer something out to do, and that it would not be up to the University Senate to come to the Provost “head in hand” to get the funding for it.

No further discussion took place prior to voting. The motion in favor of the censure proposed passed with a divided vote: 29 senators voted yes, 24 senators voted no, and 3 people abstained.

III. Reports

a. Chair

Michelle Hollis, Chair of the Senate, reported that she met with a coalition of Senate faculty leadership from around the state on April 21. They talked about a few different things that are happening around the state, including salary adjustments. At NKU, adjustments were around 6%, and faculty being promoted were at an 8% increase. Morehead had a 2-4 billion dollar deficit, so their salary adjustments could be affected by that. The faculty requested a 4% with no cost of living, instead of a 1% cost of living with 3% for merit. At this point, they do not know what will happen with that. Kentucky State is getting a 3%, ECU is getting 3.5% increase and a one-time merit bonus is available for this year.

Forums were held around campus to determine how merit pay was going to be distributed. Murray was contemplating a 2.5% cost of living with a 1% merit increase. KCTCS is giving a 3% with a merit bonus of \$1500-2500. WKU’s merit pool is supposed to be around 4%, so we are faring well with everyone around the state.

At the coalition, they also talked about summer pay. WKU fares really well compared to all of the schools around the state, with exception to ECU, which gets 10% of their earned based salary for summer school. NKU gets 3%, Morehead gets 2% per credit, WKU is 8% , Murray is 7.5%, at Kentucky State, there is a flat amount based on rank, which ranges from \$1800-2300 per course.

As a result of the contested Regent election, it was brought to Michelle Hollis’s attention that one of the violations was faculty member eligibility. According to KRS 164.321, only faculty with rank of Assistant Professor level or higher is eligible to vote. Since the Community College starts at Instructor level, Michelle Hollis contacted Senator Guthrie and asked to take this to legislature and have it amended to read “all full-time, tenure-track faculty are eligible to vote”. He agreed to do that. This will be brought forth in January. While it will not impact the upcoming Regent election, it will impact future Regent elections. She also took this to the April 21 coalition of Senate Faculty Leadership Meeting to see if there is interest on other

campuses to have this amended. Since WKU is the only school with a community college attached, it does not really matter if the other campuses adopt it or not; can have a separate paragraph because we are different.

Michelle thanked the Senators for the opportunity to Chair the Senate, stating that it has been both an honor and a privilege to represent the Faculty. She said that it was her hope to fulfill the duties of this position to the best of her abilities and she hopes that she has accomplished that. She said that the experience has been uplifting, rewarding, and eye opening all at the same time and that she has learned a lot and has grown professionally as a result of having this opportunity. She concluded by saying that she appreciates all of the support that everyone has given her.

b. Vice Chair

The Vice-Chair, John All, was not present. There was no report.

c. Faculty Regent

Dr. Dietle resigned at the previous meeting as Faculty Regent. Because of the concerns that were voice regarding the recent Faculty Regent election, there was no Faculty Regent representation at this meeting. Therefore, no report took place.

d. Provost

The Provost, Barbara Burch, stated that we are tracking enrollment very carefully this year. She suggested that each department has information on students who may be enrolled in the program, who may or may not have had an opportunity to enroll for fall. Some departments have specific plans to follow up on that. We are behind where we were last year but Dr. Burch is optimistic that there will be a turn around. She urges the Senators to the extent that you have an opportunity in meeting with students, or perhaps finding some who may need extra help in deciding what they are doing or thinking about programs next fall, to do that.

There are three commencements coming up and hopes that the faculty will be at one of those commencements if possible.

She concluded by wishing everyone a wonderful summer.

Denise Gravitt asked if Dr. Dietle will be regent. Dr. Burch stated that there is no acting Regent and that Julie Shadoan is currently representing the faculty.

IV. Standing Committee Reports

a. University Curriculum Committee

Julie Shadoan, Chair of the University Curriculum Committee, presented a standard report. There is some new programming that was approved at the

UCC level last month and the UCC appreciates having quorum today so it can be voted on. She then moved for approval of the consent agenda. The course proposals passed unanimously as presented without discussion.

b. General Education

Patricia Minter, Chair of the General Education Committee, stated that the General Education Committee met on April 12 and has several items for consideration. She moved for approval. The items on the agenda passed unanimously as presented without discussion.

c. Faculty Welfare and Professional Responsibilities

Nevil Speer, Chair of the Faculty Welfare and Professional Responsibilities Committee, was not present. There was no report.

d. Committee on Academic Quality

The Chair of the Committee on Academic Quality, Andrew McMichael, stated that there was no report.

e. Graduate Council

Tim Gilbert, the Chair of the Graduate Council, made a motion for support and approval of the Graduate Council agenda items for University Senate consideration. There was one friendly amendment; Physics 591 should be changed from Physics CBE Detection A Remediation Laboratory to Physical Principles of CBE Detection and Remediation Laboratory. This is a correction both in Lecture and its accompanying labs to have the correct name on it. The consent agenda passed unanimously with the friendly amendment with no discussion on the items.

V. Old Business

There was not any old business.

VI. New Business

There are three items under new business. The first is a proposal to bring a Chief Diversity Officer position to campus. You should have received a proposal that was put together by a committee that started with the Engaging the Spirit Conference. That committee worked throughout the academic year researching benchmarks, national trends, and things as far as diversity officer positions go. That proposal is what this committee came up with. It is not a final form. That committee will not have any part in producing whatever the final form will look like.

From what Michelle Hollis understands, there are two committees on campus that will be working on creating the job description for that position. Dr. Ransdell wants this position to happen and he said he would like the Senate body to endorse it because he plans to move on it in early fall.

This does not need a second on it because it came through the Executive Committee. Michelle Hollis clarified that we are voting on whether or not we need a person of this caliber at this institution. The committee that presented this asked that it be a person who would sit on the administrative council. This will ultimately be Dr. Ransdell's call though.

Andrew McMichael asked if we are supporting what is in the proposal or just to give general support to Dr. Ransdell creating some other form of a diversity officer that is not yet clear. Michelle said she is asking to support the idea of a chief diversity officer on campus. The committee felt this was a good time to bring this forth in light of hiring a chief international officer. They think that bringing them both aboard around the same time would help with the initiatives that this campus stands for. It was not an attempt to take over the Office of Diversity Programs or the Equal Employment Office. It was hopefully that it is something where all of the people already in place will report to this individual and it will be a campus-wide effort to work on diversity, not just as far as students, but as far as faculty as well.

When asked where the money is coming from to create this position, Michelle Hollis stated that she did not know. Doug Smith stated that he supports diversity here on campus and would welcome making sure that there was a diversity person that met with academic council. The number of Vice Presidents being hired in all sorts of positions on this campus is large and this is a real concern. He is willing to voice support for another diversity officer but is not sure he is willing to support another Vice President.

Dr. Burch said that she will do anything to enhance diversity. She clarified that Dr. Ransdell is interested in doing whatever he can to give more focus and attention to diversity as it affects many parts of campus. Diversity is not just in one division; it is in everything we do and it has multiple definitions. She believes that Dr. Ransdell is inviting the Senate to express their feelings about it. This would be about someone who has a broader diversity role and bring some focus and some direction to it. He wants to know if having someone with broader responsibility is of value. He has never said what the title will be. The intent was that someone who is in this position would bring some sense of focus, direction, and some cohesion that would ultimately have a greater impact on our achieving diversity goals of the campus. There was no matter of title. Regarding funding, there are finite dollars and any decision of funding one thing over another is a decision of priority. Dr. Burch said Dr. Ransdell will look at the funding dimensions of it and she is sure that this will be a decision of the best way Dr. Ransdell thinks it can happen.

Michelle Hollis clarified "vice president level" as what the committee that presented this proposal wanted. They want this person to report to the president, sit on the administrative council, and collaborate with all divisions. Scott Bonham feels it is a good idea but it is so broad and vague and he wants

to know how this person would be different from the current officer; he wants to know how this person would compliment rather than duplicate. He also stated that it is hard for him to support the position when he doesn't know what he is supporting. Michelle Hollis stated that the Chief Diversity Officer does different things at different institutions.

John All made a motion to table discussion until the description is formed; the motion was seconded.

Michelle Hollis stated that Dr. Ransdell said he will act on it in early fall. Andrew McMichael suggested postponing the table. Michelle Hollis said that the proposal presented was a result of the committee – it is not in a final state and the Diversity Committee and Kentucky Committee will work together on details. We are just voting on whether or not we endorse the idea of having a chief diversity officer on this campus.

Denise Gravitt said we need more diversity on campus; we have no control over the position, and agrees not to postpone it. John All stated that he feels the proposal as it is put forth is very vague and he wants it to be tabled.

Michelle Hollis reminded the Senate that Dr. Ransdell said that the charge of the Senate is not to make decisions of budgetary implications. Julie Shadoan does not want to postpone but does want to create an ad-hoc committee to represent the Senate. Hollis said we can have Senate representation. Dr. Burch stated that Dr. Ransdell wants to move soon. He is not wed to moving now but does want to have something that will create an impact.

There were 6 in favor of postponing indefinitely. The majority opposed postponing indefinitely. Julie Shadoan made a friendly amendment to the current proposal that would include the current proposal that would include developing an ad-hoc committee to address this issue with the president. The motion was seconded.

The Senate voted unanimously in favor of the initial motion (supporting having a diversity officer) with amendment (having Senate representation). The vote of supporting a diversity officer as amended passed.

The next item was faculty compensation for study abroad resolution. Jerry Daday had a question about the second line of the resolution; J-term is based on enrollment, and this does not apply in the summer. It is not the same scale. Eric Reed said he is happy to amend that to reflect this accurately. Dan Myers asked if it is dealing only with WKU faculty-led programs offered for a credit at WKU; Eric Reed said yes. Eric Reed stated that summer abroad courses are much more work and should be a guaranteed minimum of \$4000. Debbie Kreitzer agreed that these courses are much more work and that being paid on a sliding scale depending on enrollment does not make it less work. For a 15-

student trip, it would be \$167 per student to come up with \$4000. A faculty member should be compensated accordingly for a 3-credit course.

Dr. Burch agrees that study abroad is a lot of work and that we should be able to pay the same for study abroad as for any other 3-credit course. She asked the international study abroad council members to consider talking about this. They have been empowered to set policies and directions for study abroad and internationalization. They have recommended the same pay level. Until the past few years, WKU did not pay for study abroad at all. Then they went to \$1500, this will be increased to \$2500 or \$3000. There is relatively little money to support study abroad and internationalization. It is a pivotal point in time where internationalization study abroad has been agreed upon as a valuable experience for students and there is a 5-year commitment to funding.

This comes with conditions; we have to find a way to increase the salaries, number of study abroad opportunities, and number of students participating all at the same time. We do not collect tuition from students; they get a tuition scholarship. There is a \$50 fee that goes to a pool that goes to faculty costs associated with study abroad. There is also a need-based stipend up to \$500 for January and summer. The pay level will be increased in the summer and fall.

Dr. Burch agrees about getting the pay level equalized but wants to keep the number of students enrolled up. She concurs with the need to equalized pay levels but this will need to be done incrementally. She suggested getting additional counsel from the International Studies Council and to develop a plan that will increase support for study abroad that will include more compensation for faculty. She wants to include increased compensation without extra tuition being charged.

Last year there were 27 faculty members involved in some kind of study abroad and the average class size was less than 10. To ensure safety considerations, one additional faculty member or graduate assistant is an added expense. Dr. Burch suggested that it is more complicated than it seems. Laura McGee from Modern Languages stated that she wants a clear timetable put in place. The compensation is minimal and for a university that wants to become more international, this must change; the planning that goes into the programs, the liability that faculty takes upon themselves, it is crucial that we offer quality programming with appropriate compensation. The pay is way too low for the study abroad courses at this time.

Andrew McMichael stated that he feels the proposal in front of us is for faculty to be paid the same. We are not concerned about how to get the money, but we want faculty who study abroad to be paid at the same rate. Laura McGee feels what is given is helpful – a little more per student per head means faculty should be paid more.

Dan Myers revised the wording; he proposed a friendly amendment that eliminates the last paragraph and replaces with “University Senate resolves that compensation for faculty members who teach study abroad courses be increased significantly and our wishes without constraining what is going on now...”. The friendly amendment was seconded and voted on. The motion with friendly amendment passed unanimously.

Eric Reed spoke on the study abroad experience. His proposal asks the Senate to develop some sort of review procedures for study abroad offerings. The Curriculum Committee should take this up and create some review procedures. The Senate will have some overview responsibility for study abroad offerings. He wants to ensure academic quality and feels the current structure does not ensure this. The proposal is necessary because our current system does not ensure academic quality when it comes to course equivalencies. The study abroad courses are supposed to be equivalent to the syllabi on books but they have very little to do, if anything, with the courses that are on our books. He feels that this is cheating the students by doing this. This is the real issue with this proposal – ensuring academic quality. He wants to have a serious discussion and table it until the first senate meeting of the fall semester.

The resolution was seconded with no discussion; the senate voted unanimously in favor of tabling discussion until the fall.

VII. Announcements

Kathleen Hennessey (SGA) through many student nominations, SGA Voted Professor of the Year: Allen Hall (Gordon Ford), Kathy Abel (CHHS), Michael Smith (Ogden), Janice Brockman (BGCC), Jeanine Huss (College of Education and Behavioral Sciences), and Bart White (Potter). The Advisor of the Year Recipient was Michelle Taylor (College of Education and Behavioral Sciences). The winners will be honored in a banquet next fall.

VIII. Adjournment

A motion to adjourn the meeting was seconded. The meeting adjourned at approximately 5:10 P.M.

Respectfully submitted,

Heidi Pintner, Secretary

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

REPORT TO THE UNIVERSITY SENATE

DATE: September 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. One time Only

PHYS 518 Applied Science Ed. Research*
NURS 533 Health Promotion and Education Across the Lifespan*

II. Create a Course

SOCL 505 Proseminar in Sociology
PHYS 511 Quantitative Modeling for Physics Instruction I: Mechanics
PHYS 512 Quantitative Modeling for Physics Instruction II:
Electromagnetism
PHYS 516 Classroom Physics Teaching: Theory and Practice
PHYS 518 Classroom Applications of Physics and Science Education
Research
PHYS 519 Physical Science Education Research Methods
CS 562 Parallel and Distributed Computing
CS 565 Data Mining Techniques and Tools
COMM 531 Global Leadership Communication
IED 703 Equity Pedagogy and Issues of Diversity
IED 704 Leadership & the Ethics of Teaching
EDU 701 Teacher Leadership and Assessment I
EDU 702 Teacher Leadership and Assessment II
LME 737 Educational Technology Leadership

III. Suspend a Course

SOCL 430G Penology
SOCL 432G Sociology of Criminal Law
SOCL 433G Community Corrections
SOCL 434G Organized Crime

IV. Reactivate a Suspended Course

HORT 412G Modern Fruit Production

V. Delete a Course

SOCL 415G Sociology of Language
GEOG 541 Seminar in Topical Geography
GEOG 493G Geographic Information Systems
GEOG 487G Environmental Law
GEOG 485G Population and Resources
GEOG 453G Geography of Russia
GEOG 452G Field Studies Geography
GEOG 425G Political Geography
GEOG 410G Advanced Cartography
GEOG 404G Computer Mapping
GEOG 402G Physiography of North America

VI. Revise a Program

105 MA in Sociology

VII. New Certificate Program

Certificate in International Student Services

Proposal Date: February 27, 2007

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

Contact Person: Douglas Clayton Smith, Douglas.Smith@wku.edu, 5-2152

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SOCL 505
- 1.2 Course title: PROSEMINAR IN SOCIOLOGY
- 1.3 Abbreviated course title: Proseminar in Sociology
- 1.4 Credit hours and contact hours: 1
- 1.5 Type of course: S
- 1.6 Prerequisite: First-year graduate student standing in sociology program
- 1.7 Course catalog listing: Socializes graduate students into the discipline and profession of sociology and acquaints them with department faculty and their interests. Pass/fail grading. Fall semester only.

