REPORT TO THE UNIVERSITY SENATE

DATE: February 2009
FROM: Graduate Studies and 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. Suspend a Course

EXED 417G Assessment and Curriculum I for Students with Moderate and Severe Disabilities

EXED 418G Assessment and Curriculum II for Students with Moderate and Severe Disabilities

II. Delete a Course

EDAD 581 Organization & Administration of Occupational Education

EDAD 698 Practicum in Educational Administration and Supervision

III. Create a New Course

EDAD 706 Educational Leadership and Reform

EDAD 707 Educational Leadership Policies and Politics

EDAD 708 Administration of Fiscal Resources in Districts and Systems

EDAD 710 School Leadership and Technology Planning for School Improvement

IV. Revise a Course

EXED 535 Curriculum for Moderate Retarded

VII. Change Course Prefix

GOEG to GEOS

College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Suspend a Course
(Consent Item)

Contact Person: Janice Ferguson janice.ferguson@wku.edu 745-6123

1.   **Identification of course:**

    1.1   Current course prefix (subject area) and number: EXED 417G
    1.2   Course title: Assessment and Curriculum I for Students with Moderate and
           Severe Disabilities
    1.3   Credit hours: 3

2.   **Rationale for the course suspension:** This course was part of the old Planned Fifth Year Rank
      II. Graduate students are currently admitted to an MAE in EXED.

3.   **Effect of course suspension on programs or other departments, if known:**
      No effect is anticipated. Only EXED majors took this course.

4.   **Proposed term for implementation:** Spring, 2009

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

      Department/Division: ____11/7/08_____

      CEBS Curriculum Committee   ____12/2/08_____

      Professional Education Council   ____12/10/08_____

      Graduate Council   ____1/8/09_____

      University Senate   _____

Attachment: Course Inventory Form

College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Suspend a Course
(Consent Item)

Contact Person: Janice Ferguson janice.ferguson@wku.edu 745-6123

1. **Identification of course:**

    1.1   Current course prefix (subject area) and number: EXED 418G
    1.2   Course title: Assessment and Curriculum II for Students with Moderate and
    Severe Disabilities
    1.3   Credit hours: 3

2. **Rationale for the course suspension:** This course was part of the old Planned Fifth Year Rank
    II. Graduate students are currently admitted to an MAE in EXED.

3. **Effect of course suspension on programs or other departments, if known:**
    No effect is anticipated. Only EXED majors took this course.

4. **Proposed term for implementation:** Spring, 2009

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

    Department/Division: ___11/7/08_____

    CEBS Curriculum Committee   ___12/2/08_____

    Professional Education Council   ___12/10/08_____

    Graduate Council   _____

    University Senate   _____

Attachment: Course Inventory Form

College of Education & Behavioral Sciences
Department of Educational Administration, Leadership, & Research
Proposal to Delete a Course
(Consent Item)

Contact Person: Jeanne R. Fiene, jeanne.fiene@wku.edu 5-4890

1.   Identification of course:

       1.1 Current course prefix (subject area) and number: EDAD 581
       1.2 Course title: Organization & Administration of Occupational Education
       1.3 Credit hours: 3

2.   Rationale for the course deletion:

       This course is no longer taught.

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

       Since this course has not been offered since 1993, deleting it will not affect our program or those of other departments.

4.   Proposed term for implementation: Spring 2009

5.   Dates of prior committee approvals:

Department of EALR	11/11/2008
CEBS Curriculum Committee	12/02/2008
Professional Education Council	12/10/2008
Graduate Council	1/8/09
University Senate	_____

Attachment: Course Inventory Form

College of Education & Behavioral Sciences
Department of Educational Administration, Leadership, & Research
Proposal to Delete a Course
(Consent Item)

Contact Person: Jeanne R. Fiene, jeanne.fiene@wku.edu 5-4890

1.   Identification of course:

1.1 Current course prefix (subject area) and number: EDAD 698
1.2 Course title: Practicum in Educational Administration and Supervision
1.3 Credit hours: 3

2.   Rationale for the course deletion:

This course is no longer taught.

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

Since this course has not been offered since 1989, deleting it will not affect our program or those of other departments.

