REPORT TO THE UNIVERSITY SENATE

DATE: September 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. Create a New Course
   LME 550 Emerging Technology in Education (May 14, 2009)
   COMM 577 Cultural Impact on Terrorism Communication
      (June 11, 2009)

II. Revise Course Credit Hours
   AMS 690 Graduate Project (July 9, 2009)

III. Multiple Revisions to a Course
   GEOG 423G Transportation Planning (May 14, 2009)
   CHEM 435G Analytical Chemistry (June 11, 2009)

IV. Change Course Prefix
   GEOG to GEOS (May 14, 2009)

V. Revise Course Title
   GEOG 419G GIS Application Development (July 9, 2009)
   GEOS 520 GIS Geoscience Data Modeling (July 9, 2009)

VI. Revise a Certificate Program
   Graduate Educational Technology Certificate, Ref.#167 (May 14, 2009)

VII. Revise an Endorsement Program
   Instructional Computer Technology Endorsement, KCT (May 14, 2009)

VIII. Revise a Program
   MS Library Media Education, Ref.# 083 (May 14, 2009)

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

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

1. **Identification of proposed course:**

    1.1 Course prefix (subject area) and number: LME 550
    1.2 Course title: Emerging Technology in Education
    1.3 Abbreviated course title: Emerging Tech in Education
    1.4 Credit hours and contact hours: 3/3
    1.5 Type of course: Lecture
    1.6 Prerequisite: LME 535 or instructor approval.
    1.7 Course catalog listing: Survey of new and significant technology developments and integration strategies in education; research on applications and their effectiveness on P-12 pupil learning; application of new technologies to design, produce, and assess P-12 learning.

2. **Rationale:**

    2.1 Reason for developing the proposed course:
    The proposed LME 550 will provide another course option in the Instructional Computer Technology Endorsement, the Educational Technology Certificate, and the Educational Technology Concentration of the Master of Science in Library Media Education. It will address cutting edge technology related to education in order to prepare graduate students to be productive, engaged, and socially responsible teachers and citizens with respect to technology. Another purpose is to equip graduate students with strategies for incorporating 21st century skills to facilitate P-12 achievement and engage P-12 students in leadership in a global society.

    The content of the proposed course will emphasize history of technological advancement, patterns of technology innovation, types of technological advancement, techniques for analyzing and assessing technology, and integration of emerging technology in education.

    2.2 Projected enrollment in the proposed course: Estimated enrollment of the course is 20 per semester based on expressed interest.

    2.3 Relationship of the proposed course to courses now offered by the department:
    Four master's level educational technology courses are offered in the LME program in the Special Instructional Programs Department: LME 535 Survey of Educational Technology Practices, LME 537 Principles of Educational Technology Applications, LME 545 Educational Technology Production, and LME 547 Integration of Educational Technology. The proposed course is different from these other master's level courses because its primary emphasis is the newest, emerging technology. The proposed course will be one of the options in the

Instructional Computer Technology Endorsement, the Educational Technology Certificate, and the Educational Technology Concentration in the MS in Library Media Education.

2.4 Relationship of the proposed course to courses offered in other departments:
No other departments on campus offer a similar graduate course. However, there are other courses that include content tangentially related to the proposed course. AMS 548 Graphic Arts focuses on graphics, imaging, and pre-press operations for publication. PSY 501 Issues in College Instruction Using the Internet focuses on educational psychology issues related to the development of internet-based course instruction. CNS 576 Technology in Student Affairs deals with applications in the administration of student affairs.

The proposed course is different from these courses since it is dedicated to the forecasting of emerging technology in education and calculation of its impact possible impact. The proposed course will be one of the options in the Instructional Computer Technology Endorsement, the Educational Technology Certificate, and the Educational Technology Concentration in Library Media Education. It is complementary to the existing competency based courses and will be an important addition to the educational technology curriculum because it will anticipate emerging skills and applications.

2.5 Relationship of the proposed course to courses offered in other institutions:
One benchmark institution, University of Northern Iowa, offers an undergraduate course entitled Emerging Instructional Technologies that emphasizes current research about emerging instructional technologies and hands-on experiences with existing applications in development of an instructional unit. The proposed course is different from this course since it is a more in depth, research-oriented, graduate course.

The University of Louisville offers EDAP 601 Teaching with Emerging Technologies. The Department of Professional Studies at the University of South Alabama offers two similar and related courses: ISD 680 Emerging Technologies and ISD 682 Impact of Emerging Technologies. NC State University offers a graduate course TED 552/752 Curricula for Emerging Technology that is a generic research course about emerging technology offered to graduate students in Communication, Construction, Manufacturing, Transportation and Education. The proposed course is different from this course since it is primarily concerned with the use of emerging technology in teaching P-12 pupils. It takes a hands-on approach to using new technologies with P-12 pupils.

3. **Discussion of proposed course:**

3.1 Course objectives:
The proposed course is designed to help students to:
- Research, analyze, and discuss emerging technology advancement and forecasting
- To identify emerging technologies
- To apply assessment criteria to emerging technologies
- Design curricular and instructional strategies using various emerging technologies.
- Apply emerging technology to enhance their professional practice and to increase their own productivity and that of P-12 pupils.

