

Western Kentucky University  
Office of the Dean  
745-2446

REPORT TO THE UNIVERSITY SENATE

DATE: March 2010

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. Temporary Course

MATH 506 Mathematical Applications for Middle School Teachers\*

II. Create a New Course

AMS 655 Project Management

CS 530 Automata Theory and Compiler Construction

CS 560 Software Engineering and Project Management

EDAD 640 School Leadership

EDAD 641 Building Culture and Community

EDAD 642 Leveraging Community Systems and Resources

EDAD 643 Securing and Developing Staff

EDAD 644 Creating Organizational Structures and Operations

EDAD 645 Practicing the Principalship

III. Delete a Course

FREN 425G 19th Century French Lit

FREN 440G Early French Literature

FREN 442G 17th Century French Lit

FREN 443G 18th Century French Lit

SPAN 478G Twentieth Century Latin America

IV. Suspend a Course

BIOL 464G Endocrinology

BIOL 408G Invertebrate Zoology

BIOL 402G Evolutionary History of Plant

V. Revise Prerequisites/Corequisites

MATH 413G Algebra and Technology for Middle Grades Teachers

MATH 411G Problem Solving for Elementary and Middle Grades Teachers

MATH 403G Geometry for Elementary and Middle School Teachers

VI. Multiple Revisions to a Course

MATH 431G Intermediate Analysis

CS 476G Research Methods and Projects in Computer Science

CS 541 Mathematical Foundations of Computer Science

CS 543 Computer Information System Design

CS 544 Compiler Theory/Design

CS 545 Advanced Operating System Principles

VII. Revise Course Title

EDAD 588 School Business Management

EDAD 677 School Law

EDAD 683 Seminar in Curriculum Development

VIII. Revise a Program

MS Technology Management, Ref. #045

MS Computer Science, Ref. #117

Planned Sixth Year/Rank I, School Principal, Ref. #121

IV. Create an Academic Policy

Posthumous Degree Designation

Proposal Date: 12/3/09

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

Contact Person: Doggett Mark    e-mail: mark.doggett@wku.edu    Phone: 270-745-6951

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: AMS 655
- 1.1 Course title: Project Management
- 1.2 Abbreviated course title: Project Management
- 1.3 Credit hours and contact hours: 3
- 1.4 Type of course: L (Lecture)
- 1.5 Prerequisites/corequisites: N/A
- 1.6 Catalog course listing:  
Concepts of project management as applicable to a wide range of business and technical situations. Focus on behavioral organizational aspects, quantitative methods, and automated tools.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:  
To support a revised common core for the program as approved by the Kentucky Technology Consortium. Students take this course to prepare them for major projects in business and industry and/or the optional graduate project capstone for the program. In application, the course will prepare the graduate for industrial and project leadership in technical and business settings.
- 2.2 Projected enrollment in the proposed course:  
The course will have an initial minimum of 6 students and a maximum of 20 students each time it is offered. Students from WKU, MSU, ECU, and Morehead State are expected to enroll.
- 2.3 Relationship of the proposed course to courses now offered by the department:  
This course will help prepare students for the optional graduate project capstone experience.
- 2.4 Relationship of the proposed course to courses offered in other departments:  
There are no other graduate courses in Project Management offered at Western Kentucky University.

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

- Illinois institute University: SCO 933 -Project Management Fundamentals
- Eastern Michigan University: CNST 504 - Project Management
- South Dakota State University: GE 569 - Project Management
- North Carolina State University: CE561- Construction Project Management
- Central Missouri State University: CIS 5675- Project Management, Illinois State University: ITK 463- Information Technology Project Management
- Ohio State University: MGT 820- Project Management
- Boston University: MET AD 642B- Project Management

**3. Description of proposed course:**

3.1 Course objectives:

- Describe and assess basic project management techniques and structures.
- Develop work breakdown structures, critical path schedules, and allocate resources.
- Analyze data to create cost control models including earned value analysis.
- Identify and develop risk management plans that support project objectives.
- Demonstrate the ability to develop a comprehensive project plan

3.2 Content outline: PMP framework

context, process, and planning  
scope management  
project life cycle  
time management-estimating task times  
human resource management  
resource allocation  
cost management  
project software- decision support systems  
quality management  
scheduling- critical path  
communication and coordination  
risk and change management  
project closing

3.3 Student expectations and requirements:

Complete prescribed homework and examinations  
Pursue reading and research in material other than text  
Read assigned material and participate in discussions  
Write research papers

Share professional experiences from industry  
Participate in group assignments/activities  
Develop professional presentations

3.4 Tentative texts and course materials:

Gray, C. (2002). *Project Management: The Managerial Process*, (3<sup>rd</sup> ed.). McGraw Hill, ISBN-10: 0072833483.  
Meredith, J. (2002). *Project Management: managerial approach*, (5<sup>th</sup> ed.). Wiley, ISBN-10: 0471073237.  
Kerzner, H. (1999). *Applied Project Management: Best Practices on Implementation*. Wiley, ISBN-10: 0471363529.  
Futrell, R. (2002). *Quality Software Project Management*. Prentice Hall Professional.  
Kerzner, H. (2003). *Project Management: A Systems Approach to Planning, Scheduling, and Controlling*, (8<sup>th</sup> ed.). Wiley, ISBN-10: 0471225770.  
Lewis, J. P. (2006). *Fundamentals of project management*. (3<sup>rd</sup> ed.). New York: AMACOM. ISBN 9780814408797  
Kliem, R. L., & Ludin, I. S. (1998). *Project management practitioner's handbook*. New York: AMACOM. ISBN 0-88144-0396-4

Additional materials will supplement the textbooks.

**4. Resources:**

4.1 Library resources:

Existing library resources databases are adequate for this course.

4.2 Computer resources:

Existing departmental computer facilities are adequate to facilitate this course

**5. Budget implications:**

5.1 Proposed method of staffing: Course will be taught by existing staff through the reduction of another course in the program

5.2 Special equipment needed: N/A

5.3 Expendable materials needed: N/A

5.4 Laboratory materials needed: N/A

**6. Proposed term for implementation:**

Fall 2010

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

AMS Department:

12/16/09

Ogden College Graduate Curriculum Committee

01/29/10

Graduate Council

February 11, 2010

University Senate

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

Proposal Date: 11/12/2009

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

Contact Person: Guangming Xing, [guangming.xing@wku.edu](mailto:guangming.xing@wku.edu), 5-8848

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: CS 530
- 1.2 Course title: Automata Theory and Compiler Construction
- 1.3 Abbreviated course title: Automata Theory and Compiler
- 1.4 Credit hours and contact hours: 3 credit hours and 3 contact hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisite: CS graduate student status
- 1.7 Course catalog listing: The basic theoretical concepts of the computer viewed as an automaton. Automated tools for scanning and parsing will be studied to show how regular expressions and BNF languages are used in compiler construction and other computer applications.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: We are in the process of revising our MS program, and this course will become a required theoretical portion of the core. For many students it will replace CS 541, Mathematical Foundations of Computer Science and CS 544, Compiler Theory and Design.
- 2.2 Projected enrollment in the proposed course: 20-30 students each year based on current trends.
- 2.3 Relationship of the proposed course to courses now offered by the department:  
This course contains the first half of two currently required courses: CS 541, Mathematical Foundations of Computer Science and CS 544, Compiler Theory and Design. The content of those courses will be adjusted to minimize the overlap. In addition, those two courses will no longer be required.
- 2.4 Relationship of the proposed course to courses offered in other departments:  
No other department at WKU offers a similar course.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Several other universities offer a similar course: CS 544 Compiler Theory at Worcester Polytechnic Institute; CS441- Automata Theory and Compiler Construction at the University of North Alabama.

**3. Discussion of proposed course:**

3.1 Course objectives: To provide students with the basic theoretical foundations of a computer.

The concepts of automata theory together with various applications will be presented, and the first two stages of a compiler will be emphasized using automated tools. Students will see the relationship between languages, the grammars that generate them, and the mathematical machines that recognize them.

3.2 Content outline:

- Regular languages and regular expressions
- Finite automata with applications
- Context free grammar and PDA's
- Lexical analysis
- Parsing
- A project using LEX and YACC (Flex/Bison)(e.g. a calculator, a small language)
- Introduction to a computer as a Turing machine.

3.3 Student expectations and requirements: Students are expected to take the required exams, do the required assignments and complete a project.

3.4 Tentative texts and course materials:

- Algorithms, Languages, Automata, and Compilers by Maxim Mozgovot, Jones and Bartlett publishers, 2009.
- Compiler Construction, Principles and Practice by Kenneth Loudon, Course Technology publishers, 1997.

**4. Resources:**

4.1 Library resources: see attached

4.2 Computer resources: N/A

**5. Budget implications:**

5.1 Proposed method of staffing: Current CS faculty is sufficient

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

**6. Proposed term for implementation: Fall 2010**

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

Department of Mathematics and Computer Science 12/04/2009



Ogden College Graduate Committee

01/29/10

Graduate Council

February 11, 2010

University Senate

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

Proposal Date: 11/12/2009

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

Contact Person: Guangming Xing [guangming.xing@wku.edu](mailto:guangming.xing@wku.edu)

5-8848

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: CS 560
- 1.2 Course title: Software Engineering and Project Management
- 1.3 Abbreviated course title: Software Eng & Proj Mgt
- 1.4 Credit hours and contact hours: 3 credit hours and 3 contact hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisite: CS 360
- 1.7 Course catalog listing: Survey of modern software development techniques, including traditional and agile approaches. Topics include requirement definition, process modeling, design methods, human factor issues, and an introduction to software project management. Student will be required to model a project using Unified Modeling Language.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Software engineering is a very important area for computer science, but there is no course offered in our graduate program. We believe the content in this course will enhance our graduates' skills when they enter the job market.
- 2.2 Projected enrollment in the proposed course: 20 to 30 students each year based on current enrollment.
- 2.3 Relationship of the proposed course to courses now offered by the department:  
There is an undergraduate software engineering course in the department (CS 360), which is a prerequisite for the proposed course. CS 560 provides an advanced study of software engineering concepts and techniques for graduate students with stronger academic preparation and programming skills.
- 2.4 Relationship of the proposed course to courses offered in other departments:  
No other department at WKU offers a similar course.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Several other universities offer a similar course. For example: CS834 Software Engineering and Project Management I at Eastern Kentucky University and CS 605 Software Engineering at the University of Georgia.

### **3. Discussion of proposed course:**

Course objectives: Upon completion of this course, students will be familiar with requirement definition, process modeling, design methods, human factor issues, and software project management.

#### **3.1 Content outline:**

- Agile and traditional life-cycle models
- Requirement analysis
- Processing modeling
- Object-oriented analysis and design
- Unified modeling language
- Modularity, reusability and portability
- Design patterns
- Defect control
- Scheduling and software project management

#### **3.2 Student expectations and requirements:** Students are expected to complete required exams and assignments. In addition, they must complete a substantial project in a team environment.