4.   Proposed term for implementation: Spring 2009

5.   Dates of prior committee approvals:

Department of EALR   ___11/11/2008_____

CEBS Curriculum Committee   ___12/02/2008_____

Professional Education Council   ____12/10/2008_____

General Education Committee   ____1/8/09_____

University Senate   _____

Attachment: Course Inventory Form

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

Contact Person: Jeanne Fiene   e-mail: Jeanne.fiene@wku.edu   Phone: 745-2942

1. Identification of proposed course
      1.1   Prefix and number: EDAD 706
      1.2   Title: Educational Leadership and Reform
      1.3   Abbreviated title: Ed Leadership and Reform
      1.4   Credit hours and contact hours: 3
      1.5   Type of course: S – Seminar
      1.6   Prerequisite: EDLD 700
      1.7   Catalog course listing: Leadership for school reform and organizational
          development.
          Study of the challenges, strategies, and application of organizational theory for
          P-12 executive leadership in leading systemic change initiatives.

2. Rationale
      Reason for developing the proposed course: This course is primarily intended as an elective in
the P-12 administration strand for the Ed.D. in Educational Leadership. This course is designed
to enhance the knowledge and ability of P-12 leadership candidates in the Ed.D. program to
integrate and apply organizational theory to school reform and organizational development
initiatives particularly at the district level.
      2.1   Projected enrollment in the proposed course: 15-20 (only for students in the Ed.D.
          Program).
      2.2   Relationship of the proposed course to courses now offered by the department: The
          Department currently offers EDAD 696 Advanced Organizational Theory. This
course is a general survey course of organizational theory designed primarily for
          building level administrators rather than district level leadership. The current course
          does not focus on application of theory.
      2.3   Relationship of the proposed course to courses offered in other departments: There are
          master's level courses in other departments (i.e., PSY 572 Organizational Psychology,
          BA 510 Organizational Theory, and COMM 581 Applied Organizational Communication
) that address some of these topics but none of them at the doctoral level or with a focus
          on the specific issues of P-12 leadership.
      2.4   Relationship of the proposed course to courses offered in other institutions: This
          course is similar to doctoral level courses offered at other institutions including the
          following examples:

University of Louisville
EDTD 664 Facilitating Change in Organizations
Consists of the study of organizations as systems and how organizations change and
Develop in reaction to internal and external forces. The purpose of the course is to provide
students with the knowledge and skills necessary to diagnose the need for, and facilitate the
implementation of, change in organizations. Emphasis will be on both theoretical and practical
aspects of organizational change in a global marketplace and the role of the HRD practitioner in
implementing change.

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

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

Montclair State University
EDCO 804 Organizational Change, Policy, and Leadership
Doctoral students will learn to analyze complex organizational patterns, situations, and policies that define and affect diverse educational settings in the U.S. and in other places. Students will examine various models of leadership, theories, and research on change models, and the processes of educational policy formation. Students will develop an understanding of their own role as change agents. There will be a field component for this course in which the students will conduct research on the development, implementation, and/or evaluation of a plan for change in an educational setting.

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

3. Discussion of proposed course
3.1   Course objectives: The objectives of this course are that the student will:
Understand and be able to apply theories of communication, culture, change, and systems.

Demonstrate the ability to analyze and diagnose organizational problems utilizing a variety of appropriate strategies and techniques.

Understand and be able to design effective organization development

Demonstrate the ability to select and use successful organizational development strategies.

Understand and be able to create organizational design for success.

Demonstrate the ability to devise leadership strategies to solve typical organizational problems.

Understand and be able to select and implement strategic solution interventions for organizational improvement
3.2   Content outline: Topics include the following:
Organizational communication
Organizational culture

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

3.3   Student expectations and requirements: Students will be expected to read and produce at least one or more written products related to the following: a variety of assigned materials, journals, articles, and texts, and be prepared to discuss these in class. Students will be given assignments that will require them to gather data, research topics, lead presentations, and participate in simulations to apply knowledge and skills learned and produce written products.

3.4   Tentative texts and course materials:

Owens, R. G. & Valesky, T. C. (2007). *Organizational behavior in education: Adaptive leadership and school reform.* (9th ed.). Boston: Pearson Education, Inc.

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

4. Resources
   4.1   Library resources: There will be no need for additional library resources.
   4.2   Computer resources: There will be no need for additional computer resources.