- To describe the challenges to educational equity posed by emerging technologies and strategies for overcoming these problems

3.2 Content outline:
- Introduction
  History of technology innovation in education
  - Programmed learning and teaching machines
  - Rise of the computer
  - Internet and the World Wide Web
  Behavior of technology
  Factors affecting the growth of technology
  Current state of technological innovation
- Characteristics of technological advancement
  Types of Advancement
  - Scientific discovery
  - Invention
  - Innovation
- Transfer and diffusion of technology in education
  - Cultural variables
    - Social organization variables
    - Social institution variables
  - Human variables
- Techniques for analyzing and assessing emerging technologies
  - Forecasting
  - Concept and skill Mapping
- Computers and computer-control Interfaces and communication systems
  - Mergence of technologies (GPS systems, satellite imaging, etc.)
  - Web 2.0 social tools (social networks and virtual communities/worlds)
  - Games and simulations
  - Internet Development Tools (Wikis, Blogs, Google Earth, etc.)
  - Multimedia
- Integration of emerging technologies in curricular for education
  - Survey of current uses of emerging technologies
  - Instructional strategies for integrating emerging technologies with emphasis on assessment of pupil learning.
  - Paradigm shifts
  - Emergence of ethical issues (privacy, censorship, and intellectual property rights)

3.3 Student expectations and requirements:
Students will participate in a variety of learning experiences, discussions, reflective writing tasks, readings, case study reports, and technology projects that will prepare them to exercise and implement instructional practices that effectively meet the varied needs of P-12 learners and ensure student achievement.

Student expectations and course requirements may include such activities and projects such as written reports, interactive dialogue, analysis of case studies, individual group and technology

projects, technical assessments, and individual or group presentations. A culminating critical performance will be required that may be in a form such as a formal professional presentation of a research report. Course content may change due to the changing nature of technology.

3.4 Tentative texts and course materials:
Because this course is based on the study of recent and future technological advancements, periodicals and journals will be used for this course. Internet resources are also valuable for tracking emerging technologies.

4. Resources:

4.1 Library resources: Present holdings are adequate
4.2 Computer resources: none

5. Budget implications:

5.1 Proposed method of staffing: Current faculty are adequate to support course.
5.2 Special equipment needed: None
5.3 Expendable materials needed: None
5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2010

7. Dates of prior committee approvals:

LME Program Area:	3/17/09
SIP Department/Division:	3/20/09
CEBS Curriculum Committee	4/7/09
Professional Education Council	4/8/09
Graduate Council	5/14/09
University Senate	_____

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

Bibliography
LME 550

Baule, S. (2005). *Case studies in educational technology and library leadership*. Columbus, OH: Linworth Publishing.

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

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Donnelly, R., & Sweeney, F. (2009). *Applied e-learning and e-teaching in higher education.* Hershey, PA: Information Science Reference.

Eyob, E. (2009). *Social implications of data mining and information privacy.* Hershey, PA: Information Science Reference.

Gold, R. (2007). *The plenitude: Creativity, innovation, and making stuff.* Cambridge, MA: M.I.T. Press.

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Hard, M. & Jamison, A. (2005). *Hubris and hybrids: A cultural history of technology and science.* New York: Routledge.

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Kidd, T.T. & Song, H. (2008). *Handbook of research on instructional systems and technology.* Hershey, PA: Information Science Reference.

Louv, R. (2006). *Last child in the woods: Saving our children from nature-deficit disorder*. Chapel Hill, NC: Algonquin Books.

Montgomery, K.C. (2007). *Generation digital: Politics, commerce, and childhood in the age of the internet.* Cambridge, MA: M.I.T. Press.

Newby, T.J., Stepich, D., Lehman, J., & Russell, J.D. (2005). *Educational technology for teaching and learning*. (3rd ed.). Upper Saddle River, NJ: Prentice Hall, Inc.

Nichols, N. (2007). *Return on ideas: a practical guide to making innovation pay*. Hoboken, NJ: John Wiley & Sons.

Niess, M., Kajder, S.B., & Lee, J. *Guiding learning with technology.* Huboken, NJ: Wiley.

Nightingale, V. & Dwyer (Ed.S). (2007). *New media worlds: Challenges for convergence.* South Melbourne, Vic: Oxford University Press.

Picciano, G. (2008). *Educational leadership and planning for technology*. (5th ed.). Upper Saddle River, NJ: Prentice Hall, Inc.

Reich, J., & Daccord, T. (2008). *Best ideas for teaching with technology.* Armonk, NJ: M.E. Sharpe.

Robinson, D.H., & Schraw, G.J. (2008). *Recent innovations in educational technology.* Charlotte, NC: Information Age Publications.

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

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Shih, T.K., & Hung, J.C. (2007). *Future directions in distance learning and communication technologies.* Hershey, PA: Idea Group Publishing.

Sugarman, S. (2007). *If children could vote: Children, democracy, and the media.* Lanham, MD: Lexington Books.

