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

REPORT TO THE UNIVERSITY SENATE

DATE: March 2008
FROM: Graduate Studies & Research
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
- LTCY 570 Literacy for Professional Development Seminar*

II. Delete a Course
- COMM 522 Seminar in Mass Media Ethics
- COMM 443G Persuasion in Contemporary Society
- COMM 576 Principles of Group Communication

III. Create a Course
- ID 570 Principles of Instructional Design
- ID 573 Instructional Performance and Task Analysis
- ID 577 Management of Instructional Systems
- ID 581 Ethical and Legal Issues in Instructional Design
- ID 583 Training Materials
- ID 585 Distance Delivery Systems
- ID 587 Issues and Problems in Instructional Design
- ID 590 Practicum in Instructional Design
- ID 595 Advanced Instructional Design Studio
- BIOL 518 Population Ecology
- BIOL 519 International Wildlife Management and Policy
- PHYS 506 Overview of Homeland Security
- PHYS 599 Thesis Research/Writing

IV. Suspend a Course
- ACCT 500 Advanced Financial Accounting Theory & Practice
- ACCT 540 Advanced Auditing Standards and Applications
- ACCT 598 Independent Study in Accounting

V. Create a New Program
- Master of Science in Instructional Design

V. Revise a program
- 0413 Master of Science in Homeland Security Sciences
- 149 Master of Science in Nursing (MSN)

Proposal Date: October 23, 2007

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

Contact Person: Sally Ray, sally.ray@wku.edu, 745-3296

1. Identification of course:

1.1 Current course prefix (subject area) and number: COMM 522
1.2 Course title: Seminar in Mass Media Ethics
1.3 Credit hours: 3

2. Rationale for the course deletion: Mass Communication is no longer relevant to our graduate program.

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

4. Proposed catalog term: Fall 2008

5. Dates of prior committee approvals:

Communication Department/Division:	10/31/07
PCAL Curriculum Committee	12/06/07
Graduate Council	2/14/08
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: October 23, 2007

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

Contact Person: Sally Ray, sally.ray@wku.edu, 745-3296

1. Identification of course:

1.1 Current course prefix (subject area) and number: COMM 443G
1.2 Course title: Persuasion in Contemporary Society
1.3 Credit hours: 3

2. Rationale for the course deletion: We have a newer graduate course COMM 544 Persuasive Communication that supersedes this course. We will continue to offer COMM 443 at the undergraduate level.

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

4. Proposed catalog term: Fall 2008

5. Dates of prior committee approvals:

Communication Department/Division:	10/31/07
PCAL Curriculum Committee	12/06/07
Graduate Council	2/14/07
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: October 23, 2007

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

Contact Person: Sally Ray, sally.ray@wku.edu, 745-3296

1. Identification of course:

1.1 Current course prefix (subject area) and number: COMM 576
1.2 Course title: Principles of Group Communication
1.3 Credit hours: 3

2. Rationale for the course deletion: COMM 586 Processes of Group Communication supersedes this course. We no longer need COMM 576 Principles of Group Communication in the curriculum.

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

4. Proposed catalog term: Fall 2008

5. Dates of prior committee approvals:

Communication Department/Division:	10/31/07
PCAL Curriculum Committee	12/06/07
Graduate Council	2/14/08
University Senate	_____

Attachment: Course Inventory Form

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

Contact Person: Robert C. Smith, Email: robert.smith@wku.edu, Phone: 5-3446

1. **Identification of proposed course:**

   1.1 Prefix and number: ID 570
   1.2 Title: Principles of Instructional Design
   1.3 Abbreviated title: Principles of ID
   1.4 Credit hours and contact hours: 3/3
   1.5 Type of course: (L)-Lecture
   1.6 Prerequisites, corequisites: None
   1.7 Course Catalog listing: Overview of principles of instructional design with consideration of historical development, professional terminology, relevant learning theories, contemporary learning systems, instructional design models and processes.

2. **Rationale:**

   2.1 Reason for developing the proposed course:
   In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged leaders in a global society, the proposed course will introduce graduate students to instructional design principles required for developing effective instructional materials that can be used in a variety of educational and training settings. The proposed course also supports the initiative of the Council on Postsecondary Education to develop a college educated and highly skilled work force by 2020. The proposed course is necessary because it is a foundational course in the proposed Master of Science in Instructional Design program. Based on curricular outlines provided by the Association for Educational Communications and Technology, the foundation for developing an Instructional Design curriculum is built on research in the areas of design, development, utilization, management and evaluation of instructional interventions to address real world educational issues. This course provides that foundation by orienting student to the field, introduces instructional design principles and practices, and provides essential content information required in subsequent courses in the program.

   2.2 Proposed enrollment for the proposed course:
   Estimated initial enrollment is the course is 8 to 11 students with a subsequent increase to 12-18 students per offering. The projection for enrollment is based on the national trend for growth in the field of instructional design, the projected growth of online enrollments in graduate programs, current overall enrollment in

the LME master's program, recent enrollment in the educational technology courses, and the observed increase in enrollment in the master's in adult education that was approved in the summer of 2007. The enrollment should grow after the degree program is promoted and knowledge of its existence is well established. Students in the MS in LME/Technology focus and the MAE in Adult Education may use the proposed course as a content elective. The course should attract distance students to WKU who are not degree seeking but have need for limited and targeted education in the field of instructional design.

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

The proposed course complements the educational technology courses in the MS in Library Media Education program. Courses like 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 contain threads of instructional design. These courses specifically focus on development of skills in the selection of technologies and production of technology based products. The specific orientation of the proposed ID 570 Principles of Instructional Design is the development and design processes and sequences that address the resolution of specific instructional problems.

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

Psychology 570 Industrial/Organizational Psychology is a similar course that emphasizes business organizations rather than educational institutions. BA 510 Organizational Theory is a similar course that covers contemporary theory and research on organizational structure and design that has relevance for practical problems of designing and managing organizations; but, does not cover educational institutions specifically.

2.5 Relationship of the proposed course to courses offered elsewhere:

This course is part of the core component required for the preparation of instructional designers in both public and private agencies and entities that offer instruction and training. It is similar to educational technology courses offered by other graduate programs including the University of Kentucky, Indiana University, and the University of Tennessee. The proposed course is also similar to courses offered at the benchmark institutions of Valdosta State University, University of Georgia, University of South Alabama, and Arkansas Tech University.

3. Discussion of proposed course:

3.1 Course Objectives:

- The proposed course is designed to help students to:
- Define basic terminology of instructional design.

- Identify and describe theories of communication applicable to instruction/training.
- Identify, describe, and compare the influence of contemporary theories of instruction/training on instructional design.
- Identify and compare contemporary design models and how they are influenced by theories of communication and instruction.
- Identify a training problem.
- Plan a basic needs assessment.
- Plan an appropriate audience analysis.
- Select appropriate training strategies and media.
- Develop guidelines for assessing efficiency and effectiveness of products and strategies.
- Prepare a cohesive and defensible ID product manual.
- Develop clearly defined training goals and performance objectives (enabling and terminal).
- Prepare appropriate assessment instruments and procedures for assessment of efficiency and effectiveness.

3.2 Content outline:

- Introduction to instructional design
- Historical context of ID
- Terminology
- Implications of communication theories and models
- Principles of learning and learning theories
- Professional organizations and publications
- Instructional systems
- Basic processes
- Types and characteristics of ID models.
- Processes versus representations
- Instructional design processes
    - Audience analysis
    - Task analysis
    - Learning outcomes
    - Goals and objectives
    - Educational goals
    - Performance objectives
- Goal analysis
    - Principles
    - Process of analysis
- Subordinate sills and entry behaviors
- Analysis of learners and contexts
    - Collection of data
    - Learning and performance contexts
- Development of performance objectives
    - Function

    - Characteristics
    - Evaluation
- Development of assessments
    - Criterion-referenced tests
    - Criteria for mastery
    - Other assessments: portfolio, etc.
    - Measures of congruence in design
- Development of instructional strategies
    - Selection of delivery contexts
    - Content sequence and clusters
    - Sequence of components
    - Constructivist strategies
- Development of appropriate media
- Development and conduct of formative evaluations
- Design and conduct of summative evaluations
- Copyright and ethical issues
    - Media formats and features
    - Production considerations
    - Applications
    - Privacy
    - Censorship
- Development of instructional documents

3.3 Student expectations and requirements: Student expectations and course requirements may include such activities and projects as identification of instructional/training problems and exercises in audience and learner analysis, task analysis, strategy sequences, formative and summative assessments, etc.. The culminating project required of each student will be the development of an instructional design product with necessary documentation.

3.4 Tentative texts and course materials:

Dick, W., Carey, L., & Carey, J.O.. (2005). *The systematic design of instruction*. (6th ed.) New York: Pearson.

4. Resources:

4.1 Library resources: Library resources are adquate for the course.

4.2 Computer resources: The CEBS Dean has stated that equipment and software will be secured to support the course.

5. Budget Implications:

5.1 Proposed method of staffing: The SIP Department head has stated that a faculty position is included in the staffing plan for the Department of Special Instructional Programs.

5.2 Special equipment needed: The CEBS Dean has stated that equipment and software will be secured to support the course.

5.3 Expendable materials needed: None

5.4 Laboratory supplies needed: None

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

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

Department of Special Instructional Programs	10/12/2007
CEBS Curriculum Committee	12/04/2007
Graduate Council	02/14/2008
University Senate	_____

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

Bibliography

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

Contact Person: Robert C. Smith, Email: robert.smith@wku.edu, Phone: 5-3446

1. Identification of proposed course:

1.1 Prefix and number: ID 573
1.2 Title: Instructional Performance and Task Analysis
1.3 Abbreviated title: Inst. Perform/Task Analysis
1.4 Credit hours and contact hours: 3/3
1.5 Type of course: (L)-Lecture
1.6 Prerequisites/corequisites: ID 570 or Instructor approval
1.7 Course catalog listing: Analysis of contexts and classification of instructional goals by performance and task domains. Strategies for analysis of task sequences required for identification of subordinate skills including hierarchical, procedural, cluster, and integrated techniques.

2. Rationale:

2.1 Reason for developing the proposed course:

In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged leaders in a global society, and to support the initiative of the Council on Postsecondary Education to develop a college educated and highly skilled work force by 2020, the proposed course is an essential part of the core requirements of the proposed Instructional Design program. The course will introduce graduate students to the task analysis process which is the initial step in the Instructional Design process and will provide the background knowledge and skills for performing a task analysis, understanding the taxonomy of task analysis approaches, and how to incorporate this key component into instructional design. Based on curricular outlines provided by the Association for Educational Communications and Technology, the foundation for developing an Instructional Design curriculum is built on research in the areas of design, development, utilization, management and evaluation of instructional interventions to address real world educational issues. The field of performance and task analysis is an important part of the design and development curricular areas of Instructional Design.

2.2 Proposed enrollment for the proposed course:

Estimated initial enrollment is the course is 8 to 11 students with a subsequent increase to 12-15 students per offering. The projection for enrollment is based on the national trend for growth in the field of instructional design, the projected growth of online enrollments in graduate programs, current overall enrollment in the LME master's program, recent enrollment in the educational technology courses, and the observed increase in enrollment in the master's in adult education that was approved in the summer of 2007. The enrollment should grow after the degree program is promoted and knowledge of its existence is well established. Students in the MS in Library Media Education program and the MAE in Adult Education may use the proposed course as a content elective. The course should attract distance students to WKU who are not degree seeking but have need for limited and targeted education in the field of instructional design.