5. Budget implications
   5.1   Proposed method of staffing: This course should load at the graduate course level.
                Staff will be drawn from the Ed.D in Educational Leadership faculty.
   5.2   Special equipment needed: None
   5.3   Expendable materials needed: None
   5.4   Laboratory supplies needed: None

Proposed term for implementation: Spring 2009

Dates of prior committee approvals:

Department of EALR   1/17/07

CEBS Curriculum Committee   12/02/08

Professional Education Council   12/10/2008

Graduate Council   1/8/09

University Senate

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

Bibliography

Bridges, W. (1991). *Managing transitions: Making the most of change.* Reading, MA: Addision-Wesley Publishing Co.

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

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

Collins, J. (2001). *Good to great.* N.Y.: HarperCollins, Inc.

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

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

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

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

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

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

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

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

Harvard Business Review (2004). *Harvard Business Review on teams that succeed.* Boston: Harvard Business School Press.

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

Hersey, P. (1984). *The situational leader.* N.Y.: Warner Books.

Hersey, P. (2005). *Management of organizational behavior.* (8th ed.) Upper Saddle River, NJ: Prentice Hall.

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

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

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

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

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

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

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

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

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

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

Senge, P. (1990). *The fifth discipline.* N.Y.: Currency and Doubletree.

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

Wheatley, M. (1994). *Leadership and the new science.* San Francisco: Berrett-Koehler Publishers.

Weisbord, M. (1978). *Organizational Diagnosis: a workbook of theory and practice.* Reading, MA: Addison-Wesley Publishing.

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

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

1.   **Identification of proposed course:**
1.1   Course prefix (subject area) and number: EDAD 707
1.2   Course title: Educational Leadership Policies and Politics
1.3   Abbreviated course title: Ed Policy and Politics
1.4   Credit hours and contact hours: 3
1.5   Type of course: Lecture
1.6   Prerequisite: EDLD 700 or permission
1.7   Course catalog listing: Designed to equip students with analytical skills for confronting leadership issues that require the application or creation of policy in diverse settings. Examines the exercise of political power in education and the impact of politics on managing and leading educational institutions.

2.   **Rationale:**
2.1   Reason for developing the proposed course: The proposed course will be an elective for those interested in P-12 administration and the Ed.D. in Educational Leadership. The course is designed to enhance the knowledge and ability of the school and district leadership candidates to successful navigate the political processes associated with school leadership and to proactively design, implement, and evaluate policies in their schools and districts. Since the publication of *A Nation at Risk*, the accountability movement, and increased governmental action and interest in education from the Federal as well as state level, administrators have found it even more necessary to develop and enhance their political acumen and their policy-making skills.
2.2   Projected enrollment in the proposed course: 15-20 (Cohorts will overlap and students from various interest areas, well as advanced EDAD students, will be the potential enrollees.)
2.3   Relationship of the proposed course to courses now offered by the department: The department currently offers EDFN 720 Foundations of Rural Policy. The current course concerns how a rural setting is unique in its operations and decision making. By contrast, the proposed course will address policy and politics more broadly and directly.
2.4   Relationship of the proposed course to courses offered in other departments: the other department on campus that offers courses directly related to politics and policy studies is Political Science. Most of Political Science courses relate to general political science or policy governance in federal, state, and local public agencies and government. Similar courses currently offered by the Department of Political Science include: PS 412 Kentucky Government and Politics, PS 211 Introduction to Public Policy, PS 545 Seminar in Public Policy Analysis. These courses would provide strong background and great depth relative to public policy, but they are not directly related to educational policy making. Also, only

PS 545 is offered at the graduate level.

2.5   Relationship of the proposed course to courses offered in other institutions: Murray offers a somewhat similar course, ADM 657 Educational Policy and Ethics: "Provides a historical overview for the science of institutional policy development in the United States. The relevance, overlap, and interplay of educational policy and ethics at the local, state, and national levels will be explored." Cal State-Fresno offers EdL 203 Governance and Political Perspectives for Educational Leadership: "Determinants of policy in educational organizations and leadership. Analysis of structures used for legal, fiscal, and political decisions and conflict management. Role of the educational leader in relation to inter-governmental activities aimed at educational reform." Two courses with similar concepts addressed were found at Eastern Michigan University. The first is EDLD 810 Ethics and Policy Analysis for Educational Leaders: "Designed to equip students with analytical skills for confronting ethical issues in business, education, research, nursing and government. Mastery of the ethical process -- a strategy for making good decisions. Critical thinking about ethical problems in professional settings. Analysis of selected educational and governmental policies from an ethical base using diverse views of professional moral duties as a screening device." The second course at Eastern Michigan is EDLD 820 The Politics of Educational Leadership: "This course will examine the exercise of political power in education. It is designed for the educational leader who must deal with the impact of politics on managing and leading educational institutions." Also at Northern Arizona University there is an offering called EDL 723 Publicity and Politics of Education: "Administrator's responsibilities in maintaining satisfactory public relations, including general policies, organization of school publicity, and agencies for reaching the public." Missouri State University offers EAD 750 Politics of Education: "Overview of the origins and the nature and impact of political forces surrounding and influencing schools. Students will study the increasingly complex political web of American education as well as research the continuing debate dealing with local control versus the expanding role of state and federal government. This course will help the student in educational administration analyze the various core constituencies of school politics, analyze the issues/demands made in the school community, and study the intervening variables associated with school issues as well as the decisions which must be made by school policy makers." Youngstown State also offers two courses: EDADM 6933 Educational Policy, Politics, and Change: "Explores who governs America's schools. Provides an introduction to schools as political systems and the values that shape educational politics and policy making. Examines the role of school leaders as agents of change and alternative change models and strategies." The second course is similarly called Educational Politics and Policymaking in the United States.