Tapscott, D. (2009). *Grown up digital: How the net generation is changing your world.* New York: McGraw-Hill.

Valente, T.J. (1996). *Network models of the diffusion of innovations*. Cresskill, NJ: Hampton Press.

Professional Journals

Titles of periodicals and journals in paper or electronic form accessible through WKU Libraries:

ADES journal/Association for Educational Data Systems.
Audio-visual communications.
AV communication review.
British Journal of Educational Technology.
Canadian journal of learning and technology [electronic resource] = La revue canadienne de I'apprentissage et de la technologie.
Clssroom computer learning.
CMLEA journal.
Communication & mass media complete [electronic resource].
Computers in the schools
Computing in education.
Contemporary issues in technology and teacher education [electronic resources.
Critical studies in mass communication [electronic resource].
Critical studies in media communication [electronic resource] : CSMC : a publication of the
National Communication Association.
Drexel library school series.
Economics of innovation and new technology [electronic resource].
Educational Technology and Society.
Education and culture.
Educational technology, research and development.
Educational technology research and development : ETR & D.
Educational Technology and Society.
Educational technology research and development.
Electronic journal for the integration of technology in education.
Encyclopedia of military technology and innovation.
Futurist.
Human technology [electronic resource]: an interdisciplinary journal on humans in ICT environments.
Information technology and libraries.
Information week
Innovation [Electronic resource].
Issues in informing science and information technology education.
Istructional innovator.
International journal of educational technology
International journal of education and development using information and communication technology [electronic resource].
Journal of computing and Higher Education
Journal of computing and teacher education.
Journal of distance education.
Journal of education competing research.
Journal of Educational Technology Systems.

Journal of interactive media in education [electronic resource] : JiME.
Journal of library automation.
Journal of product innovation management.
Journal of research on computing in education.
JRTE Journal of research on technology in education.
Journal of teacher education.
Learning, Media and Technology (Formerly: Journal of Educational Media)

Learning and leading with technology; the ISTE journal of educational technology practice and policy.

Multicultural education.

Review of educational research

School news

Scientific American

Scientific monthly

Tech trends: for leaders in education & training.

Technology and culture.

Technology & learning

Technology review [electronic resource] MIT's magazine of innovation

Technology week.

LIBRARY RESOURCES

Date: _April 6, 2009_

Proposed Course Name and Number:
LME 550 Emerging Technology in Education

Current Library holdings in support of the described course are:

_✓_ Adequate _____ Inadequate*

*Additional materials which would raise support to an adequate level:

Monographs or Nonprint Resources:

_____

_____

_____

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

Serials to be recommended for adoption:

_____

_____

_____

Comments:
Materials in the bibliography not currently owned by WKU Libraries will be ordered.

_____
Margo Maxwell
Faculty Member Proposing Course

_____
Jill Spence
Liaison Librarian

_____
Coordinator, Collection Development

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

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

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

1.   Identification of proposed course:
   1.1   Course prefix (subject area) and number: COMM 577
   1.2   Course title: Cultural Impact on Terrorism Communication
   1.3   Abbreviated course title: CulturalTerrorismComm
   1.4   Credit hours and contact hours: 3
   1.5   Type of course: S
   1.6   Prerequisites/corequisites: none
   1.7   Course catalog listing: This course deals with the communication behaviors of terrorist groups, particularly as culture impacts and influences those behaviors.

2.   Rationale:
   2.1   Reason for developing the proposed course: Because terrorism forms a significant part of contemporary life and communication is the primary strategy of those groups, the study of terrorism is growing in contemporary curricula. Understanding the role of culture helps to clarify how and why terrorists choose specific communication strategies and enables students to recognize those strategies and the underlying reasons for their selection. This course will enable students to assess terrorist communication and to become more aware of the intentions and strategies of various terrorist groups.
   2.2   Projected enrollment in the proposed course: 10-15 per section
   2.3   Relationship of the proposed course to courses now offered by the department: This course does not duplicate any existing course in the department; the graduate program in Communication offers courses that focus on the cultural impact on communication in various contexts. This course supplements that focus.
   2.4   Relationship of the proposed course to courses offered in other departments: Other departments (Political Science 350, Geography and Geology 425) offer courses about terrorism that focus on the relationship between terrorism and the academic area of the department; none of these examines the impact of culture on the communication of terrorism. This course should support the courses on terrorism in other departments.
   2.5   Relationship of the proposed course to courses offered in other institutions: courses on terrorism with various directions are offered in other institutions, e.g.
   - George Washington University, SMPA 194.14 Terrorism and Media
   - Wake Forrest University, Terrorism: What's the Message?
   - Royal Melbourne Institute of Technology's School of Applied Communication: Terrorism, Media, and Morality,
   - Arizona State University: COM 394, Communication, Terrorism, & National Security
   - Syracuse University: HST600 Selected Topics: Terrorism

- Farleigh Dickinson University: PADM 4505, the Psychology of Terrorism

3.   Discussion of proposed course:

3.1   Course objectives: To assist students in recognizing the role that culture plays in the communication behaviors of various terrorist groups throughout history and in the contemporary world including in the United States.