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

The proposed ID 573 Instructional Performance and Task Analysis course complements LME 537 Principles of Educational Technology Applications and LME 547 Integration of Educational Technology in the MS in Library Media Education program. LME 537 Principles of Educational Technology Applications requires development of an instructional design project with emphasis on the integration educational technology into a classroom setting. LME 547 Integration of Educational Technology also deals with the incorporation of educational technology into classroom teaching through constructivist learning experiences. LME 537 and 547 include limited study of the performance and task analysis and are more characteristic of traditional unit and lesson planning. The orientation of the proposed ID 573 is the application of processes and strategies of analysis accepted as best practice in the field for determining the best solutions to a specific instructional problem in or outside of a classroom setting.

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

The Department of Psychology offers PSY 570: Job Analysis and Compensation that provides an overview of the I/O discipline with an emphasis on job analysis and compensation. The proposed ID 573 Performance and Task Analysis emphasizes analysis of contexts and classification of instructional goals by performance and task domains.

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

Southern Illinois University-Carbondale offers CI 557 Task Analysis and the Department of Educational Leadership at Southern Illinois University-Edwardsville offers IT 520 Performance Technology that emphasizes assessment and analysis of training and educational needs, procedures for performing instructional analysis, and consultation strategies. The University

of Georgia offers IT 7150 Analysis of Performance and Instructional Systems. The proposed ID 573 Instructional Performance and Task Analysis emphasizes analysis of contexts and classification of instructional goals by performance and task domains.

3. Discussion of proposed course:

3.1 Course Objectives:

The proposed course is designed to help students to:

- Classify instructional goals according to characteristics of performance and task domains.
- Identify the steps required to accomplish an instructional goal and correlated performance objectives.
- Identify subordinate skills including hierarchical, procedural, cluster, and integrated techniques.
- Determine entry behaviors and knowledge requisite to accomplishment of an instructional goal and correlated performance objectives.
- Ascertain multicultural factors that influence accomplishment of a goal and objectives.
- Explain the implications of KERA on the development of instructional strategies and sequences in the school curriculum.
- Identify implications of various media and integration strategies to accomplish a goal and objectives.
- Employ appropriate and elegant techniques (matrices, cluster charts, decision tables, priority charts, flow-charts, etc.) for presentation of analyses.

3.2 Content outline:

- Processes of performance and task analysis
    - Selecting tasks and identifying performances
    - Classification of knowledge and skills
- Methods for job, procedural, and skill analysis
    - Descriptive techniques
    - Procedural analysis
    - Job/task analysis
    - Functional job/task analysis
- Instructional and guided learning analysis
    - Prerequisite (hierarchical) analysis
    - Information processing analysis
    - Learning contingency analysis
- Cognitive performance/task analysis methods
    - Goals, operators, methods, selection model (GOMS)
    - Prediction, actions, results, interpretation model (PARI)
    - Decompose, Network, and Assess model (DNA)
    - Cognitive stimulations
    - Case based reasoning
- Activity-Based Models

- Activity theory
- Syntactic analysis
- Critical incident/ critical decision methodolgy
- Performance/task analysis structures

- Subject matter/content analysis methods
  - Conceptual graphing
  - Master design charting
  - Matrix analysis
  - Repertory grid technique
  - Fault tree analysis
- Knowledge elicitation techniques
  - Documentation analysis
  - Observation instruments
  - Survey questionnaires
  - Interview techniques
  - Think-aloud protocols
  - Unstructured group interviews
  - Focus groups
  - Brainstorming sessions
  - Structured group interviews (Delphi technique)

3.3 Student expectations and requirements: Student expectations and course requirements may include such activities and projects as identification of instructional/training problems and exercises in audience and learner analysis. The development of an analysis protocol for a performance skill, procedural skill, information processing task, or a learning/cognitive task will be the culminating project required of each student in the course.

3.4. Tentative texts and course materials:

Jonassen, D.H., Tessmer, M., & Hannum, W.H. (1999). *Task analysis methods for instructional design*. Mahway, NJ: Lawrence Erlbaum Associates.

4. Resources:

4.1 Library resources: Library resources are adequate for the course.

4.2 Computer resources: The CEBS Dean has stated that equipment and software will be secured to support the course.

5. Budget Implications:

5.1 Proposed method of staffing: The SIP Department head has stated that a faculty position is included in the staffing plan for the Department of Special Instructional Programs.

5.2 Special equipment needed: The CEBS Dean has stated that equipment and software will be secured by the College of Education and Behavioral Sciences to support the course.

5.3 Expendable materials needed: None

5.4 Laboratory supplies needed: None

6. Proposed term for implementation:

Spring 2009

7. Dates of prior committee approvals:

Department of Special Instructional Programs	10/12/2007
CEBS Curriculum Committee	12/04/2007
Graduate Council	02/14/2008
University Senate	_____

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

Bibliography

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

Contact Person: Robert C. Smith, Email: robert.smith@wku.edu Phone 5-3446

1. **Identification of proposed course:**

   1.1 Course prefix and number: ID 577
   1.2 Title: Management of Instructional Systems
   1.3 Abbreviated course title: Manage Inst Systems
   1.4 Credit hours and contact hours: 3/3
   1.5 Type of course: (L)-Lecture
   1.6 Prerequisites/corequisites: ID 570 or approval of instructor
   1.7 Course catalog listing: Overview of the management of instructional design projects in the context of instructional systems design. Topics include project management, instructional design and knowledge management tools for instructional delivery platforms.

2. **Rationale:**

   2.1 Reason for developing the proposed course:
   In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged leaders in a global society, the proposed course will prepare students to manage instructional development projects in a variety of education settings. The content of the proposed course covers project management, and instructional design and knowledge management tools for different delivery formats. The course content meets the latest standards established by the Association for Educational Communications and Technology for program accreditation. The course is aligned with course titles, descriptions, and content in similar instructional design programs at other institutions. The proposed course is needed because it is one of the core courses in the proposed Instructional Design program.

   2.2 Proposed enrollment for the proposed course:
   Estimated initial enrollment for the proposed ID 577 Management of Instructional Systems is 8 to 11 students with a subsequent increase to 12-15 students per offering. The projection for enrollment is based on the national trend for growth in the field of instructional design, the projected growth of online enrollments in

graduate programs, current overall enrollment in the LME master's program, recent enrollment in the educational technology courses, and the observed increase in enrollment in the master's in adult education that was approved in the summer of 2007. The enrollment should grow after the degree program is promoted and knowledge of its existence is well established. The course should attract distance students to WKU who are not degree seeking but have need for limited and targeted education in the field of instructional design.

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

The orientation of the proposed ID 577 Management of Instructional Systems is the management of instructional design projects including tracking and scheduling, budgeting, and consulting skills. The emphasis is on maximizing the effectiveness and efficiency of an instructional design unit or project in the private and public sectors. The course is similar to LME 501 Program Organization and Administration. However, this course is limited to the to management of library media centers and educational technology support units in schools and does not address content related to business and industry.

2.4 Relationship of the proposed courses offered in other departments:

The business department offers BA 510 Organizational Theory. This course teaches contemporary theory and research on organizational structure and design that has relevance for practical problems of designing and managing organizations. The proposed ID 577 Management of Instructional Systems provides an overview of the management of instructional design projects in the context of instructional systems design.

2.5 Relationship of the proposed course to courses offered elsewhere:

The University of Alabama offers ISD 641 Performance Systems Technology that provides students with practical methods of analyzing and solving human performance problems. Emphasis is placed on development of both non-instructional and instructional interventions. Southern Illinois University-Carbondale offers CI 510 Instructional Systems Design that teaches concepts and procedures related to systematic design, development, implementation, and evaluation of instruction. The University of Kentucky offers EDC 750 Internship in Instructional Systems Design where students apply their knowledge of instructional systems design in a real-life setting. The proposed ID 577 Management of Instructional Systems provides an overview of the management of instructional design projects in the context of instructional systems design.

3. Discussion of proposed course:

3.1 Course objectives:

The proposed course is designed to help students to:

- Define and explain the management of instruction systems

- Define and explain knowledge management and its relation to instructional design and project management
- Compare and contrast the processes of instructional design and project management
- Describe popular project management models, tools, and software used in instructional design
- Describe knowledge management models, tools and software used in instructional design
- Describe the components of project management
- Apply a project management model to an instructional design problem
- Describe the roles and relationships of the project manager, project team and the client in all phases of the instructional design process
- Select and use project management and knowledge management software in an instructional design project simulation

3.2 Content outline:

- Overview of ID Project Management
  - ID project management models
  - The role of ID project manager
- Overview of Project Management and Knowledge Management Tools
  - Project management tools and software
  - Knowledge management tools and software
- Project planning
  - developing project timeline
  - estimating project resource requirements
  - estimating project budget
  - developing and maintaining client relationships
- Organizing the Project
  - assembling the project team
  - assigning project roles and responsibilities
  - managing the project team
- Managing the project production and distribution process
  - components of the protoype phase
  - components of the testing and revision phase
  - components of the production phase
  - components of the distribution phase
- Managing the evaluation phase
  - developing information feedback systems
  - developing a phase-out plan
  - developing and exit report

3.3 Student expectations and requirements:

Student expectations and course requirements may include such activities and projects as case study analyses, group projects, simulations, and group discussions. The culminating performance required of each student will be a case

study comparative analysis of successful and unsuccessful instructional design projects and completion of an instructional design project proposal.

3.4 Tentative texts and course materials:

Greer, Michael. (2002). *ID project management: Tools and techniques for instructional designers and developers.* Englewood Cliffs, NJ: Educational Technology Publications.

4. **Resources:**

4.1 Library resources: Library resources are adequate for the course.

4.2 Computer resources: The CEBS Dean has stated that equipment and software will be secured to support the course.

5. **Budget implications:**

5.1 Proposed method of staffing: A faculty position is included in the staffing plan for the Department of Special Instructional Programs.

5.2 Special equipment needed: Equipment and software will be secured by the College of Education and Behavioral Sciences to support the course. Library resources will also be increased in support of the course.

5.3 Expendable materials needed: None

5.4 Laboratory supplies needed: None

6. **Proposed term for implementation:**

Spring 2009

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

Department of Special Instructional Programs	10/12/2007
CEBS Curriculum Committee	12/04/2007
Graduate Council	02/14/2008
University Senate	_____

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

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

Contact Person: Robert C. Smith, Email: robert.smith@wku.edu, Phone: 5-3446

1. Identification of proposed course

1.1 Prefix and number: ID 581
1.2 Title: Ethical and Legal Issues in Instructional Design
1.3 Abbreviated title: Ethical & Legal Issues in ID
1.4 Credit hours and contact hours: 3/3
1.5 Type of course: (L)-Lecture
1.6 Prerequisites, co-requisites: None
1.7 Catalog course listing: An exploration of the legal and ethical aspects of instructional design and use of media within public and private organizations. Analysis of ethical/legal issues to specific practice.

2. Rationale:

2.1 Reason for developing the proposed course:
In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged leaders in a global society and in support of the initiative of the Council on Postsecondary Education to develop a college educated and highly skilled work force by 2020, the proposed course will increase students' knowledge of legal and ethical principles in Instruction Design. The proposed course is an elective course in the proposed Master of Science in Instructional Design program and will cover important legal and ethical issues related to privacy, professional standards, and intellectual property. It also meets the latest standards established by the Association for Educational Communications and Technology for program accreditation in the areas of design, development and utilization of instructional materials. The course is aligned with course titles, descriptions, and content in similar instructional design programs at other institutions. The proposed course is necessary because it will be part of the Instructional Design emphasis for the proposed Master of Science in Instructional Design.