#### **3.3 Tentative texts and course materials:**

- Software Engineering, Ian Sommerville, ISBN: 0321210263, Addison Wesley; 7 edition (May, 2004)
- Software Engineering. A Practitioner's Approach, Roger Pressman, ISBN: 007301933X, McGraw-Hill Science/Engineering/Math; 6 edition (April, 2004)

### **4. Resources:**

4.1 Library resources: See attached

4.2 Computer resources: N/A

### **5. Budget implications:**

5.1 Proposed method of staffing: Current computer science faculty is sufficient

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

### **6. Proposed term for implementation: Fall 2010**

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

Mathematics and Computer Science Department: 12/04/2009

Ogden College Graduate Committee 01/29/10

Graduate Council February 11, 2010

University Senate

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

Proposal Date: 10/20/09

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

Contact Person: Dr. Ric Keaster      e-mail: ric.keaster@wku.edu      Phone: 745-7088

**1. Identification of proposed course**

- 1.1 Prefix and number: EDAD 640
- 1.2 Title: Introduction to School Leadership
- 1.3 Abbreviated title: Intro to School Leadership
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: C – Lecture/Lab
- 1.6 Prerequisites: Completion of a master's degree in education-related area and admission to the Planned Sixth Year/Rank I Instructional Leadership – School Principal, All Grades program
- 1.7 Catalog course listing: Survey course designed to provide a foundation in the concepts of school leadership as they relate to the role of the school principal. Field work consistent with the role of the school principal is required.

**2. Rationale**

- 2.1 Reason for Developing the Proposed Course: The state regulation that governs the preparation of school principals, Section 3, 16 KAR 3:050 Professional Certificate for Instructional Leadership – School Principal, All Grades was revised and became effective June 2008. Under the revised regulation, all currently approved principal preparation programs will no longer be approved or accredited as of December 31, 2011. All candidates admitted under the current program must complete the program by January 31, 2014. The revised regulation requires institutions to redesign the program pursuant to the requirements set forth in the regulation. Four education administration courses (EDAD 588, EDAD 677, EDAD 683, and EDAD 684) will be required for program admission. These courses provide students with a foundation in various aspects of school business finance and administration, school law, curriculum development, and strategies for supervising and improving instruction within schools. The proposed course will then introduce students to more general concepts of school and organizational leadership, provide them with personal assessments for diagnosis purposes, discuss various

skills/abilities/dispositions required for educational administrators, and convey the state and national context for effective school leadership.

- 2.2 Projected enrollment in the proposed course: 25 students per offering. Students will progress through the program in cohorts. Each cohort will consist of approximately 25 students.
- 2.3 Relationship of the proposed course to courses now offered by the department: This will be the first of six required leadership courses that will be taken by all students seeking certification in this area. The proposed course is similar to the existing course, EDAD 585, Fundamentals of Leadership, but will require a significant amount of mentored fieldwork related to the role of the school principal, which the current course does not.
- 2.4 Relationship of the proposed course to courses offered in other departments:  
There are master's level courses in other departments that address leadership but none with a specific emphasis on the role of the school principal. Following are some examples: TCHL 510 Teacher Leadership, a proposed new course in the School of Teacher Education, will focus on concepts of leadership related to teacher leader; LEAD 500 Effective Leadership Studies is an in-depth investigation of the basics of effective leadership; HCA 555 Preparedness and Leadership focuses on planning for leadership in disasters; AMS 590 Operations Leadership provides technical professionals with leadership and management skills; and BA 500 Management Dynamics focuses on organizational analysis and management of behavior in organizations. The proposed course will focus on administrative leadership in P-12 settings.
- 2.5 Relationship of the proposed course to courses offered in other institutions:  
This course has some similarities to courses offered in educational administration programs at other institutions, including some of the following examples from WKU benchmark institutions:

**University of Kentucky**

EDA 701 – Leadership in Educational Organizations - A study of leadership with particular emphasis on understanding the nature, defining characteristics, responsibilities, contextual determinants, and importance of leadership within educational organizations.

**Ball State University**

EDAD 600 Introduction to Educational Leadership - Examines purposes and organizational structures of educational institutions created by federal, state, and local governments offering programs and services from early childhood through adulthood. Contemporary

operational and administrative problems, developing trends, etc., are considered for analysis.

#### **California State University – Chico**

EDAD 612 School Leadership - Role expectations of the principal from several reference groups are explored. Included are program development, staff and curriculum development and supervision, community relationships and responsibilities, legal aspects, budget and finance, vocational and adult education. Opportunities for students to test their administrative decision making in simulated situations are provided.

#### **California State University – Fresno**

EAD 281 Transformational Leadership. Organizational development to include interventions for restructuring, including site-based management, strategic planning, and team building aimed at transforming schools into world-class operations.

#### **Indiana State University**

ELAF 681 The School Principal: Leadership for Changing Schools. Role of the school administrator as it is concerned with instructional staff and programs, educational vision and values, diverse student needs, team leadership, continuous school improvement, change, and the effective leadership and management of the school setting.

#### **Youngstown State University**

EDAD 6931 Leadership in Educational Organizations: Theory to Best Practices - Significant theories, research, and professional practices in the leadership of schools and school systems. Detailed analysis of primary sources and application of sources to reflection on issues and problems of administrative practice.

### **3. Discussion of proposed course**

- 3.1 Course objectives: At the completion of the course, students will be able to:
- demonstrate an understanding of the multiple definitions of leadership and its importance for quality schools
  - understand the difference between leadership and management and how those functions get carried out within educational settings
  - demonstrate an understanding of the ISLLC Standards and how they relate to school leadership
  - identify the various entities (and their functions) within the state that influence schools and school leadership (i.e., KDE, EPSB, SISI, CSIP, etc.)
  - demonstrate skills at handling the day-to-day issues that confront school administrators

- demonstrate an awareness of their own strengths and areas for improvement in the area of leadership
- discuss different theories about organizational behavior, motivating faculty and students, and leadership in general
- demonstrate effective communication skills
- demonstrate effective conflict resolution skills
- lead a group through problem-solving, decision-making processes
- help facilitate others in organizational improvement processes (i.e., effective change efforts)
- use self-reflection as a vehicle for all improvement efforts, both personal and organizational

### 3.2 Content outline:

- Definitions and beliefs about leadership
- Relationship between leadership and management
- ISLLC Standards
- State departments and their influences on schools
- The fragmented life of an administrator (in-baskets)
- Self-assessments – leadership styles, dispositions, etc.
- Overview of leadership and motivational theories
- Interpersonal communication for school leaders
- Conflict management skills for school leaders
- Group processes involving school personnel
- Problem solving and decision making in school leadership settings
- School leaders' facilitation of change
- Strategies for addressing resistance to change in school settings

3.3 Student expectations and requirements: Students will be expected to read a variety of assigned materials (journals, Internet sources, and texts) and be prepared to discuss these in class. Students will be given assignments that will require them to gather data, library research topics, lead presentations, and participate in simulations to apply knowledge and skills learned. Assessment will potentially include projects (individual or group), examinations, and research papers. Students will be required to complete a significant amount of mentored fieldwork related to activities appropriate to this course.

### 3.4 Tentative texts and course materials:

Lunenburg, F. C., & Ornstein, A. C. (2008). *Educational administration: Concepts and practices*. Belmont, CA: Thompson/Wadsworth.

Supplemental materials that focus on the “Skills of Leadership”



**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: Current faculty will teach this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory supplies needed: None

**6. Proposed term for implementation:** Fall 2010

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

Department of Educational Administration, Leadership, and Research	<u>10/28/09</u>
CEBS Curriculum Committee	<u>12/1/09</u>
Professional Education Council	<u>12/9/09</u>
Graduate Council	<u>February 11, 2010</u>
University Senate	<u></u>

**Attachments: Bibliography, Library Resources Form, [Course Inventory Form](#)**

Proposal Date: 10/20/09

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

Contact Person: Dr. Christopher R. Wagner; [christopher.wagner@wku.edu](mailto:christopher.wagner@wku.edu); 745-4951

**1. Identification of proposed course:**

- 1.1 Course prefix and number: EDAD 641
- 1.2 Course title: Building Culture and Community
- 1.3 Abbreviated title: Building Culture & Community
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: C – Lecture/Lab
- 1.6 Co-requisite: EDAD 640
- 1.7 Course catalog listing: Practical application of established tools for assessing and improving a school's culture and community with an emphasis on ethical leader behaviors. Field work consistent with the role of the school principal is required.

**2. Rationale:**

- 2.1 Reason for Developing the Proposed Course: The state regulation that governs the preparation of school principals, Section 3, 16 KAR 3:050 Professional Certificate for Instructional Leadership – School Principal, All Grades was revised and became effective June 2008. Under the revised regulation, all currently approved principal preparation programs will no longer be approved or accredited as of December 31, 2011. All candidates admitted under the current program must complete the program by January 31, 2014. The revised regulation requires institutions to redesign the program pursuant to the requirements set forth in the regulation. Aspiring school leaders will benefit from the content of the proposed course, as they must understand the importance of the need to develop strategies to create a culture for a purposeful and robust professional learning community that ultimately impacts teaching and learning. This course will specifically address the impact on student learning and school performance of: school culture, professional and student learning communities, and professional ethics of school leaders.
- 2.2 Projected enrollment in the proposed course: 25 students per offering. Students will progress through the program in cohorts. Each cohort will consist of approximately 25 students.
- 2.3 Relationship of the proposed course to courses now offered by the department: This will be the second of six new, required core leadership

courses taken by all members of each cohort. In the current program there is not a specific course that addresses the impact of community and culture on school leadership. Some courses in the current program, such as EDAD 682 School-Community Relations, address the importance of various topics to be addressed in this course but not to the depth and breadth that will be required by the new leadership standards.

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

Other departments on campus do not offer a similar graduate course in terms of content. However, there are other courses that include content tangentially related to the proposed course. CNS 555 Social and Cultural Diversity is focused on multicultural educational issues; SWRK 501 Cultural Competency in Social Work also focuses on multicultural topics; and SOCL 542 Community focuses on ecological and social concepts of the community and its structure and function. The proposed course differs from these courses since it applies specifically to administration of the P-12 school.

2.5 Relationship of the proposed course to courses offered in other institutions: This course has some similarities to courses offered in educational administration programs at other institutions including the following examples from WKU benchmark institutions:

**California State University – Chico**

EDAD 615 Field-Based Accountability: Managing for Learning. Field-based course provides candidates in school leadership a practical and conceptual understanding of educational accountability in regional schools. Candidates engage in work in school and district efforts to become more accountable to democratic principles, local community priorities, and state and federal student achievement mandates. In addition to analyzing and understanding efforts to increase accountability, candidates propose improvements to an existing field-based accountability system. Problems of high stakes [assessment], ethics, equity, adequacy, intended and unintended consequences are related to school improvement and successful school leadership for democracy.

**Eastern Michigan University**

EDLD 509. Educational Leadership in a Pluralistic Society. Analysis of the educational administration issues presented in culturally pluralistic educational environments. Examination of sociopolitical context of schools, impact of dominant and subordinate groups, and leadership challenges involved in striving for school success for all.

**Florida Atlantic University**

EDA 6300. School Community Leadership. Identification and utilization of community resources and the creation of partnerships, community linkages, and collaborative efforts to provide for the educational, cultural, health, lifelong learning, and vocational needs of students and citizens in a community.

EDA 7106. Leadership V: Reframing Educational Organizations. Focus on structural, human resource, political, and symbolic dynamics of organizational life and the skills necessary to develop learning organization. Provides understanding of: (1) organizational models, (2) use of organizational structures and behavior, and (3) change models and processes.

#### **Missouri State University**

EAD 657. The Administration of Instructional Programs. An analysis of instructional programs and the role of the school administrator in developing learner-centered school cultures and supporting research-based instruction.