3.2   Content outline:
Review of appropriate cultural and communication theory
History of terrorism communication; communication goals of terrorist groups
Cultural concepts that impact communication behaviors
Role of cultural media in terrorist communication
Cultural influence on media and motivation
Communication devices and other communication tactics
Justification strategies by terrorists via communication
Role of Human Rights in communication practices related to terrorism

3.3   Student expectations and requirements:
Students will explore the research on terrorism; how historic terrorist groups reflect cultural values systems, the role of media communication in terrorist activities.
They will write short reviews of the research they find; they will select a topic for a term-project paper that relates to the role of culture in a specific terrorist group's communication
In –class and on-line activities will provide the students opportunity to exchange information and ideas about culture, communication in terrorist activities.
Students will work in groups to prepare a class presentation of their group research project.
Students will also have a final exam.

3.4   Tentative texts and course materials: text materials might include such works as Tuman, J. S. (2003). Communicating terrorism: The rhetorical dimensions of terrorism. Thousand Oaks, CA: Sage.

4.   Resources:

4.1   Library resources: Adequate
4.2   Computer resources: Adequate

5.   Budget implications:

5.1   Proposed method of staffing: Current graduate 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 2010

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

Communication Department/Division:	Feb 9, 2009
Potter College Curriculum Committee	May 7, 2009
Graduate College Curriculum Committee	June 11, 2009
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Ogden College
Department of Architectural and Manufacturing Sciences
Proposal to Revise Course Credit Hours
(Action Item)

Contact Person: A. Mark Doggett, mark.doggett@wku.edu, 745-6951

1. **Identification of course:**
   1.1   Current course prefix (subject area) and number: AMS 690
   1.2   Course title: Graduate Project
   1.3   Credit hours: 6

2. **Proposed course credit hours:** Variable 1-6, Six hours maximum.

3. **Rationale for the revision of course credit hours:**
   This change revises the current credit hours for the course from a fixed amount to a variable amount so that students can spread the Graduate Project credit hours across multiple semesters as needed.

4. **Proposed term for implementation:** Spring 2010

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

   Architectural and Manufacturing Sciences   4/17/09

   OCSE Graduate Curriculum Committee   5/08/09

   Graduate Council   July 9, 2009

   University Senate   _____

Attachment: Course Inventory Form

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

Bola, Jr., F., Dudonis, K.,Shulz, D. P (1990). *The counter-terrorism handbook*. New York: Elsevier.

Dunnigan, J. F. (2003). *The next war zone: Confronting the global threat of cyberterrorism*. New York: Citadel Press.

Engendorf, L. (ed.) (2000). *Terrorism: Opposing viewpoints*. San Diego: Greenhaven.

Gannon, M. J. (2001). *Understanding global cultures: Metaphorical journey through 23 nations*. Thousand Oaks, CA: Sage.

Geertz, C. (1973). *The interpretation of cultures*. New York: Basic Books.

Hall, E. T. (1959). *The silent language*. Garden City, NY: Doubleday.

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Ket de Vries, F. R. (2004). *Lessons on leadership by terror: Finding Shaka Zulu in the attic*. Bodmin, Cornwall, England: MPG Books.

Matusitz, J. (2006). *Intercultural communication and cyber terrorism*. Paper presented to NCA, San Antonio, Nov. 2006.

Pojman, L. P. (2006). *Terrorism, human rights, and the case for world government*. New York: Rowman and Littlefield.
Rice, L. M. (2004). Analysis: Terror on the web. *United Press International, 1,* 10-21.

Tuman, J. S. (2003). *Communicating terrorism: The rhetorical dimensions of terrorism*. Thousand Oaks, CA: Sage.

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Jun Yan (jun.yan@wku.edu) – 745-8952

1. **Identification of course:**
   1.1   Current course prefix (subject area) and number: GEOG 423G
   1.2   Course title: Transportation Planning
   1.3   Credit hours: 3

2. **Revise course title:**
   2.1   Current course title: Transportation Planning
   2.2   Proposed course title: Transport, Location, and GIS
   2.3   Proposed abbreviated title: Transport, Location, GIS
   2.4   Rationale for revision of course title: Over the past a few years, the U.S. transportation, planning, and design community has begun moving quickly toward reliance upon Geographic Information Systems (GIS) and other computer aids. There are increasing demands **for planners with GIS and other computer skills**. To meet this change in job market, it is very important for us to educate our students in the analytical skills of transportation analysis and modeling. The existing course title suggests a focus primarily on transportation planning concepts, with little attention paid to the analytical skills. In this information age, it is important for our graduates not only to know "*what and why to do it*" but also "*how to do it*". WKU graduates who have skills in GIS and computers will be well positioned to compete in the job market and make a positive contribution to society. GIS is already a part of the curriculum for GEOG 423G. The new course title will reflect existing course pedagogy - the analytical skills of transportation analysis and modeling and how GIS techniques can be utilized in various fields of transportation planning and locational analysis.

