AGENDA
PROFESSIONAL EDUCATION COUNCIL
3:30 - Wednesday, December 9, 2009
Tate Page Hall 334

I.   Consideration of the Minutes from the November 11, 2009 meeting (Minutes can be found on the CEBS Main Web Page—click on Faculty & Staff and then Meeting Minutes and Agendas)

II. New Business

   A. Office of Teacher Services-CEBS
      ▪Presentation of Candidates Completing Requirements for Admission to the Professional Education Unit November 12, 2009 to December 9, 2009

      ▪List of Student Teacher Candidates for Spring 2010

   B. Ogden College of Science and Engineering - Department of Mathematics and Computer Science
      1. Revise Course Prerequisites/Corequisites-MATH 403G, Geometry for Elementary and Middle School Teachers
      2. Revise Course Prerequisites/Corequisites-MATH 411G, Problem Solving for Elementary and Middle Grades Teachers
      3. Revise Course Prerequisites/Corequisites-MATH 413G, Algebra and Technology for Middle Grades Teachers

   C. College of Education and Behavioral Sciences - Department of Educational Administration, Leadership and Research
      1. Revise Course Title EDAD 588, School Business Management
      2. Revise Course Title EDAD 677, School Law
      3. Revise Course Title EDAD 683, Seminar in Curriculum Development
      4. Create a New Course EDAD 640, School Leadership
      5. Create a New Course EDAD 641, Building Culture and Community
      6. Create a New Course EDAD 642, Leveraging Community Systems and Resources
      7. Create a New Course EDAD 643, Securing and Developing Staff
      8. Create a New Course EDAD 644, Creating Organizational Structures and Operations
      9. Create a New Course – EDAD 645, Practicing the Principalship
      10. Revise a Program – 121, Instructional Leadership – School Principal, All Grades

   D. Potter College of Arts and Letters -
   Department of Modern Languages, Department of English, School of Journalism and Broadcasting
      1. Revise a Program 665, French major
      2. Revise a Program 683, German major
      3. Revise a Program 778, Spanish major
      4. Revise a Program 561, English for Secondary Teachers
      5. Delete a Program 402, Minor in Journalism Education

III. Other Business

CANDIDATES COMPLETING REQUIREMENTS FOR ADMISSIONS
TO PROFESSIONAL EDUCATION UNIT
November 12, 2009 - December 9, 2009

Elementary P-5

Beaton, Dawn
Bryant, Alisha
Culbertson, Jessica
Chenault, Angela
Gibson, Allison
Herald, Ann
Jaggers, Bridgette
Knight, Danielle
Lockett, Bethann
Nichols, Elizabeth
Spargo, Casada
Vastag, Cara
Webb, Andrea
Whobrey, Ashley
Wilkinson, Britney
Woodworth, Chad

Middle Grades

Simpson, Joshua   Math/Science

5-12

Carroll, Stacy   AG
Gooding, Olivia   Business and Marketing

P-12

Secondary

Baker, Alesa   Math
Dawes, Megan   ENG
Evans, Alyssa   ENG
Florence, Ted   ENG
Houchin, Lindsey   ENG
Moore, Elizabeth   Biology
Vickery, David   Math

IECE

Goff, April

Masters

Dockery, Ashley	Biology
Hendricks, Jillian	Psychology
Orten, Heather	Psychology
Reeder, Sean	Psychology
Smith, Ashley	Psychology
Martin, Kathrine	LME
Rogers, Gladys	LME

Special Circumstance Masters

If there are any questions or concerns about the status of any candidate, the person with the question or concern should contact Dr. Fred Carter, Teacher Services (745-4611 or fred.carter@wku.edu) prior to the PEC meeting.

STUDENT TEACHER CANDIDATES FOR SPRING 2010
QUALIFIED12/9/09**

WKU ID	FIRST	LAST	MAJOR	DEFICIENCY
	MICHAEL	KLEAVING	5-12/AG	
	BARTON	WILSON	5-12/AG	
	B. ROSS	WOODBURN	5-12/AG	
	MARTHA	CRUMBAKER	ELEMENTARY	
	MALLORY	NAUMAN	ELEMENTARY	
	MELISSA	SALDANA	ELEMENTARY	
	APRIL	GOFF	IECE	TA complete 11/18/09
	AMANDA	JOHNSON	IECE	
	JANETTA	GRAY	MGE/LA/S.STUDIES	
	NATHAN	HART	MGE/MATH	
	BRIANA	HEARD	MGE/MATH/SCIENCE	
	KIMBERLY	GOINS	P-12/ART	
	LAUREN	CARR	P-12/MUSIC	
	JAMES	COWHERD	P-12/PE	
	KIMBERLY	ERWIN	SEC/MATH	
	KEVIN	DeFEBBO	SEC/SOCIAL STUDIES	
	JOHNNY	WILLIAMS	SEC/SOCIAL STUDIES	