#### **University of Central Missouri**

EDAD 5150. Ethics in Leadership. Advanced study in ethical systems of decision-making in educational leadership through philosophic/social theories and case studies.

EDAD 5770. Instructional Leadership and School Improvement. Focus on the leader's role in creating a positive learning climate that maximizes teacher and student performance.

### **3. Discussion of proposed course:**

- 3.1 Course objectives: At the conclusion of the course students will be able to:
- Explain the importance of diversity in the development and implementation of curriculum
  - Develop and use strategies to reinforce norms of behavior within a school culture conducive to student learning and achievement
  - Utilize strategies to promote effective change
  - Identify, assess, and improve the elements that impact formal and informal school culture structures
  - Collect and use data to influence and inform school culture
  - Foster active partnerships with individuals, families, and communities for maximizing school success
  - Understand the value of all individuals in the learning community
  - Use leadership skills to influence and enhance student learning
  - Create and sustain a school-wide learning environment based on a shared sense of community and cooperation

- Employ the characteristics of professional learning communities that focus on student learning and achievement
- Foster individual and collective accountability among staff members to improve student learning and achievement
- Model beliefs, ideals, and professional ethics conducive to student learning and achievement
- Commit to principles of equity and diversity
- Understand the roles and responsibilities of all school administrative, departmental and support staff, leadership teams, committees, and the school-based council
- Model a personal and professional code of ethics
- Develop and support Professional Learning Communities

3.2 Content outline: Topics will include the following:

- Relationship of demographics/diversity to curriculum development and implementation
- Impact of cultural behaviors on student learning and achievement
- Models for effective change
- School culture assessment tools
- Collection and use of school culture data
- Partnerships with learning community stakeholders
- Ethical leadership
- Participatory/collaborative decision-making
- Diverse values and opinions
- Strategies related to higher levels of student learning and achievement
- Individual and collective accountability
- Impact of leader beliefs, ideals, and ethics on student learning
- Equity and diversity
- Building leader roles and responsibilities
- Personal and professional code of ethics
- Professional Learning Communities and team-building

3.3 Student expectations and requirements: Students will be expected to read a variety of assigned materials (journals, Internet sources, 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. Assessment will potentially include projects (individual or group), examinations, and research papers. Students will be required to complete a significant amount of mentored fieldwork related to activities appropriate to this course.

3.4 Tentative texts and course materials:

Deal, T., & Peterson, K. (2003). *Shaping school culture: The heart of leadership*. San Francisco, CA: Jossey-Bass, Inc.

Phillips, G., & Wagner, C. (2003). *School culture assessment: A manual for assessing and transforming school-classroom culture*. Vancouver, BC: Agent 5 Design.

Kentucky Education Professional Standards Board. (1992). *Professional code of ethics for Kentucky certified school personnel*. Kentucky Revised Statute 161.028.

**4. Resources:**

- 4.1 Library resources: Additional library resources will not be needed.
- 4.2 Computer resources: Additional computer resources will not be needed.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Current faculty will teach this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation:** Fall 2010

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

Department of Educational Administration, Leadership, and Research	<u>10/28/09</u>
CEBS Curriculum Committee	<u>12/1/09</u>
Professional Education Council	<u>12/9/09</u>
Graduate Council	<u>February 11, 2010</u>
University Senate	<u></u>

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

Proposal Date: 10/20/09

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

Contact Person: Dr. William Schlinker, [bud.schlinker@wku.edu](mailto:bud.schlinker@wku.edu), 745-6039

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: EDAD 642
- 1.2 Course title: Leveraging Community Systems and Resources
- 1.3 Abbreviated title: Leverage Comm Sys and Resrces
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: C – Lecture/Lab
- 1.6 Prerequisite: EDAD 640 and EDAD 641  
Co-requisite: EDAD 643
- 1.7 Course catalog listing: Utilization of state, national, and local resources and the creation of collaborative community support and involvement, to provide for the educational needs of students. Field work consistent with the role of the school principal is required.

**2. Rationale:**

- 2.1 Reason for Developing the Proposed Course: The state regulation that governs the preparation of school principals, Section 3, 16 KAR 3:050 Professional Certificate for Instructional Leadership – School Principal, All Grades was revised and became effective June 2008. Under the revised regulation, all currently approved principal preparation programs will no longer be approved or accredited as of December 31, 2011. All candidates admitted under the current program must complete the program by January 31, 2014. The revised regulation requires institutions to redesign the program pursuant to the requirements set forth in the regulation. The proposed course will assist students in developing awareness of and confidence in using resources as a planned and significant aspect of learning. The course will specifically address school principal leadership skills necessary to forecast and shift resources to programs and to combine school and district academic programs (i.e., auxiliary and regular) with family and community involvement to support and enhance professional practice and student learning.
- 2.2 Projected enrollment in the proposed course: 25 students per offering. Students will progress through the program in cohorts. Each cohort will consist of approximately 25 students.
- 2.3 Relationship of the proposed course to courses now offered by the department: This will be the third of six new, required core leadership

courses taken by all members of each cohort. In the current program EDAD 682 School-Community Relations and EDAD 594 Seminar in Leadership: Auxiliary Programs address some but not all of the content of the proposed course and not to the extent that will be required by the new leadership standards. The major focus of EDAD 641 Leveraging Community Systems and Resources will be the impact on schools of culture, learning communities, professional ethics and dispositions regarding equity and diversity. The proposed course will place a greater emphasis on the policy environment of the school, involving parents and community in providing services for all children and addressing the impact of diversity on education. In addition, there will be more emphasis placed on the field-based application consistent with the role of the school principal.

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

Other departments on campus do not offer a similar graduate course in terms of content. However, there are other courses that include content tangentially related to the proposed course. CNS 553 Community Resources in CNS focuses on agencies with which those in helping fields should be familiar; COMM 565 Communication and Conflict focuses on communication as related to conflict in interpersonal group, organizational, and intercultural settings; COMM 463G Intercultural Communication focuses on dimensions of communication theory that apply across cultural boundaries; EXED 532 Families, Professionals, and Exceptionalities focuses on interpreting programs for individuals with disabilities to maximize family involvement; and SOCL 542 Community, focuses on ecological and social concepts of the community and its structure and function. The proposed course differs from these courses since it applies to administration of the P-12 school.

2.5 Relationship of the proposed course to courses offered in other institutions: This course has some similarities to courses offered in educational administration programs at other institutions including the following examples from Western Kentucky University benchmark institutions:

**California State University – Chico**

EDAD 610 Communication Skills for School Administrators.

Interpersonal communication is practiced, stressing the role of educational leader to improve knowledge and skills applicable to face-to-face communication; one's own unique style of communication, group and organizational factors which affect that communication.

**Eastern Illinois University**



EDA 5420 – School-Community Relations. Practices and procedures for developing and implementing an effective school-community relations program. Attention is given to the roles of school district staff members in public relations and politics of education.

**Eastern Michigan University**

EDLD 513 – Community Education and Community Relations. An exploration of the basic principles and philosophy of community education, its current status and relationship to education and interpretation of the educational institution to a diverse community. Emphasis on promoting public confidence in schools via two-way communication and community involvement in schools.

**Florida Atlantic University**

EDA 6300: School Community Leadership. This course will address the identification and utilization of community resources and the creation of partnerships, community linkages, and collaborative efforts to provide for the educational, cultural, health, lifelong learning, and vocational needs of students and citizens in a community.

**Indiana State University**

ELAF 656 School and Community: Collaborating for Effective Schools. Practices and procedures that may be employed to develop mutual understanding between the citizens of a community and their public schools.

**Missouri State University**

EAD 764 School and Community Relations. An examination of the various strategies involved in establishing effective internal and external communications. The responsibilities of boards of education, administrative officials, staff personnel, students, and the community will be emphasized.

**University of Central Missouri**

EDAD 5760 School and Community Relations. Communication and related problems in education.

**Youngstown State University**

EDAD 6955 Marketing and Community Relationships. Stresses effective communication that supports the marketing of school purposes and programs. Leadership skills that build community support and recognize the value of message delivery to targeted audiences in the community will be related to the marketing of schools.

**3. Discussion of proposed course:**

- 3.1 Course objectives: Students will be able to:
- Apply strategies to build learning relationships with families
  - Develop and use strategies to build partnerships with community stakeholders
  - Use strategies to leverage multiple resources to improve student learning and achievement
  - Recognize and consider the prevailing values of the diverse community
  - Understand the importance of community stakeholder involvement in student learning and achievement
  - Assess family and community concerns, expectations and needs
  - Influence the community environment in which schools operate on behalf of all students and their families
  - Use effective dialogue with representatives of diverse community groups
  - Use the district protocol for assessing additional external resources
  - Allocate and integrate district resources available for addressing all student needs
  - Leverage district resources for school improvement
  - Monitor and evaluate district resources based on changing student needs
  - Operate within the political environment in which the school exists
  - Influence public policy to provide quality education for all students
- 3.2 Content outline: Topics will include the following:
- Building relationships with families
  - Building partnerships with community groups
  - Accessing resources for improving student achievement
  - Importance of values in diverse communities
  - Involvement of external communities in schools
  - Assessing concerns, expectations and needs of families
  - Influence of schools on the community environment
  - Communicating with diverse populations
  - Accessing external resources
  - Utilizing district resources for all students
  - Utilizing district resources for school improvement
  - Understanding politics and schools
  - Influencing public policy to benefit all students
- 3.3 Student expectations and requirements: Students will be expected to read a variety of assigned materials (journals, Internet sources, 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. Assessment will potentially include projects (individual or group), examinations, and research papers. Students will be required to complete

a significant amount of mentored fieldwork related to activities appropriate to this course.

3.4 Tentative texts and course materials:

Bagin, D., Gallagher, D. R., & Moore, E. H. (2008). *The school and community relations*. (9th ed.) Boston: Pearson.

Supplemental materials that focus on “Special programs in school”

**4. Resources:**

- 4.1 Library resources: Additional library resources will not be needed.
- 4.2 Computer resources: Additional computer resources will not be needed.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Current faculty will teach this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation:** Fall 2010

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

Department of Educational Administration, Leadership, and Research	<u>10/28/09</u>
CEBS Curriculum Committee	<u>12/1/09</u>
Professional Education Council	<u>12/9/09</u>
Graduate Council	<u>February 11, 2010</u>
University Senate	<u></u>

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

Proposal Date: 10/20/09

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

Contact Person: Dr. William Schlinker, [bud.schlinker@wku.edu](mailto:bud.schlinker@wku.edu), 745-6039

**1. Identification of proposed course:**

- 1.1 Course prefix and number: EDAD 643
- 1.2 Course title: Securing and Developing Staff
- 1.3 Abbreviated title: Securing and Developing Staff
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: C – Lecture/Lab
- 1.6 Prerequisite: EDAD 640 and EDAD 641  
Co-requisite: EDAD 642
- 1.7 Course catalog listing: Human resources leadership for P-12 schools.  
Emphasizes processes and procedures in the management of educational systems, including personnel development. Field work consistent with the role of the school principal is required.