2. Rationale:

- 2.1 Reason for developing the proposed course: The graduate faculty in sociology believe that the students coming into the program were being insufficiently professionalized (i.e., that they were attempting to treat graduate school like undergraduate school.). Discussion with graduate students revealed that many incoming graduate students were unfamiliar with graduate faculty and their research interests. Graduate faculty who were not currently teaching graduate courses had limited opportunities to meet or interact with incoming graduate students, which made graduate students hesitate to ask them to serve on committees.
- 2.2 Projected enrollment in the proposed course: 15
- 2.3 Relationship of the proposed course to courses now offered by the department: This course would be offered in addition to the regular courses. It is hoped that this course would facilitate increased interaction between students and the graduate faculty and increase the efficiency of the thesis process.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other WKU departments' proseminars would be inappropriate.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Many other quality graduate sociology programs have proseminars, including UCLA, University of Colorado, University of Georgia, Indiana University, University of Iowa, University of Missouri,

University of Nevada-Las Vegas, University of Notre Dame, Penn State University, San Diego State University, University of South Carolina, Wayne State University, University of Wisconsin.

3. Discussion of proposed course:

3.1 Course objectives:

- Increase interaction among sociology faculty and incoming graduate students.
- Provide students a better understanding of the thesis process and what it entails.
- Provide students an understanding of the organization and profession of sociology.

3.2 Content outline:

NOTE: In addition to the discussion topics listed below, each week a different graduate faculty member is invited to introduce himself or herself and describe their current research and their research interests.

Understanding Grad School
The Master's Degree: The Nuts and Bolts
The Master's Degree: History and Hurdles
Time Management
Playing Politics / Making Friends / Feeling Different
The Organization and Profession of Sociology
Choosing a Thesis Topic
The Care and Feeding of Advisors and Committee Members
The Proposal
Points to Ponder: Funding and HSRB
Conferences and Presentations and Memberships! Oh My!
Making a Presentation
The Big "D": The Thesis Defense
The Publication Process and How to Survive It

3.3 Student expectations and requirements: Attendance and Discussion

3.4 Tentative texts and course materials:

Peters, Robert L. 1997. *Getting What You Came For: The Smart Student's Guide to Earning a Master's or Ph.D.* New York: Farrar, Straus and Giroux

4. Resources:

4.1 Library resources: Current library resources are adequate.

4.2 Computer resources: Current computer resources are adequate.

5. Budget implications:

- 5.1 Proposed method of staffing: Existing faculty will teach the 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:

Sociology Dept. Department: __March 6, 2007__

Potter College Curriculum Committee __April 5, 2007__

Graduate Council __May 10, 2007__

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: November 25, 2006

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

Contact Person: Dr. Scott Bonham, scott.bonham@wku.edu, 745-6196

1. Identification of proposed course:

- 1.4 Course prefix (subject area) and number: PHYS 511
- 1.5 Course title: Quantitative Modeling for Physics Instruction I: Mechanics
- 1.6 Abbreviated course title: Modeling Physics I
- 1.4 Credit hours and contact hours: 6 credit hours, 8 contact hours
- 1.5 Type of course: C-lecture lab
- 1.6 Prerequisites/corequisites:

One year of math-based physics at the college level

- 1.7 Course catalog listing:

An in-depth study of topics in physics typically taught at the high school level. Emphasizes both the content of physics as well as the process of effectively communicating the content to secondary students. Topics include kinematics, Newton's laws of motion, energy, momentum, and other topics in mechanics.

2. Rationale:

- 2.6 Reason for developing the proposed course:

This course will be part of an effort to strengthen physics teaching at the high school level in the region and the state. Physics instruction at the high school level is in crisis, with many schools unable to offer the course or offering it with instructors that are not highly qualified. It is anticipated that this course will attract two types of participants. One is currently certified secondary physics and physical science teachers seeking to improve instructional skills. The second will be secondary teachers certified in mathematics, biology, chemistry and earth and space science. This course and its companion course will both cover the material typically taught in secondary level physics classes and model the interactive, student-centered instructional approach that has been shown to be highly effective instructional strategy for teaching introductory physics. This will result in building deep understanding of the topics in a format that models good instructional practices and encourage participant reflection.

- 2.7 Projected enrollment in the proposed course: 10 based on informal discussions with prospective students in program.
- 2.8 Relationship of the proposed course to courses now offered by the department: This course will present classical physics topics in mechanics

- in more depth than existing introductory level sequences and have students reflect on aspects of teaching the topics.
- 2.9 Relationship of the proposed course to courses offered in other departments: None.
- 2.10 Relationship of the proposed course to courses offered in other institutions: This course is modeled after a course offered by Buffalo State University as part of their masters degree in physics teaching, course number PHY620, "Powerful Ideas & Quantitative Modeling: Force, Motion and Energy". Arizona State University offers a similar course, PHS 530 "Methods of Teaching Physics I (mechanics).

3. Discussion of proposed course:

3.5 Course objectives:

The students will develop and apply quantitative models to:

- describe motion of objects
- the interaction of force and motion
- work and energy interactions in systems
- conservation of momentum in systems
- circular motion and rotation of objects
- oscillations and waves
- solve complex problems

3.6 Content outline:

- Content and strategies for teaching the following topics:
 - Motion in one and two dimensions
 - Newton's laws of motion (including friction and centripetal force)
 - Work, energy, power
 - Circular motion and rotation
 - Oscillations and waves
- Physics education research in force, motion, and energy

3.7 Student expectations and requirements:

This course will be taught differently from typical courses covering classical physics content. It will be taught as an intensive three week long 100+ hour workshop. Students will be expected to take a high level of responsibility for their own learning. This will include developing ideas from experimental investigations, self-reflection and extensive peer collaboration. A central theme will be the development of quantitative models that can be used to describe the physical world. Students will be expected to observe and carry out hands-on experiments, to identify principles from those, propose and test models describing those, and then utilize those models to analyze different situations. The type of activity in this class will more closely resemble actual scientific research than traditional classes covering classical physics topics, so students will in the process develop better understanding of the nature of science and the scientific process. Students will also be expected to continuously reflect on their own learning. This will both assist them in developing better understanding of the topics as well as becoming more aware of

cognitive issues involved in helping their students learn the material. Students will be evaluated based on individual and group assessments of content, course participation, journals and reports.

3.8 Tentative texts and course materials:

Dukerich, L. (Ed) (2006). Modeling Instruction in High School Physics 2004. Arizona State University: Tempe, AZ.

Arons, A. B. (1997). Teaching introductory physics. New York: Wiley. ISBN 0-471-13707-3.

Knight, R. D. (2004) Five Easy Lessons: Strategies for Successful Physics Teaching. Addison Wesley, San Francisco, 2004.

4. Resources:

4.3 Library resources: Existing resources are sufficient.

4.4 Computer resources: Existing departmental and university computer resources are sufficient.

5. Budget implications:

5.5 Proposed method of staffing: Current faculty members.

5.6 Special equipment needed: none

5.7 Expendable materials needed: handouts, CDs of curriculum materials for participants, materials for participants to build simple equipment.

5.8 Laboratory materials needed: No additional resources will be required beyond existing departmental laboratory equipment.

6. Proposed term for implementation: Summer 2008

7. Dates of prior committee approvals:

Physics and Astronomy Department: __January 31, 2007__

Ogden Graduate Committee: __February 2, 2007__

Professional Education Council __ April 7, 2007__

Graduate Council Curriculum Committee __May 10, 2007__

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: November 25, 2006

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

Contact Person: Dr. Scott Bonham, scott.bonham@wku.edu, 745-6196

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PHYS 512
- 1.2 Course title: Quantitative Modeling for Physics Instruction II: Electromagnetism
- 1.3 Abbreviated course title: Modeling Physics II
- 1.4 Credit hours and contact hours: 6 credit hours, 8 contact hours
- 1.5 Type of course: C-lecture lab
- 1.6 Prerequisites/corequisites:

One year of math-based physics at the college level.

- 1.7 Course catalog listing:

An in-depth study of topics in physics typically taught at the high school level. Emphasizes both the content of physics as well as the process of effectively communicating the content to secondary students. Topics include electric and magnetic fields, and circuits.

2. Rationale:

- 2.1 Reason for developing the proposed course:

This course will be part of an effort to strengthen physics teaching at the high school level in the region and the state. Physics instruction at the high school level is in crisis, with many schools unable to offer the course or offering it with instructors that are not highly qualified. It is anticipated that this course will attract two types of participants. One is currently certified secondary physics and physical science teachers seeking to improve instructional skills. The second will be secondary teachers certified in mathematics, biology, chemistry and earth and space science teachers. This course and its companion course will both cover the material typically taught in secondary level physics classes and model the interactive, student-centered instructional approach that has been shown to be highly effective instructional strategy for teaching introductory physics. This will result in building deep understanding of the topics in a format that models good instructional practices and encourage participant reflection.

- 2.2 Projected enrollment in the proposed course: 10 based on informal discussions with prospective students in the program.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will present classical physics topics in electricity

- and magnetism in more depth than existing introductory level sequences and have students reflect on aspects of teaching the topics.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course may be part of the course work for a new Master of Arts in Education degree with a major in Physics. Students enrolled in that program will take course from the College of Education and Behavior Science to fulfill 12 hours of program requirements.
 - 2.5 Relationship of the proposed course to courses offered in other institutions: This course is modeled after a course offered by Buffalo State University as part of their masters degree in physics teaching, course number PHY622, "Powerful Ideas & Quantitative Modeling: Electricity and Magnetism". Arizona State University offers a similar course, PHS 531, "Methods of Teaching Physics II".

3. Discussion of proposed course:

- 3.1 Course objectives:
The students will develop and apply quantitative models to:
 - electric charge and fields
 - electrical current
 - magnetism
 - electric-magnetic interactions
 - solve complex problems
- 3.2 Content outline:
 - Content and strategies for teaching the following topics:
 - Electrostatics: Charge, field, electrical potential
 - Current electricity and circuits
 - Magnetic objects, fields and forces
 - Electromagnetism: induction, inductance and Maxwell's equations
 - Physics education research in electricity and magnetism
- 3.3 Student expectations and requirements:

This course will be taught differently from typical courses covering classical physics content. It will be taught as an intensive three week long 100+ hour workshop. Students will be expected to take a high level of responsibility for their own learning. This will include developing ideas from experimental investigations, self-reflection and extensive peer collaboration. A central theme will be the development of quantitative models that can be used to describe the physical world. Students will be expected to observe and carry out hands-on experiments, to identify principles from those, propose and test models describing those, and then utilize those models to analyze different situations. The type of activity in this class will more closely resemble actual scientific research than traditional classes covering classical physics topics, so students will in the process develop better understanding of the nature of science and the scientific process. Students will also be expected to continuously reflect on their own learning. This will both assist them in developing better understanding of the topics as well as becoming more aware of

cognitive issues involved in helping their students learn the material. Students will be evaluated based on individual and group assessments of content, course participation, journals and reports.

3.4 Tentative texts and course materials:

Dukerich, L. (Ed) (2006). Modeling Instruction in High School Physics 2004. Arizona State University: Tempe, AZ.

Arons, A. B. (1997). Teaching introductory physics. New York: Wiley. ISBN 0-471-13707-3.

Knight, R. D. (2004) Five Easy Lessons: Strategies for Successful Physics Teaching. Addison Wesley, San Francisco.

4. Resources:

- 4.1 Library resources: Existing resources are sufficient.
- 4.2 Computer resources: Existing departmental and university computer resources are sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty members
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: handouts, CDs of curriculum materials for participants, materials for participants to build simple equipment.
- 5.4 Laboratory materials needed: No additional resources will be required beyond existing departmental laboratory equipment.

6. Proposed term for implementation: Summer 2008

7. Dates of prior committee approvals:

Physics and Astronomy Department: _January 31, 2007____

Ogden Graduate Committee: _February 2, 2007____

Professional Education Council ___ April 7, 2007_____

Graduate Council Curriculum Committee __May 10, 2007____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: November 25, 2006

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

Contact Person: Dr. Scott Bonham, scott.bonham@wku.edu, 745-6196

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PHYS 516
- 1.2 Course title: Classroom Physics Teaching: Theory and Practice
- 1.3 Abbreviated course title: Classroom Physics Teaching
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: K-workshop
- 1.6 Prerequisites/corequisites/special requirements:

Prerequisite: PHYS 511 or PHYS 512

Special requirement: Must be instructor in a physics course as verified by a letter from school principal or equivalent.

- 1.7 Course catalog listing:

Designed to assist new physics instructors in teaching physics. Includes constructing and using laboratory equipment, implementing research-based curriculum, and assessments in physics.

2. Rationale:

- 2.1 Reason for developing the proposed course:

This course is part of an effort to strengthen physics teaching at the secondary level. Physics instruction at the high school level is a crisis, with many schools unable to offer the course or offering it with instructors having less than ideal credentials. The targeted audience will be novice physics teachers and this course is designed to reinforce what they have already learned, and fill in gaps as needed.

- 2.2 Projected enrollment in the proposed course: 8 based on informal discussions with prospective students in the program.
- 2.3 Relationship of the proposed course to courses now offered by the department: PHYS 410 is also frequently taken by in-service teachers, but that course provides general physics content and teaching process to a range of teachers from elementary through secondary level. This course will instead focus specifically on content and teaching materials for a secondary physics course.
- 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: Buffalo State University offers a course with the same goal of

giving practical guidance for teaching physics, PHYS 510, “Process Skills in Physics Teaching”.

3. Discussion of proposed course:

3.1 Course objectives: The students will

- develop classroom plans for their physics class.
- prepare laboratory and other activities for implementing in their classroom.
- work through activities and analyze them to identify instructional strategies and likely areas of student difficulty.
- implement selected curricular material in their classrooms.
- reflect on classroom experience and identify ways to improve activities or implementation.
- participate in activities involving other physics teachers in the region.

3.2 Content outline:

- Curricular elements, including laboratory activities, interactive lecture demonstrations, group reasoning activities and assessment of learning.
- Curricular materials addressing concepts of displacement, velocity, and acceleration, Newton’s laws of motion (including friction and centripetal force), work, energy and power, circular and rotational motion, waves and oscillations, electricity and magnetism, and electronic circuits.

3.3 Student expectations and requirements:

This course is designed to be a hands-on, practical course to guide and support physics instructors. Students will be in the classroom, so that they can immediately apply what they have learned and reflect on it. Students will be provided with a recommended curriculum and encouraged to follow it as closely as possible in their own classroom. This will allow this course to be relatively synchronized with what students are teaching in their own classroom. This will allow, for example, students in this course to work through a classroom activity and then analyze its pedagogical structure and identify possible conceptual traps several weeks before they use the same activity in their own classrooms. This will ensure students know well how the activity works and understand it well enough to modify it as needed for their particular classroom. Students would then be expected to reflect on that activity, identify strengths and weaknesses of it as implemented in their own classroom and how it could be used more effectively in the future. Other activities will include opportunities to lead activities for peers, reviewing and giving feedback on lesson plans, and design of assessments. In most cases the instructor will also make mentoring visits to observe students teaching. Students will also be expected to participate in professional networking opportunities, for example attending a meeting of the Western Kentucky Physics Alliance. The basis for evaluation will include course participation, presentations, and teaching portfolios, including teaching materials and reflection activities.

3.4 Tentative texts and course materials:

Dukerich, L. (Ed) (2006). Modeling Instruction in High School Physics 2004. Arizona State University: Tempe, AZ.

Arons, A. B. (1997). Teaching introductory physics. New York: Wiley. ISBN 0-471-13707-3.

Knight, R. D. (2004) Five Easy Lessons: Strategies for Successful Physics Teaching. Addison Wesley, San Francisco.

4. Resources:

- 4.1 Library resources: No special library resources will be needed.
- 4.2 Computer resources: Most students will use computer access off campus at home or the place of employment.