2.2 Proposed enrollment for the proposed course:

Estimated initial enrollment is the course is 8 to 11 students with a subsequent increase to 12-15 students per offering. The projection for enrollment is based on the national trend for growth in the field of instructional design, the projected growth of online enrollments in graduate programs, current overall enrollment in the LME master's program, recent enrollment in the educational technology courses, and the observed increase in enrollment in the master's in adult education that was approved in the summer of 2007. The enrollment should grow after the degree program is promoted and knowledge of its existence is well established. Students in the MS in Library Media Education and the MAE in Adult Education may use the proposed course as a content elective. The course should attract distance students to WKU who are not degree seeking but have need for limited and targeted education in the field of instructional design.

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

Because ID 581 Ethical and Legal Issues in Instructional Design focuses on intellectual property, it complements but does not infringe on the course LME 512 Issues in LME. LME 512 includes limited coverage of intellectual property issues such as copyright while the proposed course covers intellectual property laws specific to intellectual properties like copyright, fair use, trademarks, and trade secrets, legal basis codes of conduct, etc. Other courses on professional issues in the Department of SIP, like ID 587 Issues and Problems in Instructional Development and Design, are oriented toward broader topics of professional concern while the proposed ID 581 course emphasizes legal ramifications intellectual property.

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

The Philosophy department offers undergraduate courses in ethics and legal issues but they do not cover instructional design. PSY 541: Professional Issues and Ethics in Psychology. This course covers the Roles and responsibilities of professional psychologists emphasizing the ethical, legal, and methodological issues for the master's-level professional. This course does not cover instructional design.

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

This course is similar to ethical and legal issues courses taught in instructional design programs across the country. It is similar to the course offered by other graduate Instructional Design programs including Cameron University in Oklahoma (MM 2132 Ethical and Legal Issues in Multimedia), Seton Hall University (EDST 6344 Seminar: Social, Ethical, Legal Issues in Technology), and State University of New Your Institute of Technology (IDT 555 Ethical and Legal Issues of the Information Age).

3. Discussion of proposed course:

3.1 Course objectives:

This proposed course will prepare students to do the follwoing:

- Apply copyright, trademark, and intellectual property laws to the role of the instructional designer and library media specialist.
- Apply copyright, trademark, and intellectual property laws to the creation of instructional works, writing, Websites, and software in a legal and ethical fashion.
- Apply basic licensing laws to the day-to-day issues of licensing within instructional design and librarianship.
- Apply basic principles of ethical decision-making.
- Apply the ethical issues involved in the creation and use of intellectual property.
- Analyze and apply professional codes of ethical conduct to their roles as instructional designers, educators, and librarians.
- Apply the legal and ethical framework of access to information, freedom of expression, censorship, filtering, electronic privacy, surveillance, and monitoring.

3.2 Content outline:

- Overview
- The ethical background
- Ethical codes of conduct in instructional design and library media practice
- The U.S. Legal System; Researching legal and ethical issues
- Overview of Copyright Law
- Fair Use and Intellectual Property Rights: The Basics of Using Information Legally
- Copyright and Education
- Trademark and Trade Secret Law
- Licensing of Intellectual Property
- Patent Law
- Information malpractice and the duty of care ID professionals owe to clients
- Privacy issues and access to information
- Search Warrants and Criminal Investigations
- Internet Use Policies and the Filtering Debate

3.3 Student expectations and requirements:

Students will be expected to read and discuss ethical and legal issues in instructional design and information science. The students will be presented with concrete problems found in day-to-day professional practice and will apply principles of ethical reasoning to these issues. The critical performance indicator will be a major paper on a topic relating to legal or ethical issues in instructional design and information science such as copyright, fair use, software licensing, privacy, criminal investigations and computer monitoring, etc.

3.4 Tentative texts and course materials:

Carson, Bryan M. (2007). *The law of libraries and archives*. Lanham, MD: Scarecrow Press. ISBN: 0-8108-5189-X / ISBN-13: 978-0-8108-5189-4.

4. **Resources:**

4.1 Library resources: Library resources are adequate for the course.

4.2 Computer resources: The CEBS Dean has stated that equipment and software will be secured to support the course.

5. **Budget implications:**

5.1 Proposed method of staffing: A current member of the WKU Libraries faculty will teach this course

5.2 Special equipment needed: The CEBS Dean has stated that equipment and software will be secured to support the course.

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. **Proposed term for implementation:** Spring 2009

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

Department of Special Instructional Programs	10/12/2007
CEBS Curriculum Committee	12/04/2007
Graduate Council	02/14/2008
University Senate	_____

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

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

Contact Person: Robert C. Smith, Email: robert.smith@wku.edu, Phone: 5-3446

1. **Identification of proposed course:**

   1.1 Course prefix (subject area) and number: ID 583
   1.2 Course title: Training Materials
   1.3 Abbreviated course title: Training Materials
   1.4 Credit hours and contact hours: 3 credit hours
   1.5 Type of course: (L) Lecture
   1.6 Prerequisites/corequisites: None
   1.7 Course catalog listing: The application of basic instructional design principles and communication strategies to the preparation of relevant instructional modules and manuals for end-users. Emphasis on transportability of ID materials and documentation.

2. **Rationale:**

   2.1 Reason for developing the proposed course:
   In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged leaders in a global society, the proposed course will engage graduate students in the development, knowledge and skills necessary for the creation of documentation, instructional modules, and other instructional materials for training and development. Furthermore, the proposed course supports the initiative of the Council on Postsecondary Education to develop a college educated and highly skilled work force by 2020. The proposed course is necessary because it will be part of the proposed Master of Science in Instructional Design program. This proposed course focuses on the organization, development, and production of training materials appropriate for various modes of delivery within education and business settings. Based on curricular outlines provided by the Association for Educational Communications and Technology, the foundation for developing an Instructional Design curriculum is built on research in the areas of design, development, utilization, management and evaluation of instructional interventions to address real world educational issues. This course addresses important content in the design, development, and utilization areas of the Instructional Design curriculum.

2.2 Projected enrollment of the proposed course:

Estimated initial enrollment is the course is 8 to 11 students with a subsequent increase to 12-15 students per offering. The projection for enrollment is based on the national trend for growth in the field of instructional design, the projected growth of online enrollments in graduate programs, current overall enrollment in the LME master's program, recent enrollment in the educational technology courses, and the observed increase in enrollment in the master's in adult education that was approved in the summer of 2007. The enrollment should grow after the degree program is promoted and knowledge of its existence is well established. The proposed course may be used as a content elective by students for the MS in LME/Technology focus and the MAE in Adult Education. The course should attract distance students to WKU who are not degree seeking but have need for limited and targeted education in the field of instructional design.

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

The proposed course does not duplicate nor infringe on other courses in the Department of Special Instructional Programs. ID 583 Training Materials is complementary to the courses in the educational technology focus of the MS in LME. ID 583 focuses on the development of documentation for instructional strategies and systems that can be used for technology products developed in the educational technology courses.

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

Similar graduate courses in other departments could not be identified through examination of the current 2005-07 Graduate Catalog or by viewing departmental websites. Technical writing courses maybe viewed as similar in purposed and are often generic in approach or are very specific to a discipline. The proposed ID 583 course is specific to instructional design. The proposed ID 583 Training Materials teaches the application of basic instructional design principles and communication strategies to the preparation of relevant instructional modules and manuals for end-users with an emphasis on transportability of ID materials and necessary documentation for implementation.

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

Courses similar to the proposed ID 583are offered by other graduate programs in instructional design such as Georgia State University, Florida State University, the University of Georgia, and the University of Kentucky. The course IT 8150 Managing Instructional Technology Projects at Georgia State University, includes content for development of guidelines developing technical materials for the design process. Instructional Materials at Florida State University is also similar in content but focuses on electronic products. The University of Georgia offers EDIT 6180 Instructional Development that provides opportunities to construct, critique, and reflect on procedures and artifacts that facilitate the instructional

development process. The University of Kentucky offers EDC 611 Authoring Applications For Technology-Based Instruction that while oriented toward individual and collaborative authoring applications for technology based instructional materials, does not address guided instructions at a basic level that is part of the proposed course. The proposed ID 583 Training Materials will be unique because it teaches the application of basic instructional design principles and communication strategies to the preparation of relevant instructional modules and manuals and other documentation for end-users as well as the teacher/trainer.

3. Discussion of proposed course:

3.1 Course objectives:

- Students will be able to develop a needs assessment
- Students will be able to identify instructional content and develop a task analysis
- Students will be able to apply principles of effective message design to document organization and content
- Students will be able to construct evaluative criteria schemes for documentation for predicting degree of usability

3.2 Content outline:

- Basic principles of technical writing
- Attention and pre-attention
- Basic organizational structures
- Signs, symbols, and modalities
- Pre-organizers, organizers, and cues
- Assessing effectiveness of message components in documentation

3.3 Student expectations and requirements:

Student expectations and course requirements may include such activities and projects as written assignments, individual and group projects, simulations, group discussions, reading assignments, quizzes, etc.

3.4 Texts and course materials:

Hassell-Corbiell, R. (2001). *Developing training courses: A technical writer's guide to instructional design and development*. New York: Learning Edge.

4. Resources:

4.1 Library resources: Library resources are adequate to support the course.

4.2 Computer resources: The CEBS Dean has stated that equipment and software will be secured to support the course.

5. Budget implications:

5.1 Proposed method of staffing: The SIP Department Head has stated that a faculty position is included in the staffing plan for the Department of Special Instructional Programs

5.2 Special equipment needed: The CEBS Dean has stated that equipment will be secured to support the course.

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation:

Spring 2009

7. Dates of prior committee approvals:

Department of Special Instructional Programs	10/12/2007
CEBS Curriculum Committee	12/04/2007
Graduate Council	02/14/2008
University Senate	_____

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

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Proposal Date: 11/26/2007

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

Contact Person: Robert C. Smith, Email: Robert.smith@wku.edu, Phone: 5-3446

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: ID 585
1.2 Course title: Distance Delivery Systems
1.3 Abbreviated course title: Distance Delivery Systems
1.4 Credit hours and contact hours: 3/3
1.5 Type of course: L-Lecture
1.6 Prerequisites: None
1.7 Course catalog listing: Distance education critical concepts and issues, including theoretical foundations and current practice, are addressed. Course will explore distance learning technologies and models and engage in program development and evaluation.

2. Rationale:

2.1 Reason for developing the proposed course:

In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged leaders in a global society, and in support of the initiative of the Council on Postsecondary Education to develop a college educated and highly skilled work force by 2020, the proposed course will engage graduate students in evaluating distance-learning opportunities that facilitate lifelong learning. The proposed course is necessary because it will be part of the proposed Instructional Design program. This proposed course will focus on the design, development and implementation of distance delivery systems utilizing a variety of models and approaches, taking into account the needs and available resources within both educational and business settings. Based on curricular outlines provided by the Association for Educational Communications and Technology, the foundation for developing an Instructional Design curriculum is built on research in the areas of design, development, utilization, management and evaluation of instructional interventions to address real world educational issues. Developing distance learning delivery systems is an important part of all these curricular areas.

2.2 Projected enrollment in the proposed course:

Estimated initial enrollment is the course is 8 to 11 students with a subsequent increase to 12-15 students per offering. The projection for enrollment is based on the national trend for growth in the field of instructional design, the projected

growth of online enrollments in graduate programs, current overall enrollment in the LME master's program, recent enrollment in the educational technology courses, and the observed increase in enrollment in the master's in adult education that was approved in the summer of 2007. The enrollment should grow after the degree program is promoted and knowledge of its existence is well established. The proposed course may be used as a content elective in the MS in Library Media Education and the MAE in Adult Education programs. The course should attract distance students to WKU who are not degree seeking but have need for limited and targeted education in the field of instructional design.