**2. Rationale:**

- 2.1 Reason for Developing the Proposed Course: The state regulation that governs the preparation of school principals, Section 3, 16 KAR 3:050 Professional Certificate for Instructional Leadership – School Principal, All Grades was revised and became effective June 2008. Under the revised regulation, all currently approved principal preparation programs will no longer be approved or accredited as of December 31, 2011. All candidates admitted under the current program must complete the program by January 31, 2014. The revised regulation requires institutions to redesign the program pursuant to the requirements set forth in the regulation. The proposed course will stress for aspiring principals that functions such as staff selection, evaluation of personnel, conditions of work and environment, and professional development are interrelated processes that influence the culture of the learning environment. It is imperative that principals be able to develop support systems, including conferencing, mentoring, and coaching, to build relationships with staff that result in a learning environment that enhances student learning and that increases staff retention rates.
- 2.2 Projected enrollment in the proposed course: 25 students per offering. Students will progress through the program in cohorts. Each cohort will consist of approximately 25 students.

- 2.3 Relationship of the proposed course to courses now offered by the department: This will be the fourth of six new, required core leadership courses taken by all members of each cohort. In the current program EDAD 590 Administration of School Personnel provides a general working knowledge of the personnel function in educational settings. The proposed course will examine competencies related to effective school personnel administration and facilitation in a more comprehensive manner. Specific emphasis will be placed on the role of the principal in the professional development of school personnel. Also, although the current course requires only minor field work, the proposed course will require extensive work in the field consistent with the role of the principal.
- 2.4 Relationship of the proposed course to courses offered in other departments: Master's level courses in other departments offer content similar to the proposed course. BA 560 Human Resource Management focuses on current critical issues in human resource management; CNS 573 Administration/Student Affairs focuses on organizational and leadership theory related to student affairs; PSY 571 Personnel Psychology focuses on employee selection procedures, with emphasis on criterion and validity issues; and PSY 771 Human Resource Management for Organizational Leaders, focuses on leadership roles in managing human resources in organizations to achieve both individual and organizational objectives. The proposed course differs from these courses since it applies to administration of the P-12 school.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This course has some similarities to courses offered in educational administration programs at other institutions including the following examples from Western Kentucky University benchmark institutions:

**Ball State University**

EDAD 630 Human Resource Development. Focuses on techniques used to maintain effective human relations and use of human resources. Staff evaluation systems, staffing projections, staff-related record management, benefit programs, etc. Emphasizes negotiations in the public sector and contract management.

**California State University-Chico**

EDAD 623 Leadership in Personnel Administration. Students will develop skills related to hiring, developing and evaluating credentialed and classified staff for effective schools. Topics such as professional development, legal issues in hiring, discipline and termination, and evaluation of the marginal employee will be included.

**Eastern Illinois University**

EDA 5870 Personnel Administration. Major areas included are recruitment, selection, and induction procedures; personnel compensation and evaluation programs, staff development techniques; and collective bargaining processes in education.

**Eastern Michigan University**

EDLD 617 Administering Human resources in Education. Development of an understanding of the issues, problems and practices involved in the administration of personnel programs in education. An in-depth exploration of the basic principles of staff administration and high-level morale.

**Indiana State University**

ELAF 751 Administration of School Personnel. A study of the policies and practices of personnel administration in schools. The role of the personnel administrator in organization manpower planning, compensation, recruitment, induction, appraisal, development, continuity, security, and standards are important features of this course.

**Oakland University**

EL 540 Educational Administration. Examines a common core of knowledge gained through study in selected areas of school administration. Prepares students to assume responsibility for school administration with appropriate skill in communication and management skills, evaluation and supervision of staff, respect and value of human diversity.

**University of Northern Iowa**

270:310 Human Resource Administration. Teacher selection and placement, promotion, tenure, collective bargaining and retirement; administration of pupil personnel facilitating services.

**University of Tennessee**

293: 548 Supervision and Personnel Administration. Basic supervisory and personnel concepts and related competencies at the micro-organizational level: interviewing, personnel planning, collecting and maintaining employee information, supervision of personnel. Performance appraisal and staff development.

**3. Discussion of proposed course:**

- 3.1 Course objectives: At the conclusion of the course students will be able to:

- Identify and assess the dispositions, content knowledge, and pedagogy of applicants
- Align the staff recruitment and selection process with the diversity needs of the school, and the school's mission, vision, and school improvement plan
- Apply legal requirements, state and district personnel policies and administrative procedures
- Evaluate staff performance and plan professional growth of staff
- Apply the Kentucky Teacher Standards and instructional best practices for personnel evaluation
- Use effective classroom observation techniques and teacher conferencing methods
- Collaboratively develop professional growth plans based on instructional needs
- Develop methods of open communication between staff and administrators
- Use motivational strategies to improve teacher performance
- Apply theories and research for effective professional development
- Demonstrate a commitment to learning

3.2 Content outline: Topics will include the following:

- Dispositions of educational leaders
- Staff recruitment and selection based on diversity needs
- Legal requirements relating to recruiting and selecting of staff
- Evaluation of staff
- Developing professional growth plans
- Personnel conferencing skills
- Communication methods
- Motivational theories/strategies
- Professional development plans
- Strategic planning for learning
- Standards and Indicators for School Improvement

3.3 Student expectations and requirements: Students will be expected to read a variety of assigned materials (journals, Internet sources, 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. Assessment will potentially include projects (individual or group), examinations, and research papers. Students will be required to complete a significant amount of mentored fieldwork related to activities appropriate to this course.

3.4 Tentative texts and course materials:

Webb, L. D., & Norton, M. S. (2009). *Human resources administration: Personnel issues and needs in education*, (5th ed.). Columbus: Pearson.

Steifarth, J. S. (2008). *Human resources leadership for effective schools*, (5th ed.). Boston: Allyn and Bacon.

**4. Resources:**

- 4.1 Library resources: Additional library resources will not be needed.
- 4.2 Computer resources: Additional computer resources will not be needed.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Current faculty will teach this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation:** Fall 2010

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

Department of Educational Administration, Leadership, and Research	<u>10/28/09</u>
CEBS Curriculum Committee	<u>12/1/09</u>
Professional Education Council	<u>12/9/09</u>
Graduate Council	<u>February 11, 2010</u>
University Senate	<u></u>

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



Proposal Date: 10/20/09

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

Contact Person: Dr. Gayle Ecton e-mail: [gayle.ecton@wku.edu](mailto:gayle.ecton@wku.edu) Phone: 745-4890

**1. Identification of proposed course**

- 1.1 Course prefix and number: EDAD 644
- 1.2 Course title: Creating Organizational Structures and Operations
- 1.3 Abbreviated title: Org Structure and Operations
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: C – Lecture/Lab
- 1.6 Prerequisite: EDAD 642 and EDAD 643  
Co-requisite: 645
- 1.7 Catalog course listing: Organizational leadership, procedures, and structures for P-12 school improvement. Field work consistent with the role of the school principal is required.

**2. Rationale**

- 2.1 Reason for Developing the Proposed Course: The state regulation that governs the preparation of school principals, Section 3, 16 KAR 3:050 Professional Certificate for Instructional Leadership – School Principal, All Grades was revised and became effective June 2008. Under the revised regulation, all currently approved principal preparation programs will no longer be approved or accredited as of December 31, 2011. All candidates admitted under the current program must complete the program by January 31, 2014. The revised regulation requires institutions to redesign the program pursuant to the requirements set forth in the regulation. The proposed course will provide students who are or aspire to be organizational leaders with the knowledge and skills to be able to design, change, and lead effective, high performing organizations. Leaders must understand systems thinking as related to student learning and achievement and the role shared decision-making plays in school improvement planning. Further, it is important for every principal to understand the laws, regulations, and policies under which the school must function.
- 2.2 Projected enrollment in the proposed course: 25 students per offering. Students will progress through the program in cohorts. Each cohort will consist of approximately 25 students.

- 2.3 Relationship of the proposed course to courses now offered by the department: This will be the fifth of six new, required core leadership courses that will be taken by all members of each cohort. In the current program there is a similar course, EDAD 696 Advanced Organizational Theory, a general survey course that focuses on theory and addresses how organizations are structured to achieve their goals. The proposed course will focus on developing and implementing an operational vision and mission, school improvement planning and implementation, designing organizational structures, and the legal framework within which a school operates.
- 2.4 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, which emphasizes current theories and research practices; and BA 510 Organizational Theory, which focuses on theory and research that has relevance for practical problems of designing and managing organizations) that address some but not all of the topics in the proposed course and not in the applied context of the P-12 school.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This course has some similarities to courses offered in educational administration programs at other institutions including the following examples from WKU benchmark institutions:

**Ball State University**

EDAD 635 Educational Decision Making. Using real data to investigate and decide future direction leading to school improvement.

**California State University – Chico**

EDAD 622 Implementing Instructional Strategies at the School Site. Creating and maintaining schools which maximize student success.

**California State University – Fresno**

EAD 281 Transformational Leadership. Organizational development to include interventions for restructuring, including site-based management, strategic planning, and team building aimed at transforming schools into world-class operations.

**Eastern Michigan University**

EDLD 740 Organizational Theory. Various theories, approaches, and methods of organizing educational institutions. Concerned with design, purposes, processes, problems, and issues of

organizational structuring and change. Examination of organizational environment and informational organizations.

### **Indiana State University**

ELAF 681 The School Principal: Leadership for Changing Schools. Role of the school administrator as it is concerned with instructional staff and programs, educational vision and values, diverse student needs, team leadership, continuous school improvement, change, and the effective leadership and management of the school setting.

### **Youngstown State University**

7014 Systematic Use of Information for School Improvement. Information systems concepts: analysis, design, implementation, and evaluation applied to individual, school, and program evaluation and improvement.

## **3. Discussion of proposed course**

3.1 Course objectives: After completing the course, students will be able to:

- Demonstrate the importance of leading the development of a vision
- Demonstrate effective selection of strategies in aligning resources, operational procedures, and organizational structures with the school vision and mission
- Demonstrate how modeling values, beliefs, and attitudes is important to inspiring others to higher levels of performance
- Demonstrate the application of systems thinking as related to student learning and achievement
- Demonstrate the use of a data management system for monitoring school improvement planning and implementation
- Demonstrate the role shared decision-making plays in school improvement planning including effective leadership skills for a shared decision-making environment
- Demonstrate how to convene and lead teams in building a professional learning community
- Demonstrate how to develop, implement, and monitor a school improvement plan aligned with data, policy, and regulation
- Demonstrate the evaluation of school site professional development and determination of next steps
- Demonstrate the application of appropriate problem-solving techniques for decision-making purposes
- Demonstrate delegation of specific responsibilities and duties and how to communicate, lend guidance, and provide constructive feedback to those individuals through coaching
- Demonstrate how basic management skills contribute to a learning environment that fosters student safety, learning, and achievement

- Demonstrate appropriate application of the laws, regulations, and policies under which the school must function
- Utilize self-reflection of own leadership ability focusing on strengths discovered, lessons learned, and what to do differently in the future

3.2 Content outline: Topics will include the following:

- Vision and mission development
- Organizational alignment in support of vision and mission
- Modeling beliefs, values, and attitudes
- Systems and systems thinking
- Data collection and organization through well constructed template design
- Data analysis for decision-making
- Shared decision making and collaborative processes
- Convening and leading teams in building a professional learning community
- School improvement planning
- Development and use of monitoring tools
- Evaluating school site professional development
- Problem solving
- Delegation and coaching
- Management skills for creating an effective learning environment
- Appropriate application of relevant laws, regulations, and policies
- Self-reflection as a tool of personal assessment

3.3 Student expectations and requirements: Students will be expected to read a variety of assigned materials (journals, Internet sources, 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. Assessment will potentially include projects (individual or group), examinations, and research papers. Students will be required to complete a significant amount of mentored fieldwork related to activities appropriate to this course.