5. Budget implications:

- 5.1 Proposed method of staffing: The course will be staffed by current faculty members.
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: handouts, CDs of curriculum materials for participants, basic materials for building simple demonstrations.
- 5.4 Laboratory materials needed: No additional resources will be required beyond existing departmental laboratory equipment.

6. Proposed term for implementation: Fall 2008

7. Dates of prior committee approvals:

Physics and Astronomy Department: _January 31, 2007__

Ogden Graduate Committee: _February 2, 2007__

Professional Education Council __ April 7, 2007 ____

Graduate Council Curriculum Committee __May 10, 2007__

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: November 25, 2006

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

Contact Person: Dr. Scott Bonham, scott.bonham@wku.edu, 745-6196

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PHYS 518
- 1.2 Course title: Classroom Applications of Physics and Science Education Research
- 1.3 Abbreviated course title: Applied Science Ed. Research
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: S-seminar
- 1.6 Prerequisites/corequisites/special requirements:

Prerequisite: PHYS 511 or PHYS 512

Special requirement: Must be instructor in a physical science course as verified by a letter from school principal or equivalent

- 1.7 Course catalog listing:

Help instructors to make practical connections between discipline-based science education research in physics and other areas with their own classroom teach. Students will read original research, document examples in classroom, and evaluate and modify curricular materials.

2. Rationale:

- 2.1 Reason for developing the proposed course:

There is a large body of discipline-based science education research (DBSER). This research has produced systematical identification of challenges in teaching and learning specific to particular topics, instructional strategies for addressing those, and evaluation methods. This foundational knowledge is valuable in helping instructors evaluate teaching approaches and understanding the roots of student difficulties. This course will familiarize students with research that has been done and will stress practical applications to the classroom.

- 2.2 Projected enrollment in the proposed course: 10 based on informal discussions with prospective students in the program
- 2.3 Relationship of the proposed course to courses now offered by the department: PHYS 410 serves a range of pre-service and in-service teachers from elementary to secondary level and focuses primarily on content and teaching, and research on physics education is not a focus in 410.

- 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: Buffalo State University offers “Physics Education Research Seminar,” PHYS 500.

3. Discussion of proposed course:

- 3.1 Course objectives: Participants will
 - read DBSER articles in physics and other disciplines, and prepare summaries of that work.
 - identify curricular material based on DBSER, show what difficulties are addressed and discuss the pedagogical strategy used in the material.
 - use DBSER assessments to measure student learning in their own classroom.
 - document classroom examples of student misconceptions and difficulties discussed in DBSER literature.
 - revise and develop curricular material that does not well reflect research on learning to incorporate insights from DBSER.

- 3.2 Content outline:
 - DBSER overview and methodology
 - DBSER on student reasoning and difficulties
 - DBSER pedagogical strategies
 - Examples of DBSER based curriculum
 - DBSER assessments

3.3 Student expectations and requirements:

The goal of this course is to familiarize students with a range of discipline-based science educational research (DBSER) with an emphasis on practical applications to their own classroom teaching. Students will be expected to read and prepare summaries of DBSER articles. They will look for and document examples of student misconceptions or other difficulties from their own classroom or another classroom to which they have access. They will evaluate a range of different curricular materials in light of DBSER, showing how they do or do not reflect that research and modify them to better reflect research. They will use DBSER instruments for assessing student learning in their own classrooms and evaluate the effectiveness of selected instructional approaches.

3.4 Tentative texts and course materials:

Selected articles from *Physical Review Special Topics: Physics Education Research*, *American Journal of Physics*, *Journal of Research in Science Education*, etc.

4. Resources:

- 4.1 Library resources: Existing resources are sufficient.
- 4.2 Computer resources: Existing resources are sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty members.
- 5.2 Special equipment needed: video cameras/audio recorders to loan to students to tape student interactions. (Department already has several.)
- 5.3 Expendable materials needed: Electronic recording media (video tape, CD and DVDs.)
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Spring 2009

7. Dates of prior committee approvals:

Physics and Astronomy Department:	__January 31, 2007__
Ogden Graduate Committee:	__February 2, 2007__
Professional Education Council	__April 7, 2007__
Graduate Council Curriculum Committee	__May 10, 2007__
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: November 25, 2006

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

Contact Person: Dr. Scott Bonham, scott.bonham@wku.edu, 745-6196

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PHYS 519
- 1.2 Course title: Physical Science Education Research Methods
- 1.3 Abbreviated course title: Phys. Sci. Education Research
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: S-seminar
- 1.6 Prerequisites/corequisites/special requirements:

Prerequisite: PHYS 518 or permission of instructor.

Special requirement: Must be instructor in a physics course as verified by a letter from school principal or equivalent OR have a written cooperative agreement with an instructor providing research access to a class.

- 1.7 Course catalog listing:

Equips physics and physical science instructors to design and carry out practical educational research projects with the goal of improving instruction. Covers research methodologies in Physics and other discipline-based science education research (DBSER), designing and carrying out research projects with the goal of informing classroom instruction.

2. Rationale:

- 2.1 Reason for developing the proposed course:

The best instructors are those who are constantly assessing how they are doing and seeking ways to improve instruction. This course will equip instructors in physics and related disciplines to do that in a systematic way by learning research methods from physics education research. Students will learn about different research methods and design and carry out one or more research projects.

- 2.2 Projected enrollment in the proposed course: 8 based on informal discussions with perspective teachers.
- 2.3 Relationship of the proposed course to courses now offered by the department: PHYS 410 serves a range of pre-service and in-service teachers from elementary to secondary level and focuses primarily on content and teaching, and research on physics education is not a focus in 410.

- 2.4 Relationship of the proposed course to courses offered in other departments: EDFN 500 is a general education research course, while this course is a content specific research course.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Buffalo State University has students complete, PHYS 690, "Research Project". Arizona State University offers a similar course, PHS 593, "Applied Project: Action Research in Physical Science".

3. Discussion of proposed course:

- 3.1 Course objectives:
 - Learn the basics of quantitative and qualitative research design in physics education research and related areas.
 - Critique different research projects found in literature.
 - Design and carry out educational research projects.
- 3.2 Content outline:
 - Quantitative research design.
 - Review of assessment instruments
 - Assessment instrument development.
 - Statistical analysis
 - Qualitative research design.
 - Interviews and focus groups.
 - Demonstration interviews.
 - Classroom video analysis.
 - Curriculum development cycle
 - Human subjects and privacy laws
- 3.3 Student expectations and requirements:

The goal of this course is to equip teachers in physics and related disciplines with research methodology so that they can systematically evaluate curriculum materials, student understanding and their own instruction in order to determine for themselves how to become more effective instructors. Students will be expected to read text on research methodologies, identify at least two research projects they would be interested in carrying out, do background research, design the project, obtain necessary approval, carry them out, analyze the data and report on them. One will be a qualitative-oriented project, and the other a quantitative-oriented project. The primary goal will be results that are valid and meaningful for the particular instructor in their context, though students doing publication-quality work will be encouraged to do such.

- 3.4 Tentative texts and course materials:

John Creswell (2002) *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (2nd Edition), Merrill, Upper Saddle River, N.J.

Collection of original research articles and bibliographies.

4. Resources:

- 4.1 Library resources: Existing Resources are sufficient.
- 4.2 Computer resources: Existing Resources are sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty members.
- 5.2 Special equipment needed: video cameras/audio recorders to loan to students to tape student interactions. (Department already has several.)
- 5.3 Expendable materials needed: Electronic recording media (video tape, CD and DVDs.)
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Spring 2009

7. Dates of prior committee approvals:

Physics and Astronomy Department: _January 31, 2007__

Ogden Graduate Committee: _February 2, 2007__

Professional Education Council __ April 7, 2007__

Graduate Council Curriculum Committee __May 10, 2007__

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 3/7/2007

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

Contact Person: James Gary, james.gary@wku.edu, 745-6373

1. Identification of proposed course:

- 1.7 Course prefix (subject area) and number: CS 562
- 1.8 Course title: Parallel and Distributed Computing
- 1.9 Abbreviated course title: Parallel and Distr. Computing
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites/corequisites: Computer science graduate status or permission of instructor
- 1.7 Course catalog listing:

The theory and practice of parallel and distributed computing. Parallel architectures, communication techniques, and algorithm development, analysis, and implementation with emphasis on problems requiring high performance computing.
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2. Rationale:

- 2.11 Reason for developing the proposed course: Parallel and distributed computing is an important field of computer science with numerous applications, particularly in scientific computing. Experience in this area will be enhance employment opportunities for students.
- 2.12 Projected enrollment in the proposed course: 20 per year, based on experience with one-time offering. There may be additional students from the Computational Mathematics program currently under consideration by the department of mathematics.
- 2.13 Relationship of the proposed course to courses now offered by the department: The course will be an elective for computer science majors, allowing greater specialization for those students interested in the subject.
- 2.14 Relationship of the proposed course to courses offered in other departments: No other departments on campus offer any classes on parallel or distributed computing.
- 2.15 Relationship of the proposed course to courses offered in other institutions: Similar courses are commonly offered at the graduate level in many universities. For example, CS 621 Parallel and Distributed Computing at the University of Kentucky, CECS 629 Distributed Systems at the University of Louisville.

3. Discussion of proposed course:

- 3.9 Course objectives: Students should expect to acquire knowledge and skill in the following areas:
- Parallel and distributed architectures
 - Parallel algorithm development
 - Parallel algorithm analysis
 - Implementation techniques for parallel programs
- 3.10 Content outline: (suggested topics, subject to instructor preference)
- Overview of parallel architectures and interconnection networks for distributed computing
 - Multiprocessors
 - Multicomputers
 - Vector processors
 - Grid computing
 - Cluster computing
 - Flynn's taxonomy
 - Parallel algorithm design
 - Synchronization issues
 - Data decomposition
 - Functional decomposition
 - Communication patterns
 - Parallel libraries and languages such as
 - MPI
 - OpenMP
 - PVM
 - Parallel algorithm analysis techniques such as
 - Amdahl's rule
 - isoefficiency analysis
 - Karp-Flatt metric
- 3.11 Student expectations and requirements: Students will be expected to demonstrate the ability to design, implement, and analyze parallel programs. Computer programs and associated design and analysis documents in addition to traditional homework, quizzes and exams will be used to evaluate student performance. A large group project may be appropriate, depending on instructor preference.
- 3.12 Tentative texts and course materials: "Parallel Programming in C with MPI and OpenMP", by Michael J. Quinn, McGraw Hill 2004
"Parallel Programming Techniques and Applications Using Networked Workstations and Parallel Computers", by Barry Wilkinson and Michael Allen, Prentice Hall, 2005.

4. Resources:

- 4.5 Library resources: See attached library resource form

- 4.6 Computer resources: Computing facilities in the computer science department are adequate.

5. Budget implications:

- 5.9 Proposed method of staffing: Existing 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 2007

7. Dates of prior committee approvals:

Computer Science Department: _____ 3/28/07 _____

Ogden Curriculum Committee _____ 3/30/07 _____

Professional Education Council
(if applicable) _____

General Education Committee
(if applicable) _____

Graduate Council _____ 5/10/07 _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 3/22/2007

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

Contact Person: Ahmed Emam, ahmed.emam@wku.edu, 745-5011

1. Identification of proposed course:

- 1.10 Course prefix (subject area) and number: CS 565
- 1.11 Course title: Data Mining Techniques and Tools
- 1.12 Abbreviated course title: Data Mining
- 1.13 Credit hours and contact hours: 3
- 1.5 Type of course: **L**
- 1.6 Prerequisites/corequisites: CS 543 or permission of instructor
- 1.7 Course catalog listing: The theory and application of data mining, roots of data mining, preprocessing techniques for raw data, classification algorithms and techniques, clustering algorithms and techniques, association rule mining algorithms and techniques

2. Rationale:

- 2.16 **Reason for developing the proposed course:** Data mining is an important topic in computer science with numerous applications, particularly in mining business, scientific and spatial datasets. This subject is valuable for students to enhance their skills and to find a job easily.
- 2.17 **Projected enrollment in the proposed course:** 40 per year, based on prior offering of related special topics courses. There may be additional students from the Computational Mathematics program currently under consideration by the department of mathematics.
- 2.18 **Relationship of the proposed course to courses now offered by the department:** The course will be an elective for computer science majors, allowing greater specialization for those students interested in the subject.
- 2.19 **Relationship of the proposed course to courses offered in other departments:** No other departments on campus offer any classes on data mining or related topic.
- 2.20 **Relationship of the proposed course to courses offered in other institutions:** Similar courses are commonly offered at the graduate level in many universities. For example, CECS 632 Data Mining at University of Louisville. CS 687 at the University of Kentucky, and CS345 at Stanford University.

3. Discussion of proposed course:

- 3.13 **Course objectives:** At the end of this course, student will acquire knowledge and skill in the following areas:
- Data Mining roots and its Applications
 - Data Mining Process
 - Preprocessing in Data Mining
 - Classification and Clustering algorithms
 - Association rule mining
 - Selection of the appropriate methodology and techniques for successful data mining.
- 3.14 **Content outline:**
- Introduction to Data Mining and Data Mining Tasks
 - Data Mining Roots and Data Mining Process
 - Data Characterization and Data Preparation
 - Data Transformation Techniques (Smoothing, Normalizing, and Missing Values Handling)
 - Data Reduction techniques (Case, Feature, and Value Reduction) Handling
 - Learning from Data and Statistical Inference
 - Data Classification techniques: Bayesian, Decision Tree (ID3,C4.5), Artificial Neural Network , K-Nearest Neighborhood Classifier
 - Data Clustering techniques: Partitioning (KMean), Hierarchical(DIANA), Density Based (CLIQUE), Model Based (COBWEB) clustering algorithm
 - Association Rule Mining techniques: A priori algorithm and Fast Algorithms For Mining Association Rules
 - Advanced topics in Data Mining
- 3.15 **Student expectations and requirements:** Students will be expected to demonstrate the ability to understand the raw data, preprocess, select the appropriate data mining technique, and interpret the results from data mining technique. Computer programs, traditional homework, quizzes and exams will be used to evaluate student performance. A team group project is required to demonstrate the engagement between students and as peer evaluation.
- 3.16 **Tentative texts and course materials:**
- Data Mining Concepts, Models, Methods, and Algorithms by Mehmed Kanradizc , ISBN: 0-7802-6009-5, published by John Wiley & Sons, Inc 2004
 - Data Mining Methods and Models" by Daniel T. Larose, ISBN 0-471-66656-4

- Data Mining: Concepts and Techniques by Jiawei Han, Micheline Kamber, ISBN 1558604898
- Data Mining Techniques” by Michael J. A. Berry and Gordon S. Linoff, Second edition, ISBN:0-471-47064-3
- Introduction to Data Mining by Pang-Ning- 2006

4. Resources:

- 4.7 Library resources: See attached library resource form
- 4.8 Computer resources: Computing facilities in the computer science department.

5. Budget implications:

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

6. Proposed term for implementation: Fall 2007

7. Dates of prior committee approvals:

Computer Science Department: ____3/28/07____

Ogden Curriculum Committee ____3/30/07____

Professional Education Council
(if applicable) _____

General Education Committee
(if applicable) _____

Graduate Council ____5/10/07____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 4/5/07

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

Contact Person: Cecile Garmon cecile.garmon@wku.edu 745 5373

1. Identification of proposed course:

- 1.14 Course prefix (subject area) and number: **COMM 531**
- 1.15 Course title: **Global Leadership Communication**
- 1.16 Abbreviated course title: GlobalLeadComm
- 1.4 Credit hours and contact hours: 3 credit, 3 contact
- 1.5 Type of course: S-Seminar
- 1.6 Prerequisites: None
- 1.7 Course catalog listing: This seminar focuses on the impact of national or ethnic culture on leadership communication behaviors as they influence interactions in multiple social environments in the world.