2.3 Relationship of the proposed course to those now offered by the department:
The proposed course complements the educational technology courses offered in the MS in Library Media Education program. The educational technology courses include limited coverage developing instruction for distance instruction. The proposed ID 585 provides in-depth coverage of various delivery systems, development of learning communities, compatibility among technology standards, and relevant planning strategies.

2.4 Relationship of the proposed course to those offered in other departments:
While many courses in various disciplines are offered via distance education, few actually address the topic of distance education as the course content. Moreover, no other WKU course covers all of the key elements of the proposed course on distance delivery systems from an instructional design viewpoint. The Department of Psychology offers PSY 501, Issues in College Instruction Using the Internet, which focuses on the principles and techniques of college-level instruction via the Internet. While PSY 501 is related to distance delivery, it is limited to one audience (college students) and one medium (Internet). The proposed course has a broader scope and will support students in learning about distance education utilization methods for individuals of all educational and ability levels in the private sector, health and human services, the military, and in education.

2.5 Relationship of the proposed course to courses offered in other institutions:
The proposed distance education course is similar to courses offered at the benchmark institutions of Ball State, Indiana State, Oakland University, Towson, University of Northern Iowa, and Western Illinois University. University of Louisville includes a distance education graduate course, Teleteaching and Distance Education (EDTD 695) in their MED Instructional Technology degree. Morehead State has EDUC 685, Principles of Distance Education. No other state

schools in Kentucky currently include a similar distance education course in their catalogs.

3. Discussion of proposed course:

3.1 Course Objectives: The goal of ID 585 is for students to gain an understanding of the critical concepts, issues, technologies and models of distance education. Students will be able to:

- Identify various synchronous and asynchronous distance education technologies and distance learning models and their appropriate application within various settings.
- Identify major characteristics, concepts, trends, and issues of distance education.
- Synthesize the use of various technologies used in distance education historically and currently.
- Utilize professional journals and resources in the area of distance education in order to remain current with emerging trends and technologies.
- Evaluate distance education programs and distance delivery systems both from a learner standpoint and from that of an institution or distance education provider.

3.2 Content Outline:

- Distance Education Concepts and Definitions
  - Levels of Distance Education
  - Components of a Distance Education System
- Historical Context of Distance Education
  - Correspondence and Independent Study
  - Computer Networks, Multimedia, Broadcasting and Teleconferencing
- Research on Effectiveness of Distance Education
  - Media Effectiveness
  - Cost Effectiveness
- Characteristics of Learners and Learning at a Distance
  - Adult Learner
  - Access Issues
  - Student Support
  - Building a Learning Community
- Administration of Distance Education
  - Organizational Structures and Agencies
  - Program Management of Distance Education
  - Policy Considerations
  - Planning and Staffing
  - Evaluation of Distance Education Programs
- Course Design and Development

- Effective Course Design
- Distance Teaching/Training Strategies
- The Role of the Instructor/Trainer

- Future Directions
  - Emerging Technologies and Systems
  - International/Global Perspective

3.3 Student expectations and requirements: Each student will be responsible for evaluating readings, case studies, and assigned ID problems and presenting solutions based on distance learning concepts, models and knowledge obtained through course content. Understanding will be further enhanced through team projects, active contribution and professional reflections to the learning community developed within this course context.

3.4 Tentative texts and course materials:

Simonson, M., Smaldino, S., Albright, M. & Zvacek, S. (2006). *Teaching and learning at a distance: Foundations of distance education. 3rd ed*. Paramus, NJ: Prentice Hall.

Moore, M., & Kearsley, G. (2005). *Distance education: A systems view.* Belmont, CA: Wadsworth.

4. Resources:

4.1 Library resources: Library resources are adequate to support the course.

4.2 Computer resources: The CEBS Dean has stated that equipment and software will be secured to support the course.

5. Budget implications:

5.1 Proposed method of staffing: The SIP Department Head has stated that a faculty position is included in the staffing plan for the Department of Special Instructional Programs.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation:

Fall 2008

7. Dates of prior committee approvals:

Department of Special Instructional Programs	10/12/2007
CEBS Curriculum Committee	12/04/2007
Graduate Council	02/14/2008
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Robert C. Smith, Email: Robert.smith@wku.edu, Phone: 5-3446

1. **Identification of proposed course:**

   1.1 Course prefix and number: ID 587
   1.2 Title: Issues and Problems in Instructional Design
   1.3 Abbreviated course title: Issues & Problems in ID
   1.4 Credit hours and contact hours: 3/3
   1.5 Type of course: L-Lecture
   1.6 Prerequisites/corequisites: None
   1.7 Course catalog listing: History of instructional design, major contributors, ID theorists; issues and trends likely to impact the field, and professional organizations.

2. **Rationale:**

   2.1 Reason for developing the proposed course:
   In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged leaders in a global society, the proposed course will engage graduate students in the investigation and examination of problems and issues related to instructional development and design. The proposed course supports the initiative of the Council on Postsecondary Education to develop a college educated and highly skilled work force by 2020. The proposed course is necessary because it is part of the Master of Science in Instructional Design program. This proposed course will focus on historical and recent issues facing the field of Instructional Design and examine issues and trends likely to impact the field with an emphasis on ways to improve on previous approaches, while incorporating new technology as appropriate. Based on curricular outlines provided by the Association for Educational Communications and Technology, the foundation for developing an Instructional Design curriculum is built on research and practice in the areas of design, development, utilization, management and evaluation of instructional interventions to address real world educational issues.

   2.2 Projected enrollment in the proposed course:
   Estimated initial enrollment is the course is 6-10 students with a subsequent increase to 8-15 students per offering. The projection for enrollment is based on the national trend for growth in the field of instructional design, the projected growth of online enrollments in graduate programs, current overall enrollment in the LME master's program, recent enrollment in the educational technology courses, and the observed increase in enrollment in the MAE in Adult Education

that was approved in the summer of 2007. The enrollment should grow after the degree program is promoted and knowledge of its existence is well established.

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

The proposed course ID 587 Issues and Problems in Instructional Design does not duplicate or infringe on the content of other courses in the Department of Special Instructional Programs. While ID 581 Ethical and Legal Issues in Instructional Design covers the legal and ethical issues related to intellectual properties, the ID 587 course specifically covers the history of the field of instructional design, professional organizations, key leaders in the field, foundational theories and philosophies, and possible evolutionary developments in instructional design.

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

The Psychology Department offers PSY 673 Advanced Training in Business and Industry which covers theories, research and methods of training, needs analysis, program design, implementation, and evaluation. The proposed ID 587 Issues and Problems in Instructional Design does not overlap with other courses in other departments because the proposed course is limited to the history of the field instructional design, its major contributors, ID theorists; issues and trends likely to impact the field, and professional organizations for ID professionals.

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

Similar courses are often offered under various titles by ID programs at other institutions. The University of Kentucky offers EDC 612 Instructional Design and Technology Foundations and EDC 710 Advanced Topics and Issues in Instructional Design. Florida State University offers EME 5608 Trends and Issues in Instructional Design and the University of South Alabama offers ISD Trends and Issues in Instructional Design and Development.

3. Discussion of proposed course:

3.1 Course objectives:

Students will be able to do the following:

- Identify foundational theorists and key leaders in the field of instructional design and development.
- Identify and explain significant issues in the field of instructional design and development
- Identify and explain problems in the field of instructional design and development
- Explain various perspectives and formulate personal positions regarding the issues and problems.
- Identify and analyze current and developing trends and predict possible effects on the field.
- Prepare executive summaries regarding issues and problems.

3.2 Content outline:

- History and nature of the field
    - Seminal documents of the field.
    - Foundation theorists and key leaders
- Definitions and changing contexts of the field
- Characteristics of the field
- Professional ethics
- Certification and professional standards
- Professional organizations and roles
- Professional practice
- Problems
    - Impact of technology on learning and instruction/training
    - Social generations and changing values
    - Changing economies
- Issues
    - Global economies
    - Global communities
    - Workforce
    - Networking
    - Value enhancement
- Trends
    - Current trends
    - Developing trends
    - Solutions or dissolutions

3.3 Student expectations and requirements:
Student expectations may include a variety of activities such as ssigned readings, independent and group projects, literature reviews, written assignments of various types, etc.

3.4 Tentative texts and course materials:

Reiser, R. and Dempsey, J.V. (2006). *Trends and issues in instructional design and technology* 2nd ed. Prentice-Hall. ISBN-13: 978-0131708051

4. Resources:

4.1 Library resources: Library resources are adequate for the course

4.2 Computer resources: The CEBS Dean has stated that equipment and software will be secured to support the course.

5. Budget implications:

5.1 Proposed method of staffing: The SIP Department Head has stated that a faculty position is included in the staffing plan for the Department of Special Instructional Programs.

5.2 Special equipment needed: The CEBS Dean has stated that equipment and software will be secured by the College of Education and Behavioral Sciences to support the course.

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation:

Spring 2009

7. Dates of prior committee approvals:

Department of Special Instructional Programs	10/12/2007
CEBS Curriculum Committee	12/04/2007
Graduate Council	02/14/2008
University Senate	_____

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

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Proposal Date: 11/26/2007

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

Contact Person: Robert C. Smith, Email: robert.smith@wku.edu, Phone: 5-3446

1. Identification of proposed course

1.1 Prefix and number: ID 590
1.2 Title: Practicum in Instructional Design
1.3 Abbreviated title: ID Practicum
1.4 Credit hours and contact hours: 3/3
1.5 Type of course: (P)-Practicum
1.6 Prerequisites, co-requisites, and/or special requirements: Completion of 21 semester hours of course work within the ID program and instructor permission.
1.7 Course catalog listing: Supervised, field-based, practical experience in ID.

2. Rationale

2.1 Reason for developing the proposed course:
In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged leaders in a global society, the proposed course will engage graduate students in field-based experience that will prepare them to develop a more highly trained work force within their respective fields. Further, the proposed course supports the initiative of the Council on Postsecondary Education to develop a college educated and highly skilled work force by 2020. The proposed course is one of two culminating courses within the proposed Instructional Design program. It will provide students with opportunities for practical application of theory and knowledge that is critical for transition to the work force, that increases their instructional design knowledge through interaction with practicing professionals in their field, and that gives them a competitive edge in the labor market. Based on curricular outlines provided by the Association for Educational Communications and Technology, the foundation for developing an Instructional Design curriculum is built on research and practice in the areas of design, development, utilization, management and evaluation of instructional interventions to address real world educational issues. This course will provide students with opportunities to apply knowledge from all of these curricular areas. In addition, it will provide a means to incorporate employer-based learner assessment/performance evaluation of students' critical skills, as well as employer-based program input/program evaluation for program improvement.

2.2 Proposed enrollment for the proposed course:

Estimated initial enrollment for ID 590 Practicum in Instructional Design is 5-8 students per offering with an increase to 9-12 students. The projection for enrollment is based on the national trend for growth in the field of instructional design, the projected growth of online enrollments in graduate programs, current overall enrollment in the LME master's program, and recent enrollment in the educational technology courses. The enrollment will be limited because the course is a practicum in a field setting that requires the completion of the core courses and electives and approval of the advisor based on student's prior work experience and career goals.

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

The proposed course is similar to courses like LME 590 Practicum in the Department of Special Instructional Programs. The difference is that ID 590 will require work experience in a setting appropriate for instructional designers.

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

The Business College offers BA 590--Strategic Business Concepts & Applications that provides concepts and business strategies focusing on viewing the organization as an integrated whole. Many other graduate programs also offer an internship or practicum course. The proposed ID 590 Practicum in Instructional Design offers a supervised, field-based, practical experience for students within the ID Program.