3.4 Tentative texts and course materials:

Owens, R., & Valesky, T. (2007). *Organizational behavior in education: Adaptive leadership for school reform* (9th ed.). Boston: Pearson Education, 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: Current faculty will teach this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory supplies needed: None

**6. Proposed term for implementation: Fall 2010**

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

Department of Educational Administration, Leadership,  
and Research

10/28/09

CEBS Curriculum Committee

12/1/09

Professional Education Council

12/9/09

Graduate Council

February 11, 2010

University Senate

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**Attachments: Bibliography, Library Resources Form, [Course Inventory Form](#)**

Proposal Date: 10/20/09

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

Contact Person: Dr. Christopher R. Wagner; christopher.wagner@wku.edu; 745-4951

**1. Identification of proposed course:**

- 1.1 Course prefix and number: EDAD 645
- 1.2 Course title: Practicing the Principalship
- 1.3 Abbreviated title: Practicing the Principalship
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: C – Lecture/Lab
- 1.6 Prerequisite: EDAD 642 and EDAD 643  
Co-requisite: EDAD 644
- 1.7 Course catalog listing: Capstone course emphasizing leading change, reflective practice, and transitioning into the principalship. Field work consistent with the role of the principal is required.

**2. Rationale:**

Reason for Developing the Proposed Course: The state regulation that governs the preparation of school principals, Section 3, 16 KAR 3:050 Professional Certificate for Instructional Leadership – School Principal, All Grades was revised and became effective June 2008. Under the revised regulation, all currently approved principal preparation programs will no longer be approved or accredited as of December 31, 2011. All candidates admitted under the current program must complete the program by January 31, 2014. The revised regulation requires institutions to redesign the program pursuant to the requirements set forth in the regulation. The proposed course will examine the school principalship, one of the key leadership positions in education. Using research, theory from education and the social sciences, and knowledge based on effective practices, students will examine various aspects of the daily work of principals, the characteristics of effective schools, and leading school change and improvement. Special attention will be given to how principals lead, manage programs and shape school culture. While considerable attention will be given to the theoretical and conceptual issues related to the school principalship, these theories, concepts, models will be applied to the realities of successful, productive school leadership.

- 2.1 Projected enrollment in the proposed course: 25 students per offering. Students will progress through the program in cohorts. Each cohort will consist of approximately 25 students.

- 2.2 Relationship of the proposed course to courses now offered by the department: This will be the final course of six new, required core leadership courses that will be taken by all members of each cohort. The current course, EDAD 690 Principalship, addresses some but not all of the proposed course content and not to the depth necessary to meet the new standards. For example, the proposed course will have a much more extensive field work component than the current course and will be more comprehensive in pulling together leadership skills learned in other courses.
- 2.3 Relationship of the proposed course to courses offered in other departments:  
Other departments on campus offer similar graduate courses that address some but not all of the topics in the proposed course and not in the applied context of the P-12 school. For example, BA 510 Organization Theory focuses on theory that has relevance for practical problems in designing and managing organizations; CNS 555 Social and Cultural Diversity focuses on multicultural education and counseling related to individuals in human service settings; EDLD 710 Leadership Theories and Ethics focuses on theory and research on leadership, ethics and managerial effectiveness; and EDLD 730 Leading the Organization focuses on leadership for organizational improvement.
- 2.4 Relationship of the proposed course to courses offered in other institutions: This course has some similarities to courses offered in educational administration programs at other institutions including the following examples from WKU benchmark institutions:

**Ball State University**

EDAD 610. Administration of the Elementary School. Review of the organizational structure of the federal, state, and local levels. Examination of current trends, operational methods, relationships, and goals of public education. Intensive treatment of the responsibilities of the elementary school administrator.

EDAD 620. Administration of the Secondary School. Review of the organizational structure of the federal, state, and local levels. Examination of current trends, operational methods, relationships, and goals of public education. Intensive treatment of the responsibilities of the secondary school administrator.

EDAD 689. The School Principal. Provides overview of this key position. Analyzes/investigates roles and functions of principalship. Emphasis on linking theory to practice, facilitating transition to leadership position, and development of appropriate skills and attitudes. Leadership and management will be addressed. Theoretical

concepts and practical illustrations are used to expand insights into the issues facing the school principal.

### **California State University – Chico**

EDAD 612. School Leadership. Role expectations of the principal from several reference groups are explored. Included are program development, staff and curriculum development and supervision, community relationships and responsibilities, legal aspects, budget and finance, vocational and adult education. Opportunities for students to test their administrative decision making in simulated situations are provided.

EDAD 615. Field-Based Accountability: Managing for Learning. This field-based course provides candidates in school leadership a practical and conceptual understanding of educational accountability in regional schools. Candidates engage with current work in school and district efforts to become more accountable to democratic principles, local community priorities, and state and federal student achievement mandates. In addition to analyzing and understanding efforts to increase accountability, candidates propose improvements to an existing field-based accountability system. Problems of high-stakes [assessment], ethics, equity, adequacy, intended consequences are related to school improvement and successful school leadership for democracy.

### **Eastern Illinois University**

EDA 5630. The Principalship. Develops interrelationship of pupils, staff and resources in the elementary school. Focus on the tasks performed and leadership skills needed.

### **Eastern Michigan University**

EDLD 620. The Principalship. The examination of the role of a school principal in: a) improving curriculum and instruction; b) the establishment of effective operations in a school; and c) establishing avenues for change by an awareness of innovations, materials, technologies and research that are relevant for the elementary, middle and high schools.

### **Florida Atlantic University**

EDA 7931. Leadership VI: Seminar in Leadership. Focus on mind-set and process skills used to lead organizations. Provides practitioners with skills to (1) envision the future; (2) be conservers of what is good; (3) find opportunities to respond to contextual demands; and (4) craft a vision.

### **Missouri State University**



EAD 652. The Secondary School Principal. An examination of the leadership responsibilities of the secondary school principal. Instructional leadership, decision-making. Problem solving, effective schools correlates, the change process, school culture and school improvement concepts will be emphasized.

EAD 653. The Elementary School Principal. An examination of the leadership responsibilities of the elementary school principal. Instructional leadership, decision-making. Problem solving, effective schools correlates, the change process, school culture and school improvement concepts will be emphasized.

### **University of Central Missouri**

EDAD 5420. Elementary School Administration. The organization, administration and problems relating to elementary school administration.

EDAD 5520. Secondary School Administration. The organization, administration and problems relating to secondary school administration.

### **3. Discussion of proposed course:**

3.1 Course objectives: At the conclusion of the course students will be able to:

- Define and differentiate between leadership and management, supervision and evaluation
- Understand and apply various change models
- Understand and prepare for career transitions
- Understand professional ethics in leadership
- Understand the importance of planning to meet organizational needs
- Understand the importance of reflecting on professional leadership practices
- Understand the importance of building collaborative structures
- Understand the impact of diversity on leadership
- Understand the importance of treating all individuals with fairness, dignity and respect within the learning community
- Understand the importance of engaging all stakeholders
- Understand the proper use of resources in meeting stakeholder needs

3.2 Content outline: Topics will include the following:

- Leadership/management and supervision/evaluation
- Change models
- Professional career transitions
- Leadership and ethics
- Organizational planning
- Leadership reflection

- Professional collaboration
- Modeling diversity as a leader
- Ensuring equitable treatment of all
- Engaging all stakeholders
- Development and allocation of resources

3.3 Student expectations and requirements: Students will be expected to read a variety of assigned materials (journals, Internet sources, 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. Assessment will potentially included projects (individual or group), examinations, and research papers. Students will be required to complete a significant amount of mentored fieldwork related to activities appropriate to this course.

3.4 Tentative texts and course materials:  
Matthews, L. J. & Crow, G. M. (2010) *The principalship: New roles in a professional learning community*. Boston: Allyn and Bacon

#### **4. Resources:**

- 4.1 Library resources: Additional library resources will not be needed.  
4.2 Computer resources: Additional computer resources will not be needed.

#### **5. Budget implications:**

- 5.1 Proposed method of staffing: Current faculty will teach this course.  
5.2 Special equipment needed: None  
5.3 Expendable materials needed: None  
5.4 Laboratory materials needed: None

#### **6. Proposed term for implementation:** Fall 2010

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

Department of Educational Administration, Leadership, and Research	<u>10/28/09</u>
CEBS Curriculum Committee	<u>12/1/09</u>
Professional Education Council	<u>12/9/09</u>
Graduate Council	<u>February 11, 2010</u>

University Senate

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

Proposal Date: November 3, 2009

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

Contact Person: Laura McGee, [laura.mcgee@wku.edu](mailto:laura.mcgee@wku.edu), 5-2401

**1. Identification of course:**

1.1-1.2 Current course prefix (subject area) and number and title:

Fren 425G	19 <sup>th</sup> Century French Lit
Fren 440G	Early French Literature
Fren 442G	17 <sup>th</sup> Century French Lit
Fren 443G	18 <sup>th</sup> Century French Lit

1.3 Credit hours: 3.0 each

**2. Rationale for the course deletion:** University policy requires that courses which have not been offered for four consecutive years be either deleted or suspended in the Course Inventory.

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

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

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

Modern Languages Department:	<u>November 3, 2009</u>
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Potter College Curriculum Committee	<u>December 3, 2009</u>
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Graduate Council	<u>February 11, 2010</u>
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University Senate	_____
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**Attachment: Course Inventory Form**

Proposal Date: November 3, 2009

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

Contact Person: Laura McGee, [laura.mcgee@wku.edu](mailto:laura.mcgee@wku.edu), 5-2401

**1. Identification of course:**

1.1-1.2 Current course prefix (subject area) and number and title:

Span 478G Twentieth Century Latin America

1.3 Credit hours: 3.0 each

**2. Rationale for the course deletion:** University policy requires that courses which have not been offered for four consecutive years be either deleted or suspended in the Course Inventory.

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

No effect.

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

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

Modern Languages Department: November 3, 2009

Potter College Curriculum Committee December 3, 2009

Graduate Council February 11, 2010

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: 11/12/2009

**Ogden College of Science and Engineering  
Department of Biology  
Proposal to Suspend a Course  
(Consent Item)**

Contact Person: Lawrence Alice, [lawrence.alice@wku.edu](mailto:lawrence.alice@wku.edu), 745-7029

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: BIOL 464G
- 1.2 Course title: Endocrinology
- 1.3 Credit hours: 3

**2. Rationale for the course suspension:** The Department of Biology has not offered BIOL 464G since at least the 1999-2000 academic year. This course is not a required element for the Biology graduate program. We do not anticipate developing or modifying our program that will include or require this course.

**3. Effect of course suspension on programs or other departments, if known:**  
None. This course is not required for any academic program across the university.