3. **Revise course prerequisites:**
   3.1   Current prerequisites: GEOG 350, or permission of instructor
   3.2   Proposed prerequisites: GEOG 317, or permission of instructor
   3.3   Rationale for revision of course prerequisites: Because the focus of Geog 423G is on the applications of GIS and spatial analysis in the areas of transportation analysis and modeling and locational analysis, students must have prior knowledge of, and basic skills in, GIS. Thus the prerequisite of GEOG 317 is added and the prerequisite of GEOG 350 is deleted.
   3.4   Effect on completion of major/minor sequence: None

4. **Proposed term for implementation:** Spring 2010

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

Department of Geography and Geology: ____3/20/2009_____

Ogden College Graduate Committee   ____4/3/2009_____

Graduate Council   ____5/14/2009_____

University Senate   _____

Attachment: Course Inventory Form

Proposal Date: February 5, 2008

Ogden College of Science and Technology
Department of Chemistry
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Darwin Dahl, darwin.dahl@wku.edu, 745-5074

1.   Identification of course:

     1.1   Current course prefix (subject area) and number: CHEM 435G
     1.2   Course title: Analytical Chemistry
     1.3   Credit hours: 4

2.   Revise course title:

     2.1   Current course title: Analytical Chemistry
     2.2   Proposed course title: Instrumental Analysis
     2.3   Proposed abbreviated title: Instr. Anal.
     2.4   Rationale for revision of course title: The current title is non-specific and vague. The intent of this change is to convey a more descriptive title for the course. Additionally, a majority of similar institutions have also adopted this title for the same course.

3.   Revise course credit hours:

     3.1   Current course hours: 4
     3.2   Proposed course hours: 3
     3.3   Rationale for revision of course credit hours: The current course is being changed from 3 credit hours of lecture and one credit hour of lab to two credit hours of lecture and one credit hour of lab. We are anticipating changes from the American Chemical Society (ACS) that will necessitate adding an additional 1-hour course into the guidelines for ACS-certification of a chemistry major, and thus reducing the CHEM 435 and hence CHEM 435G course from 4 to 3 hours will make room in the certified program for the new course. Additionally, the reduction by one credit hour will allow our graduate students to take an additional course and/or commit additional time as a teaching or research assistant. The loss of one lecture credit hour should not greatly impact the breadth of content of CHEM 435G, though the depth of coverage of certain topics will be reduced.

4.   Proposed term for implementation: Spring 2010

     4.1   Current prerequisites/corequisites/special requirements:
           (indicate which)
5.   Dates of prior committee approvals:

     Department of Chemistry   ____2/15/2008____

OCSE Graduate Curriculum Committee   ___4/04/2008_____

Graduate Council   ____6/11/09_____

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

ADDITIONAL COURSE NUMBERS TO BE INCLUDED UNDER THE NEW COURSE PREFIX (SUBJECT AREA):
GEOG 533   GEOG 535   GEOG 537   GEOG 538

RATIONALE:
These courses were accidently omitted from the course prefix revisions submitted and approved during the Fall 2008 semester. These additional changes address the omissions.

Original 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: Spring 2010

Attachment: Course Inventory Forms

Department of Geography and Geology
Odgen College of Science and Engineering
Proposal to Revise Course Title
(Consent Item)

Contact Person: Jun Yan   e-mail: jun.yan@wku.edu   Phone: 5-5982

1. **Identification of course:**
   1.1   Current course prefix (subject area) and number: GEOG 419G
   1.2   Current course title: GIS Application Development
   1.3   Credit hours: 3

2. **Proposed course title:** GIS Applications Development

3. **Proposed abbreviated course title:** GIS Applications Development

4. **Rationale for the revision of course title:** "GIS Applications Development" is the more commonly used title for this course that covers GIS customization and programming. The 's' was erroneously omitted from the original course proposal.

5. **Proposed term for implementation:** Spring 2010

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

   Geography and Geology Department   4/10/2009____

   OCSE Graduate Committee   5/08/09_____

   Graduate Council   _____7/9/09_____

   University Senate   _____

Department of Geography and Geology
Odgen College of Science and Engineering
Proposal to Revise Course Title
(Consent Item)

Contact Person: Jun Yan   e-mail: jun.yan@wku.edu   Phone: -55982

1. **Identification of course:**
   1.1   Current course prefix (subject area) and number: GEOS 520
   1.2   Current course title: Geoscience Data Modeling
   1.3   Credit hours: 3

2. **Proposed course title:** Geoscience Statistical Methods

3. **Proposed abbreviated course title:** Geoscience Stat Methods

4. **Rationale for the revision of course title:** GEOS 520 covers a variety of spatial statistical methods that are commonly used in the geosciences. The proposed title – "Geoscience Statistical Methods" - better reflects the content of the course.

5. **Proposed term for implementation:** Spring 2010

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

   Geography and Geology Department   4/10/2009____

   Ogden Graduate Curriculum Committee   5/08/09_____

   Graduate Council   _____7/9/09_____

   University Senate   _____

College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Revise a Program
(Action Item)

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

1. **Identification of program:**
   1.1   Current program reference number: 167
   1.2   Current program title: Graduate Educational Technology Certificate
   1.3   Credit hours: 12

2. **Identification of the proposed program changes:**
   The proposed change provides more course options for the certificate program.