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

Old Dominion University offers IDT 888 an internship/practicum course within their Instructional Design and Technology M.S.Ed. program. The University of Kentucky offers EDC 750, Internship in Instructional Systems Design (3 credits, may be repeated for up to 9 credits) where students apply their knowledge of instructional systems design in a real-life setting. The work setting is selected based on the professional goals of each student.

3. Discussion of proposed course:

3.1 Course objectives: The goal of ID 590 is the application of instructional design competencies, concepts and principles within an authentic work setting related to the professional goals of each student. Students will be able to:

- Identify a work setting problem suitable for the application of instructional design.
- Analyze the instructional problem using learner and task analysis principles/strategies.
- Effectively apply relevant instructional design principles for achieving the instructional goal.
- Evaluate and incorporate appropriate instructional and resource materials/media into problem solution.

- Incorporate authentic program input/evaluation strategies to achieve an instructional goal and problem solution.

3.2 Content outline: Students will observe, assist, perform, and evaluate instructional design tasks and activities in practical, real-world, supervised work settings that address their individual career goals.

3.3 Student expectations and requirements: Upon enrollment, each student will review the course syllabus and policies. Each student will develop a learning plan, in cooperation with the course instructor and work site supervisor, addressing his or her learning and career goals for the practicum. Each student will complete tasks related to their learning objectives, be evaluated based on their learning plan and on their work performance by their faculty member, in cooperation with the work site supervisor. Students must also complete any additional requirements, paperwork or activities related to the practicum as deemed appropriate by the supervising faculty member.

3.4 Tentative texts and course materials:

No text required. Course syllabus, practicum forms, and any manuals or material provided by either the employer or the course instructor during the practicum work period.

4. Resources:

4.1 Library resources: Library resources are adequate for the course.

4.2 Computer resources: Computer resources are adequate for the course.

5. Budget implications:

5.1 Proposed method of staffing: The SIP Department Head has stated that a faculty position is included in the staffing plan for the Department of Special Instructional Programs.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation:

Spring 2009

7. Dates of prior committee approvals:

Department of Special Instructional Programs	10/12/2007
CEBS Curriculum Committee	12/04/2007
Graduate Council	02/14/2008
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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Proposal Date: 11/26/2007

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

Contact Person: Robert C. Smith, Email: robert.smith@wku.edu, Phone: 5-3446

1. Identification of proposed course

1.1 Prefix and number: ID 595
1.2 Title: Advanced Instructional Design Studio
1.3 Abbreviated title: Adv ID Studio
1.4 Credit hours and contact hours: 3/3
1.5 Type of course: (A)-Applied Learning
1.6 Prerequisites, co-requisites, and/or special requirements: ID 590 or instructor permission
1.7 Course catalog listing: Development and application of an authentic professional quality product under the supervision of a faculty member.

2. Rationale

2.1 Reason for developing the proposed course:

In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged leaders in a global society, the proposed course will engage graduate students in the design and application of an authentic product that will prepare them to apply the knowledge and skills obtained in the ID program to develop a more highly trained work force within their respective career fields. Furthermore, the proposed ID 595 course supports the initiative of the Council on Postsecondary Education to develop a college educated and highly skilled work force by 2020.

The proposed course will be the capstone course within the Instructional Design program. It will require a demonstration of practical application of theory and knowledge from the content courses in the development of a professional quality product that is defensible. The experience required is a critical as a transition to the work force. Based on curricular outlines provided by the Association for Educational Communications and Technology, the foundation for developing an Instructional Design curriculum is built on research in the areas of design, development, utilization, management, and evaluation of instructional interventions to address real world educational issues. This course will provide candidates with key experiences in all of these curricular areas in the development of a product that demonstrates sufficient mastery for success as an instructional designer in a professional service area.

2.2 Proposed enrollment for the proposed course:

Estimated initial enrollment for ID 595 Advanced Instructional Design Studio is 5-8 students per offering with an increase to 9-12 students. The projection for enrollment is based on the national trend for growth in the field of instructional design and the projected growth of online enrollments in graduate programs. The enrollment for ID 595 Advanced Instructional Design will be limited because it is the capstone course for the Master of Science. Enrollment in 595 will require completion of all course work and the ID 590 Practicum in Instructional Design.

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

The proposed course ID 595 Advanced Instructional Design Studio is not related to other courses in the Department of Special Instructional Programs.

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

The Business College offers BA 513 Information Technology and Strategy which provides a critical examination of the strategic uses of information systems technology; the resources (computers, networks, software, data, and people); and alternative approaches to managing them effectively. The proposed ID 595 course will be the capstone course that requires development and application of an authentic professional quality product under the supervision of a faculty member. This product must demonstrate that the candidate has mastered the concepts and skills for success as an instructional designer in a professional service area.

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

The University of Kentucky offers EDC 611 Authoring Applications For Technology-Based Instruction that focuses on individual and collaborative authoring applications for technology based instructional materials. The University of Georgia offers The Studio Experience (9 credits) that consists of three courses taken in this order: EDIT 6190 Design and Development Tools (3 credits), EDIT 6200 Learning Environments Design I, and EDIT 6210 Learning Environments Design II.

3. Discussion of proposed course:

3.1 Course goals and objectives: The goal of ID 595 is the demonstration of professional competency in the *application* of instructional design concepts and principles critical reflection for completion of the master's program. The students will be able to:

- Incorporate authentic program input/ evaluation strategies to achieve an instructional goal.
- Effectively apply relevant instructional design principles.
- Analyze a complex instructional problem and design an elegant solution.
- Apply usability strategies to produce interactive and effective interface designs for instructional media in a variety of technical formats.

- Evaluate instructional and resource materials/media.
- Critically reflect on and discuss pedagogical and communication issues.
- Clearly communicate personal professional competencies and areas of growth through a professional portfolio.

3.2 Content outline: The course will be an individually supervised independent project.

- Identification of problem
- Analysis of problem
- Management of design process
- Development of prototype
- Refinement of prototype
- Presentation of product
- Defense of product

3.3 Student expectations and requirements: Each student will identify or be assigned an instructional design problem and develop a solution to that problem in the form of a prototypical product under the oversight of the instructor.

3.4 Tentative texts and course materials:

` No text required. Program area documents and templates may be provided.

4. Resources:

4.1 Library resources: Library resources are adequate for the course.

4.2 Computer resources: Computer resources are adequate for the course.

5. Budget implications:

5.1 Proposed method of staffing: The SIP Department Head has stated that a faculty position is included in the staffing plan for the Department of Special Instructional Programs.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation:

Spring 2009

7. Dates of prior committee approvals:

Department of Special Instructional Programs 10/12/2007
CEBS Curriculum Committee 12/04/2007

Graduate Council 02/14/2008
University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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Proposal Date: 01/30/2007

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

Contact Person: Michael Stokes e-mail: michael.stokes@wku.edu Phone: 5-6009

1. Identification of proposed course

1.1 Prefix and number: BIOL 518
1.2 Title: Population ecology
1.3 Abbreviated title: Pop ecol
1.4 Credit hours and contact hours: 2.0
1.5 Type of course: L (Lecture)
1.6 Prerequisites: permission of instructor
1.7 Catalog course listing:

Investigation of the theories and models used to describe and predict populations. Includes applications in population projection and harvesting, as well as two-species interactions.

2. Rationale

2.1 Reason for developing the proposed course:

The Biology Department at WKU has revamped its M.S. program in Biology to be more flexible and thus allow students to specialize in various aspects of biology. As part of this flexibility, we are proposing more courses of one to two credit hours that cover a broader array of specialized topics. For students interested in conservation of biological resources or in wildlife management, population ecology forms a theoretical foundation for nearly all applications in conservation ecology. This course will allow a more thorough investigation of this topic than the current Advanced Ecology course, which is a broad overview of all aspects of ecology. This course will be offered via the Internet for students who cannot make the face-to-face sessions.

2.2 Projected enrollment in the proposed course:

We anticipate 12 students per year in this course based upon informal surveys of our students and the number of students in our program who wish to enter an ecological or conservation-related field.

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

There is little overlap between this course and others in the graduate program of the Department of Biology. Currently, it would only overlap with Biology 515, Advanced Ecology. Advanced Ecology will eventually be phased out and replaced with more specialized courses such as this one.

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

There is no overlap between this course and those offered in other departments.

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

Most graduate programs in ecology offer such a course, as do many graduate programs in wildlife biology and in biological conservation.

3. Discussion of proposed course

3.1 Course objectives:

- Introduce students to the history of population studies, from Thomas Malthus to the present
- Familiarize students with basic population dynamic models
- Explore age and stage structuring in populations
- Use matrix models to project populations
- Apply the models introduced in the course to conservation of small populations and to management of wildlife populations

3.2 Content outline:

- History of population studies
- Density independent models
- Density dependent models
- Predator-prey interactions
- Competition
- Life tables
- Matrix manipulations in population studies
- Age structured populations
- Stage structured populations
- Sensitivity and elasticity
- Modeling small populations, the basis of theoretical conservation biology
- Harvesting models

3.3 Student expectations and requirements:

Students will attend lectures face-to-face or online and display mastery of the material through exams and production of a term paper.

3.4 Tentative texts and course materials:

Rockwood, Larry L. 2006. Introduction to Population Ecology. Blackwell Publishing, Malden, MA. 339 pp.

4. Resources

4.1 Library resources:

See attached library resources sheet and bibliography.

4.2 Computer resources:

Open student computer labs are adequate. Population modeling programs are freely available via the Internet.

5. Budget implications

5.1 Proposed method of staffing:

Regular faculty

5.2 Special equipment needed:

None

5.3 Expendable materials needed:

None

5.4 Laboratory supplies needed:

None

6. Proposed term for implementation: Fall, 2008

Dates of prior committee approvals:

Biology Department	28 Sept 2007
OCSE Graduate Committee	12 Oct 2007
Graduate Council	14 Feb 2008
University Senate	

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 01/30/2007

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

Contact Person: Michael Stokes e-mail: michael.stokes@wku.edu Phone: 5-6009

1. Identification of proposed course

1.1 Prefix and number: BIOL 519
1.2 Title: International Wildlife Management and Policy
1.3 Abbreviated title: Intl Wildlife Mgmt
1.4 Credit hours and contact hours: 2.0
1.5 Type of course: L (Lecture)
1.6 Prerequisites: permission of instructor
1.7 Catalog course listing:

Exploration of the major wildlife management models used in various countries, emphasizing North America, Europe and Africa. Economic ramifications of these models and international treaty obligations relating to the wildlife trade are investigated.

2. Rationale

2.1 Reason for developing the proposed course:

The Biology Department at WKU has revamped its M.S. program in Biology to be more flexible and thus allow students to specialize in various aspects of biology. As part of this flexibility, we are proposing more courses of one to two credit hours that cover a broader array of specialized topics. For students interested in conservation of biological resources or in wildlife management, the rich and varied history of attempts to manage and to trade in wildlife serves as a cautionary tale for managers in a world with increasing human pressure on natural resources. This course will allow WKU to produce graduates who will be academically eligible for certification as professional wildlife managers, as a fixed number of credit hours in such courses are stipulated by The Wildlife Society, the accrediting agency for wildlife managers. This course will be offered via the Internet.

2.2 Projected enrollment in the proposed course:

We anticipate 14 students per year in this course based upon informal surveys of our students and the number of students in our program who wish to enter an ecological or conservation-related field, as well as demand from transient students seeking professional certification.

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

There is no overlap between this course and others in the graduate program of the Department of Biology.