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

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

Department of Biology: 20 Nov. 2009

OCSE Curriculum Committee: 04 Dec. 2009

Graduate Council: February 11, 2010

University Senate: \_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: 11/12/2009

**Ogden College of Science and Engineering  
Department of Biology  
Proposal to Suspend a Course  
(Consent Item)**

Contact Person: Lawrence Alice, [lawrence.alice@wku.edu](mailto:lawrence.alice@wku.edu), 745-7029

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: BIOL 408G
- 1.2 Course title: Invertebrate Zoology
- 1.3 Credit hours: 4

**2. Rationale for the course suspension:** The Department of Biology has not offered BIOL 408G since the spring 2001 semester. This course is not a required element for the Biology graduate program. We do not anticipate developing or modifying our program that will include or require this course.

**3. Effect of course suspension on programs or other departments, if known:**  
None. This course is not required for any academic program across the university.

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

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

Department of Biology: 20 Nov. 2009

OCSE Curriculum Committee: 04 Dec. 2009

Graduate Council: February 11, 2010

University Senate: \_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: 11/12/2009

**Ogden College of Science and Engineering  
Department of Biology  
Proposal to Suspend a Course  
(Consent Item)**

Contact Person: Lawrence Alice, [lawrence.alice@wku.edu](mailto:lawrence.alice@wku.edu), 745-7029

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: BIOL 402G
- 1.2 Course title: Evolutionary History of Plants
- 1.3 Credit hours: 4

**2. Rationale for the course suspension:** The Department of Biology has not offered BIOL 402G since before the 1999-2000 academic year. This course is not a required element for the Biology graduate program. We do not anticipate developing or modifying our program that will include or require this course.

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

None. This course is not required for any academic program across the university.

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

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

Department of Biology: 20 Nov. 2009

OCSE Curriculum Committee: 04 Dec. 2009

Graduate Council: February 11, 2010

University Senate: \_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: October 2, 2009

**Ogden College of Science & Engineering  
Department of Mathematics and Computer Science  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Hope Marchionda [hope.marchionda@wku.edu](mailto:hope.marchionda@wku.edu) 270-745-2961

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 413G
- 1.2 Course title: Algebra and Technology for Middle Grades Teachers
- 1.3 Credit hours: 3

**2. Current prerequisites:**

Prerequisite: MATH 212 or equivalent and graduate standing.

**3. Proposed prerequisites:**

Prerequisites: MATH 117 or MATH 136, with a grade of C or better OR permission of instructor based on Mathematical background and experience.

**4. Rationale for the revision of prerequisites:**

When creating the new Middle Grades Mathematics major, it was determined that students did not need MATH 212 to be successful in MATH 413G, since MATH 212 is a geometry course and MATH 413 is an algebra course. After evaluating the topics in MATH 413G, it has been determined that MATH 117 or MATH 136 would provide students with a better foundation for success in MATH 413G.

**5. Effect on completion of major/minor sequence:**

Not applicable

**6. Proposed term for implementation:**

Fall 2010

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

Department of Mathematics & Computer Science

October 2, 2009

Ogden Curriculum Committee

November 6, 2009



Professional Education Council

December 9, 2009

Graduate Council

February 11, 2010

University Senate

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**Attachment: Course Inventory Form**

Proposal Date: October 2, 2009

**Ogden College of Science & Engineering  
Department of Mathematics and Computer Science  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Hope Marchionda [hope.marchionda@wku.edu](mailto:hope.marchionda@wku.edu) 270-745-2961

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 411G
- 1.2 Course title: Problem Solving for Elementary and Middle Grades Teachers
- 1.3 Credit hours: 3

**2. Current prerequisite:**

Prerequisites: MATH 403 or MATH 323 or permission of instructor.

**3. Proposed prerequisites:**

Prerequisites: MATH 205, MATH 206, and MATH 308 with a grade of C or better, OR MATH 211, MATH 212, and MATH 308 with a grade of C better, OR permission of instructor based on mathematical background and experience.

**4. Rationale for the revision of prerequisites:**

The mathematics faculty has determined that the content of MATH 403 (Geometry for Elementary and Middle School Teachers) or MATH 323 (Geometry 1) is not necessary for student success in MATH 411. Instead, the required three-course introductory sequence of mathematics courses for elementary teachers – MATH 205, MATH 206, MATH 308 (or MATH 211\*, MATH 212\*, MATH 308)- will provide students with an appropriate foundation for the content of MATH 411.

\*The MATH 211-212 sequence is being replaced by the MATH 205-206 sequence. MATH 211 will not be offered after Fall 2010. MATH 212 will not be offered after Spring 2011.

**5. Effect on completion of major/minor sequence:**

Since this course is only offered once a year, eliminating MATH 403/G as a prerequisite will allow students more options for completing the program on schedule.

**6. Proposed term for implementation:**

Fall 2010

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

Department of Mathematics & Computer Science

October 2, 2009

Ogden Curriculum Committee

November 6, 2009

Professional Education Council

December 9, 2009

Graduate Council

February 11, 2010

University Senate

**Attachment: Course Inventory Form**

Proposal Date: October 2, 2009

**Ogden College of Science & Engineering  
Department of Mathematics and Computer Science  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Hope Marchionda [hope.marchionda@wku.edu](mailto:hope.marchionda@wku.edu) 270-745-2961

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 403G
- 1.2 Course title: Geometry for Elementary and Middle School Teachers
- 1.3 Credit hours: 3

**2. Current prerequisites/corequisites/special requirements:**

Prerequisites: MATH 211 and MATH 212, or equivalent

**3. Proposed prerequisites/corequisites/special requirements:**

Prerequisites: MATH 205 and MATH 206 with a grade of C or better OR MATH 211 and MATH 212 with a grade of C or better OR permission of instructor based on mathematical background and experience.

**4. Rationale for the revision of prerequisites/corequisites/special requirements:**

A new course sequence has been approved to replace MATH 211 and MATH 212. MATH 211 will not be offered after Fall 2010 and MATH 212 will not be offered after Spring 2011. Instead, students majoring in elementary education or middle grades mathematics will be required to take MATH 205, MATH 206, and MATH 308.

**5. Effect on completion of major/minor sequence:**

This change does not effect the completion of the major/minor sequence, but it does allow for students to take the new sequence of prerequisite courses instead of the old sequence.

**6. Proposed term for implementation:**

Fall 2010

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

Department of Mathematics & Computer Science

October 2, 2009

Ogden Curriculum Committee

November 6, 2009

Professional Education Council

December 9, 2009

Graduate Council

February 11, 2010

University Senate

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**Attachment: Course Inventory Form**

Proposal Date: 01/13/2010

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

Contact Person: Mikhail Khenner e-mail: [mikhail.khenner@wku.edu](mailto:mikhail.khenner@wku.edu) 745-2797  
Nezam Iraniparast e-mail: [nezam.iraniparast@wku.edu](mailto:nezam.iraniparast@wku.edu) 745-6281

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: MATH 431G
- 1.2 Course title: Intermediate Analysis I
- 1.3 Credit hours: 3.00

**2. Revise course title: NA**

- 2.1 Current course title: NA
- 2.2 Proposed course title: NA
- 2.3 Proposed abbreviated title: NA
- 2.4 Rationale for revision of course title: NA

**3. Revise course number: NA**

- 3.1 Current course number: NA
- 3.2 Proposed course number: NA
- 3.3 Rationale for revision of course number: NA

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current prerequisite:  
MATH 317, Introduction to Algebraic Systems.
- 4.2 Proposed prerequisite:  
MATH 337, Elements of Real Analysis with the grade of C or higher.
- 4.3 Rationale for revision of course prerequisite:  
The newly created MATH 337 will serve as a bridge course to facilitate the transition from calculus to analysis. Thus MATH 337 will offer better preparation for MATH 431/431G.
- 4.4 Effect on completion of major/minor sequence: None

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing:  
Topics chosen from cardinality, limits, continuity, elementary topological concepts, sequences and series, differentiation and integration, elementary functional analysis.
- 5.2 Proposed course catalog listing:

Topics in analysis chosen from inverse and implicit function theorems, differentiation, integration, infinite series, series of functions, and introductory functional analysis.

- 5.3 Rationale for revision of course catalog listing:  
Some elementary topics are being moved from MATH 431/431G to MATH 337, allowing other topics to be studied in greater depth.
6. **Revise course credit hours: NA**  
6.1 Current course credit hours: NA  
6.2 Proposed course credit hours: NA  
6.3 Rationale for revision of course credit hours: NA
7. **Proposed term for implementation:** Fall 2010
8. **Dates of prior committee approvals:**
- |   |                          |
|---|--------------------------|
| Mathematics and Computer Science Department | January 22, 2010         |
| Ogden College Graduate Committee            | January 29, 2010         |
| Graduate Council                            | <u>February 11, 2010</u> |
| University Senate                           | _____                    |

**Attachment: Course Inventory Form**

Proposal Date: 11/16/2009

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

Contact Person: Guangming Xing, [guangming.xing@wku.edu](mailto:guangming.xing@wku.edu), 5-8848

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: CS 476G
- 1.2 Course title: Research Methods and Projects in Computer Science
- 1.3 Credit hours: 3

**2. Revise course title:**

N/A

**3. Revise course number:**

- 3.1 Current course number: CS 476G
- 3.2 Proposed course number: CS 500
- 3.3 Rationale for revision of course number:  
This course is intended for incoming graduate students only and will serve as the research tool requirement for the M.S. in Computer Science. The revised number permits us to avoid the potential confusion with the undergraduate research methods class CS 476.

**4. Revise course prerequisites/corequisites/special requirements:**

N/A

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing:  
The languages, programming techniques and skills acquired in the sequence of core courses in the undergraduate program are applied to the analysis and design of computer-based systems. Top-down design techniques are applied in one or more large-scale programs which require attention to the documentation, communication, and inter-facing or modules in a team project. These techniques are essential in most large-scale research applications of computers. May be repeated for 6 hours.
- 5.2 Proposed course catalog listing:  
A graduate level overview of problem-solving techniques and skills for computer-based systems including solution design and implementation. Topics include a team project to develop practical skills in documentation, communication, and module interfacing. The course may be used only in fulfilling the research tool requirement and may not be used toward an undergraduate degree in computer science.
- 5.3 Rationale for revision of course catalog listing:



Developments in the area of computer science have made it essential to revise our program to better prepare our graduates for the job market. The proposed listing better reflects the purpose of this course, which is to enhance the students' programming and research skills so that they are well prepared for advanced courses in our program. Making the course mandatory as the research tool will ensure that the research capability of each student is well developed before he/she takes more advanced courses.

**6. Revise course credit hours:**

N/A

**7. Proposed term for implementation: Fall 2010**

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

Mathematics and Computer Science Department: 12/04/2009

Ogden College Graduate Committee 01/29/10

Graduate Council February 11, 2010

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: 12/01/2009

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

Contact Person: Guangming Xing, [guangming.xing@wku.edu](mailto:guangming.xing@wku.edu), 5-8848

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: CS 541
- 1.2 Course title: Mathematical Foundations of Computer Science
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Mathematical Foundations of Computer Science
- 2.2 Proposed course title: Theory of Computation
- 2.3 Proposed abbreviated course title: Theory of Computation
- 2.4 Rational for revision of title:  
The proposed title is more aligned with those of similar courses at other universities and better reflects the content of the course.

**3. Revise course number:**

N/A

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current prerequisite: None
- 4.2 Proposed prerequisite: CS 530
- 4.3 Rational for revision of prerequisites:  
The department has created a new course, CS 530 Automata Theory and Compiler Construction, which covers the introductory part of CS 541. Having CS 530 as the proposed prerequisite will allow more advanced topics to be included in CS 541.