2. Rationale:

- 2.21 Reason for developing the proposed course: Acceptable leadership behaviors vary greatly across the world depending primarily on local and regional cultural factors. As interactions increase among US residents and those of other cultures, an understanding of the role of culture in assessing the appropriate behaviors for leaders is increasingly necessary.
- 2.22 Projected enrollment in the proposed course: 15-25 students
- 2.23 Relationship of the proposed course to courses now offered by the department: No course relating to cultural impact on leadership behaviors is now available at the masters level in the department. This class continues the interest in the role of culture on communication in other areas now provided through courses in the department.
- 2.24 Relationship of the proposed course to courses offered in other departments: No similar course offered in the University
- 2.25 Relationship of the proposed course to courses offered in other institutions: This course is a new concept and not frequently offered in other institutions but the following ones appear to relate to the topic:

Hawaii Pacific University- COM 6310 International Communication;

Course examines elements that affect communication across cultural and national boundaries. Investigates those effects on such phenomenon as leadership style.

St. Louis University- (course code unknown) Leadership and Team Management; Course focuses on managing in diverse, constantly changing global environment. Personal leadership leads to both team leadership and understanding complexities of management in organizational world.

Rutgers University – 26:620:556: Culture and Organizations; Major topics include such areas as: manifestations of culture, leadership and culture, managing organizational culture.

Duquesne University (Course Code Unknown): Global Ethics; Differences and similarities in ethical values and principles in practice of organizations conducting business around the world.

3. Discussion of proposed course

3.1 Course objectives: The objectives of this course include

- To understand cultural theory and the influence of culture on leadership communication;
- To learn how cultural constructs such as context, values categories, world view, power differentials, acceptance of ambiguities, etc., impact leader-follower behaviors.
- To recognize the role of politics, economics, and governing structures in communicating across cultures.
- To conduct research on culture-specific constructs as they impact leadership in targeted cultural situation

3.2 Content outline:

Topics will include the following:

- Culture-general theories
- Comparison of Western leadership theories to those of other specific cultures
- Recognition of role of such concepts as world view, power differentials, managing conflict, face strategies, concepts of power and authority, role of culture in decision making, addressing the economic, political, and governmental roles in leadership communication
- Application of theoretical concepts to specific governmental and organizational-related problems of leadership communication and motivation
- Learning to deal with specialized problems that emerge when trying to lead people and groups of different cultures or when trying to understand the communication practices of leaders from differing cultural groups.

3.3 Student expectations and requirements:

Students will be expected to read a variety of materials, journals, articles, and texts and to discuss these assignments in class. They will also be expected to discover specific resources that contribute to their individually-identified topic for research. Students will also collaborate on group projects and communicate among themselves via discussion boards and other technological methods between class meetings. Writing on assigned topics will form a significant portion of the class assignments.

3.4 Tentative texts and course materials: Readings such as the following:

Bennett, M. J. (1998). *Basic concepts of intercultural communication: Selected readings*. Yarmouth, Me: Intercultural Press.

Johnson, C. E. (2001). *Meeting the ethical challenges of leadership*. Thousand Oaks, CA: Sage.

Lewis, R. D. (2006). *When cultures collide: Leading across cultures*. Boston: Nicholas Brealey International.

Northouse, P. G. (2006). *Leadership: Theory and practice*. Thousand Oaks, CA: Sage.

Marquardt, M. J., and Berger, N. O. (2000). *Global leaders for the 21st century*. Albany, N.Y.: Suny Press.

4. Resources:

- 4.9 Library resources: Existing library resources are sufficient
- 4.10 Computer resources: Existing resources such as BlackBoard

5. Budget implications:

- 5.17 Proposed method of staffing: Existing faculty resources are sufficient
- 5.18 Special equipment needed: none
- 5.19 Expendable materials needed: none
- 5.20 Laboratory materials needed: none

6. Proposed term for implementation: fall 2007

7. Dates of prior committee approvals:

Communication Department/Division: 4/9/07

PCAL Curriculum Committee 5/3/07

Graduate Council 6/14/07

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Bibliography

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- Connerley, M. L. and Pedersen, P. B. (2005). *Leadership in a diverse and multicultural environment: Developing awareness, knowledge, and skills*. Thousand Oaks, CA: Sage.
- Hackman, M. Z. and Johnson, C. E. (2004). *Leadership: A communication perspective*. Long Grove, ILL: Waveland.
- House, R. J. , Hanges, P. J., Javidan, M., Dorfman, P. W., and Gupta, V. (Eds.). (2004). *Culture, leadership and organizations: The GLOBE study of 62 societies*. Thousand Oaks, CA: Sage.
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- Johnson, C. E. (2001). *Meeting the ethical challenges of leadership*. Thousand Oaks: CA: Sage.
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- Link, W., Corral, T., and Gerzon, M. *Leadership is global*. Shinnyo-en Foundation.
- Mai, R. and Akerson, A. (2003). *The leader as communicator*. New York: Amacon.
- Marquardt, M. J. and Berger, N. O. (2000). *Global leaders for the 21st century*. Albany: State University of New York Press.

Wiseman, R. L. and Shuter, R. (Eds.). (1994). *Communicating in multinational organizations*. Thousand Oaks, CA: Sage.

Proposal date: 01/12/07

**College of Education and Behavioral Sciences
Special Instructional Programs
Proposal to Create a New Course
(Action Item)**

Contact Person: Dr. Nedra Atwell and Dr. Sherry Powers

email: nedra.atwell@wku.edu sherry.powers@wku.edu Phone: 5-4607

1. Identification of proposed course

- 1.1 Course prefix and number: IED 703
- 1.2 Title: Equity Pedagogy and Issues of Diversity
- 1.3 Abbreviated title: Equity Ped & Iss of Diversity
- 1.4 Credit hours: 3
- 1.5 Type of course: Seminar
- 1.6 Prerequisite: None
- 1.7 Catalog course listing:

Issues and effects of diversity in contemporary society include: race, gender, ethnicity, class, language differences, and student ability. Relationship of diversity to preparation, recruitment, instruction, equity pedagogy, professional development, policy, curriculum, assessment, achievement gaps and student learning.

2. Rationale:

2.1 Reason for developing the proposed course

This proposed course is designed for students seeking the EdD in the Teacher Leader focus area. Equity pedagogy and diversity concepts are presented in other graduate courses, but are not specific to teacher leadership. The proposed course content, however, will focus on the teacher leader role in international, national, state, and local issues and is not provided in other courses in teacher education.

School district personnel and principals have expressed a need for courses specific to equity, pedagogy and diversity as they effect teacher leadership. Many principals encourage teacher leader roles due to the increased accountability from reform efforts (No Child Left Behind, 2001; Kentucky Education Reform Act, 1990). NCLB requires that schools look at teaching students in different ways. As the data is disaggregated, nationally, statewide and locally, performance gaps are evident for students who have special needs, are from underrepresented populations, and are born in poverty. In order to correct this situation as federally mandated, these teacher leaders must be knowledgeable in equity pedagogy and diversity so they may assume leadership roles in instructional practice on local, state, national, and international forums and subsequently designing instruction based upon those results. The proposed course will seek to prepare students for this increased focus on teacher leadership coupled with equity pedagogy and diversity.

2.2 Projected enrollment in the proposed course: Estimated enrollment in the course is 20 students per semester based on expressed interest from students currently completing masters programs and wanting to complete additional education.

- 2.3 Relationship of the proposed course to courses now offered by the department:
The proposed course will be one of a set of core courses designed to equip the candidate as a teacher leader. LTCY 527 Literacy Learning and Cultural Differences includes some of the content of this course. However, it is heavily focused on equity pedagogy as it relates to the teaching of reading, writing, and the broader field of literacy instruction. All Exceptional Education classes focus on diversity as related to students with special needs. Diversity is incorporated into all courses at the undergraduate and master's degree levels. The proposed course is dedicated to equity pedagogy and issues of diversity across content areas. This proposed course is at the doctoral level and will address the issues from both a theoretically and system approach.
- 2.4 Relationship of the proposed course to courses offered in other departments:
The EdS program in School Psychology addresses some of the topics in various courses but the focus is different. All GTE and EXED as well as some Curriculum and Instruction courses address diversity and equity pedagogy but no course includes a comprehensive focus on all of the topics, nor is any of the existing courses offered at the doctoral level. For example, PSY 560 Cognitive and Intellectual Assessment, PSY 520 Individual differences and Human Diversity, and CNS 555 Social and Cultural Diversity include some of the content but the focus is on theoretical prospective and assessment. This proposed course focuses on the application of principles across the entire system. NCLB is forcing schools to address the groups of students not making progress in general education settings. Schools are having difficulty making the transition from specialized settings to service delivery in general education settings by specialists. This course will prepare teacher leaders to be both knowledgeable on the individual level and ready to lead the systems process. This is a doctoral level course and there are currently no doctoral level courses that address this subject.
- 2.5 Relationship of the proposed course to courses offered in other institutions
The University of Kentucky has three courses that are similar in their PhD. Program: EDC 550 Education in a Culturally Diverse Society, EDU 745 Interdisciplinary Instruction in Secondary Education, and EDC 795 Cultural Diversity and The Teaching of Reading. This is a doctoral level course for students in the EdD program. This course is different in that it takes content from all three classes and combines them into this one course at the doctoral level.
- Outside the Commonwealth, graduate classes similar to but not identical to the proposed programs are offered at the following institutions: Texas A&M EDAD618 Cross Cultural Education; Southeast Missouri State University EF 696 Education in American Society; and The University of Michigan EDU 771 Access and Equity in Higher Education. This is a doctoral level course for students in the EdD program. There are no current courses that address these topics at the doctoral level.
- 2.6 Relationship of the proposed course to courses offered in other institutions
This proposed course is similar to EDLPS 520 Education as a Moral Endeavor at the University of Washington (Seattle); EDLA 540 Ethical Dimensions in Education at Gonzaga University (Spokane, WA). This proposed course is unique in that it provides an applications case study approach to theoretically and philosophical issues that face the schools of today.

3. Description of Proposed Course:

3.1 Course Objectives

Students will be able to:

- Explore the major theoretical frameworks, philosophy and principles of equity pedagogy.
- Identify how issues of race, class, gender, language, and diverse learning styles impact student learning opportunities.
- Understand how issues of diversity influence the school culture, the curriculum, classroom instruction, the implementation of educational policies and teacher leadership roles.
- Develop strategies, instructional plans and practices designed to connect the principles of equitable theory with equity pedagogy in order to meet the needs of all learners.
- Develop a self awareness of personal biases, attitudes, values and beliefs that influence personal instructional practices and the school culture.
- Explore the teacher leader's role in articulating and developing professional development designed to increase classroom teacher understanding and practices for providing equity pedagogy.
- Equip teacher leaders to facilitate classroom teachers' understanding and effectiveness in implementing equitable instruction, practices and evaluation of educational policies and mandates.
- Develop systems that facilitate collaboration among teacher leaders.

3.2 Content outline:

- Understanding self and the influence of culture on identity.
 - The nature of culture
 - Who are we?
 - Why are we who we are?
- The interaction of cultural identity, experiences and self-concepts
 - Observe interactions between teens/children, children/children and children/adults in various school environments
 - How and why social cultural requisites are transmitted and learned.
- Relationship between culture, self-concepts and the process of teaching and learning
 - Perceptions, attitudes behaviors.
 - The educational (academic and social) implications of cultural identity for students and teachers.
- Cultural issues, conflict and the struggle for equity in education.
 - The early struggle of dominant and marginalized cultures for educational equity.
 - The influence of education reforms on your academic and social development.
 - Who benefits from or is disenfranchised by educational policy decisions.
 - Why and are forms of deculturalization still practiced.
- The influence of the Civil Rights movement on current educational policies and practices in the U.S.
 - The affect of deculturalization on educational attainment and social development in contemporary society.

- Implementing the politics of education through the hidden curriculum.
 - The benefits/disadvantages of assimilation, accommodation and pluralism on teacher cross-cultural perceptions, attitudes and behaviors and on student achievement.
- Removing biases from the classroom.
 - Race, ethnicity, white dominance and empowerment.
 - Role of educators in reducing racial and ethnic prejudices in the school environment.
- How are cultural differences (learning and communication styles) perceived and addressed in schools?
 - Using cultural frames of reference in decision making, how does school climate influence teacher job satisfaction.
 - How does teacher bias influence the academic engagement of students?
- The influence of religion, gender, and sexual orientation on student social development and academic achievement.
 - Personal reflections on biases in schools.
 - Bullying.
- The long term effects of bullying for the perpetrator and recipient
 - Ability, age and social development in the heterogeneous classroom,
 - How should teachers address and control peer pressure and bullying in heterogeneous classrooms?
 - Addressing standardized testing in heterogeneous classrooms?
- Importance of culturally relevant curriculum and Classroom environment.
- How can classroom teachers influence school climate and develop a classroom environment that actively supports all learners?
 - School equity and inclusion
- Preparing all students for a global society
 - Living and working in a pluralistic society.
 - Competing in the global marketplace (global economic interdependence).
- Understanding issues of diversity in curriculum and pedagogy.
 - What should be taught in schools?
 - What is taught in schools?
 - How should teaching occur in contexts?
 - How does teaching occur in particular contexts?
 - What is the nature of the curriculum in urban contexts, rural contexts, and/or suburban contexts?
 - What differences exist among these various contexts where curriculum is concerned?
 - What is the nature of the pedagogy used to implement the curriculum in various contexts?
 - Who controls the curriculum?
 - In what ways do power structures guide our thinking around curriculum and instruction?
 - How do power structures enable, disable, empower or dis-empower teachers' role in curriculum decisions and pedagogy?
 - On behalf of whom are curricular decisions made?
 - Whose knowledge is most valuable and validated around issues of curriculum and why?
 - What relationships exist among economic/social statuses, power, justice, curriculum, diversity, and pedagogy in contexts?

- How might teachers think about issues of curriculum, diversity, and pedagogy?
- How might administrators think about issues of curriculum, diversity, and pedagogy?
- How might researchers think about issues of curriculum, diversity, and pedagogy?

3.3 Student expectations and requirements:

Students will participate in a variety of learning experiences, discussions, reflective writing tasks, readings, case study reports and projects that will prepare them to exercise and implement equitable instruction, practices and decision making designed to develop a school culture as well as instructional practices that effectively meet the varied needs of all learners and ensure student achievement.

Students will be engage in a variety of learning experiences that require them to view issues from multiple perspectives. Learners will analyze principals of equity pedagogy and diversity indicators embedded in the school culture as well as identify strategies for implementing equity pedagogy practices designed to meet the needs of all learners.

All student performances will be evaluated using rubrics designed for each assignment. Rubrics will be posted so students will understand the criteria and method of evaluation of their performances. Grades will be assigned to each student based on evaluation of the work in relationship to the rubric and grading scale for the class.

3.4 Tentative texts and materials:

Bennett, C. I. (2007). *Comprehensive multicultural education: Theory and practice* (6th ed). Boston: Allyn and Bacon.

Cushner, K. (2005). *Human diversity in education: An interactive Approach*: (5th ed). Boston: McGraw-Hill.

Freire, P. (1998). *Pedagogy of the oppressed*. New York: Continuum.

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Howard, G. R. (2006). *We can't teach what we don't know: White teachers, multiracial schools* (2nd ed). New York: Teacher's College Press.

McCutcheon, G. (2002). *Developing the Curriculum: Solo and group deliberation*. Troy, NY, Educators' Press International.

Spring, J. (2006). *Deculturalization and the struggle for equality*, (5th ed.). New York: McGraw Hill.

4. Resources:

- 4.1 Library resources: Adequate
- 4.2 Computer resources: Adequate

5. Budget Implications:

- 5.1 Proposed method of staffing: Current faculty
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory supplies needed: None

6. Proposed term for implementation: Spring 2008

7. Dates of prior committee approvals:

Department of Curriculum and Instruction _____ 1/19/07 _____

Department of Special Instructional Programs _____ 1/19/07 _____

CEBS Curriculum Committee _____ 4/3/07 _____

Professional Education Council _____ 4/11/07 _____

Graduate Council _____ 06/14/07 _____

University Senate _____

Attachment: (Course Bibliography, Library Resources Form, Course Inventory Form)

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- Glasgow, N. & Hicks, C. (2003). *What successful teachers do: 91 research-based classroom strategies for new and veteran teachers*. Thousand Oaks, CA: Corwin Press.