STUDENT TEACHER CANDIDATES FOR SPRING 2010
APPLICATION PENDING12/9/09**

	JOHN	HURLEY	5-12/AG	Currently taking Eng 300, application approved by Dr. Carter.
	BENJAMIN	MAPLES	5-12/AG	
	AMBER	WEAVER	5-12/AG	TA file Missing Cr Background Ck
	ERIN	STEELE	5-12/CFS	
	CHELSEA	HENDERSON	ELEMENTARY	
	ASHLEY	GENTRY	IECE	
	AMANDA	WRIGHT	IECE	Currently enrolled in Public Speaking, exception approved by Dr. Carter
	ROY	INHULSEN	MGE/S.STUDIES/LA	
	JAMES	WITT III	P-12/ART	Currently taking Eng 300, application approved by Dr. Carter.
	JOSHUA	LINDSEY	P-12/PE	
	DUSTY	STEARNS	P-12/PE	Currently enrolled in Pub. Speaking, application approved by Dr. Carter
	DAVID	HERRINGTON	SEC/CHEMISTRY	
	JESSICA	RICHARDSON	SEC/ENGLISH	
	LISA	KAPPLER	SEC/SOCIAL STUDIES	
	CHRISTOPHER	MARTIN	SEC/SOCIAL STUDIES	

STUDENT TEACHER CANDIDATES FOR SPRING 2010
APPLICATION WITHDRAWN PER STUDENT12/9/09**

	GARY	HUTCHINSON, JR	SEC/MATH	Withdrew 11/13/09

STUDENT TEACHER CANDIDATES FOR SPRING 2010
NOT QUALIFIED12/9/09**

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
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 5, 2009__

Professional Education Council   _____

Graduate Curriculum Committee   _____

University Senate   _____

Attachment: Course Inventory Form

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
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 5, 2009_

Professional Education Council   _____

Graduate Curriculum Committee   _____

University Senate   _____

Attachment: Course Inventory Form

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
             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 5, 2009

Professional Education Council   _____

Graduate Curriculum Committee   _____

University Senate   _____

Attachment: Course Inventory Form

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; 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   _____

       Graduate Council   _____

       University Senate   _____

Attachment: Course Inventory Form

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; 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   _____

        Graduate Council   _____

        University Senate   _____

Attachment: Course Inventory Form

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; 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   _____

        Graduate Council   _____

        University Senate   _____

Attachment: Course Inventory Form

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

Contact Person: 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; 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   _____10/28/09_____

CEBS Curriculum Committee   _____12/1/09_____

Professional Education Council   _____

Graduate Council   _____

University Senate   _____

Attachments: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Dr. Christopher R. Wagner; 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   Prerequisite: EDAD 640
    1.1   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   _____10/28/09_____

CEBS Curriculum Committee   _____12/1/09_____

Professional Education Council   _____

Graduate Council   _____

University Senate   _____

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

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

Contact Person: Dr. William Schlinker, 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 641
    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	_____10/28/09_____
CEBS Curriculum Committee	_____12/1/09_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Dr. William Schlinker, 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 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.

Steyfarth, 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	_____10/28/09_____
CEBS Curriculum Committee	_____12/1/09_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

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

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

Contact Person: Dr. Gayle Ecton   e-mail: 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 643
    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	_____
Graduate Council	_____
University Senate	_____

Attachments: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: 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 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   _____10/28/09_____

CEBS Curriculum Committee   _____12/1/09_____

Professional Education Council   _____

Graduate Council   _____

University Senate   _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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, 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

Admission Requirements:
1. A Master's Degree;
2. A GPA of 3.0 or higher on all graduate coursework;
3. An acceptable GRE (1250), or MAT (50th percentile), or NTE score of 646 on the *Communication Skills* and 643 on the *General Knowledge Battery*;
4. Three years of successful teaching experience;
5. Submission of the following to the department:
   • Educational Administration Application Form
   • Written personal statement
   • Three professional recommendations
	Admission Requirements:
	1. **A master's degree;**
	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;**
	3. **A GPA of 3.0 or higher on all graduate work;**
	4. **GRE: GAP 2200, Analytical Writing 3.5 or better. Or MAT (50th percentile). Or NTE score of 646 on the *Communication Skills* and 643 on the *General Knowledge Battery;***
	5. **Complete a program admission packet requiring:**
	   • **Letters of reference**
	   • **Professional portfolio**
	   • **Prerequisite course assessments**
	   • **School district agreement of support;**