3.   Discussion of proposed course:

3.1   Course objectives:

Students will:

- Develop a general awareness of the methods to examine and interpret the "politics" of education in the formal and informal arenas that affect the educational policy system.
- Develop a general awareness of the concepts and contributions of various political models and political processes.
- Analyze and articulate an analysis of the political processes that shape

the formulation, enactment, implementation and impact of education policies.
- Develop the "habit of being analytical" in the consideration of the political dimensions of education and in response to current political issues impacting educational settings.
- Become more cognizant of the formal and informal forces that affect educational policy making.
- Acquire an understanding of the role(s) educators play (or might play) in the political and policy-making arenas.

3.2 Content outline:
- Overview of approaches to the study of politics (multiple models and major traditions)
- Framework for political analysis: political systems, power, and influence
- Political processes and policies at the federal level
- Political processes and policies at the state level
- Political processes and policies at the local level
- Understanding and exercising political influence and policy-making in educational leadership.

3.3 Student expectations and requirements: Students will be expected to read a variety of documents and be prepared to analyze, produce at least one written product, and discuss the key concepts and understandings. Students will be given the opportunity to apply, analyze, critique, and produce materials relative to the political processes and educational policies. Students may be required to write papers, give oral or video presentations, or other activities.

3.4 Tentative texts and course materials:

Grindle, M S. (2004). *Despite the odds:The contentious politics of education reform.* Princeton: University Press.

Instructor collected articles and/or websites relevant to policy and politics.

4. Resources:
4.1 Library resources: Adequate
4.2 Computer resources: Adequate

5. Budget implications:
5.1 Proposed method of staffing: Existing resources
5.2 Special equipment needed: None
5.3 Expendable materials needed: None
5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 09

7. Dates of prior committee approvals:

Department of EALR   1/10/07

CEBS Curriculum Committee   12/02/08

Professional Education Council   _____12/10/08____

Graduate Council   _____1/8/09_____

University Senate   _____

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

Bibliography
Policy & Politics

Taylor, S (1997) *Educational policy and the politics of change.* Routledge Publisher.

Barber, B. 2001 An Aristocracy of Everyone. The Politics of Education and the Future of America. Oxford Press Inc.

Apple, M., (1995) *Education and Power,* Routledge Publisher

Faure, E. *Learning to Be: The World of Education Today and Tomorrow* Publisher: John Wiley, New York.

Spring, J., Conflict of Interests: The Politics of American Education. Third Edition. McGraw-Hill,

Nie, N., Junn, J., Stehliby-Barry, K. (1996) *Education and Democratic Citizenship in America,* University of Chicago Press.
   Aronowitz, S., Giroux, (1991) *Post Modern Education: Politics, Culture, and Social Criticism* University of Minnesota Press.

Collan, E. (2004) *Creating Citizens Political Education and Liberal Democracy,* Oxford University Press.

Bowe, R., Ball, S.J., Gold, A. (1992) Reforming Education and Changing Schools: Case Studies in Policy Sociology, Routledge Publisher.

Cohen, D., Hill, H. *Learning Policy: When State Education Reform Works,* Yale Univeristy Press, New Haven.