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- McCutcheon, G. (2002). *Developing the Curriculum: Solo and group deliberation*. Troy, NY, Educators' Press International.
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- Spring, J. (2006). *Deculturalization and the struggle for equality*, (5th ed.). New York: McGraw Hill.
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- Stone, R. (2002). *Best practices for high school classrooms: What award-winning secondary teachers do*. Thousand Oaks, CA: Corwin Press.
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- Tomlinson, C. A. (2003). *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching*. Alexandria, VA: Association for Curriculum and Development.
- Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices*. (2nd Ed.). Alexandria, VA: Association for Curriculum and Development.
- Zook, K. (2001). *Instructional design for classroom teaching and learning*. Boston, MA: Houghton Mifflin Company.

Professional Journals

Action in Teacher Education
 Adult Education Quarterly
 American Educational Research Journal
 American Journal of Education
 American School Board Journal
 Applied Measurement in Education
 British Journal of Educational Psychology
 Childhood Education
 Clearing House
 Comparative Education Review
 Computers in the Schools
 Economics of Education Review
 Education and Culture
 Education Week
 Educational Administration Quarterly
 Educational and Psychological Measurement
 Educational Assessment
 Educational Evaluation and Policy Analysis
 Educational Forum
 Educational Horizons
 Educational Leadership
 Educational Measurement Issues & Practices
 Educational Research
 Educational Research Quarterly
 Educational Researcher
 Educational Technology
 Educational Technology, Research and Development
 Educational Theory
 Equity & Excellence in Education
 Essential Teacher
 Exceptional Child
 Harvard Educational Review
 Instructor
 Journal of Education
 Journal of Educational Measurement
 Journal of Educational Psychology

Journal of Educational Research
 Journal of General Education
 Journal of Humanistic Education & Development
 Journal of Instructional Psychology
 Journal of Psychoeducational Assessment
 Journal of School Leadership
 Journal of Teacher Education
 Journal of Teaching in International Business
 JRTE, Journal of Research on Technology in Education
 Kappa Delta Pi Record
 Language Arts
 Mathematics Teacher
 Multicultural Education
 NEA Today
 NFAER Journal (National Forum of Applied
 Education Research)
 Peabody Journal of Education
 Phi Delta Kappan
 Planning & Changing
 Preventing School Failure
 Principal
 Research in the Schools
 Review of Educational Research
 Roeper Review
 Rural Education News
 Rural Educator
 Scholar-practitioner Quarterly
 School and Community
 School Community Journal
 School Psychology Review
 Social Education
 Sociology of Education
 Southern Social Studies Journal
 Teacher Educator
 Teacher Magazine
 Teachers and Writers
 Teaching Exceptional Children
 Technology & Learning
 TESOL Quarterly
 Theory and Research in Social Education
 Theory into Practice
 Urban Education
 Urban Review

Proposal Date: 01/12/07

**College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Create a New Course
(Action Item)**

Contact Person: Dr. Nedra Atwell email: nedra.atwell@wku.edu Phone: 5-4647

1. Identification of proposed course

- 1.1 Course prefix and number: IED 704
- 1.2 Title: Leadership & the Ethics of Teaching
- 1.3 Abbreviated title: Leadership & Ethics Teach
- 1.4 Credit hours: 3
- 1.5 Type of course: Seminar
- 1.6 Prerequisite: None
- 1.7 Catalog course listing:
Historical and contemporary perspectives on leadership and the ethics of teaching, including topics such as power, cultural leadership, change, instructional leadership, and building community.

2. Rationale:

2.7 Reason for developing the proposed course

This proposed course is intended to provide students in education related roles with an opportunity to study both historical and contemporary perspectives on leadership and ethics and to prompt reflection on their own practice. As students read, discuss, reflect on, and critique a variety of perspectives and topics such as power, cultural leadership, change, instructional leadership, and building community, they will consider how their personal philosophy of educational leadership takes into consideration moral and ethical issues as well as the purposes and nature of the task and the complexity of the educational context.

This proposed course is designed for students seeking the EdD in the Teacher Leader focus area. School district personnel and principals have expressed a need for courses specific to teacher leadership. Many principals encourage teacher leader roles due to the increased accountability from reform efforts (No Child Left Behind, 2001; Kentucky Education Reform Act, 1990). These teacher leaders must be knowledgeable in culture, change and ethical practice as they may assume leadership roles in on local, state, national, and international issues and subsequently designing programs and instruction. The proposed course will seek to prepare students for this increased focus on teacher leadership in the school context. The Council for Exceptional Children as part of their standards for educators to seek to ensure sound practice and prevent personal and organizational liability acknowledge that leaders are responsible for both compliance and ethical treatment of student, parents, colleagues, and agency representatives. This course is designed to enhance knowledge and abilities of candidates in the Ed.D. program related to ethical issues likely to be confronted by teacher leaders.

- 2.8 Projected enrollment in the proposed course: Estimated enrollment of the course is 20 per semester based on expressed interest from current MAE students in the EdD program.
- 2.9 Relationship of the proposed course to courses now offered by the department:
The proposed course will be one of a set of core courses designed to equip the candidate as an instructional leader. This is a doctoral level course for students in the Ed.D. Program. Some understanding of professional ethics is incorporated into courses at the undergraduate and master's degree levels. For example, in EXED 630 Special Education Law and Finance case studies are used that involve both ethics and legalities of the practice. In EXED 532 Parent, Families and Exceptionalities students discuss the legal and ethical roles of the teacher in relationship to the family and agency. The proposed course is dedicated to leadership as an ethical endeavor and will develop the expertise to infuse ethical practice throughout educational organizations.
- 2.10 Relationship of the proposed course to courses offered in other departments:
PSY 435G Moral Development & Education includes moral development as it affects the individual and educational setting. The proposed course is different in that it includes an intensive look at school culture, change, and ethical leadership. PSY 541 Professional Issues and Ethics in Psychology is similar but focuses on the ethics and issues involved in serving as a psychologist. LEAD 475G Ethics in Leadership and LEAD 500 Effective Leadership Studies are offered as master's level classes that focus on personal decisions and styles. The proposed course is a doctoral level course for students in the EdD program. There are no current courses that address these topics at the doctoral level.
- 2.11 Relationship of the proposed course to courses offered in other institutions
This proposed course is similar to EDLPS 520 Education as a Moral Endeavor at the University of Washington (Seattle); EDLA 540 Ethical Dimensions in Education at Gonzaga University (Spokane, WA). This proposed course is unique in that it provides an applications case study approach to theoretical and philosophical issues that face the schools of today.

6. Description of Proposed Course:

6.1 Course Objectives

Students will:

- examine their practice from a theoretical frame of context.
- develop a personal definition of moral, ethical and purposeful leadership
- refine their personal philosophy of leadership in context of ethical principles involved
- understand their roles as educational leaders in their organizations
- clarify the role of ethical leadership qualities in promoting educational change
- reflect on the role of educational leadership in creating socially just contexts.

6.2 Content outline:

- Learning from the Past
- Leadership and educational organizations
- Leadership as a Moral Endeavor
- The Nature of Ethical Inquiry

- Punishment and Due Process
- Intellectual Freedom
- Equal Treatment of Students
- Democracy and Professionalism
- Teaching with Integrity
- Moral & Spiritual Leadership
- Leading a Community of Difference
- Race, Class, Gender and Socio-Economic Status
- Symbolic & Mythical Leadership
- Transformative, Ethical, & Democratic Leadership
- Relationships, Dialogue
- Leadership, Power, & Celebration
- Some alternative perspectives

3.3 Student expectations and requirements:

Students will participate in a variety of topical activities, case studies and projects that will prepare them with the knowledge and skills to work with a variety of individuals without bias and engage in ethical teaching and practice. Additional requirements will include the participation in Blackboard and in-class discussion.

Self awareness and bias training will enable the teacher leader to develop a more careful approach to the complexities of ethics in contemporary schools. Learners will analyze principles of ethics and laws embedded in school culture as well as identify strategies for implementing ethical practice. Students will be encouraged to think critically, read and write carefully, and view the issues from multiple perspectives.

All student performances will be evaluated using rubrics designed for each assignment. Rubrics will be posted so students will understand the criteria and method of evaluation of their performances. Grades will be assigned to each student based on evaluation of the work in relationship to the rubric and grading scale for the class.

3.4 Tentative texts and materials:

Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. New York: Continuum Publishers.

Meier, D., & Wood, G. (2004). *Many children left behind*. Boston: Beacon Press.

Johnson, A. (2006). *Privilege, power and difference*. Boston: McGraw Hill.

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Shakeshaft, C. (1989). *Women in educational administration*. London: SAGE.

7. Resources:

- 7.1 Library resources: Adequate
- 7.2 Computer resources: Adequate

8. Budget Implications:

- 8.1 Proposed method of staffing: Current faculty
- 8.2 Special equipment needed: None
- 8.3 Expendable materials needed: None
- 8.4 Laboratory supplies needed: None

6. Proposed term for implementation: Fall 2008

9. Dates of prior committee approvals:

Department of Curriculum and Instruction _____ **1/19/07** _____

Department of Special Instructional Programs _____ 1/19/07 _____

CEBS Curriculum Committee _____ 4/3/07 _____

Professional Education Council _____ 4/11/07 _____

Graduate Council _____ 6/14/07 _____

University Senate _____

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

Bibliography

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- Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices*. (2nd Ed.). Alexandria, VA: Association for Curriculum and Development.

Professional Journals

Action in Teacher Education
 Adult Education Quarterly
 American Educational Research Journal
 American Journal of Education
 American School Board Journal
 Applied Measurement in Education
 British Journal of Educational Psychology
 Childhood Education
 Clearing House
 Comparative Education Review
 Computers in the Schools
 Economics of Education Review
 Education and Culture

Education Week
 Educational Administration Quarterly
 Educational and Psychological Measurement
 Educational Assessment
 Educational Evaluation and Policy Analysis
 Educational Forum
 Educational Horizons
 Educational Leadership
 Educational Measurement Issues & Practices
 Educational Research
 Educational Research Quarterly
 Educational Researcher
 Educational Technology
 Educational Technology, Research and Development
 Educational Theory
 Equity & Excellence in Education
 Essential Teacher
 Exceptional Child
 Harvard Educational Review
 Instructor
 Journal of Education
 Journal of Educational Measurement
 Journal of Educational Psychology
 Journal of Educational Research
 Journal of General Education
 Journal of Humanistic Education & Development
 Journal of Instructional Psychology
 Journal of Psychoeducational Assessment
 Journal of School Leadership
 Journal of Teacher Education
 Journal of Teaching in International Business
 JRTE, Journal of Research on Technology in Education
 Kappa Delta Pi Record
 Language Arts
 Mathematics Teacher
 Multicultural Education
 NEA Today
 NFAER Journal (National Forum of Applied
 Education Research)
 Peabody Journal of Education
 Phi Delta Kappan
 Planning & Changing
 Preventing School Failure
 Principal
 Research in the Schools
 Review of Educational Research
 Roeper Review
 Rural Education News
 Rural Educator
 Scholar-practitioner Quarterly
 School and Community

School Community Journal
School Psychology Review
Social Education
Sociology of Education
Southern Social Studies Journal
Teacher Educator
Teacher Magazine
Teachers and Writers
Teaching Exceptional Children
Technology & Learning
TESOL Quarterly
Theory and Research in Social Education
Theory into Practice
Urban Education
Urban Review

Proposal Date: 3-6-07

College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Create a New Course
(Action Item)

Contact Person: Lisa D. Murley, Ph.D. email: lisa.murley@wku.edu phone: 745-8822

1. Identification of proposed course

1.1 Prefix and Number: EDU 701

1.2 Title: Teacher Leadership and Assessment I

1.3 Abbreviated title: Teacher Leadership/Assessmt I

1.4 Credit hours and contact hours: 3 credit hours

1.5 Type of course: (L)-Lecture

1.6 Prerequisites: None

1.7 Catalog course listing:

Focuses on a teacher leader role in the evaluation of international, national, state, and local assessment frameworks. Topics include the role of teacher leader in closing achievement gaps and improving student learning.

2. Rationale

2.1 Reason for developing proposed course:

This course is designed for graduate students seeking certification in Educational Administration, an Ed.D. in Educational Leadership, or an Educational Specialist Degree in the Curriculum and Instruction Program.

School district personnel and principals have expressed a need for courses specific to teacher leadership. Many principals encourage teacher leader roles due to the increased accountability from reform efforts (No Child Left Behind, 2001; Kentucky Education Reform Act, 1990). Teacher leaders must be knowledgeable in assessment practices so they may assume leadership roles in analyzing student performance on local, state, national, and international assessments and subsequently designing instruction based upon those results. The proposed course is designed to be the first course of a two-course assessment focus for students targeting teacher leadership in the proposed Ed.D. program. Specifically, this course will offer examinations of wide-ranging assessment initiatives from state, national, and international perspectives. The proposed course will seek to prepare students for the increased focus on teacher leadership that necessitates in-depth knowledge and capabilities in assessment practices.

2.2 Projected enrollment in the proposed course:

Estimated enrollment of the course is 20 students per offering. This number is derived from the anticipated enrollment in the proposed Ed.D. cohort along with the current enrollment of 516 students seeking certification in Educational Administration.

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

The proposed course is a doctoral level course and will offer a unique blend of assessment and teacher leadership that is not found in courses presently offered in the College of Education and Behavioral Sciences Department of Curriculum and Instruction. ELED 505, Advanced Materials and Methods in Modern Mathematics for Elementary Teachers; ELED 506, Seminar in Elementary School Science; ELED 507, Advanced Materials and Methods in Social Studies; MGE 571, Middle School Curriculum; SEC 580, Curriculum; EDU 544, Classroom Teaching Strategies; and EDU 524, Education Assessment, offer assessment content, but do not place the teacher in a leadership role of disseminating assessment information to various stakeholder groups.

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

Clearly, other courses in other departments address assessment topics linked to that department's particular content. For example:

PSY 643 Psychoeducational Assessment includes a focus on administering standardized tests for the purpose of evaluation of students referred for special education.

EXED 530 Advanced Assessment Techniques is targeted to special education assessment materials and methods, specifically focusing on interpreting standardized tests for Individual Education Plan development.

EDFN 500 Research Methods is designed to assist students in educational research, which includes reading and evaluating research materials.

IECE 521 Assessment in Interdisciplinary Early Childhood Education offers assessment learning experiences for students specializing in Early Childhood (i.e., birth through kindergarten).

Other courses in other departments that target assessment practices specific to that particular field of study include (but are not limited to): CNS 552, Testing and Assessment in Counseling; PE 515, Assessment in Physical Education; PSY 561 Advanced Assessment in Educational Settings; and PSY, 560, Assessment of Cognitive and Intellectual Functioning. The content of the proposed course content, however, is unique in that it offers in-depth curriculum in educational assessment from a teacher leadership perspective.

Other courses in the proposed Ed.D. program in Educational Leadership that focus on related topics include:

EDU 702 Teacher Leadership and Assessment II focuses on understanding the relationship between classroom assessments and curriculum decisions. The proposed course (EDU 701) is a prerequisite for EDU 702 in the proposed Ed.D. program.

EDU 702 focuses on classroom assessments while EDU 701 focuses on assessment issues at the state, national, and international levels.

EDLD 721 Measurement and Validity in Leadership Research examines critical issues relating to validity, reliability, generalizability, usefulness of leadership research, and key requirements in the design of research. EDU 701, the proposed course, focuses on the teacher leadership role in state, national, international assessment practices unlike the focus of EDLD 721, which offers an in-depth study of measurement and validity.