	6. Be recommended based on an interview with district practitioners and department faculty. *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 revision is 16 KAR3:050 Instructional Leadership-School principal, All Grades.*
Prerequisites: A master's degree.	**Prerequisites: 12 hours** **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)** **EDAD 684 Instructional Leadership (3 hours)**
Level I Coursework: 27 hours 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 & 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)	**Level I Coursework: Core Courses 18 hours** **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)**
Level II Coursework: 9 hours EDAD 590 Administration of School Personnel (3 hours) EDAD 694 Seminar in Educational Leadership (3 hours) EDAD 696 Advance Organizational Theory (3 hours)	**Level II Coursework: 12 hours** **EDAD 694 Seminar in Education Administration (6 hours)** **Advisor-approved electives (6 hours)**

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	_____
Graduate Council	_____
University Senate	_____

Attachment: Program Inventory Form

**Potter College of Arts and Letters
Department of Modern Languages
Proposal to Revise A Program
(Action Item)**

Contact Person: Laura McGee, laura.mcgee@wku.edu, 745-2401

1.   **Identification of program:**
       1.1   Current program reference number: 665
       1.2   Current program title: French major
       1.3   Credit hours: 36

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

       The revision involves accepting up to three credit hours of intermediate level language coursework (200-level) toward the electives for the major and removing French 101 from among the required courses.

3.   **Detailed program description:**

Current	Proposed
Required core courses: FREN 101, 102, 201, 202 (or equivalent) FREN 320 French Grammar & Composition—or FREN 420 Advanced French Composition & Stylistics FREN 321 French Conversation—or—FREN 421 Advanced French Conversation FREN 323 French Civilization & Culture Upper-division literature course Electives: At least four courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours.	Required core courses: **FREN 102, 201, 202 (or equivalent)** FREN 320 French Grammar & Composition—or FREN 420 Advanced French Composition & Stylistics FREN 321 French Conversation—or—Fren 421 Advanced French Conversation FREN 323 French Civilization & Culture Upper-division literature course **Electives: At least five courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours. May include among the five courses up to three credit hours of 200- level credit beyond 201/202 (only if taught in French and taken in sequence).**

Current major with Teacher Certification	Proposed major with Teacher Certification
Required core courses: FREN 101, 102, 201, 202 (or equivalent) FREN 320 French Grammar & Composition—or FREN 420 Advanced French Composition & Stylistics FREN 323 French Civilization & Culture FREN 421 Advanced French Conversation Upper-division literature courses Total credit hours in required core courses: 24 Elective courses: Four French courses at the 300-or 400-Level for a total (including the required courses) of 36 or more credit hours 12 Total required hours in French: 36	Required core courses: **FREN 102, 201, 202 (or equivalent)** FREN 320 French Grammar & Composition—or FREN 420 Advanced French Composition & Stylistics FREN 323 French Civilization & Culture FREN 421 Advanced French Conversation Upper-division literature courses **Total credit hours in required core courses: 21** **Elective courses: Five French courses at the 300-or 400-** **Level for a total (including the required courses) of 36 or more credit hours 15** Total required hours in French: 36

4.   Rationale for the proposed program change:

The revision allows students the option of counting toward the major up to three credit hours of 200-level coursework beyond (in addition to) 201/202, IF these credit hours are for courses taught in the target language. The change is an effort to add flexibility for students, and to count toward the major 200-level courses taken abroad, (skill-building "bridge" courses) for new majors, or courses designed to develop language skills for specific professions.

The revision also means that French101 no longer counts towards the major. The skills that students attain in this course are at the level of the recommended pre-college curriculum for students entering WKU. French 101 is a lower level course than the general education language requirement minimum of French 102. Many majors across campus do not count the most basic courses toward the requirements for the major.

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

Effective Fall 2010.

6.   Dates of prior committee approvals:

Modern Languages Department: November 3, 2009

Potter College Curriculum Committee   December 3, 2009

Professional Education Council (if applicable)   _____

General Education Committee (if applicable)   _____

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: Program Inventory Form

Potter College of Arts and Letters
Department of Modern Languages
Proposal to Revise A Program
(Action Item)

Contact Person: Laura McGee, laura.mcgee@wku.edu, 745-2401

1.   **Identification of program:**
        1.1   Current program reference number: 683
        1.2   Current program title: German major
        1.3   Credit hours: 36

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

        The revision involves accepting up to three credit hours of intermediate level language
        coursework (200-level) towards the electives for the major and removing German 101
        from among the required courses.