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

There is no overlap between this course and those offered in other departments.

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

Comparative courses in international aspects of wildlife management are rare, as few academics specialize in this area. Natural resources treaties are discussed in many international law programs. This course fits perfectly with WKU's emerging international programs in natural resource management led by the Departments of Biology and Geography & Geology.

3. Discussion of proposed course

3.1 Course objectives:

- Introduce students to the history of wildlife management and basic management models from regal to ecological
- Familiarize students with the wildlife management strategies employed in the U.K., Germany, the U.S., Kenya, Tanzania and South Africa
- Explore the economics of these models, including tax bases, trophy hunting, subsistence hunting, enforcement costs, and the potential for non-consumptive economic benefits
- Examine the relationship of such strategies to local communities
- Investigate the listing systems for endangered species and the relevant international treaties, such as CITES, that govern the trade in such species.

3.2 Content outline:

- History of wildlife management
- Congealing the history of management into major models
- The state of management—The U.K.
- The state of management—Germany
- The state of management—Kenya
- The state of management—Tanzania
- The state of management—South Africa
- Economics of wildlife management
- Wildlife and local communities
- Endangered wildlife and listing conventions
- International trade in wildlife

3.3 Student expectations and requirements:

Students will read a suite of literature designed to introduce them to each of the topics in the content outline. Additional literature assignments will help the students explore specific issues or examples within the main topics. Students will be expected to participate in frequent discussions of the literature in online forums and will develop short position papers on assigned questions. WKU students will also have the opportunity to interact online with wildlife management students, practitioners or faculty

from countries covered in this course. Each student will produce a term paper which will be peer reviewed and compiled into a course 'volume' for free distribution.

3.4 Tentative texts and course materials:

No textbook is required, as there is no suitable book on the market. Students will read approximately 24 papers and essays, as well as regulatory documents.

4. Resources

4.1 Library resources:

See attached library resources sheet and bibliography.

4.2 Computer resources:

Open student computer labs are adequate.

5. Budget implications

5.1 Proposed method of staffing:

Regular faculty

5.2 Special equipment needed:

Students must have access to the internet and free PDF reader software.

5.3 Expendable materials needed:

None

5.4 Laboratory supplies needed:

None

6. Proposed term for implementation: Spring, 2008

Dates of prior committee approvals:

Biology Department	28 Sept 2007
OCSE Graduate Committee	12 Oct 2007
Graduate Council	14 Feb 2008
University Senate	

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 01/27/2008

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

Contact Person: Alexander Barzilov e-mail: alexander.barzilov@wku.edu Phone: 5-5467

1. Identification of proposed course

1.1 Prefix and number: PHYS 506
1.2 Title: Overview of Homeland Security
1.3 Abbreviated title: Overview of Homeland Security
1.4 Credit hours and contact hours: 1
1.5 Type of course: S (Seminar)
1.6 Pre-requisites: None.
Co-requisites: None.
Special requirements: Instructor permission required if not enrolled into graduate program in Homeland Security Sciences.
1.7 Catalog course listing:
A weekly seminar course available as a in-class group discussion, a real-time webcast, or a downloadable PEG file from the departmental website. Seminar speakers from Department of Homeland Security, businesses, and other recognized national and international experts, will provide an overview of the Homeland Security area. To be taken during the first semester of matriculation.

2. Rationale

2.1 Reason for developing the proposed course:
The reason for developing the proposed course is to introduce students into the Homeland Security and its current and emerging needs. The overview of Homeland Security, its complex system nature is required prior the study of application of sciences in this area. This course will be the integral part of the graduate program in Homeland Security Sciences.
2.2 Projected enrollment in the proposed course: 10
2.3 Relationship of the proposed course to courses now offered by the department:
The proposed seminar course is the first in the sequence of courses in the graduate program in Homeland Security Sciences that includes PHYS-560, PHYS-570/571, and 590/591 offered by the Department.
2.4 Relationship of the proposed course to courses offered in other departments:
Other Departments offer a seminar-type 500-level courses that are specific for their program's subject matter. The proposed course is specific for the Homeland Security Sciences graduate program, and will cover material that will not be available through other Department's seminar courses.
2.5 Relationship of the proposed course to courses offered in other institutions:
Other institutions offer a seminar-type 500-level courses that are specific for their program's subject matter. The proposed course is specific for the Homeland Security Sciences graduate program that is unique in the

Commonwealth. This course will cover material that is not available through other institution's seminar courses.

3. Discussion of proposed course

3.1 Course objectives:

Students in this course will become familiar with Homeland Security, will understand its organizational structure, its current and emerging needs, and will survey complex system approach to address these needs.

3.2 Content outline:

Major topics of Homeland Security overview are the following:

- Organizational structure of Homeland Security
- Current and emerging needs in Homeland Security
- System approach to address needs in Homeland Security

3.3 Student expectations and requirements:

Students are required to attend in-class seminars and a real-time webcasts, to participate in group discussions and exchange of information. Assessment of student learning may include report on selected Homeland Security topic and its presentation.

3.4 Tentative texts and course materials:

None.

4. Resources

4.1 Library resources:

None.

4.2 Computer resources:

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

5. Budget implications

5.1 Proposed method of staffing:

Current physics faculty members will direct the seminar and will recruit seminar speakers from Department of Homeland Security personnel, businesses in the Homeland Security arena, and other recognized national and international experts in this area. The reduction in present load of current faculty that will take place to accommodate the new course was discussed in staffing plan submitted to the OCSE Dean's Office.

5.2 Special equipment needed:

All necessary equipment is available through Physics and Astronomy Department.

5.3 Expendable materials needed:

No special materials needed.

5.4 Laboratory supplies needed:

All necessary supplies are available through Physics and Astronomy Department.

6. Proposed term for implementation: Fall 2008

Dates of prior committee approvals:

Physics and Astronomy Department	01/28/2008
OCSE Graduate Curriculum Committee	02/01/2008

Graduate Council	02/14/2008
University Senate	

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 01/27/2008

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

Contact Person: Alexander Barzilov e-mail: alexander.barzilov@wku.edu Phone: 5-5467

1. Identification of proposed course

1.1 Prefix and number: PHYS 599
1.2 Title: Thesis Research / Writing
1.3 Abbreviated title: Thesis Research / Writing
1.4 Credit hours and contact hours: Flexible, from 1 to 6 credit hours, may be repeated for a maximum of 6 hours.
1.5 Type of course: R (Research)
1.6 Pre-requisites: PHYS-570 or CHEM-572 or BIOL-552 (core courses of Level 2)
Co-requisites: None.
1.7 Catalog course listing:
Thesis research / writing.

2. Rationale

2.1 Reason for developing the proposed course:
Currently, a thesis research / writing course does not exist in the graduate curriculum of Department of Physics and Astronomy. The graduate program in Homeland Security Sciences has an option of thesis research and writing. The course is required for thesis research / writing under the supervision of a graduate physics faculty.
2.2 Projected enrollment in the proposed course: 10
2.3 Relationship of the proposed course to courses now offered by the department:
The proposed thesis / research writing course is in the Level 3 of the curriculum of the graduate Program in Homeland Security Sciences. Levels 1-3 of the program include courses PHYS-560, PHYS-570/571, and 590/591 offered by the Department.
2.4 Relationship of the proposed course to courses offered in other departments:
Other Departments offer thesis writing / research courses that are specific for their program's subject matter, under supervision of the Department's faculty member. Students enrolled in the Homeland Security Sciences graduate program will perform physics based thesis research and writing under the supervision of a physics faculty member.
2.5 Relationship of the proposed course to courses offered in other institutions:
Other institutions offer thesis writing / research courses that are specific for their graduate program's subject matter. The proposed course is specific for the Homeland Security Sciences graduate program that is unique in the Commonwealth. Students enrolled into this course will perform Homeland Security related physics based research projects under supervision of WKU physics faculty.

3. Discussion of proposed course

3.1 Course objectives:

- To engage students in Homeland Security Sciences research projects
- To obtain Homeland Security related research results
- To write a graduate thesis based on the student's research findings

3.2 Content outline:

Two major units are following:

- Research project
- Thesis writing

The theme of a research project and thesis content will be selected under the supervision of a physics graduate faculty member.

3.3 Student expectations and requirements:

Students are required to successfully finish core courses of Level 1 and Level 2 in the Homeland Security Sciences program. Students are expected to perform a research project under supervision of a physics faculty member, to publish a research paper in a peer-reviewed journal or conference proceedings, and to write a graduate thesis. Assessment of student learning may include a research progress report, a research paper, and oral presentation of a thesis.

3.4 Tentative texts and course materials: None.

4. Resources

4.1 Library resources: None.

4.2 Computer resources:

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

5. Budget implications

5.1 Proposed method of staffing:

Current physics faculty members. The reduction in present load of current faculty that will take place to accommodate the new course was discussed in staffing plan submitted to the OCSE Dean's Office.

5.2 Special equipment needed:

All necessary equipment is available through Physics and Astronomy Department and the Applied Physics Institute.

5.3 Expendable materials needed:

No special materials needed.

5.4 Laboratory supplies needed:

All necessary supplies are available through Physics and Astronomy Department and the Applied Physics institute.

6. Proposed term for implementation: Fall 2009

Dates of prior committee approvals:

Physics and Astronomy Department	01/28/2008
OCSE Graduate Curriculum Committee	02/01/2008
Graduate Council	02/14/2008
University Senate	

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: June 4, 2007

Ford College of Business
Department of Accounting
Proposal to Suspend a Course
(Consent Item)

Contact Person: Richard Aldridge richard.aldridge@wku.edu 745-3099

1. Identification of course:

1.1 Current course prefix (subject area) and number: ACCT 500
1.2 Course title: Advanced Financial Accounting Theory & Practice
1.3 Credit hours: 3

2. Rationale for the course suspension:

This course has not been offered since we suspended our Master of Professional Accountancy Program. We do not want to delete the course at this time, since we have begun discussions to re-activate the graduate program.

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

4. Proposed term for implementation: Fall 2008

5. Dates of prior committee approvals:

Department of Accounting	_August 23, 2007___
Ford College Curriculum Committee	__January 09, 2008____
Graduate Council	___2/14/08_____
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: June 4, 2007

Ford College of Business
Department of Accounting
Proposal to Suspend a Course
(Consent Item)

Contact Person: Richard Aldridge richard.aldridge@wku.edu 745-3099

1. Identification of course:

1.1 Current course prefix (subject area) and number: ACCT 540
1.2 Course title: Advanced Auditing Standards and Applications
1.3 Credit hours: 3

2. Rationale for the course suspension:

This course has not been offered since we suspended our Master of Professional Accountancy Program. We do not want to delete the course at this time, since we have begun discussions to re-activate the graduate program.

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

4. Proposed term for implementation: Fall 2008

5. Dates of prior committee approvals:

Department of Accounting	August 23, 2007
Ford College Curriculum Committee	January 09, 2008
Graduate Council	2/14/08
University Curriculum Committee	
University Senate	

Attachment: Course Inventory Form

Proposal Date: June 4, 2007

Ford College of Business
Department of Accounting
Proposal to Suspend a Course
(Consent Item)

Contact Person: Richard Aldridge richard.aldridge@wku.edu 745-3099

1. Identification of course:

1.1 Current course prefix (subject area) and number: ACCT 598
1.2 Course title: Independent Study in Accounting
1.3 Credit hours: 3

2. Rationale for the course suspension:

This course has not been offered since we suspended our Master of Professional Accountancy Program. We do not want to delete the course at this time, since we have begun discussions to re-activate the graduate program.