EDLD 731 Advanced Data Analysis Tools in Leadership Research includes a study of statistical tools, statistical software and databases used in leadership research and problem-solving settings. The proposed course, EDU 701, will focus more on utilizing technology to present data to stakeholder groups and will not offer such an in-depth study on analysis procedures as EDLD 731.

2.5 Relationship of the proposed course to courses offered elsewhere:

A review of doctoral programs at some other universities found that these programs offered courses similar to this proposed course. Northern Kentucky University offers EDG 624 Pupil Assessment and Evaluation; California State University-Fresno offers EDL 211 Educational Evaluation, Assessment and Planning; Indiana State University offers ELAF 683 Leadership for Learning: Curriculum, Instruction, and Assessment to Support Improved Student Performance; Middle Tennessee State University offers SPSE 6140 Teacher Leadership for School Improvement; Missouri State University offers EAD 763 Curriculum; Design and Evaluation; and Youngstown State University offers EDADM 6915 Learning, Teaching and Instructional Leadership.

3. Discussion of proposed course

3.1 Course Objectives:

Students will be able to:

- Identify the framework of national and international assessments (e.g., No Child Left Behind; National Assessment Educational Progress)
- Utilize national and international assessment frameworks to evaluate the focus of classroom instruction and assessment
- Evaluate a variety of measures of assessment including standardized criterion-referenced and norm referenced tests
- Apply the concepts of reliability and validity when choosing assessments
- Interpret commonly reported standardized achievement scores (e.g., percentile ranks, standard scores, grade equivalent, stanines) to identify student strengths and also areas for improvement
- Identify and provide a rationale for the use of assessment results in classroom, community, and societal decision making
- Utilize technology for data analysis for presentation to stakeholder groups
- Coordinate team review of assessment data and planning of modifications based on assessment

- Lead small and large group discussions of assessment data
- Develop and present staff professional development activities focusing on assessment
- Mentor and coach teachers throughout the implementation of professional development activities focusing on assessment
- Develop opportunities for teacher collaboration through the evaluation of the professional development activities

3.2 Content outline:

Some topics included in the proposed curriculum include the application of national and international assessment frameworks, assessment evaluation and interpretation, utilizing assessment results for decision making, and use of technology for efficiency and communicative purposes.

- Evaluating a Variety of Measures of Assessment
 - Understanding National and International Assessment Frameworks as Applicable to Local Curriculum
 - Evaluate Standardized Tests for Validity, Reliability, and Usefulness for Specific Student Populations
 - Evaluate a Standardized Test Company's Practice Tools and Make Recommendations for School Implementation
 - Evaluate the Implications of National and Global Educational Reform on Assessment and Accountability
 - Evaluate the Role of National Standards in Assessment Development
- Teacher Leadership and Assessment
 - Lead Small and Large Group Assessment Analyses
 - Understanding Assessments Used in a Variety of School Settings
 - Lead Stakeholders in Decision Making Processes Based Upon Assessment Results
 - Develop, Lead, and Present Professional Development Activities with an Assessment Focus
 - Mentor Teachers Throughout the Implementation Process of Professional Development Activities
 - Coach Teachers to Determine the Impact and Refinement of Professional Development Activities
 - Create District and School Assessment Plans
- Utilizing Technology
 - Utilize Technology for Data Analysis for Presentation to Stakeholder Groups
 - Utilize Technology to Present Data Findings to Stakeholder Groups
 - Evaluate a Variety of Technological Methods for Data Analysis and Presentation Techniques

3.3 Student expectations and requirements:

Students will participate in a variety of learning experiences, discussions, reflective writing tasks, readings, case study reports and projects that will prepare them to exercise and implement equitable instruction, practices, and decision making designed to develop a school culture as well as instructional practices that effectively meet the varied needs of all learners and ensure student achievement.

3.4 Tentative texts and course material:

Required Textbooks:

Essex, N. (2006). *What every teacher should know about No Child Left Behind*. Boston, Ma: Allyn & Bacon, Inc.

Dabbs, P. (2005). *The nation's report card: An introduction to the National Assessment of Educational Progress (NAEP)*. Washington, DC: NCES.

Wong, K., Nicotera, A., & Guthrie, J. (2007). *Successful schools and educational accountability: Concepts and skills to meet leadership challenges*. Boston, MA: Allyn & Bacon, Inc.

Recommended Texts:

Comer, J. (2004). *Leave no child behind: Preparing today's youth for tomorrow's world*. New Haven, CT: Yale University Press.

Gabriel, J. (2005). *How to thrive as a teacher leader*. Alexandria, VA: ASCD.

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4. Resources

4.1 Library resources: Present holdings are adequate.

4.2 Computer resources:

The College of Education and Behavioral Sciences has adequate computer resources for faculty and student support.

5. Budget Implications

5.1 Proposed method of staffing:

Faculty in the Department of Curriculum and Instruction will teach this course.

5.2 Special equipment needed:

None.

5.3 Expendable materials needed:

None.

5.4 Laboratory supplies needed:

None.

6. Proposed term for implementation: Spring 2008

7. Date of prior committee approval:

Department of Curriculum and Instruction	1-19-07
CEBS Curriculum Committee	4-3-07
Professional Education Council	4-11-07
Graduate Council	6-14-07
University Senate	_____

Bibliography

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- Pankratz, R., & Petrosko, J. (Eds.). (2000). *All children can learn*. San Francisco: Jossey-Bass.
- Popham, J. (2003). *Test Better, Teach Better*. Alexandria, VA: ASCD. .
- Strong, R., Silver, H., & Perin, M., (2001). *Teaching what matters most: Standards and strategies for raising student achievement*. Alexandria, VA: ASCD.
- United States Department of Education. (2002). *No child left behind: A desktop reference*. Washington, D.C.: Author.

Professional Journals

American Educational Research Journal
 American Journal of Education
 Applied Measurement in Education
 Comparative Education Review
 Economics of Education Review
 Education and Culture
 Educational Administration Quarterly
 Educational and Psychological
 Measurement
 Educational Assessment
 Educational Evaluation and Policy
 Analysis
 Educational Forum
 Educational Leadership
 Educational Measurement Issues &
 Practices
 Educational Research
 Educational Research Quarterly
 Educational Researcher
 Educational Theory
 Equity & Excellence in Education

JEM, Journal of Educational
Measurement
Journal of Education
Journal of Educational Measurement
Journal of Educational Research
Journal of General Education
Journal of School Leadership
Journal of Teacher Education
Kappa Delta Pi Record
National Forum of Educational
Administration and Supervision
NEA Today
NFAER Journal (National Forum of Applied
Education Research)
Peabody Journal of Education
Phi Delta Kappan
Research in the Schools
Review of Educational Research
Rural Education News
Rural Educator
Theory and Research in Social Education
Theory into Practice
Urban Education
Journal of Research in Childhood Education

Proposal Date: January 19, 2007

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Create a New Course
(Action Item)**

Contact Person: Dr. Barbara Kacer barbara.kacer@wku.edu 270.745.4430

1. Identification of proposed course:

- 1.17 Course prefix (subject area) and number: EDU 702
- ~~1.21.18~~ Course title: Teacher Leadership and Assessment II
- ~~1.31.19~~ Abbreviated course title: Teacher Lead & Assess II
- 1.4 Credit hours and contact hours: 3 credit hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisite: EDU 701
- 1.7 Course catalog listing: Focuses on understanding the relationship between classroom assessments and curriculum decisions. Students will explore the concept of standards and standard setting processes in relationship to student depth of knowledge and assessment differentiation.

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2. Rationale:

- 2.1 Reason for developing the proposed course:

The proposed course is one of a series of courses designed for the Ed. D in Educational Leadership. Assessment concepts are presented in other graduate courses, but are not specific to teacher leadership. The proposed course content, however, will focus on the teacher leader role in evaluation of formal and informal assessment instruments, achievement data, and design of differentiated instruction and is not provided in other courses in the Department of Curriculum and Instruction.

School district personnel and principals have expressed a need for courses specific to teacher leadership. Many principals encourage teacher leader roles due to the increased accountability from reform efforts (No Child Left Behind, 2001; Kentucky Education Reform Act, 1990). Teacher leaders must be knowledgeable in assessment practices so they may assume leadership roles in analyzing student performance on classroom assessments and subsequently designing differentiated instruction as well as differentiated assessment based upon those results. The proposed course will seek to prepare students for this increased focus on teacher leadership coupled with assessment and accountability.

Further, Kentucky Teacher Standards require teachers to be able to “plan assessments to guide instruction and measure learning objectives” and to analyze assessment data to guide instruction and learning and to measure learning progress.” Assessment data may be from CATS testing (focused upon in EDU 701) or classroom formative and summative assessment (focused upon in the proposed course). Teacher leaders need current information on measurement and evaluation in order to better assist classroom teachers.

- 2.2 Projected enrollment in the proposed course: Estimated enrollment of the course is 20 per semester based on expressed interest.
- 2.3 Relationship of the proposed course to courses now offered by the department:
While there are courses offered within Curriculum and Instruction that discuss assessment (e.g., EDU 544), there are no courses that focus upon design/analysis of classroom assessment data and design of instruction based upon those data. Additionally, no current course supports teachers as they learn to become leaders in the area of classroom measurement/evaluation and data driven instructional design.
- 2.4 Relationship of the proposed course to courses offered in other departments:
Following is a sample of assessment courses offered in the College of Education and Behavioral Science. None of these courses have classroom measurement/evaluation/course design as a primary focus. While there are assessment courses offered in the College of Education, none specifically focus upon either (1) the teacher as leader or (2) design/analysis of classroom assessment results and subsequent design of instruction based upon those data.

EDU 522: Fundamentals of Differentiated Instruction

Designing a qualitatively different instruction for students with varying abilities, interests, learning profiles, and affect within the regular classroom experience. [This class does not focus upon teacher-made assessments.]

EDU 524: Educational Assessment

Study of assessment and evaluative techniques used by P-12 teachers, including norm-referenced and criterion-based data analyses that are utilized throughout the teaching and learning process. [This introductory course does not address psychometrics, nor does it address disaggregation of classroom assessments and data-driven instructional development.]

EDU 701: Teacher Leadership and Assessment I

Focuses on a teacher leader role in the evaluation of international, national, state, and local assessment frameworks that seek to close student achievement gaps and improve student learning. [EDU 702 differs from EDU 701 in that it specifically focuses upon design, use, and analysis of classroom (teacher-made) assessments.]

CNS 552: Testing and Assessment

Methods, techniques, statistics, and instruments used in assessing and evaluating individuals, couples, families, and groups; administering, scoring and interpreting both objective and subjective instruments used in counseling. Survey of research design and statistics. Computer utilization in counseling and use of data in decision making.

PSY 560: Cognitive/Intellectual Assessment

WISC, WAIS and other individually administered tests used as basic tools in education, occupational guidance, and clinical diagnosis.

EXED 530: Advanced Assessment Techniques

Experiences will be provided for students to enhance their knowledge of issues, techniques, and interpretations of various assessment procedures and instruments.

EDFN 500: Research Methods

Designed to assist students in educational research, which includes reading and evaluating research materials.

EDFN 721: Measurement and Validity in Leadership Research

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. [EDU 702 differs from EDFN 721 in that the focus upon validity and reliability in EDU 702 is specific to teacher-made assessments.]

IECE 521: Assessment in Interdisciplinary Early Childhood Education

Assessment of learning experiences for students specializing in Early Childhood Education (birth—kindergarten).

- 2.5 Relationship of the proposed course to courses offered in other institutions:
Following is a sample of relevant teacher leadership and measurement/evaluation/design courses.

Northern Kentucky University: EDG 624, Pupil Assessment and Evaluation;
EDA 650, Leadership for School Program Improvement

Morehead State University: EDGC 661, Measurement Principles and
Techniques; EDIL 669, Leadership for Problem Solving

Murray State University: ADM 644, Survey of Research in Effective Schools

Middle Tennessee State University: FOED 6630, Educational Tests and
Measurements; SSPE 6140, Teacher Leadership for School Improvement

University of Northern Iowa: 270:311, Educational Leadership and Systems
Change

3. Discussion of proposed course:

- 3.17 Course objectives:
Students will be able to:

- Describe methods for addressing issues of validity and reliability in teacher-made assessments
- Using assessable objectives, create a variety of valid and reliable classroom assessments
- Align classroom assessments with state and national standards
- Use psychometric data to improve the quality of classroom assessments

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- Explain the relationship between classroom assessments and instructional decision-making.
- Disaggregate classroom assessment data and determine next steps
- Differentiate instruction on the basis of disaggregated data
- Effectively work with colleagues to more effectively use classroom assessments

3-23.18 Content outline:

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- A. Basic principles of measurement and evaluation—teacher-made assessments and classroom data (CATS)
 - Understanding educational data
 - Reliability and validity
 - Difficulty and discrimination
 - Use of data
- B. Instrument development
 - Aligning classroom assessments with state/national standards
 - Alignment with objectives
 - Selection of item types
 - Item/instrument construction
 - Constructing upper level assessment instruments
 - Diagnostic, formative, and summative assessment types
 - Connecting assessment with current classroom trends (e.g., *Thoughtful Education*)
- C. Assessment data
 - Disaggregation
 - Item analysis/psychometrics
 - Use of data to either re-design instrument or (re-)design instruction
 - Use of data to differentiate objectives, assessment, and instruction

3-33.19 Student expectations and requirements

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- Grades will be based upon assignments such as the following:
- literature review in regard to current trends in classroom assessment
 - critique of classroom assessments currently in use (validity, reliability, difficulty, discrimination)
 - use of assessment data for unit development and determination of next steps
 - collaboration with at least one colleague for the purpose of unit development/unit assessment/determination of next steps
 - design and implementation of a professional development offering that addresses issues covered in this course

3-43.20 Tentative texts and course materials:

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Anderson, L.W., Krathwohl, D. R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (2000). *Taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives*. Allyn Bacon: Boston, MA.

Oosterhof, A. (2002). *Developing and using classroom assessments*. (3rd ed.). Prentice-Hall, Inc.: Upper Saddle River, NJ.

Wiggins, G. P. & McTighe, J. (2005). *Understanding by design*. (2nd ed.). Prentice-Hall, Inc.: Upper Saddle River, NJ.

4. Resources:

- 4.11 Library resources: Present holdings are adequate.
~~4.24.12~~ Computer resources: Present resources are adequate.

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5. Budget implications:

- ~~5.45.21~~ Proposed method of staffing: Faculty in CEBS
5.22 Special equipment needed: none
~~5.35.23~~ Expendable materials needed: none
~~5.45.24~~ Laboratory materials needed: none

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6. Proposed term for implementation: Spring 2008

7. Dates of prior committee approvals:

Department of Curriculum & Instruction	January 19, 2007
Department of Special Instructional Programs	January 19, 2007
CEBS Curriculum Committee	April 3, 2007
Professional Education Council	April 11, 2007
Graduate Council	June 14, 2007
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Bibliography
EDU 702

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- Airasian, P. (2001). *Classroom assessment: Concepts and applications*. (4th ed.). New York, NY: McGraw Hill.
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Squires, D. (2004). *Aligning and balancing the standards-based curriculum*. Thousand Oaks, CA: Corwin Press.

Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Curriculum and Development.

Tomlinson, C. A. (2003). *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching*. Alexandria, VA: Association for Curriculum and Development.

Wiggins, G. P. & McTighe, J. (2005). *Understanding by design*. (2nd ed.). Prentice-Hall, Inc.: Upper Saddle River, NJ.

Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices*. (2nd Ed.). Alexandria, VA: Association for Curriculum and Development.

Zook, K. (2001). *Instructional design for classroom teaching and learning*. Boston, MA: Houghton Mifflin Company.