3.   **Detailed program description:**

Current major	Proposed major
Required core courses: GERM 101, 102, 201, 202 (or equivalent) GERM 330 German Composition and Conversation GERM 335 Contemporary Culture and Civilization Electives: At least six courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours.	Required core courses: **GERM 102, 201, 202 (or equivalent)** GERM 330 German Composition and Conversation GERM 335 Contemporary Culture and Civilization **Electives: At least seven courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours. May include among the seven courses up to three credit hours of 200- level credit beyond 201/202 (only if taught in German and taken in sequence).**

Current major with Teacher Certification	Proposed major with Teacher Certification
Required core courses: GERM 101, 102, 201, 202 (or equivalent) GERM 314 Introduction to German Literature GERM 330 German Composition and Conversation GERM 335 Contemporary Culture and Civilization GERM 430 Advanced German Stylistics Total credit hours in required core courses: 24 Elective courses: Four German courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours. 12 Total required hours in German: 36	Required core courses: **GERM 102, 201, 202 (or equivalent)** GERM 314 Introduction to German Literature GERM 330 German Composition and Conversation GERM 335 Contemporary Culture and Civilization GERM 430 Advanced German Stylistics **Total credits hours in required core courses: 21** **Elective courses: Five German courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours. 15** Total required hours in German: 36

4.   Rationale for the proposed program change:

The revision allows students the option of counting toward the major up to three credit hours of 200-level coursework beyond (in addition to) 201/202, IF these credit hours are for courses taught in the target language. The change is an effort to add flexibility for students, and to count toward the major 200-level courses taken abroad, (skill-building "bridge" courses) for new majors, or courses designed to develop language skills for specific professions.

The revision also means that German 101 no longer counts towards the major. The skills that students attain in this course are at the level of the recommended pre-college curriculum for students entering WKU. German 101 is a lower level course than the general education language requirement minimum of German 102. Many majors across campus do not count the most basic courses toward the requirements for the major.

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

Effective Fall 2010.

6.   Dates of prior committee approvals:

Modern Languages Department: November 3, 2009

Potter College Curriculum Committee   December 3, 2009

Professional Education Council (if applicable)   _____

General Education Committee (if applicable)   _____

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: Program Inventory Form

**Potter College of Arts and Letters
Department of Modern Languages
Proposal to Revise A Program
(Action Item)**

Contact Person: Laura McGee, laura.mcgee@wku.edu, 745-2401

1. **Identification of program:**
   1.1   Current program reference number: 778
   1.2   Current program title: Spanish major
   1.3   Credit hours: 36

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

   The revision involves accepting up to three credit hours of intermediate level language coursework (200-level) toward the electives for the major and removing Spanish 101 from among the required courses.

3. **Detailed program description:**

Current	Proposed
Required core courses: SPAN 101, 102, 201, 202 (or equivalent) SPAN 370 Spanish Conversation SPAN 371 Spanish Composition & Grammar SPAN 372 Latin American Civ & Culture—or—SPAN 373 Spanish Civ & Culture SPAN 374 Literature & Culture of Spain—or—SPAN 376 Lit & Culture of Latin America Electives:At least four Spanish courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours.	Required core courses: **SPAN 102, 201, 202 (or equivalent)** SPAN 370 Spanish Conversation SPAN 371 Spanish Composition & Grammar SPAN 372 Latin American Civ & Culture—or—SPAN 373 Spanish Civ & Culture SPAN 374 Literature & Culture of Spain—or—SPAN 376 Lit & Culture of Latin America **Electives:At least five courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours. May include among the five courses up to three credit hours of 200- level credit beyond 201/202 (only if taught in Spanish and taken in sequence).**

Current major with Teacher Certification	Proposed major with Teacher Certification
Required core courses: SPAN 101, 102, 201, 202 (or equivalent) SPAN 370 Spanish Conversation SPAN 371 Spanish Composition & Grammar SPAN 372 Latin American Civ & Culture—or—SPAN 373 Spanish Civ & Culture SPAN 374 Literature & Culture of Spain—or—SPAN 376 Lit & Culture of Latin America SPAN 470 Advanced Oral Spanish Total credit hours in required core courses: 27 Elective courses: Three Spanish courses at the 300- or 400-level for a total (including the required courses) of 36 or more credit hours. 9 Total required hours in Spanish: 36	Required core courses: **102, 201, 202 (or equivalent)** SPAN 370 Spanish Conversation SPAN 371 Spanish Composition & Grammar SPAN 372 Latin American Civ & Culture—or—SPAN 373 Spanish Civ & Culture SPAN 374 Literature & Culture of Spain—or—SPAN 376 Lit & Culture of Latin America SPAN 470 Advanced Oral Spanish **Total credit hours in required core courses: 24** **Elective courses: Four Spanish courses at the 300- or 400-level for a total (including the required courses) of 36 or more credit hours. 12** Total required hours in Spanish:36

4.   Rationale for the proposed program change:

The revision allows students the option of counting toward the major up to three credit hours of 200-level coursework beyond (in addition to) 201/202, IF these credit hours are for courses taught in the target language. The change is an effort to add flexibility for students, and to count toward the major 200-level courses taken abroad, (skill-building "bridge" courses) for new majors, or courses designed to develop language skills for specific professions.