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing:  
  
Topics of fundamental importance to computer science, including languages, finite automata, grammars, and Turing machines.
- 5.2 Proposed course catalog listing:

An advanced study of the theory of computing, including languages, finite automata, grammars, Turing machines, complexity and computability.

- 5.3 Rationale for revision of course catalog listing:  
With introductory topics moved to CS 530, the proposed listing includes more advanced topics in the theory of computation.

**6. Revise course credit hours:**

N/A

**7. Proposed term for implementation: Fall 2010**

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

Mathematics and Computer Science Department: 12/04/2009

Ogden College Graduate Committee 01/29/10

Graduate Council February 11, 2010

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: 11/16/2009

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

Contact Person: Guangming Xing, [guangming.xing@wku.edu](mailto:guangming.xing@wku.edu), 5-8848

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: CS 543
- 1.2 Course title: Computer Information System Design
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Computer Information System Design
- 2.2 Proposed course title: Advanced Database Systems
- 2.3 Proposed abbreviated title: Advanced Database Systems
- 2.4 Rationale for revision of course title: The revised title better reflects the current content of the course.

**3. Revise course number:**

N/A

**4. Revise course prerequisites/corequisites/special requirements:**

N/A

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing:

Systems organization, design, and implementation. Physical and logical file organization methods and access techniques. Alternatives in system design and implementation. Group projects include design and implementation of a data base system.

- 5.2 Proposed course catalog listing:

An advanced study of data and information management. Topics include database application development, XML data management, data storage and indexing, transaction management, parallel and distributed databases, data warehousing and decision support.

5.3 Rationale for revision of course catalog listing:

Developments in large-scale databases, distributed databases, and widespread access have made it essential to revise the topics of this course to correspond more closely to modern practice. The proposed description also better reflects the topics which have been covered in this course in recent years.

6. **Revise course credit hours:**

N/A

7. **Proposed term for implementation: Fall 2010**

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

Mathematics and Computer Science Department: 12/04/2009

Ogden College Graduate Committee 01/29/10

Graduate Council February 11, 2010

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: 12/01/2009

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

Contact Person: Guangming Xing, [guangming.xing@wku.edu](mailto:guangming.xing@wku.edu), 5-8848

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: CS 544
- 1.2 Course title: Compiler Theory/Design
- 1.3 Credit hours: 3

**2. Revise course title:**

N/A

**3. Revise course number:**

N/A

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current prerequisite: CS 444
- 4.2 Proposed prerequisite: CS 500 and CS 530
- 4.3 Rational for revision of prerequisites:  
CS 444 is no longer an admission requirement for the graduate program in Computer Science, and the topics covered in CS 444 are no longer applicable to CS 544. The department created a new course, CS 530 Automata Theory and Compiler Construction, which covers the introductory part of CS 544. Having CS 530 as the proposed prerequisite will allow more advanced topics to be covered in CS 544. The proposed prerequisite of CS 500 ensures that students are well prepared for a large scale term project.

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing:  
Formal properties of programming languages and the techniques used to construct compilers for these languages. Topics include parsing techniques, symbol table construction, code generation, etc. Class will complete a programming project.

5.2 Proposed course catalog listing:

Formal properties of programming languages and the techniques used to construct compilers for these languages. Topics include lexical analysis, syntax analysis, symbol table construction, semantic analysis, code generation, and optimization. Students will complete a programming project.

5.3 Rationale for revision of course catalog listing:

With introductory topics moved to CS 530, the proposed listing includes more advanced topics in compiler theory and design techniques.

**6. Revise course credit hours:**

N/A

**7. Proposed term for implementation: Fall 2010**

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

Mathematics and Computer Science Department: 12/04/2009

Ogden College Graduate Committee 01/29/10

Graduate Council February 11, 2010

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: 11/22/2009

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

Contact Person: Guangming Xing, guangming.xing@wku.edu, 7-8848

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: CS 545
- 1.2 Course title: Advanced Operating System Principles
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Advanced Operating System Principles
- 2.2 Proposed course title: Systems Programming
- 2.3 Proposed abbreviated title: Systems Programming
- 2.4 Rationale for revision of course title: The revised title more closely reflects the current content of course.

**3. Revise course number: NA**

**4. Revise course prerequisites/corequisites/special requirements: NA**

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing:  
Theoretical and practical material on operating systems. Examines system optimization, resource protection, multiprocessing, performance evaluation, and existing operating systems. The student develops a small operating system.
- 5.2 Proposed course catalog listing:  
A study of the system call interface of operating systems. Topics include low level file I/O, signal handling, interprocess communication, distributed communication, and process management. Students will write several systems level programs.
- 5.3 Rationale for revision of course catalog listing:  
The proposed listing more closely reflects the current modernized content of course and brings it in line with the other operating systems courses in the computer science program.



**6. Revise course credit hours: NA**

**7. Proposed term for implementation: Fall 2010**

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

Mathematics and Computer Science Department: 12/04/2009

Ogden College Graduate Committee 01/29/10

Graduate Council February 11, 2010

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: 10/30/09

**College of Education and Behavioral Sciences  
Department of Educational Administration, Leadership, and Research  
Proposal to Revise Course Title  
(Consent Item)**

Contact Person: Dr. William Schlinker; [bud.schlinker@wku.edu](mailto:bud.schlinker@wku.edu); 745-4890

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: EDAD 588
  - 1.2 Current course title: School Business Management
  - 1.3 Credit hours: 3
- 2. Proposed course title:** Allocation and Use of Resources
- 3. Proposed abbreviated course title:** Allocation Use of Resources  
(max. of 30 characters including spaces)
- 4. Rationale for the revision of course title:** The EALR department feels that the content of this course is appropriate for teacher leaders as well as those who aspire to be school administrators. The proposed change makes it clear that the course is appropriate for students in the teacher leader program as well as those in school administration programs.
- 5. Proposed term for implementation:** Fall 2010
- 6. Dates of prior committee approvals:**

Department of Educational Administration, Leadership, and Research	_____ 11/3/09 _____
CEBS Curriculum Committee	_____ 12/1/09 _____
Professional Education Council	_____ 12/9/09 _____
Graduate Curriculum Committee	<u>February 11, 2010</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 10/30/09

**College of Education and Behavioral Sciences  
Department of Educational Administration, Leadership, and Research  
Proposal to Revise Course Title  
(Consent Item)**

Contact Person: Dr. William Schlinker; [bud.schlinker@wku.edu](mailto:bud.schlinker@wku.edu); 745-4890

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: EDAD 677
  - 1.2 Current course title: School Law
  - 1.3 Credit hours: 3
- 2. Proposed course title:** Legal Issues for Professional Educators
- 3. Proposed abbreviated course title:** Legal Issues Prof Educators  
(max. of 30 characters including spaces)
- 4. Rationale for the revision of course title:** The EALR department feels that the content of this course is appropriate for teacher leaders as well as those who aspire to be school administrators. The proposed change makes it clear that the course is appropriate for students in the teacher leader program as well as those in school administration programs.
- 5. Proposed term for implementation:** Fall 2010
- 6. Dates of prior committee approvals:**

Department of Educational Administration,  
Leadership, and Research

\_\_\_\_\_ 11/3/09 \_\_\_\_\_

CEBS Curriculum Committee

\_\_\_\_\_ 12/1/09 \_\_\_\_\_

Professional Education Council

\_\_\_\_\_ 12/9/09 \_\_\_\_\_

Graduate Curriculum Committee

February 11, 2010

University Senate

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**Attachment: Course Inventory Form**

Proposal Date: 10/30/09

**College of Education and Behavioral Sciences  
Department of Educational Administration, Leadership, and Research  
Proposal to Revise Course Title  
(Consent Item)**

Contact Person: Dr. William Schlinker; [bud.schlinker@wku.edu](mailto:bud.schlinker@wku.edu); 745-4890

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: EDAD 683
  - 1.2 Current course title: Seminar in Curriculum Development
  - 1.3 Credit hours: 3
- 2. Proposed course title:** Leading Teaching and Learning
- 3. Proposed abbreviated course title:** Leading Teaching and Learning  
(max. of 30 characters including spaces)
- 4. Rationale for the revision of course title:** The EALR department feels that the content of this course is appropriate for teacher leaders as well as those who aspire to be school administrators. The proposed change makes it clear that the course is appropriate for students in the teacher leader program as well as those in school administration programs.
- 5. Proposed term for implementation:** Fall 2010
- 6. Dates of prior committee approvals:**

Department of Educational Administration, Leadership, and Research	_____ 11/3/09 _____
CEBS Curriculum Committee	_____ 12/1/09 _____
Professional Education Council	_____ 12/9/09 _____
Graduate Curriculum Committee	<u>February 11, 2010</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 1/19/10

**Ogden College of Science and Engineering  
Department of Architectural and Manufacturing Sciences  
Proposal to Revise A Program  
(Action Item)**

Contact Person: A. Mark Doggett    [mark.doggett@wku.edu](mailto:mark.doggett@wku.edu)    745-6951

**1. Identification of program:**

- 1.1 Current program reference number: 045
- 1.2 Current program title: Technology Management
- 1.3 Credit hours: 30 plus 3 hr. University research tool course

**2. Identification of the proposed program changes:**

- Drop AMS 530 Automated Data Collection Systems
- Add AMS 655 Project Management

**3. Detailed program description:**

- See the attached side-by-side table

**4. Rationale for the proposed program change:**

Project management is a core competency for technology managers. The addition of a project management course will strengthen the degree program in all the applied contextual areas of technology management. Murray State and ECU both have project management courses in their technology management master's degree programs and draw students due to high project content in the field.

Automated Data Collection systems is better suited as an option course within a concentration to be determined. With the development of the Automated Manufacturing Systems and Robotics laboratory, this course could be offered as part of a future option in the program.

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

Fall 2010. All students accepted after the end of the spring semester 2010 will include AMS 655 on Form C. AMS 530 will continue to be offered as needed to ensure completion by current students and pending the development of future program options.

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

AMS Department/Division: 1/19/10

OCSE Graduate Curriculum Committee 1/29/10

Graduate Council February 11, 2010

University Senate \_\_\_\_\_

**Attachment: Program Inventory Form**

## MSTM Program Change

OLD 33 hrs			NEW 33 hrs		
<b>Core: 24 hrs</b>			<b>Core: 24 hrs</b>		
Emerging Technologies	AMS 510	3	Emerging Technologies	AMS 510	3
Resource Management	AMS 520	3	Resource Management	AMS 520	3
<b>Automated Data Collection Systems</b>	<b>AMS 530</b>	<b>3</b>			
Workforce Development	AMS 535	3	Workforce Development	AMS 535	3
Operations Leadership	AMS 590	3	Operations Leadership	AMS 590	3
Legal and Ethical Issues in Technology	AMS 630	3	Legal and Ethical Issues in Technology	AMS 630	3
Industrial Distribution	AMS 650	3	Industrial Distribution	AMS 650	3
Quality Management	AMS 671	3	Quality Management	AMS 671	3
			<b>Project Management</b>	<b>AMS 655</b>	<b>3</b>
<i>Thesis Option: 6 hrs</i>			<i>Thesis Option: 6 hrs</i>		
Thesis	AMS 599	6	Thesis	AMS 599	6
<i>Non-Thesis Option: 6 hrs</i>			<i>Non-Thesis Option: 6 hrs</i>		
Graduate Project	AMS 690	6	Graduate Project	AMS 690	6
University Research Tool 3 hrs			University Research Tool 3 hrs		
Research Methods Technology Mgmt.	AMS 571	3	Research Methods Technology Mgmt.	AMS 571	3
<b>Grand Total Hours:</b>		<b>33</b>	<b>Grand Total Hours:</b>		<b>33</b>

Proposal Date: 12/03/2009

**Ogden College of Science and Engineering  
Department of Mathematics and Computer Science  
Proposal to Revise a Program  
(Action Item)**

Contact Person: Guangming Xing, [guangming.xing@wku.edu](mailto:guangming.xing@wku.edu), 5-8848

**1. Identification of program:**

**1.1 Reference number:** 117

**1.2 Current program title:** Master of Science in Computer Science

**1.3 Credit hours:** 30

**2. Identification of the proposed changes:**

- Remove assembly programming from the admission requirements
- Add software engineering as an admission requirement.
- Remove CS 443G, CS 541, CS 544 from core requirements
- Add CS 530 and CS 560 to core requirements
- Specify that the research tool requirement must be satisfied by taking CS 500.
- Alter the number of elective hours to compensate the change in core requirement hours.