Journals

Action in Teacher Education
American Educational Research Journal
Applied Measurement in Education
Educational and Psychological Measurement
Educational Assessment
Educational Leadership
Educational Measurement Issues & Practices
Educational Research Quarterly
Educational Researcher
JEM, Journal of Educational Measurement
Journal of Educational Measurement
Journal of Educational Research
Journal of Psychoeducational Assessment
Phi Delta Kappan
Research in the Schools
Review of Educational Research

Proposal Date: January 2007

**College of Education and Behavioral Sciences
Special Instructional Programs
Proposal to Create a New Course
(Action Item)**

Contact Person: Marge Maxwell, Ph.D, Email: marge.maxwell@wku.edu, Phone: 5-2435

1. Identification of proposed course:

- 1.20 Course prefix (subject area) and number: LME 737
- 1.21 Course title: Educational Technology Leadership
- 1.22 Abbreviated course title: Educ Technology Leadership
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisite:
- 1.7 Course catalog listing: Emphasis on educational technology leadership, professional development, and instructional management. Topics include equitable access, technology plans, meeting needs of diverse learners with technology, and technology integration strategies

2. Rationale:

- 2.26 Reason for developing the proposed course: This proposed LME 737 course is designed for graduate students seeking certification in Educational Administration, the Ed.D., or an Education Specialist Degree. This course will prepare individuals to use technology and provide leadership for others who are designing and integrating technology into their instruction.

The content of the proposed LME 737 emphasizes instructional techniques, evaluation and utilization of appropriate hardware and software for various subjects and grade levels. It also meets the current standards established by the KY Experienced Teacher Standards, American Association of School Librarians (AASL), the International Society for Technology Education (ISTE), and the Association for Educational Communications (AECT) for program accreditation.
- 2.27 Projected enrollment in the proposed course: Estimated enrollment of the course is 20 per semester based on expressed interest.
- 2.28 Relationship of the proposed course to courses now offered by the department: There are four master's level educational technology courses offered in the LME program in the Special Instructional Programs Department: LME 535 Survey of Educational Technology Practices, LME 537 Principles of Educational Technology Applications, LME 545 Educational Technology Production, and LME 547 Integration of Educational Technology. The proposed course is different from these master's level courses since it is a doctoral level course that will look at educational technology from an instructional leadership viewpoint. It will emphasize how to lead other teachers in technology integration, design, and curriculum applications.

- 2.29 Relationship of the proposed course to courses offered in other departments:
No other departments on campus offer a similar doctoral course. However, there are other courses that include content related to the proposed course. AMS 548 Graphic Arts focuses on graphics, imaging, and pre-press operations for publication. PSY 501 Issues in College Instruction Using the Internet focuses on educational psychology issues related to the development of internet-based course instruction. CNS 576 Technology in Student Affairs deals with applications in the administration of student affairs. The proposed course is different from these courses since it is a doctoral level course dedicated to educational technology leadership. It will emphasize how to lead other teachers in technology integration, design, and curriculum applications.
- 2.30 Relationship of the proposed course to courses offered in other institutions:
Eastern Kentucky University offers EAD 824 Technology and Leadership Practices for Program Improvement about the study of assessment, improvement, and application of computer technology and effective leadership practices in education. Morehead State University offers EDIL 619 Technology and Best Practices for School Improvement about a study of best practices for school improvement documented by research and application of the use of modern technological tools in instructional and administrative processes-evaluation of hardware and software for both instructional uses and administrative tools, review of computer programs, and basic competency in word processing, spreadsheet, database, and presentation software. Montclair State University offers EDTC 502 Assessment and Evaluation of Learning with Technology, a research methods course exploring quantitative and qualitative approaches to examining the impact of technology within educational and instructional settings. Montclair State University also offers EDTC 510 Technology Planning for Educational Renewal where students assist district or organizational leaders in the systemic design and implementation of a technology plan that is customized for a school or organization philosophy, budget, and individual staff needs and abilities. Northern Arizona University offers EDL 732 Educational Leadership and Planning for Technology which includes systems analysis and computer uses in education emphasizing management of computers. Towson University offers ISTC 702 Educational Leadership and Technology exploring current research and theory related to technology policy, planning and leadership in education settings.

3. Discussion of proposed course:

- 3.21 Course objectives:
The proposed course is designed to help students to:
- - Verbalize a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision
 - Design curricular and instructional strategies and learning environments to integrate appropriate technologies to maximize learning and teaching.

- Apply technology to enhance their professional practice and to increase their own productivity and that of others.
- Ensure the integration of technology to support productive systems for learning and administration.
- Use technology to plan and implement comprehensive systems of effective assessment and evaluation.
- Verbalize the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

3.22 Content outline:

- Educational technology leadership
- What is technology leadership?
- Trends in educational technology
- Developing a common vision to technology integration
 - Technology Plans
 - Acceptable Use Policies
 -
- Data-based decision making
- Advocating on the state and national levels
- Collaborative, technology-rich environments
- Instructional methods that promote higher-level thinking, decision-making, and problem-solving skills using technology
- Using technology to enhance professional practice
- Supporting learning communities
- Issue of equipment compatibility
- Use of technology-based management and operating systems
- Coordinated planning, budgeting, and purchasing
- Ongoing improvements and replacement cycles
- Assessment and evaluation
 - Assessing teachers with technology standards
 - Assessing students with technology standards
 - Creating and assessing portfolios
 - Developing teacher technology leaders
- The digital divide: hardware and software
- Social, ethical, legal concerns
- Copyright and technology issues
- Networks and Internet access
- Ergonomics
- Technology Professional Development issues

3.23 Student expectations and requirements:

Students will participate in a variety of learning experiences, discussions, reflective writing tasks, readings, case study reports and projects that will prepare them to exercise and implement equitable instruction, practices and decision making designed to develop a school culture as well as instructional practices that effectively meet the varied needs of all learners and ensure student achievement.

3.24 Tentative texts and course materials:

Kearsley, G. & Lynch, W. (2004). *Educational technology: Leadership perspectives*. Englewood Cliffs, NJ: Educational Technology Publications, Inc.

Roblyer, M.D. (2006). *Integrating educational technology into teaching*. (4th ed.). Upper Saddle River, NJ: Prentice Hall, Inc.

Bitter, G.G. & Pierson, M.E. (2005). *Using technology in the classroom*. (6th ed.). Boston: Pearson Education, Inc.

4. Resources:

- 4.13 Library resources: Present holdings are adequate
- 4.14 Computer resources: none

5. Budget implications:

- 5.25 Proposed method of staffing:
Present faculty will teach this course.
- 5.26 Special equipment needed: none
- 5.27 Expendable materials needed: none
- 5.28 Laboratory materials needed: none

6. Proposed term for implementation: Spring 2008

7. Dates of prior committee approvals:

SIP Department/Division: 1/19/07

C & I Department/Division: 1/19/07

CEBS Curriculum Committee 4/3/07

Professional Education Council 4/11/07

Graduate Council 6/14/07

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Bibliography LME 737

- Baule, S. (2005). *Case studies in educational technology and library leadership*. Columbus, OH: Linworth Publishing.
- Bitter, G.G. & Pierson, M.E. (2005). *Using technology in the classroom*. (6th ed.). Boston: Pearson Education, Inc.
- Cuban, L. (2001). *Oversold and underused: Computers in the classroom*. Cambridge, MA: Harvard University Press.
- Grabe, M. & Grabe, C. (2004). *Integrating technology for meaningful learning*. (4th ed.). New York: Houghton Mifflin Co.
- Jonassen, D. (2000). *Computers as mindtools for schools*. Upper Saddle River, NJ: Prentice Hall.
- Jonassen, D. (1999). *Learning with technology: A constructivist perspective*. Upper Saddle River, NJ: Prentice Hall.
- Kearsley, G. & Lynch, W. (2004). *Educational technology: leadership perspectives*. Englewood Cliffs, NJ: Educational Technology Publications, Inc.
- Louv, R. (2006). *Last child in the woods: Saving our children from nature-deficit disorder*. Chapel Hill, NC: Algonquin Books.
- Newby, T.J., Stepich, D., Lehman, J., & Russell, J.D. (2005). *Educational technology for teaching and learning*. (3rd ed.). Upper Saddle River, NJ: Prentice Hall, Inc.
- Picciano, G. (2005). *Educational leadership and planning for technology*. (4th ed.). Upper Saddle River, NJ: Prentice Hall, Inc.
- Roblyer, M.D. (2006). *Integrating educational technology into teaching*. (4th ed.). Upper Saddle River, NJ: Prentice Hall, Inc.

Professional Journals

American Educational Research Journal
Computers in the Schools
eSchool News
Education and Culture
Educational Assessment
Educational Evaluation and Policy Analysis
Educational Measurement Issues & Practices
Educational Research
Educational Research Quarterly
Educational Technology
Educational Technology, Research and Development
JEM, Journal of Educational Measurement
Journal of Computing and Teacher Education
Journal of Computing in Higher Education

Journal of Distance Education
Journal of Education
Journal of Educational Measurement
Journal of Educational Research
Journal of Instructional Psychology
Journal of Research on Computing in Education
Journal of Research on Technology in Education
Journal of Teacher Education
JRTE, Journal of Research on Technology in Education
Learning and Leading with Technology
Multicultural Education
Research in the Schools
Review of Educational Research
Teacher Educator
Technology & Learning

Proposal Date:

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

Contact Person: Paul R. Wozniak, e-mail: paul.wozniak@wku.edu, phone: 5-3750

1. Identification of course:

- 1.23 Current course prefix (subject area) and number: SOCL 430G
- 1.24 Course title: Penology
- 1.25 Credit hours: 3

2. Rationale for the course suspension:

**Graduate component of SOCL 430 has not been taught since 200230.
However, the G may be offered in the future.**

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:

__Sociology__ Department/Division: _____March 7, 2007__

__Potter College Curriculum Committee _____April 5, 2007__

Graduate Council _____May 10, 2007

University Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date:

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

Contact Person: Paul R. Wozniak, e-mail: paul.wozniak@wku.edu, phone: 5-3750

1. Identification of course:

- 1.26 Current course prefix (subject area) and number: SOCL 432G
- 1.27 Course title: Sociology of Criminal Law
- 1.28 Credit hours: 3

2. Rationale for the course suspension:

**Graduate component of SOCL 432 has not been taught since 200230.
However, the G may be offered in the future.**

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:

__Sociology__ Department/Division: _____ March 7, 2007 _

__Potter College Curriculum Committee _____ April 5, 2007 _

Graduate Council _____ May 10, 2007 _

University Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date:

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

Contact Person: Paul R. Wozniak, e-mail: paul.wozniak@wku.edu, phone: 5-3750

1. Identification of course:

- 1.29 Current course prefix (subject area) and number: SOCL 433G
- 1.30 Course title: Community Corrections
- 1.31 Credit hours: 3

2. Rationale for the course suspension:

**Graduate component of SOCL 433 has not been taught since 200230.
However, the G may be offered in the future.**

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:

__Sociology__ Department/Division: _____ March 7, 2007_

__Potter College Curriculum Committee _____ April 5, 2007_

Graduate Council _____ May 10, 2007_

University Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date:

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

Contact Person: Paul R. Wozniak, e-mail: paul.wozniak@wku.edu, phone: 5-3750

1. Identification of course:

- 1.32 Current course prefix (subject area) and number: SOCL 434 G
- 1.33 Course title: Organized Crime
- 1.34 Credit hours: 3

2. Rationale for the course suspension:

**Graduate component of SOCL 434 has not been taught since 200230.
However, the G may be offered in the future.**

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:

__Sociology__ Department/Division: _____March 7, 2007__

__Potter College Curriculum Committee _____April 5, 2007__

Graduate Council _____May 10, 2007__

University Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date:11/20/06

**Ogden College of Science and Engineering
Department of Agriculture
Proposal to Reactivate a Suspended Course
(Consent Item)**

Contact Person: Martin Stone
 Martin.stone@wku.edu
 270-745-5963

1. Identification of course:

- 1.35 Current course prefix (subject area) and number: HORT 412G
- 1.36 Course title: Modern Fruit Production
- 1.37 Credit hours: 3.0

2. Rationale for the course reactivation:

There is demand for a course in this area in the department's graduate program. In fact, it has been taught recently as HORT 475G (Special Topics in Horticulture).

3. Effect of course reactivation on programs or other departments, if known:

None

4. Proposed term for implementation:

Fall 2007

5. Dates of prior committee approvals:

Agriculture Department/Division: _____11/30/06_____

Ogden College Curriculum Committee _____12/1/06_____

University Curriculum Committee _____5/10/07_____

University Senate _____

Attachment: Course Inventory Form

Proposal Date:

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

Contact Person: Paul R. Wozniak, e-mail: paul.wozniak@wku.edu, phone: 5-3750

1. Identification of course:

- 1.38 Current course prefix (subject area) and number: SOCL 415G
- 1.39 Course title: Sociology of Language
- 1.40 Credit hours: 3

2. Rationale for the course deletion:

Course has not been taught since 200230 and there are no plans to offer it in the future.

3. Effect of course deletion on programs or other departments, if known:

None

4. Proposed term for implementation:

Fall 2007

5. Dates of prior committee approvals:

_Sociology__ Department/Division: ____March 7, 2007____

_Potter College Curriculum Committee ____April 5, 2007____

Graduate Council ____May 10, 2007____

University Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: March 1, 2007

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Delete a Course
(Consent Item)**

Contact Person: David Keeling (david.keeling@wku.edu), 5-4555

1. Identification of course:

- 1.41 Current course prefix (subject area) and number: GEOG 541
- 1.42 Course title: Seminar in Tropical Geography
- 1.43 Credit hours: 3

2. Rationale for the course deletion:

Course has not been offered in 20 years. Not required in the MS Geoscience program.

3. Effect of course deletion on programs or other departments, if known:

None

4. Proposed term for implementation:

Fall 2007

5. Dates of prior committee approvals:

Department of Geography and Geology: _____3/21/2007_____

Ogden Graduate Curriculum Committee: _____3/30/2007_____

Graduate Council _____5/10/2007_____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: March 1, 2007

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Delete a Course
(Consent Item)**

Contact Person: David Keeling (david.keeling@wku.edu), 5-4555

1. Identification of course:

- 1.44 Current course prefix (subject area) and number: GEOG 493G
- 1.45 Course title: Geographic Information Systems
- 1.46 Credit hours: 3

2. Rationale for the course deletion:

Course content has been incorporated into GEOG 317, Geographic Information Systems.

3. Effect of course deletion on programs or other departments, if known:

None

4. Proposed term for implementation:

Fall 2007

5. Dates of prior committee approvals:

Department of Geography and Geology: _____3/21/2007_____

Ogden Graduate Curriculum Committee: _____4/6/2007_____

Graduate Council _____5/10/2007_____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: March 1, 2007

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Delete a Course
(Consent Item)**

Contact Person: David Keeling (david.keeling@wku.edu), 5-4555

1. Identification of course:

- 1.47 Current course prefix (subject area) and number: GEOG 487G
- 1.48 Course title: Environmental Law
- 1.49 Credit hours: 3

2. Rationale for the course deletion:

Course content has been incorporated into GEOG 587, Environmental Law.

3. Effect of course deletion on programs or other departments, if known:

None

4. Proposed term for implementation:

Fall 2007

5. Dates of prior committee approvals:

Department of Geography and Geology: _____3/21/2007_____

Ogden Graduate Curriculum Committee: _____4/6/2007_____

Graduate Council _____5/10/2007_____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: March 1, 2007

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Delete a Course
(Consent Item)**

Contact Person: David Keeling (david.keeling@wku.edu), 5-4555

1. Identification of course:

- 1.50 Current course prefix (subject area) and number: GEOG 485G
- 1.51 Course title: Population and Resources
- 1.52 Credit hours: 3

2. Rationale for the course deletion:

Course content has been incorporated into GEOG 585, Seminar in Population Geography.