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

4. Proposed term for implementation: Fall 2008

5. Dates of prior committee approvals:

Department of Accounting	August 23, 2007
Ford College Curriculum Committee	January 09, 2008
Graduate Council	2/14/08
University Curriculum Committee	
University Senate	

Attachment: Course Inventory Form

College of Education and Behavior Sciences
Department of Special Instructional Programs
Proposal to Create a New Major Program
(Action Item)

Contact Person: Robert C. Smith, Email: robert.smith@wku.edu, Phone: 5-3446

1. Identification of proposed major program

1.1 Title: Instructional Design

1.2 Degree: Master of Science

1.3 Classification of Instructional Program (CIP) Code: 13.1201

1.4 Required hours in the proposed major program: 30

1.5 Special information:

1.6 Program admission requirements:

Admission to the Master of Science in Instructional Design program requires a GAP score (undergraduate GPA X GRE score) of 2500 and a minimum GRE Analytical Writing score of 3.5.

1.7 Catalog description:

Instructional design is the systematic analysis of learning and performance needs, and the development of effective strategies, processes, systems, and products to address those needs. The purpose of instructional design is to improve learning and performance for people of all ages in a variety of settings, including educational environments, work places, community settings, and homes. Professionals in the field of instructional design apply systematic instructional design methodologies and a variety of instructional strategies to accomplish established goals.

The proposed Master of Science in Instructional Design program prepares practitioners to assume leadership roles in public or private organizations. Program graduates are equipped to design and develop instructional elements such as instructional videos, online instructional activities, user manuals for instructors, instruction manuals for commercial products, professional development curricula for teachers, multi-media instructional units, training packs for trainers, instructional materials for vocational/technical courses, lesson and unit plans for classroom use, and educational curricula.

Program graduates will possess the following competencies:

- Ability to analyze a variety of instructional performance issues in business, government, education, and home settings
- Ability to design and develop instructional solutions, including appropriate combinations of traditional/instructor led strategies, constructivist techniques, technology systems, and performance support systems
- Ability to ethically and effectively manage instructional design projects, including project management/tracking and scheduling, budgeting, and client consultation skills
- Ability to design appropriate assessment plans for instructional solutions
- Ability to evaluate the efficiency and effectiveness of instructional solutions

Students who graduate with a master's degree in instructional design may expect employment as instructional designers and trainers in businesses**,** corporations, school and university settings, government agencies, and military services. Instructional design graduates may also be employed as managers of technology-based systems and designers of technology products in settings that include corporations, universities, community colleges, medical centers, libraries, and school districts**.**

Admission requirements:
Admission to the Master of Science in Instructional Design program requires a GAP score (undergraduate GPA X GRE score) of 2500 and a minimum GRE Analytical Writing score of 3.5.

Curriculum:
The Master of Science in Instructional Design requires a minimum 30 hours credit.

Research Foundations: (3 hours)
EDFN 500 Research Methods, or equivalent graduate course approved by an advisor. *(Research course must be completed within first 12 hours of the program.)*

Instructional Design Core (15 hours)
ID 570 Principles of Instructional Design
ID 573 Instructional Performance and Task Analysis
ID 577 Management of Instructional Systems
ID 590 Practicum in Instructional Design
ID 595 Advanced Instructional Design Studio (*Capstone Course)*
The capstone course requires the development and application of an authentic and professional quality product. A professional portfolio is compiled and submitted in the capstone course in multimedia format (CD, DVD, or web based) focused on projects and activities from across the program

Professional Emphasis (12 hours.)

Twelve hours of advisor-approved course work must be selected from courses in one or more of the following professional emphasis area(s), or other disciplines:

Adult Education
Assessment and Evaluation
Business
Communication
Curriculum and Instruction
Counseling and Student Affairs
Educational Administration and Leadership
Educational Technology
Instructional Design
ID 581 Ethical and Legal Issues in Instructional Design
ID 583 Training Materials
ID 585 Distance Delivery Systems
ID 587 Issues and Problems in Instructional Design

2. Rationale

2.1 Reasons for developing the proposed major program:

The proposed program is within the mission of Western Kentucky University and supportive of Strategic Goals 2 (*Develop the student population. Attract, retain, and graduate an increasingly diverse, academically talented, and achievement-oriented student population*) and 4 (*Enhance responsiveness to constituents. Respond to educational, social, cultural, and economic development needs through increased outreach, applied scholarship, service, and innovative opportunities for lifelong learning.*). An increased number of WKU graduate students are expected to be enrolled and graduate as a result of this proposed program (*Strategic Goal 2a. Maintain overall student growth patterns consistent with both Council for Postsecondary Education (CPE) growth targets and funding resources available for sustaining quality programming as specifically noted by 2008.*). As a new online degree program, it is anticipated that the number of on-line students attending WKU will increase, including place-bound students, minorities, and life-long learners (*Goal 3d. Increase by 10 percent each year faculty participation in learning and utilization of state-of-the-art technologies for teaching in the classroom, on-line, and other forms of electronic delivery.*).

The proposed program directly supports the Kentucky goal for expanding the skilled workforce of the Commonwealth. The proposed program will prepare qualified instructional designers who can effectively develop and deliver training for the Kentucky workforce in the public and private sectors. It is hoped that this will increase the number of skilled Kentuckians who are productive, enter post-secondary education, and earn higher wages.

A recent survey by the American Society for Training and Development and IBM indicates that there is an increased need for knowledge transfer and training as mature workers retire, leaving a less experienced workforce (2006 Changing Worker Demographics http://www.astd.org/astd/research/research_reports). It is expected that the changing demographics of workers will require a high level of instructional design knowledge and skill.

According to the U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, 2006-07 Edition (http://www.bls.gov/oco/), "Employment of instructional coordinators is expected to **grow much faster than the average** for all occupations through the year 2014." The category of growth labeled "much faster than average" is defined as "increasing 27 percent or more from 2004-2014. This category of growth indicates the fastest growth area projected by the U.S. Department of Labor. The Occupational Outlook Handbook provides further indications of educational program need in the area of Training Development Specialists/Managers. Within the Human Resources field, this job category employs more than any of the other four human resources categories, with over 216,000 of the 820,000 jobs in 2004.

"Median annual earnings of instructional coordinators in May 2004 were $48,790. The middle 50 percent earned between $35,940 and $65,040. The lowest 10 percent earned less than $27,300, and the highest 10 percent earned more than $81,210." (U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, 2006-07 Edition (http://www.bls.gov/oco/).

During October 2006, national electronic job banks were searched to identify the number and types of positions related to instructional design. Monster.com had over 3,000 related positions posted. America's JobBank, U.S. Employment Services, listed 2,427 position ads, and Jobster.com identified 1051 positions. Indeed.com advertised a total of 628 instructional design and training-related jobs. Examples of companies listing instructional design and related jobs in the electronic job banks include the following: Learning Sciences International, Zaxby's Franchising, Inc., The Cheesecake Factory, IBM, Discover Financial Services, Sears Home Services, Cingular Wireless, Mayo Clinic, Starbucks Coffee Company, University of Maryland, and Walgreens Corporation.

2.2 Projected enrollment in the proposed major program:

Initial enrollment will be low over the first two years, but should increase to 15 to 20 students and rise beyond that in the following years. The projection of enrollment is based on the national trend for growth in the field of instructional design, the projected growth of online enrollments in graduate programs, and the observed increase in enrollment in the MAE in Adult Education that was approved in the summer of 2007. Because elective courses in instructional design

do not require prerequisites, course enrollment may be expected to attract students from WKU and distance students who are not degree seeking but have need for limited and targeted education.

2.3 Relationship of proposed major program to other programs offered by the department/unit:

The proposed Master of Science in Instructional Design does not duplicate any existing program in the Department of Special Instructional Programs (SIP) but will extend the educational opportunities for current SIP students. The Master of Science degree in Library Media Education includes a focus area for Library Media Specialists that includes 6 hours of electives, for which the Instructional Design courses would be viable choices. The Educational Technology focus for the Master of Science degree in Library Media Education requires 3 hours of electives for which the Instructional Design courses would be appropriate. The Instructional Design program includes courses that are compatible with the goals of the Master of Arts in Education in Adult Education program that requires 6 credit hours of electives. In addition, the existing programs in Library Media Education and Adult Education offer courses that will support the Instructional Design degree that requires 12 hours of electives in a professional emphasis area. Program admission requirements are consistent across the master's degree programs in SIP.

2.4 Relationship of proposed major program to other university programs:

The proposed Master of Science in Instructional Design does not duplicate any existing program in the University. While similarities among the proposed courses in instructional design and courses in psychology and business may seem apparent, instructional design courses are focused on analysis of specific instructional problems through the application of strategies and techniques accepted as best practice in the field. One such approach employed is the use of heuristics to develop a solution to an instructional problem. While instructional design may include principles of psychology and management, any overlap is incidental because of a narrower focus and different orientation in the field of instructional design.

Both the proposed Instructional Design program and the MAE. (Professional Education Component) in Business and Marketing Education in Secondary Education focus on the learner, but the instructional design program addresses instructional problems across all ages, not just at the secondary level. Another difference is that the proposed MS in Instructional Design is not limited to business and marketing education, but focuses on the instructional design skills and systems that can be utilized to enhance instruction in all disciplines. The proposed MS in Instructional Design is similar to the MAE in Student Affairs in Higher Education which trains graduates to work with adults, but is dissimilar because the MS in Instructional Design focuses on enhancing instruction for all ages in numerous learning environments (school, business, community, home).

The MAE in Student Affairs seeks to enhance the learning environment by providing services that promote academic, cultural, social, physical, and personal growth for college students.

The proposed Instructional Design program is compatible with the training related courses (PSY 571 Personnel Psychology and PSY 673 Advanced Training in Business and Industry) in the Industrial/Organizational (I/O) concentration within the MA in Psychology program that has the stated focus on "behavior in business and governmental organizations." The ID program focuses on preparing students to design focused instruction for any age or in any discipline for a variety of environments. The MS in ID does not address personnel selection and placement, performance appraisals, or compensation and benefits, because it does not focus on organizational training. Rather than job analysis, the MS in ID program focuses on specific instructional problems in training and instruction that determine the knowledge and skills needed for learning content, concepts, and skills, not a need for a job within an organization or development of a total job description for the purpose of organizational design and development.

The MBA program offers one course, BA 560 Contemporary Human Resource Management, which shares some common content with ID 573 Performance and Task Analysis in the proposed ID program. While the overlap between BA 560 and ID 573 may appear evident, the ID course addresses specific instructional and training problems applicable to a broader range of settings than just business/industry. The Master of Arts in Communication includes COMM 551 Employee Communication. This course could be seen as related, but it is quite different because it deals with communication among employees within an organization as the title suggests.

Elective courses in the ID program include 12 hours of additional coursework in instructional design or electives that may be selected from appropriate courses offered in other departments.

Examples of undergraduate programs that may contain a courses related to instructional design include the following: Consumer and Family Sciences (CFS 380), Management (MGT 311 and 473), Marketing (MKT 424); Computer Information Technology (CIT 300); Business and Marketing Education (BE 485) Psychology (PSY 473); and Architectural and Manufacturing Sciences (AMS 310). Any duplication among the graduate ID courses and those in undergraduate programs is incidental. Students with backgrounds in these areas may find the MS in Instructional Design or selected courses within the proposed graduate program an area to consider for post-baccalaureate study.

2.5 Relationship of proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

The proposed program, if approved, will be the third instructional design master's program in the Commonwealth of Kentucky. Similar degrees are the Master of

Science in Instructional Design Systems at the University of Kentucky (http://www.uky.edu/Education/EDC/isd/grad.html) and the Master of Human Resource Education in Instructional Design at the University of Louisville (http://php.louisville.edu/GRADUATE/catalog/program.php?major=IT&degree=MED). The MS in Instructional Design is being developed as an online program unlike the program at UK. The program at U of L is broader because it is more business oriented with a focus on on human resource management.