3. **Detailed program description:**

Current program: Graduate Educational Technology Certificate	Proposed program: Graduate Educational Technology Certificate
Based on Kentucky Teacher Technology Standards, this graduate certificate program requires twelve graduate semester hours to complete the Graduate Educational Technology Certificate. This certificate can be planned as an emphasis within a master's degree program, a fifth-year program, a specialist degree, a professional area for a Rank I, or certification only. These four courses are already included in the LME Master of Science with the Educational Technology concentration. The sequence of courses and experiences leading to the endorsement in educational technology are as follows: LME 535 Survey of Educational Technology Practices LME 537 Principles of Educational Technology Applications LME 545 Educational Technology Production LME 547 Integration of Educational Technology	Based on Kentucky Teacher Technology Standards, this certificate program requires twelve semester hours. This certificate can be planned as an emphasis within a master's degree program, a fifth-year program, a specialist degree, a professional area for a Rank I, or certification only, and completion of the certificate qualifies the student for the endorsement in educational technology. These four courses are already included in the LME Master of Science with the Educational Technology concentration. The sequence of courses and experiences leading to the endorsement in educational technology are as follows: LME 535 Survey of Educational Technology Practices **or equivalent** LME 537 Principles of Educational Technology Applications (**Prerequisite: LME 535**) **Any SIX hours of the following courses** (with advisor approval)**:** LME 545 Educational Technology Production **or**

	equivalent (Prerequisite LME 537) LME 547 Integration of Educational Technology **or** **equivalent (Prerequisite LME 537)** **LME 550 Emerging Technology in Education or** **equivalent (Prerequisite: LME 535)** **LME 737 Educational Technology Leadership** **(for doctoral students) or equivalent**

4. **Rationale for the proposed program change:**
   The purpose of these program revisions is to provide graduate students with more course options.

   Two more courses have been added as options. LME 550 Emerging Technology in Education is added as an option for graduate students who are interested in more current cutting-edge technology applications in education. LME 737 Educational Technology Leadership is added as an option for doctoral graduate students interested in technology leadership and in earning the Graduate Educational Technology Certificate.

5. **Proposed term for implementation and special provisions (if applicable):** Spring 2010

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

   LME Program Area   3/17/09

   Department of Special Instructional Programs   3/20/09

   CEBS Curriculum Committee   4/7/09

   Professional Education Council   4/8/09

   Graduate Council   5/14/09

   University Senate   _____

Attachment: Program Inventory Form

College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Revise a Program
(Action Item)

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

1. **Identification of program:**
    1.1   Current program reference number: KCT
    1.2   Current program title: Instructional Computer Technology Endorsement
    1.3   Credit hours: 12

2. **Identification of the proposed program changes:**
    The proposed change provides more course options for the endorsement.

3. **Detailed program description:**

Current program: Instructional Computer Technology Endorsement
 	
Based on Kentucky Teacher Technology Standards, this graduate endorsement program requires twelve graduate semester hours to complete the Instructional Computer Technology Endorsement, P-12. This endorsement can be planned as an emphasis within a master's degree program, a fifth-year program, a specialist degree, a professional area for a Rank I, or certification only. These four courses are already included in the LME Master of Science with the Educational Technology concentration.
The sequence of courses and experiences leading to the endorsement in educational technology are as follows:
LME 535 Survey of Educational Technology
      Practices
LME 537 Principles of Educational Technology
      Applications
LME 545 Educational Technology Production
LME 547 Integration of Educational Technology
	Proposed program: Instructional Computer Technology Endorsement
	
	Based on Kentucky Teacher Technology Standards, this endorsement program requires twelve semester hours to complete the Instructional Computer Technology Endorsement, P-12. This endorsement can be planned as an emphasis within a master's degree program, a fifth-year program, a specialist degree, a professional area for a Rank I, or certification only. These four courses are already included in the LME Master of Science with the Educational Technology concentration.
	The sequence of courses and experiences leading to the endorsement in educational technology are as follows:
	LME 535 Survey of Educational Technology
	      Practices **or equivalent**
	LME 537 Principles of Educational Technology
	      Applications **(Prerequisite: LME 535)**
	
	Any SIX hours of the following courses (with advisor approval):
	
	LME 545 Educational Technology Production **or equivalent (Prerequisite LME 537)**

	LME 547 Integration of Educational Technology **or equivalent (Prerequisite LME 537)** **LME 550 Emerging Technology in Education or equivalent (Prerequisite: LME 535)** **LME 737 Educational Technology Leadership (for doctoral students) or equivalent**

4. **Rationale for the proposed program change:**
   The purpose of these program revisions is to provide graduate students with more course options.

   Two courses have been added as options. LME 550 Emerging Technology in Education is added as an option for graduate students who are interested in more current cutting-edge technology applications in education. LME 737 Educational Technology Leadership is added as an option for doctoral graduate students interested technology leadership and in earning the Instructional Computer Technology Endorsement.