3. Effect of course deletion on programs or other departments, if known:

None

4. Proposed term for implementation:

Fall 2007

5. Dates of prior committee approvals:

Department of Geography and Geology: _____3/21/2007_____

Ogden Graduate Curriculum Committee: _____4/6/2007_____

Graduate Council _____5/10/2007_____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: March 1, 2007

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Delete a Course
(Consent Item)**

Contact Person: David Keeling (david.keeling@wku.edu), 5-4555

1. Identification of course:

- 1.53 Current course prefix (subject area) and number: GEOG 453G
- 1.54 Course title: Geography of Russia
- 1.55 Credit hours: 3

2. Rationale for the course deletion:

Course content has been incorporated into GEOG 540, Regional Geography.

3. Effect of course deletion on programs or other departments, if known:

None

4. Proposed term for implementation:

Fall 2007

5. Dates of prior committee approvals:

Department of Geography and Geology: _____3/21/2007_____

Ogden Graduate Curriculum Committee: _____3/30/2007_____

Graduate Council _____5/10/2007_____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: March 1, 2007

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Delete a Course
(Consent Item)**

Contact Person: David Keeling (david.keeling@wku.edu), 5-4555

1. Identification of course:

- 1.56 Current course prefix (subject area) and number: GEOG 452G
- 1.57 Course title: Field Studies Geography
- 1.58 Credit hours: 3

2. Rationale for the course deletion:

Course content has been replaced by GEOG 502.

3. Effect of course deletion on programs or other departments, if known:

None

4. Proposed term for implementation:

Fall 2007

5. Dates of prior committee approvals:

Department of Geography and Geology: _____3/21/2007_____

Ogden Graduate Curriculum Committee: _____3/30/2007_____

Graduate Council _____5/10/2007_____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: March 1, 2007

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Delete a Course
(Consent Item)**

Contact Person: David Keeling (david.keeling@wku.edu), 5-4555

1. Identification of course:

- 1.59 Current course prefix (subject area) and number: GEOG 425G
- 1.60 Course title: Political Geography
- 1.61 Credit hours: 3

2. Rationale for the course deletion:

Course content has been incorporated into GEOG 525, Seminar in Political Geography.

3. Effect of course deletion on programs or other departments, if known:

None

4. Proposed term for implementation:

Fall 2007

5. Dates of prior committee approvals:

Department of Geography and Geology: _____4/21/2007_____

Ogden Graduate Curriculum Committee: _____3/30/2007_____

Graduate Council _____5/10/2007_____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: March 1, 2007

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Delete a Course
(Consent Item)**

Contact Person: David Keeling (david.keeling@wku.edu), 5-4555

1. Identification of course:

- 1.62 Current course prefix (subject area) and number: GEOG 410G
- 1.63 Course title: Advanced Cartography
- 1.64 Credit hours: 3

2. Rationale for the course deletion:

Course content has been replaced by the GIS curriculum, GEOG 417G and 419G.

3. Effect of course deletion on programs or other departments, if known:

None

4. Proposed term for implementation:

Fall 2007

5. Dates of prior committee approvals:

Department of Geography and Geology: _____3/21/2007_____

Ogden Graduate Curriculum Committee: _____3/30/2007_____

Graduate Council _____5/10/2007_____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: March 1, 2007

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Delete a Course
(Consent Item)**

Contact Person: David Keeling (david.keeling@wku.edu), 5-4555

1. Identification of course:

- 1.65 Current course prefix (subject area) and number: GEOG 404G
- 1.66 Course title: Computer Mapping
- 1.67 Credit hours: 3

2. Rationale for the course deletion:

Course content has been replaced by the GIS curriculum, GEOG 417G, and 419G.

3. Effect of course deletion on programs or other departments, if known:

None

4. Proposed term for implementation:

Fall 2007

5. Dates of prior committee approvals:

Department of Geography and Geology: _____3/21/2007_____

Ogden Graduate Curriculum Committee: _____3/30/2007_____

Graduate Council _____5/10/2007_____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: March 1, 2007

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Delete a Course
(Consent Item)**

Contact Person: David Keeling (david.keeling@wku.edu), 5-4555

1. Identification of course:

- 1.68 Current course prefix (subject area) and number: GEOG 402G
- 1.69 Course title: Physiography of North America
- 1.70 Credit hours: 3

2. Rationale for the course deletion:

Course has not been offered in over 15 years. It is not required as part of any major or minor program in the Department. Course content is mostly covered in GEOG 360.

3. Effect of course deletion on programs or other departments, if known:

None

4. Proposed term for implementation:

Fall 2007

5. Dates of prior committee approvals:

Department of Geography and Geology: _____3/21/2007_____

Ogden Graduate Curriculum Committee: _____3/30/2007_____

Graduate Council _____5/10/2007_____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: February 27, 2007

**Potter College of Arts and Letters
Department of Sociology
Proposal to Revise a Program
(Action Item)**

Contact Person: Douglas Clayton Smith, Douglas.Smith@wku.edu, 5-2152

1. Identification of program:

- 1.71 Current program reference number: 105
- 1.72 Current program title: Master of Arts in Sociology
- 1.73 Credit hours: Thesis option: 31 hours, Non-thesis option: 37 hours

2. Identification of the proposed program changes:

The only change being made to the program is the addition of SOCL 505: Proseminar in Sociology as a required course for the Master's Degree.

3. Detailed program description:

Old Program		New Program	
Thesis Option	Non-Thesis Option	Thesis Option	Non-Thesis Option
30 hours	36 hours	31 hours	37 hours
		Socl 505: Proseminar in Sociology	Socl 505: Proseminar in Sociology
SOCL 510: Qualitative Research Methods	SOCL 510: Qualitative Research Methods	SOCL 510: Qualitative Research Methods	SOCL 510: Qualitative Research Methods
SOCL 512: Sociological Theory	SOCL 512: Sociological Theory	SOCL 512: Sociological Theory	SOCL 512: Sociological Theory
SOCL 513: Quantitative Research Methods	SOCL 513: Quantitative Research Methods	SOCL 513: Quantitative Research Methods	SOCL 513: Quantitative Research Methods
SOCL 514: Advanced Social Statistics	SOCL 514: Advanced Social Statistics	SOCL 514: Advanced Social Statistics	SOCL 514: Advanced Social Statistics
12 hours of electives	24 hours of electives	12 hours of electives	24 hours of electives
6 hours of thesis credit (SOCL 599)		6 hours of thesis credit (SOCL 599)	
Research tool required.	Research tool required.	Research tool required.	Research tool required.

4. Rationale for the proposed program change:

The Proseminar in Sociology is a 1 hour course that socializes students into the discipline of sociology and acquaints them with departmental faculty and their interests. When this course was first offered (as a Fall 2006 one time offering), the students most in need of the course (in the opinion of the graduate advisor and the instructor) did not choose to enroll in the course. Making this course required would change this outcome.

**5. Proposed term for implementation and special provisions (if applicable):
Fall 2007**

6. Dates of prior committee approvals:

Sociology Department/Division:	__March 6, 2007__
Potter College Curriculum Committee	__April 5, 2007__
Graduate Council	__May 10, 2007__
University Senate	_____

Attachment: Program Inventory Form

Proposal Date: January 23, 2007

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Create a New Certificate Program
(Action Item)**

Contact Person: Tracy M. Lara, tracy.lara@wku.edu, 270-745-4849

1. Identification of program:

- 1.74 Program title: Certificate in International Student Services
- 1.75 Required hours in program: 15 hours
- 1.76 Special information: This interdisciplinary certificate program is designed for postsecondary education professionals at all levels and in all types of institutions.
- 1.77 Catalog description: The Certificate in International Student Services (CISS) program offers preparation to provide international student services as a component of campus internationalization. Students will gain theoretical and applied knowledge regarding student services (international and domestic), expanded cross-cultural awareness and global consciousness, as well as enhanced intercultural communication skills. Recognizing the unique contribution of international students to the learning environment, students who complete the certificate program will be prepared to provide services and programs to meet the needs of international students in addition to serving campus-wide faculty, staff, and students with education and programming to broaden cross-cultural understanding. The 15 hour certificate program includes 9 hours of required core courses and 6 hours of electives. The program requires a study abroad course and/or an internship abroad depending on student's international experience (as determined by the advisor upon initial admission to the program). Students pursuing the Certificate in International Student Services may complete the certificate program by itself or incorporate up to 12 hours of the certificate program into the MAE in Student Affairs.

Required Courses (9 hours)

- CNS 571 Introduction to Student Affairs (3 hours)
- CNS 581 International Students and Services in Higher Education (3 hours)
- CNS 595 Internship in Student Affairs, with placement in an Office of International Student Services or placement at a higher education institution abroad (3 hours)

Restricted Electives (6 hours)

To be selected with advisor approval in advance from the following list:

- CNS 572 American College Student (3 hours)
- CNS 574 Student Development (3 hours)
- CNS 670 Parameters of Law in Student Affairs and Higher Education (3 hours)

CNS 555 Social and Cultural Diversity (3 hours)
 WOMN 555 Global/Cultural Perspective on Women (3 hours)
 CNS 578 Special Topics in Student Affairs
 (with a focus on international students/student services)
 CNS 579 Seminar in Student Affairs
 (with a focus on international students/student services)
 Or other course(s) approved by faculty advisor.

Admission to the CISS program is based on completion of a bachelor's degree and adequate preparation in the area of study. This interdisciplinary certificate program welcomes applicants from all graduate programs at Western Kentucky University and elsewhere.

Students seeking admission to a University graduate degree program must apply to and meet admissions requirements of the program.

2. **Objectives of the proposed certificate program:** The proposed certificate program has been developed in response to Western's strategy for internationalizing, an identified unmet need for graduate preparation in the area of student services nationwide, and the need for student services among the international and immigrant student population attending postsecondary institutions. Very few colleges in the United States offer programs providing training and credentials aimed at the International Student Services field. Students will gain theoretical and applied knowledge regarding student services (international and domestic), cross-cultural awareness and communication, and global consciousness. Recognizing the unique contribution of international students to the learning environment, those who complete the certificate program will be prepared to provide services and programs to meet the needs of international students in addition to serving campus-wide faculty, staff, and students with education and programming to broaden cross-cultural understanding.

3. **Rationale:**

- 3.1 Reason for developing the proposed certificate program: Changes in higher education abroad and perceptions of unfriendly policies and climates for international students on American college campuses is reflected in a slight decline of international student enrollments (McCormack, 2005). At the same time, community college international student enrollments have increased, e.g., 60 percent in the decade between 1993 – 2003 (Evelyn, 2005). In 2002 non-immigrant students accounted for 4.6% of the college and university student population on American campuses, contributing \$12.9 billion to the economy (Viers, 2004). Recruitment and retention of international students continues to be an issue for campuses around the country. Providing welcoming learning environments becomes strained in the face of federal regulations, posing challenges for student affairs professionals. In addition to needing assistance in navigating the paperwork for attaining and maintaining matriculation, international students have other unique interests, needs, and concerns (Viers). Campuses across the country need leadership internationalizing campuses. This certificate program addresses the gap in training programs designed to increase the global perspective and leadership of student affairs administrators. This certificate program fills a need indicated by Student Affairs program alumni and students and is responsive to the need for such training presented by current International Student Service professionals.

- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: The current Student Affairs Program content can be divided into three broad areas: (1) theoretical foundations (historical and evolutionary considerations, theories of student development, theories of organizational development, etc.), (2) parameters of professional practice (ethical, legal and political issues, diversity and multiculturalism, social and moral responsibilities, etc.), and (3) strategies for enhancing administrative effectiveness (leadership training, staff recruitment, training, and evaluation, budgeting and planning, program development, implementation, and assessment, etc.). The MAE program prepares student service providers and administrators to address American student needs in domestic institutions. The current multicultural component of the master's degree program is insufficient to prepare practitioners to meet the needs of international students at American postsecondary institutions or to work in international settings or to contribute meaningfully to the charge in internationalizing campuses.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: There are no comparable certificate programs in other departments. The proposed certificate program would include appropriate courses from other departments as approved by faculty advisor as electives.
- 3.4 Projected enrollment in the proposed certificate program: Based on interest expressed by current Student Affairs Program students, the dearth of such programs nationwide, and professional contacts of the current director of the WKU Office of International Programs, beginning enrollments are projected to be 10, increasing over time.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Most programs oriented to international education are teacher preparation programs. For example, a certificate program to train international educators has been newly introduced at Queens College in Kingston, Canada, and Drexel Online University offers a Master of Science in Global and International Education. Both of these programs are more theoretical in orientation without focus on student services in American institutions or abroad. There currently exists one program focusing on international student services at the School for International Training (SIT) in Brattleboro, Vermont. The SIT Master of Arts degree program in international education provides options to educational exchange management and international education advising.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives: This program aligns with WKU Vision Statement to be a leading American university with international reach. Additionally, per the WKU Mission, WKU prepares students to be productive, engaged leaders in a global society. The *Challenging the Spirit Strategic Plan* sets forth the goal of WKU to "create a campus culture that leads to increased diversity of the student population" with a performance indicators of "engaging at least 25 percent of students and faculty in international/ culturally diverse learning experiences" and increasing "the number of international students (+20 percent)" enrolled as stated in *Internationalizing Western: A Strategy*. The internationalizing strategy sets forth the following activities and initiatives: "Set student study/work/intern abroad participation goals for each college and department," "identify and help overcome obstacles to broader faculty participation in international activity,

especially for organizing and leading study abroad opportunities for students,”
 “work with each department to strengthen the international content of the
 curriculum,” and to “put more emphasis on developing/promoting international
 learning experiences especially for graduate students.

4. Curriculum:

Required Courses (9 hours)

CNS 571 Introduction to Student Affairs (3 hours)

CNS 581 International Students and Services in Higher
 Education (3 hours)

CNS 595 Internship in Student Affairs, with placement in an
 Office of International Student Services or placement at
 a higher education institution abroad (3 hours)

Restricted Electives (6 hours)

To be selected with advisor approval in advance from the following list:

CNS 572 American College Student (3 hours)

CNS 574 Student Development (3 hours)

CNS 670 Parameters of Law in Student Affairs and Higher
 Education (3 hours)

CNS 555 Social and Cultural Diversity (3 hours)

WOMN 555 Global/Cultural Perspective on Women (3 hours)

CNS 578 Special Topics in Student Affairs

(with a focus on international students/student services)

CNS 579 Seminar in Student Affairs

(with a focus on international students/student services)

Or other course(s) approved by faculty advisor.

5. Budget implications: Departmental resources are sufficient to meet projected
 certificate program enrollments as well as increased enrollments in the current student
 affairs program.

6. **Proposed term for implementation:** Spring 2008

7. **Dates of prior committee approvals:**

Department of Counseling and Student Affairs August 22, 2008

CEBS Curriculum Committee

Graduate Council

University Senate

Attachment: Program Inventory Form

**RESOLUTION OF THE UNIVERSITY SENATE
OF
WESTERN KENTUCKY UNIVERSITY**

Whereas, the University Senate has old business before it that requires action, and

Whereas, the University Senate has passed initiatives only to see them vetoed by the Provost, and

Whereas, there are several issues before the University community that require attention; therefore,

Be it resolved that the University Senate refers the listed business to the stated committees and asks for reports back by the December, 2007, meeting at the latest:

Plus/Minus Grading

In Spring, 2007, the University Senate passed a resolution in support of plus/minus grading. That resolution was vetoed by the Provost. The University Senate hereby directs the Committee on Academic Quality to review the plus/minus issue, and the Provost's objections to that resolution, and re-work the resolution in whatever way it feels necessary, and then re-submit the resolution to the University Senate.

Faculty Ombudsperson

A previous Senate passed a resolution recommending that an independent faculty ombudsperson be created as separate from the administrative structure of the University. That resolution was vetoed by the Provost. The University Senate directs the Faculty Welfare and Professional Responsibilities Committee to re-visit the resolution.

SITE Evaluations

Previous Senates have discussed the issue of reviewing the existing SITE evaluation process at WKU. The University Senate directs the creation of an ad hoc committee by the Senate to review the existing SITE evaluation process for the purpose of determining whether a revision of the system would be prudent, and to then begin the process of revising the SITE evaluations. The University Senate requests that Sharon Mutter assist with the formation of this ad hoc committee.