Outside of the Commonwealth, the notable programs in instructional design at the master's level are those at Indiana University, Syracuse University, the University of Missouri, Florida State University, the University of Georgia, and the University of Iowa. Examples of similar master's programs are also found at Arkansas Tech University, Georgia State University, Southern Illinois University, the University of South Florida, the University of South Alabama, and Western Washington University.

2.6 Relationship of proposed major program to the university mission and objectives:

The proposed program is within the mission of the University because it supports the development of a skilled work force in WKU's service region. By providing this proposed program online, the University will also serve the needs of public and private entities for instructional designers around the Commonwealth, nationally, and globally. Qualified instructional designers will contribute to the preparation of more skilled Kentuckians working in businesses and industries of the global economy.

3. Objectives of the proposed major program:

Students who complete the program will possess these abilities:

- Analyze a variety of instructional problems in business, government, and education settings
- Design and develop instructional solutions -- including appropriate combinations of traditional/instructor led strategies, constructivist techniques, technology systems, and performance support systems
- Manage instructional design projects and units including tracking and scheduling, budgeting, and consulting skills
- Design appropriate assessments for instructional solutions
- Dvaluate the efficiency and effectiveness of instructional solutions

4. Program description

4.1 Curriculum:

The Master of Science in Instructional Design requires a minimum 30 hours credit.

Research Foundations: (3 hours)

EDFN 500 Research Methods, or equivalent graduate level course, approved by advisor. *(Research course must be completed in first 12 semester. hours of program.)*

Instructional Design Core (15 hours)
ID 570 Principles of Instructional Design
ID 573 Instructional Performance and Task Analysis
ID 577 Management of Instructional Systems
ID 590 Practicum in Instructional Design
ID 595 Advanced Instructional Design Studio (*Capstone Course)*
The capstone course requires the development and application of an authentic and professional quality product. A professional portfolio is compiled and submitted in the capstone course in multimedia format (CD, DVD, or web based) focused on projects and activities from across the program

Professional Emphasis (12 hours.)
Twelve hours of advisor-approved course work must be selected from courses in one or more of the following professional emphasis area(s), or other disciplines:

- Adult Education
- Assessment and Evaluation
- Business
- Communication
- Curriculum and Instruction
- Counseling and Student affairs
- Educational Administration and Leadership
- Educational Technology
- Instructional Design
  - ID 581 Ethical and Legal Issues in Instructional Design
  - ID 583 Training Materials
  - ID 585 Distance Delivery Systems
  - ID 587 Issues and Problems in Instructional Design

4.2 Accreditation, certification, and/or licensure: Not Applicable.

4.3 Program delivery: The MS in ID program will be delivered online through the Office of Distance Learning.

5. Resources

5.1 Faculty: A faculty position in Instructional Design is included in the staffing plan for the department. In addition, four part-time faculty members have been identified for instruction as needed.

5.2 Technological and electronic informational resources (e.g., databases, e-journals, etc.): The current Blackboard instructional system at WKU will be used for delivery of instruction. Support from Distance Learning includes a variety of

audio/video technologies along with appropriate training. Access to additional online information sources will be reviewed by University libraries as deemed appropriate.

5.3 Facilities and equipment: Because the program will be online, current facilities are adequate. The full-time faculty member will expect support for equipment that will include up-to-date hardware (a desktop and laptop computer), productivity software, and application software necessary for instructional design.

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

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

Department of Special Instructional Programs	10/12/2007
CEBS Curriculum Committee	12/04/2007
Graduate Council	02/14/2008
University Senate	_____

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

Proposal Date: 01/27/2008

Ogden College of Science and Engineering
Department of Physics and Astronomy
Proposal to Revise A Program
(Action Item)

Contact Person: Alexander Barzilov, Alexander.Barzilov@wku.edu, (270) 745-5467

1. Identification of program:

1.1 Current program reference number: **0413**
1.2 Current program title: **Master of Science in Homeland Security Sciences**
1.3 Credit hours: **31**

2. Identification of the proposed program changes:

- Course addition (PHYS-506)
- Change in program credit hours from 30 to 31 due to addition of PHYS-506 course
- Addition of elective courses available at EKU (HLS 800, HLS 810, HLS 820, HLS 830)

3. Detailed program description:

Current Program	Proposed Revision of the Program
This multi-disciplinary program prepares science professionals for careers in the Homeland Security area. The program features hands-on research components to enable students to apply their training to real-world problems. The Physical Threats area involves the study of applications of physics, biology and chemistry to detect, quantify, prevent, and decontaminate radiological, nuclear, biological, explosive and chemical threats. The Cyber Defense area involves the study of prevention, detection, and remediation of attacks on information systems. In addition to the University Graduate Studies requirements, admission to the program requires a Bachelors degree in Biology, Chemistry, or Physics.	This multi-disciplinary program prepares science professionals for careers in the Homeland Security area. The program features hands-on research components to enable students to apply their training to real-world problems. The Physical Threats area involves the study of applications of physics, biology and chemistry to detect, quantify, prevent, and decontaminate radiological, nuclear, biological, explosive and chemical threats. The Cyber Defense area involves the study of prevention, detection, and remediation of attacks on information systems. In addition to the University Graduate Studies requirements, admission to the program requires a Bachelors degree in Biology, Chemistry, or Physics.
The program requires a minimum of 31 hours. The curriculum consists of a 24 credit hour core, divided into three levels; with 6 hours of electives.	The program requires a minimum of 31 hours. The curriculum consists of a **25** credit hour core, divided into three levels; with 6 hours of electives.
Level 1: 6 hours required from the following courses: PHYS 560 - 3 hours. BIOL 550 - 3 hours. CHEM 560 - 3 hours.	Level 1: **1-hour course PHYS 506 "Overview of Homeland Security" is required. In addition,** 6 hours **are** required from the following courses: PHYS 560 - 3 hours. BIOL 550 - 3 hours. CHEM 560 - 3 hours.

Level 2: 8 credit hours required, including two of the following courses: PHYS 570/571 (lecture and lab) - 4 hours. CHEM 572/573 (lecture and lab) - 4 hours. BIOL 552/553 (lecture and lab) - 4 hours. Level 3: 10 hours required. Six hours for thesis writing and research and at least four-credit hours from the following list: PHYS 590/591 (lecture and lab) - 4 hours. CHEM 592/593 (lecture and lab) - 4 hours. EHS 572 - 3 hours. BIOL 555 - 1 hour. Elective courses: Additional courses from Level 2 or 3 and courses provided by other Departments: Engineering, Languages, Political Science, Health, History, Management, or established 500-level courses from the Departments of Physics and Astronomy, Biology, and Chemistry.	Level 2: 8 credit hours required, including two of the following courses: PHYS 570/571 (lecture and lab) - 4 hours. CHEM 572/573 (lecture and lab) - 4 hours. BIOL 552/553 (lecture and lab) - 4 hours. Level 3: 10 hours required. Six hours for thesis writing and research and at least four-credit hours from the following list: PHYS 590/591 (lecture and lab) - 4 hours. CHEM 592/593 (lecture and lab) - 4 hours. EHS 572 - 3 hours. BIOL 555 - 1 hour. Elective courses: Additional courses from Level 2 or 3 and courses provided by other Departments: Engineering, Languages, Political Science, Health, History, Management, or established 500-level courses from the Departments of Physics and Astronomy, Biology, and Chemistry. **Students are strongly encouraged to utilize elective courses from other Kentucky colleges and universities such as graduate courses from Eastern Kentucky University's Safety, Security & Emergency Management program such as:** **HLS 800 - Homeland Security Policy Analysis (3 credit hours)** **HLS 810 - Critical Infrastructure Protection (3 credit hours)** **HLS 820 - Intelligence for Homeland Security (3 credit hours)** **HLS 830 - Hazards and Threats to Homeland Security (3 credit hours)** **Any course, other than these EKU courses, must receive approval from the graduate director of the program before being considered as an elective.**

4. Rationale for the proposed program change:

Based on the recommendations by KY CPE, the list of approved core and elective courses in the program needs to be updated to include elective courses available from EKU and the new seminar course PHYS-506.

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

Fall 2008

6. Dates of prior committee approvals:

Physics and Astronomy Department: 01/28/2008

OCSE Graduate Curriculum Committee	02/01/2008
University Graduate Council	02/14/2008
University Senate	

Attachment: Program Inventory Form

Proposal Date 11/18/2007

College of Health & Human Services
7. School of Nursing
Proposal to Revise a Program
(Action Item)

Contact Person: Beverly Siegrist Beverly.Siegrist@wku.edu 745-3490

1. Identification of program

1.1 Reference number: 149
1.2 Current program title: Masters of Science in Nursing (MSN)
1.3 Credit hours: 45 - 48

2. Identification of the proposed changes:

- Modification of the curriculum requirements for the Nurse Educator concentration of the MSN program by deleting Nurs 515 Advanced Pharmacology
- Decrease the total program credit\hours for the Nurse Education concentration from 45-48 to 41-44.

3. Detailed program description:

Current Curriculum		**Proposed Curriculum**	
Nurs 500 Advanced Concepts	4	Nurs 500 Advanced Concepts	4
hr(s).		hr(s).	
Nurs 501 Nsg, Politics & Hlth Policy	2	Nurs 501 Nsg, Politics & Hlth Policy	2
Nurs 502 Advanced Health Assessment	3	Nurs 502 Advanced Health Assessment	3
Nurs 504 Theoretical Found of Prof Nsg.	3	Nurs 504 Theoretical Found of Prof Nsg.	3
Nurs 506 Transition to Adv. Nsg.Practice	1	Nurs 506 Transition to Adv. Nsg. Practice	1
Nurs 508 Adv. Issues in Professional Nsg.	1	Nurs 508 Adv. Issues in Professional Nsg.	1
Nurs 510 Advanced Nursing Research	3	Nurs 510 Advanced Nursing Research	3
Nurs 512 Research Applications	2	Nurs 512 Research Applications	2
Nurs 515 Advanced Pharmacology	**4**	Nurs 518 Clinical Teaching in Nursing	3
Nurs 518 Clinical Teaching in Nursing	3	Nurs 520 Teaching in Schools of Nursing	3
Nurs 520 Teaching in Schools of Nursing	3	Nurs 522 Teaching Internship	4
Nurs 522 Teaching Internship	4	Graduate Statistics	3
Graduate Statistics	3	CNS 552 Test & Assessment	3
CNS 552 Test & Assessment	3	PSY 510 or 511	3
PSY 510 or 511	3	Elective/Thesis	3-6
Elective/Thesis	3-6	Total credit hours	41-44
Total credit hours	45-48		

4. Rationale for proposed program revisions: Nurs 515 Advanced Pharmacology is designed to meet the educational needs of MSN students completing the Primary Care Nurse Practitioner concentration focusing on prescribing therapeutic medications. Nurse educator students do not require this content to fulfill the

essential competencies identified by the National League for Nurses and are not permitted by Kentucky law to prescribe medications in the advanced registered nurse practice role. Deletion of this course does not negatively impact the nurse educator student but rather facilitates his/her educational mobility by decreasing the total program hours. This change is supported and requested by the nurse educator MSN students.

5. **Proposed term for implementation and special provisions:** Fall 2008

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

MSN Committee/ School of Nursing	11/19/2007
CHHS College Graduate Curriculum Committee	1/22/2008
Graduate Council	2/14/2008
University Senate	

Attachment: Program Inventory Form