5. **Proposed term for implementation and special provisions (if applicable):** Spring 2010

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

   LME Program Area   3/17/09

   Department of Special Instructional Programs   3/20/09

   CEBS Curriculum Committee   3/7/09

   Professional Education Council   4/8/09

   Graduate Council   5/14/09

   University Senate   _____

Attachment: Program Inventory Form

College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Revise a Program
Master of Science in Library Media Education Program
(Action Item)

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

1. **Identification of program:**
   1.1 Current program reference number: 083
   1.2 Current program title: Library Media Education
   1.3 Credit hours: 30 (Plus research tool).

2. **Identification of the proposed program changes:**
   - The proposed change replaces the use of "focus" with the term "concentration" that is required by university policy to distinguish specializations within the MS in Library Media Education program.
   - The concentration in educational technology includes a proposed new course, LME 550 Emerging Technology in Education, a choice of nine of twelve hours, and simple changes in terminology in its description.

3. **Detailed program description:**

Current program: Master of Science with Major in Library Media Education	**Proposed program:** Master of Science with Major in Library Media Education
The Master of Science with a major in LME is a dual focus program in information services and educational technology. It prepares persons for service as library media specialists, training development specialists, educational technology specialists, and information service specialists in schools, colleges, public libraries, and private organizations.	The Master of Science with major in LME prepares persons for service as library media specialists, training development specialists, educational technology specialists, and information service specialists in schools, colleges, public libraries, and private organizations. **The Master of Science with a major in LME offers concentrations in library media and educational technology in addition to the general program of study.**
Admission to the program does not require prior teacher certification and students may complete the program without seeking teacher certification. Students who seek certification must follow the requirements presented below under "Certifications for Teachers."	Admission to the program does not require prior teacher certification and students may complete the program without seeking any teacher certification. Students **who hold a teaching certificate and seek additional certification** must follow the requirements **for one of the two program concentrations**.

Requirements for the Educational Technology Certificate may be met as part of the Master of Science in LME.

The Master of Science in Library Media Education requires a minimum of 30 hours plus a research tool. Eighteen hours are required in Library Media Education. Fifteen semester hours are specified core courses:
LME 501 Program Organization and Administration
LME 512 Issues in Library Media Education
LME 535 Survey of Educational Technology Practices *(Note: Prerequisite for LME 537)*
LME 537 Principles of Educational Technology Applications *(Note: Prerequisite is LME 535)*
LME 590 Practicum *(Note: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; and admission to candidacy.)*

The remaining courses beyond the required core and research tool are selected based on an applicant's prior experience, previous academic work, and career goals with the approval of the graduate advisor.

The research tool requirement is met by successful completion (grade A or B) of EDFN 500-Research Methods or an equivalent.

The LME 590 Practicum course is the capstone experience required for completion of the degree program.

Certifications for Teachers

The MS in LME degree may fulfill the requirements for the following Kentucky state certifications in library media and educational technology:
- Certification as a P-12 school media librarian in Kentucky and/or change in

Requirements for the academic Educational Technology Certificate **granted by the University** may be met as part of the Master of Science in LME.

The Master of Science in Library Media Education requires a minimum of 30 hours plus a research tool. Eighteen hours are required in Library Media Education. Fifteen semester hours are specified core courses:
LME 501 Program Organization and Administration
LME 512 Issues in Library Media Education
LME 535 Survey of Educational Technology Practices *(Note: Prerequisite for LME 537)*
LME 537 Principles of Educational Technology Applications *(Note: **Prerequisite is LME 535. Transfer credit not accepted.**)*
LME 590 Practicum *(Note: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; and admission to candidacy.)*

The remaining courses beyond the required core and research tool **are selected with the approval of the graduate advisor** based on an applicant's prior experience, previous academic work, and career goals

The research tool requirement is met by successful completion (grade A or B) of EDFN 500-Research Methods or an equivalent.

The LME 590 Practicum course is the capstone experience required for completion of the degree program.

Concentrations

The concentrations in the MS in LME degree with a held teaching certificate may fulfill the requirements for a change in Kentucky teacher rank (Rank II or I) and the following Kentucky state certifications in library media and educational technology:

Kentucky teaching rank.
- P-12 Instructional Computer Technology Endorsement and change in Kentucky teaching rank.

- Library Media- Certification as a P-12 school media librarian in Kentucky and/or change in Kentucky teaching rank.
- Educational Technology- P-12 Instructional Computer Technology Endorsement and change in Kentucky teaching rank.

1. School Media Librarian P-12, Teacher Certification
In addition to completion of the 15-hour core and the research tool for the MS degree, the certification requirements for School Media Librarian P-12 include the following:

Professional Specialization (9 hrs. required):
LME 502 Collection Management
LME 506 Classification and Cataloging
LME 508 Information Sources and Services

Elective Courses (Minimum of 6 hrs.):
Other appropriate LME courses or courses outside of LME may be selected with advisor approval.

Certification Examination:
While a certification examination is not a requirement for the Master of Science in LME, Kentucky does require a passing score on the PRAXIS II Subject Assessment-Library Media Specialist for certification as a school library media specialist. Students outside of Kentucky are responsible for determining the requirements for certification in their states.