The revision also means that Spanish 101 no longer counts towards the major. The skills that students attain in this course are at the level of the recommended pre-college curriculum for students entering WKU. Spanish 101 is a lower level course than the general education language requirement minimum of Spanish102. Many majors across campus do not count the most basic courses toward the requirements for the major.

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

Effective Fall 2010.

6.   Dates of prior committee approvals:

Modern Languages Department:	November 3, 2009
Potter College Curriculum Committee	December 3, 2009
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Program Inventory Form

Potter College of Arts and Letters
Department of English
Proposal to Revise A Program
(Action Item)

Contact Person: karen.schneider@wku.edu   5-3046

1.   Identification of program:
        1.1   Current program reference number: 561
        1.2   Current program title: English for Secondary Teachers
        1.3   Credit hours: 55

2.   Identification of the proposed program changes: We want to add four existing courses to the Literature cluster from which students must select one 3 hour course. We also recently revised the title of one of the courses, a change reflected below.

3.   Detailed program description:

Cluster # 4 Literature Elective   3 hrs**

ENG 333 Medieval Literature	ENG 333 Medieval Literature
ENG 340 Speculative Fiction	ENG 340 Speculative Fiction
ENG 354 History of Drama to 1640	ENG 354 History of Drama to 1640
ENG 365 Literature and Film	ENG 365 **Film Adaptation**
ENG 395 Contemporary Literature	**ENG387 Studies in Autobiography**
ENG 396 Mythology	ENG 395 Contemporary Literature
ENG 398 Hemingway & Faulkner	ENG 396 Mythology
ENG 455 American Drama	ENG 398 Hemingway & Faulkner
ENG 457 Modern British Literature	ENG 455 American Drama
ENG 459 Modern Drama	ENG 457 Modern British Literature
ENG 481 Chaucer	ENG 459 Modern Drama
ENG 482 Shakespeare	ENG 481 Chaucer
ENG 484 Romantic Movement	ENG 482 Shakespeare
ENG 487 Dante	ENG 484 Romantic Movement
ENG 488 Victorian Age	**ENG 486 The Eighteenth Century**
ENG 489 English Novel	ENG 487 Dante
ENG 490 American Novel	ENG 488 The Victorian Age
ENG 494 Kentucky Literature	ENG 489 English Novel
ENG 495 Southern Literature	ENG 490 American Novel
	ENG 493 American Poetry
	ENG 494 Kentucky Literature
	ENG 495 Southern Literature
	ENG 355 History of Drama from 1640

Note: We included above only the part of the program, Cluster #4, affected by these changes. This addition of electives in this one cluster has no impact on the program as a whole.

4.   **Rationale for the proposed program change:** The changes correct the unintentional omission of four of our literature courses from the literature cluster, and reflect an already approved course title revision.

5.   **Proposed term for implementation and special provisions (if applicable): 201030**

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

English Department   3/20/09

PCAL Curriculum Committee   12/3/09

Professional Education Council   _____

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: Program Inventory Form

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Delete a Program
(Consent Item)

Contact Person: Jo-Anne Ryan, jo-anne.ryan@wku.edu 5-3828

1.   Identification of program:
   1.1   Program reference number: 402
   1.2   Program title: Minor in Journalism Education
   1.3   Credit hours: 21

2.   Rationale for the program deletion: The program was created to meet the needs of students seeking certification requirements of the Kentucky Education Professional Standards Board for Secondary English grades 8-12. Certification standards have changed, so this minor is no longer needed.

3.   Effect on current students or other departments, if known: None. Currently, secondary education students are served by journalism classes included in the Major in English for Secondary Teachers (formerly English and Allied Language Arts).

4.   Proposed term for implementation: fall 2010

5.   Dates of prior committee approvals:

   SJ&B Curriculum Committee   ___10/28/09_____

   School of Journalism & Broadcasting: ___11/3/09__ _____

   PCAL Curriculum Committee   ___12/3/09_____

   Professional Education Council   _____

   Undergraduate Curriculum Committee   _____

   University Senate   _____

Attachment: Program Inventory Form