Fuller, B., Rubinson, E., Richard, E. *(1992) The Political Construction of Education: The State, School Expansion, and Economic Change. Prager Publisher New York.*

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

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

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: EDAD 708
    1.2   Course title: Administration of Fiscal Resources in Districts and Systems
    1.3   Abbreviated course title: District Resources and Systems
    1.4   Credit hours and contact hours: 3
    1.5   Type of course: Lecture
    1.6   Prerequisites: EDLD 700 or district-level leadership experience
    1.7   Course catalog listing: Ethical concepts of school finance, school business administration, fiscal management, contemporary economic theories, and related procedures, and practices in educational institutions at the district or system levels.

2. **Rationale:**
    2.1   Reason for developing the proposed course: Current courses in the educational administrator preparation program are for building-level leadership candidates and thus deal with resource issues via a building-level, limited focus. Based on surveys of graduates via program assessment, anecdotal discussions with area administrators, and professional literature regarding needs of current and future superintendents, the faculty determined that a wider, systemic-focused resource course needed to be added to current offerings. The proposed course is designed to enhance the knowledge and skills of administrators beyond the school level resource issues to the district level. Students who complete this course will have a clearer understanding and broader perspective of the gamut of resources available to a district.
    2.2   Projected enrollment in the proposed course: 15-20. Each doctoral cohort admits 20 students; the proposed course is for students whose area of focus is P-12 administration.
    2.3   Relationship of the proposed course to courses now offered by the department: The department currently offers two other resource management courses: EDAD 588 School Business Management, which addresses the fiscal operations of a school building, not the system or district; and EDAD 590 School Personnel, which deals with the human resources of a school. Therefore, neither of the current fferings meets the need for a district- or system-level resource management and planning course.
      2.4   Relationship of the proposed course to courses offered in other departments: Other departments similarly were found to offer courses that deal with a part of the resources issue but do not provide a systematic and composite perspective relative to resources. For example, BA 560 Contemporary Human Resources Management again deals with the human resources aspect but it does not deal with planning based on philosophy, nor does it encompass the fiscal and facility resources.

2.5 Relationship of the proposed course to courses offered in other institutions: Many institutions offer a course similar to the department's current offerings, EDAD 588 School Business Management and EDAD 590 Administration of School Personnel. For example, each of the other state institutions with programs for the certification of administrators offers one or more parallel courses to our current offerings, such as UK EDA 634 Leadership for Human Resources Development, or U of L's PADM 642 Human Resources Management. The same is true for the other regional institutions but again the focus is on school building level and not district or system leadership. The same thing is true at most benchmark institutions, including: Ball State, CalState-Chico, Central Missouri State, Eastern Illinois, Eastern Michigan, Florida Atlantic, Indiana State, Middle Tennessee State, Montclair State, Northern Arizona, Oakland University, Missouri State, Stephen F. Austin, Towson, Northern Iowa, Western Illinois, and Youngstown State. A collateral issue that is not applicable in Kentucky outside of Jefferson County is that most schools offer a course on collective bargaining.

The proposed course is not common, but there are some similar courses at other institutions. For example, UK offers EDA 627 School Finance and Support Services. U of L offers PADM Public Budgeting and Finance. Ball State offers EDAD 685 Fiscal Management of Educational Agencies. Eastern Michigan also offers EDLD 612 Economics of Public Education. Indiana State focuses on the broader financial picture in ELAF 753 Public School Finance; it is, however, also similar in large measure to the EDAD 588 at WKU. Northern Arizona offers the extended financial planning course in EDL 737 Budget Preparation and Practices. At Missouri State the planning relative to finance is entitled Organizational Management EAD 658. Stephen F. Austin lists AED 634 Finance Resources Development as the extended course. Western Illinois extends the related topic with EDL 505 School Improvement and Organizational Development.

3. **Discussion of proposed course:**
   Course Objectives:
   After completing this course, the student will be able to demonstrate an understanding of:
   - **school district finance, revenues, and expenditures for discretionary and mandatory issues**
   - **state tax laws and their impact on school districts**
   - **the implementation of various tax options at the state and local school district level and their impact on school resources**
   - **how various state taxes are structured and their relationship to similar structures in other states**
   - **the sources of revenue for school districts to include local, state, and federal sources**
   - **the state mandated local district financial accounting system (MUNIS)**
   - **the district budgeting process and mandated state timelines**
   - **the function and necessity of proper accounting procedures**
   - **the impact of mandated revenues and expenditures on the budgeting process**
   - **the relationships of budget decisions on implementation of school programs (e.g., School and District Improvement Plans)**