Program Requirements for Teachers Already Certified as Library Media Specialists:
A person who already holds initial certification as a Library Media Specialist at the graduate or undergraduate level (but not the MS in LME from WKU) must complete 6 semester hours of LME courses and at least 24 hours of other appropriate courses for the MS degree and change in Kentucky teaching rank. Selection of these courses is based on prior experience, previous academic work, and career goals; and requires advisor approval.

1. Concentration in Library Media
In addition to completion of the 15-hour core and the research tool for the MS degree, **the Concentration in Library Media meets certification requirements with a held teaching certificate for the Kentucky School Media Librarian P-12 certificate.**

A. Required Courses (9 hrs.):
LME 502 Collection Management
LME 506 Classification and Cataloging
LME 508 Information Sources and Services

B. Electives (6 hrs.):
Appropriate courses in LME or other related field may be selected with the approval of the student's advisor.

Certification Examination:
While a certification examination is not a requirement for the Master of Science in LME, Kentucky does require a passing score on the PRAXIS II Subject Assessment-Library Media Specialist for certification as a school library media specialist. Students outside of Kentucky are responsible for determining the requirements for certification in their states.

Program Requirements for Teachers Already Certified as Library Media Specialists:
A person who already holds initial certification as a Library Media Specialist at the graduate or undergraduate level (but not the MS in LME from WKU) must complete 6 semester hours of LME courses and at least 24 hours of other appropriate courses for the MS degree and change in Kentucky teaching rank. Selection of these courses is based on prior experience, previous academic work, and career goals**;** and requires advisor approval.

Requirements for Initial Certification with the Master of Science in Library Media Education:
A person who does not hold a teaching certificate may obtain initial certification in Kentucky as a Library Media Specialist on completion of the MS in LME Program, admission to Professional Education, a passing score on a required PRAXIS II PLT examination, and a passing score on the PRAXIS II Subject Assessment-Library Media Specialist.

2.   P-12 Instructional Computer Technology Endorsement
In addition to completion of the 15-hour core and the research tool for the MS degree, the Kentucky P-12 Instructional Computer Technology Endorsement requires a teaching certificate and the following:

Specialization (15 hours required):
a.   LME 545 Educational Technology Production *(Prerequisite: Completion of LME 537)* and LME 547 Integration of Educational Technology *(Prerequisite: Completion of LME 537)*

b.   Nine hours of electives in LME or approved courses selected from appropriate fields such as information technology, instructional design, information systems, information management, or computer science.

A person who has completed the M.S. degree with a focus in educational technology may complete the core requirements for the Rank I program in the area of the original certificate and may elect courses from LME and other appropriate areas with advisor approval based on a student's prior experience, previous academic work, and career goals.

Requirements for Initial Certification with the Master of Science in Library Media Education:
A person who does not hold a teaching certificate may obtain initial certification in Kentucky as a Library Media Specialist on completion of the MS in LME Program, admission to Professional Education, a passing score on a required PRAXIS II PLT examination, and a passing score on the PRAXIS II Subject Assessment-Library Media Specialist.

2.   Concentration in Educational Technology
In addition to completion of the 15-hour core and the research tool for the MS degree, **the Concentration in Educational Technology meets the requirements with a held teaching certificate for** the Kentucky P-12 Instructional Computer Technology Endorsement.

A.   Required Courses (9 hrs.):
Nine hours from the following:
LME 545 Educational Technology Production *(Prerequisite: Completion of LME 537)*
LME 547 Integration of Educational Technology *(Prerequisite: Completion of LME 537)*
LME 550 Emerging Technology in Education *(Prerequisite: LME 535)*.
LME 519 Special Topics

B.   Electives (6 hrs.):
Appropriate courses in LME or other related field may be selected with the approval of the student's advisor.

A person who has completed the MS degree with the concentration in Educational Technology may complete the core requirements for the Rank I program in the area of the original certificate and may elect courses from LME and other appropriate areas with advisor approval based on a student's prior experience, previous academic work, and career goals.

4. **Rationale for the proposed program change:**
   Current university policy states, "For consistency and clarity the terms 'option,' 'emphasis,' 'track,' 'sequence,' 'specialization,'" or any other word describing the sub-unit of a major may not be used in the catalog or other publications describing academic programs." The proposed change in terminology meets the CPE guideline that specifies that core courses comprise half or more of the credit hours in a major.

   The use of the standardized term "concentration" will allow the LME program to track students based on their area of concentration for accreditation and advising. In addition, the incorporation of the new course, LME 550 Emerging Technology in Education, will replace the need for an independent study course as a requirement for the Concentration in Educational Technology. It will also update the curriculum because it will prepare students for competency in mastering new technologies as they might develop.

5. **Proposed term for implementation and special provisions (if applicable):** Spring 2010

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

LME Program Area:	3/17/09
SIP Department/Division	3/20/09
CEBS Curriculum Committee	4/7/09
Professional Education Council	4/8/09
Graduate Council	5/14/09
University Senate	_____

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