**3. Detailed program description:**

Current Program	Proposed Program
Admission Requirements	Admission Requirements
Admission requirements include a minimum 2.9/4.0 undergraduate grade point average and a minimum GAP score of 2200. In addition, applicants must have completed approximately two years of undergraduate study in computer science and mathematics, including a year of calculus. Minimum requirements include knowledge of programming in a high level language including data structures, <b>assembly programming</b> , computer organization, discrete structures, and operating systems.	Admission requirements include a minimum 2.9/4.0 undergraduate grade point average and a minimum GAP score of 2200. In addition, applicants must have completed approximately two years of undergraduate study in computer science and mathematics, including a year of calculus. Minimum requirements include knowledge of programming in a high level language including data structures, computer organization, discrete structures, <b>software engineering</b> and operating systems.
Core Courses	Core Courses
<b>CS 443G</b> CS 445G <b>CS 541</b> CS 543 <b>CS 544</b>	CS 445G <b>CS 530</b> CS 543 CS 549



<b>CS 549</b>	<b>CS 560</b>
<b>Research Tool Requirement</b>	<b>Research Tool Requirement</b>
The research tool <b>may</b> be met by successful completion of <b>CS 476G Research Methods and Projects</b> .	The research tool <b>must</b> be met by successful completion of <b>CS 500 Research Methods and Projects</b> .
<b>Elected Courses</b>	<b>Elected Courses</b>
<b>Four</b> elective computer science courses (12 hours) must be included. Elective computer science courses are selected with the approval of the graduate advisor. A minimum of six 500-level computer science courses is required. If any of the required courses have been completed for undergraduate credit, approved electives will be substituted.	<b>Five</b> elective computer science courses (15 hours) must be included. Elective computer science courses are selected with the approval of the graduate advisor. A minimum of six 500-level computer science courses is required. If any of the required courses have been completed for undergraduate credit, approved electives will be substituted.
Program Total                      30 hours	Program Total                      30 hours

#### **4. Rationale for proposed program revisions:**

Developments in the area of computer science have made it essential to revise our program to better prepare our graduates for the job market. The proposed admission requirements better reflect the undergraduate curriculum developments in the past few years at WKU and other institutions. In order to ensure that the students are well prepared for the course work at WKU, one more area is added to the admission requirements. The proposed core contains courses that better reflects the trends in computer science. The new research method requirements ensure that the research capability of each student is well developed.

#### **5. Proposed term for implementation:** Fall 2010

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

Mathematics and Computer Science Department: 12/04/2009

Ogden College Graduate Committee 01/29/10

Graduate Council February 11, 2010

University Senate \_\_\_\_\_

**Attachment: Program Inventory Form**

Proposal Date: 11/10/09

**College of Education and Behavioral Sciences**  
**Department of Educational Administration, Leadership, and Research**  
**Proposal to Revise A Program**  
**(Action Item)**

Contact Person: Dr. William Schlinker, [bud.schlinker@wku.edu](mailto:bud.schlinker@wku.edu), 745-4890

**1. Identification of program:**

- 1.1 Current program reference number: 121
- 1.2 Current program title: Planned Sixth Year/Rank I Instructional Leadership – School Principal, All Grades
- 1.3 Credit hours: 36

**2. Identification of the proposed program changes:**

- Revise admission requirements
- Revise prerequisites
- Modify Level I core courses
- Modify Level II coursework
- Reduce credit hours

**3. Detailed program description:**

Current Program	Proposed Program
<p><b><u>Admission Requirements:</u></b></p> <ul style="list-style-type: none"><li>1. A Master's Degree;</li><li>2. A GPA of 3.0 or higher on all graduate coursework;</li><li>3. An acceptable GRE (1250), or MAT (50<sup>th</sup> percentile), or NTE score of 646 on the <i>Communication Skills</i> and 643 on the <i>General Knowledge Battery</i>;</li><li>4. Three years of successful teaching experience;</li><li>5. Submission of the following to the department:<ul style="list-style-type: none"><li>• Educational Administration Application Form</li><li>• Written personal statement</li><li>• Three professional recommendations</li></ul></li></ul>	<p><b><u>Admission Requirements:</u></b></p> <ul style="list-style-type: none"><li>1. A master's degree;</li><li>2. Three years of documented teaching experience in a public school or a nonpublic school that meets the state performance standards as established in KRS 156.160;</li><li>3. A GPA of 3.0 or higher on all graduate work;</li><li>4. GRE: GAP 2200, Analytical Writing 3.5 or better. Or MAT (50<sup>th</sup> percentile). Or NTE score of 646 on the <i>Communication Skills</i> and 643 on the <i>General Knowledge Battery</i>;</li><li>5. Complete a program admission packet requiring:<ul style="list-style-type: none"><li>• Letters of reference</li><li>• Professional portfolio</li><li>• Prerequisite course assessments</li><li>• School district agreement of support;</li></ul></li><li>6. Be recommended based on an interview with district practitioners and department faculty.</li></ul> <p><i>Specific details regarding admission requirements will be found on the department's Website, in the Graduate Catalog, and in the department's admission packet. The basis for this program</i></p>
<p><b><u>Prerequisites:</u></b></p>	

<p>A master's degree.</p> <p><b><u>Level I Coursework: 27 hours</u></b>  EDAD 585 Fundamentals of School Administration (3 hours)  EDAD 588 School Business Management (3 hours)  EDAD 594 Seminar Leadership: Auxiliary Programs (3 hours)  EDAD 597 Problems in Educational Administration &amp; Supervision (3 hours)  EDAD 677 School Law (3 hours)  EDAD 682 School Community Relations (3 hours)  EDAD 683 Seminar in Curriculum Development (3 hours)  EDAD 684 Instructional Leadership (3 hours)  EDAD 690 Principalship (3 hours)</p> <p><b><u>Level II Coursework: 9 hours</u></b>  EDAD 590 Administration of School Personnel (3 hours)  EDAD 694 Seminar in Educational Administration (3 hours)  EDAD 696 Advance Organizational Theory (3 hours)</p>	<p><i>revision is 16 KAR3:050 Instructional Leadership-School principal, All Grades.</i></p> <p><b><u>Prerequisites: 12 hours</u></b>  EDAD 588 Allocation and Use of Resources (3 hours)  EDAD 677 Legal Issues for Professional Educators (3 hours)  EDAD 683 Leading Teaching and Learning (3 hours)  <b>EDAD 684 Instructional Leadership (3 hours)</b></p> <p><b><u>Level I Coursework: Core Courses 18 hours</u></b>  EDAD 640 Introduction to School Leadership (3 hours)  EDAD 641 Building Culture and Community (3 hours)  EDAD 642 Leveraging Community Systems and Resources (3 hours)  EDAD 643 Securing and Developing Staff (3 hours)  EDAD 644 Creating Organizational Structures and Operations (3 hours)  EDAD 645 Practicing the Principalship (3 hours)</p> <p><b><u>Level II Coursework: 12 hours</u></b>  EDAD 694 Seminar in Education Administration (6 hours)  Advisor-approved electives (6 hours)</p>
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**4. Rationale for the proposed program change:**

The state regulation that governs the preparation of school principals, Section 3, 16 KAR 3:050 Professional Certificate for Instructional Leadership – School Principal, All Grades was revised and became effective June 2008. Under the revised regulation, all currently approved principal preparation programs will no longer be approved or accredited as of December 31, 2011. The revised regulation requires institutions to redesign the program pursuant to the requirements set forth in the regulation. The following specific program changes are consistent with the revised regulation:

- Students can no longer self select into the program. Admission will be gained by successfully meeting the admission requirements in the above chart.
- Consistent with the regulation, students will be required to successfully complete four identified education administration courses prior to applying for program admission.
- The revised core curriculum – Level I – is based on a new leadership continuum document, which serves as the standards for the redesigned program.
- Additional course work – Level II – is to begin as soon as a student becomes a principal or assistant principal or within five years of completing the Level I part of the program.
- Although not mandated by the regulation, the reduction in program hours from 36 to 30 will make the program more competitive with those offered at other institutions.

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

The revised program will be effective Fall 2010. Students will not be admitted to the current program after December 31, 2011 and must complete the program by January 31, 2014.

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

Department of Educational Administration,  
Leadership, and Research

11/13/09

CEBS Curriculum Committee

12/1/09

Professional Education Council

12/9/09

Graduate Council

February 11, 2010

University Senate

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**Attachment: Program Inventory Form**

Proposal Date: 11/23/2009

**Graduate Council  
Proposal to Create an Academic Policy  
(Action Item)**

Contact Person: Beverly Siegrist, [Beverly.Siegrist@wku.edu](mailto:Beverly.Siegrist@wku.edu) 745-3490

**1. Identification of proposed policy:** Posthumous Degree Designation

**2. Catalog statement of proposed policy:**

WKU recognizes the significance of acknowledging distinguished student achievement at all times, including following the tragic death of student who has made considerable progress toward the completion of a degree and remained in good academic standing with the University.

A student who dies while actively pursuing a graduate degree may be considered for a posthumous graduate degree if he or she is in good academic standing at the time of death, maintained a 3.0 grade point average or better in the program of study, and had obtained Candidacy plus completed 75% of their program requirements for the Master's degree. The student may be nominated for posthumous degree recognition by the Chair of his/her department.

A request for an awarding of posthumous degree recognition shall be approved by the Dean of Graduate Studies, the Provost and the Vice President of Academic Affairs.

In the event it is determined that a graduate student did not meet the above requirements for a degree, a "posthumous certificate of recognition" may be awarded, if appropriate, by the Provost and Vice President of Academic Affairs. The certificate recognizes a student's progress toward the attainment of a degree. The certificate will be noted on the student's transcript.

**3. Rationale for proposed policy:**

As stated above, WKU recognizes the significance of acknowledging distinguished student achievement at all times, including following the tragic death of student who has made considerable progress toward the completion of a degree and remained in good academic standing with the University

**4. Impact of proposed policy on existing academic or non-academic policies:**  
n/a

**5. Proposed term for implementation:**

Fall 2010 (201030)

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

Rules Committee/Graduate Council

11/23/2009

Graduate Council

February 11, 2010