- the relationship of budgeting and fiscal management and strategic planning
- the various support programs on the impact of delivery of services to students (e.g., transportation, building maintenance, food service, student attendance accounting)
- the facility building process
- the interconnectedness of all the various subsystems that constitute a school system
- the political process in developing school resources
- the ethical issues related to school district finance

Content Outline:
- Various state laws related to tax structure for local agencies
- Options of taxes for local agencies and their advantages and disadvantages
- How other states finance public schools and relationship to Kentucky schools
- Local, state, and federal sources of revenue such as taxes, grants, entitlements, donations, and reimbursements
- How various revenues can be expended in the school district
- Relationship of the board of education, the superintendent, and the school system to school financing and budgeting
- Structure and function of the state mandated financial accounting system (MUNIS)
- Mandated documents and timelines for the school district budgeting process
- Auditing procedures
- Relationship of the budgeting process and school instructional programs, personnel, and funds for the schools
- Mandated expenditures and discretionary spending by the school district
- How long term and strategic planning impact budgeting process
- Budgeting and support services such as transportation, food service, and building maintenance
- Necessity, function, procedures, and materials related to student attendance accounting as implemented in Kentucky (STI)
- Kentucky Department of Education Facility Planning process to include the local planning committee, district facility plan, new/renovated building process, and impact on educational plan
- Systems planning
- Political process locally and statewide and a school leader's role
- Kentucky Code of Ethics for School Administrator

Student Expectations and Requirements:
Students will participate in a variety of topical activities and projects with written components that will assess their knowledge and skills related to the function of school finance at the district or system level. Such activities and projects may include, but will not be limited to:
  a. Readings
  b. Interviews
  c. Research based papers

        d.   **Observations**
        e.   **Group and individual projects**
        f.   **Presentations**
        g.   **Demonstrations, by staff or invited personnel, or by the student**
        h.   **Case studies**

Tentative texts and course materials:

Instructor-created course pack of readings and websites.

King, R. A., Swanson, A. D., & Sweetland, S. R. (2003). *School finance: Achieving high standards with equity and efficiency* **(3rd ed.). Boston: Pearson Education, Inc*.***

4.   **Resources:**
    4.1   Library resources: Adequate
    4.2   Computer resources: Adequate

5.   **Budget implications:**
    5.1   Proposed method of staffing: Current Staff
    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 Educational Administration
Leadership and Research   ___1/10/07_____

CEBS Curriculum Committee   ___12/02/2008____

Professional Education Council   ___12/10/2008____

Graduate Council   ____1/8/09_____

University Senate   _____

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http://www.education.ky.gov/KDE/Administrative+Resources/Finance+and+Funding/School+Finance/default.htm
American Education Finance Association:
http://www.aefa.cc/
ACCESS – The Campaign for Fiscal Equity:
http://www.accessednetwork.org/
National Center for Education Statistics:
www.nces.ed.gov/edfin
The SEEK Formula for Funding Kentucky's School Districts:
http://www.lrc.state.ky.us/lrcpubs/Rr310.pdf
National Conference of State Legislatures:
http://www.ncsl.org/programs/educ/ed_finance/index.cfm#test

Education Commission of the States:
http://www.ecs.org/html/IssueSection.asp?issueid=48&s=Selected+Research+%26+Readings
Prichard Committee for Academic Excellence:
http://www.prichardcommittee.org/

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

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

1.   Identification of proposed course:
   1.1   Course prefix (subject area) and number: EDAD 710
   1.2   Course title: School Leadership and Technology Planning for School Improvement
   1.3   Abbreviated course title: School Leader/Tech Planning
   1.4   Credit hours and contact hours: 3
   1.5   Type of course: Lecture and Lab
   1.6   Prerequisite: Admission to Ed.D. program or district-level administrative experience
   1.7   Course catalog listing: Use of modern technological tools in instructional and administrative processes; evaluation of hardware and software for both instructional uses and as administrative tools.

2.   Rationale:
   2.1   Reason for developing the proposed course: This course is primarily intended as an elective in The Doctoral Program. The department has been involved for several years with the School Leadership Technology Initiative and as such has embedded the NETS-A standards and requisite skills and applications into courses in the current programs. However, the current offerings are designed to promote personal productivity as enhanced by technology. The proposed course is designed to assist district or organizational leaders with the systematic design, implementation, and evaluation of technology plans and systems. The philosophy, budget, and comprehensive planning related to technological resources will be discussed. Students will be required to consider goals, standards, resources, community structures, and development needs to maximize technological effectiveness. Students will also survey currently available software and hardware.
   2.2   Projected enrollment in the proposed course: 15-20. Each doctoral cohort will include 20 students; the proposed course is intended primarily for students whose focus area is P-12 administration.
   2.3   Relationship of the proposed course to courses now offered by the department: The department currently offers no courses related specifically to technology planning. However, the utilization of technology is embedded in every course. This course will extend the knowledge of planning processes and behaviors learned through EDAD 688 Planning for School Improvement, a course offered in the master's program for building-level leaders. Furthermore, students who have taken or who may take other elective courses in technology applications will find the proposed course useful in defining and developing clear plans for the implementation and evaluation of technology in their schools and districts.
   2.4   Relationship of the proposed course to courses offered in other departments:

There are other technology-relevant courses in other departments, but they are more about application and not as focused on planning and leading with technology. Three examples are: LME 535 Survey of Educational Technology Practices, LME 545 Principles of Educational Technology Applications, and SEC 445G Introduction to Educational Technology. The proposed course is designed to help students survey available products and systems and to plan how to maximize the integration of technology into classrooms, schools, and districts in the most efficient and effective manner. The proposed course is not designed specifically to survey practices or applications but rather to serve as a planning course to use the data and available resources to more fully plan for technology use and integration throughout instructional and administrative responsibilities in the district.

2.5 Relationship of the proposed course to courses offered in other institutions: UK offers EDA 642 Microcomputer Applications in Administration. NKU offers some technology relevant courses, including EDG 602 Technology in Education; TTE 641 Distance Learning Design and Methodology; TTE 620 Instructional Technology; and one close match, EDA 624 Technology and Best Practices for School Improvement. EKU offers EAD 824 Technology and Leadership Practices for Program Improvement. Morehead offers EDIL 619 Technology and Best Practices for Program Improvement. EDLD 518 Multimedia Technology for School Administrators is a similar course at Eastern Michigan. Florida Atlantic offers EME 6426 Administrative Applications of Educational Technology. At Middle Tennessee State the comparable course is SPSE 6600 Microcomputers in Educational Administration. Montclair State has more than one technology-related course, but EDTC 510 Technology Planning for Educational Renewal is the most similar to the proposed course. Similarly, at Northern Arizona the similar course is EDL 732 Educational Leadership and Planning for Technology. Towson offers ISTC 702 Educational Leadership and Technology. Western Illinois' parallel course is Administrative Applications of Education Technology. Youngstown has a course entitled EDADM 7026 Technology and Facilities for Learning Organizations.

3. **Discussion of proposed course:**

3.1 Course objectives:

- Students will develop an inspired, shared vision for the comprehensive integration of technology.
- Students will demonstrate a system for measuring the environment
  and culture relative to the realization of that vision.
- Students will create a management system to ensure and document that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.
- Students will model, apply, and document their use of technology to enhance their professional practice and to increase their own productivity and that of others.
- Students will create a documentation system to measure the integration of technology to support productive systems for learning and administration.
- Students will document the level to which the district educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.

□ Students will understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

3.2 Content outline:
- Collaborative development of vision and plans for technology

- Integration of plans to leverage resources
- Identification, implementation, evaluation, and promotion of appropriate technologies to enhance and support instruction
- Technologically-enhanced learner-centered environments
- Use of technology to assess, evaluate, and manage administrative and operational systems
- Emerging technologies and their potential uses in education
- Technology for communication and collaboration
- Use of appropriate software and databases
- Use of data in making leadership decisions
- Legal, moral, and ethical issues surrounding the use of technologies
- Acceptable use policies, copyright and confidentiality issues
- Student discipline for misuse of technology
- Network and data security
- Physical safety of students, employees, and facilities

3.3 Student expectations and requirements: Students will complete a variety of activities and projects that will prepare them with the knowledge and skills to conduct a school planning process and create a school planning document that may include but not limited too the following components:
  □ A technology needs assessment for a school district,
  □ Facilitation and documentation of multi-stakeholder planning meetings or written analysis and review of meeting minutes and agendas,
  □ A written critique of any existing plans,
  □ A written prepared plan and budget for purchase, implementation and evaluation of the required hardware, software and supports
  □ A document which links plans to Comprehensive School Improvement Plans and School/District report cards
  □ A document that creates or evaluates policies and guidelines for technology usage
  □ Evidence of a presentation demonstrating and documenting how the plan and budget fit the district philosophy, budget, needs and abilities.

3.4 Tentative texts and course materials:

Supovitz, J.A., & Klein, V. (2003, November). *Mapping a course for improved student learning: How innovative schools systematically use student performance data to guide improvement*; Available from Consortium for Policy Research in Education at www.cpre.org/Publications/AC-08pdf.

Willard, N.E. (2003). *Safe and responsible use of the Internet: A guide for educators.* Retrieved January 15, 2004 from http://www.responsiblenetizen.org/onlinedocs/pdf/srui/entire.pdf

IBM. (2002).Changetoolkit reinventingeducation.org

4. Resources:
      4.1   Library resources: Adequate
      4.2   Computer resources: Adequate

5. Budget implications:
      5.1   Proposed method of staffing: Current Faculty
      5.2   Special equipment needed: None
      5.3   Expendable materials needed: None
      5.4   Laboratory materials needed: None

6. Proposed term for implementation: Spring, 2009

7. Dates of prior committee approvals:

Department of Educational Administration, Leadership, and Research	____1/10/07_____
CEBS Curriculum Committee	12/02/2008
Professional Education Council	____12/10/2008_____
Graduate Council	____1/8/09_____
University Senate	_____

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

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Computer Resources

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College of Education & Behavioral Science
Department of Special Instructional Programs
Proposal to Revise Course Title
(Consent Item)

Contact Person: Marty Boman, marty.boman@wku.edu 5-8833

1.   Identification of course:
        1.1   Current course prefix (subject area) and number: EXED 535
        1.2   Current course title: Curriculum for Moderate Retarded
        1.3   Credit hours: 3 hours

2.   Proposed course title:
            Curriculum for Individuals with Moderate and Severe Disabilities

3.   Proposed abbreviated course title:
            Curriculum for Mod/Sev Dis
4.   Rationale for the revision of course title:
            Referring to any individual as retarded is incorrect. The proposed change uses
            correct terminology.

5.   Proposed term for implementation: Fall semester, 2009

6.   Dates of prior committee approvals:

        Department of Special Instructional Programs   __11/7/08_____

        CEBS Curriculum Committee   ____12/2/08_____

        Professional Education Council   ____12/10/08_____

        Graduate Council   __1/8/09_____

        University Senate   _____

Attachment: Course Inventory Form

Memorandum
Proposal to Change Course Prefix (Geography)
(Information Item)

TO: Graduate Council

FROM: Sponsoring Unit: Ogden College of Science and Engineering
                    Department: Geography and Geology
                    Contact Person's Name: David J. Keeling
                    Contact Person's Email: david.keeling@wku.edu
                    Contact Person's Phone: 5-4555

CHANGE: Current Course Prefix: GEOG
                    Proposed Course Prefix: GEOS

COURSE NUMBERS TO BE INCLUDED UNDER THE NEW COURSE
PREFIX (SUBJECT AREA):

GEOG 500	GEOG 515	GEOG 530	GEOG 555	GEOG 587
GEOG 501	GEOG 517	GEOG 534	GEOG 571	GEOG 590
GEOG 502	GEOG 520	GEOG 540	GEOG 577	GEOG 595
GEOG 505	GEOG 521	GEOG 543	GEOG 580	GEOG 599
GEOG 506	GEOG 522	GEOG 544	GEOG 584	GEOG 600
GEOG 507	GEOG 524	GEOG 550	GEOG 585	
GEOG 510	GEOG 525			

RATIONALE:
Several years ago, the Department of Geography and Geology changed the title of the MS program to "Geoscience" in order to represent more accurately the interdisciplinary nature of the program, which includes geography, geology, meteorology, and Geographic Information Science courses. Changing the prefix for the 500-level and above courses from GEOG to GEOS makes a clear distinction between the undergraduate courses in the respective programs and the MS Geoscience program. Feedback from students applying to other graduate programs around the country suggests that there is some confusion about the use of GEOG as a prefix for courses that are applied to a Geoscience (GEOS) graduate program. Changing the prefix will help the Department promote and manage the MS Geoscience program more effectively, and will facilitate further integration of geography, geology, meteorology, and GIS elements into the Geoscience program.

DATE OF IMPLEMENTATION:

Effective Catalog Date: Fall 2009

Attachment: Course Inventory Forms