

AGENDA
PROFESSIONAL EDUCATION COUNCIL
3:30 - Wednesday, April 13, 2011
GRH 3073

I. Consideration of the Minutes from the March 16, 2011 meeting (Minutes can be found on the CEBS Main Web Page – click on Faculty & Staff and then Meetings Minutes and Agendas).

II. New Business

A. Office of Teacher Services-CEBS

▪Presentation of Candidates Completing Requirements for Admission to the Professional Education Unit March 16, 2011 to April 13, 2011

B. College of Education and Behavioral Sciences

Department of Educational Administration, Leadership and Research

1. Revise Course Grading System – EDLD 798

Educational leadership Doctoral (EDD) Program

2. Create a New Course – EDLD 712, Research Methods and Design for Educational Leaders

C. Ogden college of Science and Engineering

Department of Physics and Astronomy

1. Revise Course Prerequisites/Corequisites ASTR 405, Astronomy for Teachers
2. Revise a Program – 754, Major in Physics

Department of Mathematics and Computer Science

1. Revise Course Catalog Listing – MATH 304, Applications and Explorations
2. Revise Course Prerequisites/Corequisites – STAT 301, Introductory Probability and Applied Statistics

III. Other Business

Information Items –

1. Create a Temporary Course – EDLD 712, Research Methods and Design for Educational Leaders (for implementation Summer 2011)
2. Create a Temporary Course – EDLD 712, Research Methods and Design for Educational Leaders (for implementation Fall 2011)
3. Proposal to Change Course Prefix (Subject Area) Current EDAD – Proposed EDLD

CANDIDATES COMPLETING REQUIREMENTS FOR ADMISSION TO PROFESSIONAL EDUCATION UNIT

March 16, 2011 – April 13, 2011

ELEMENTARY P-5

Amos, Angela
Blair, Kaitlin
Day, Kaelyn
Echols, Allyson
Gonterman, Tory
Harlow, Nicole
Kazlauskas, Amy
Leiser, Joanna
Lester, Haley
Lyne, Jessica
Mattingly, Kari
Metcalf, Christie
Ross, Crista Renee
Satterly, Amelia Brooke
Stewart, Megan
Stubbs, Katherine
Taylor, Brittany
Williams, Marsha

MIDDLE GRADES

Tabor, Tiffany	Social Studies/English
Watson, Lindsey	Math

SECONDARY

White, Lauren	English
---------------	---------

MASTERS

Meador, Amy EXED

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.

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

Contact Person: Tony Norman, tony.norman@wku.edu, 745-3021

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EDLD 798
- 1.1 Course title: Internship in Administration and Supervision
- 1.2 Credit hours: 1-6

2. Current course grading system: Letter Grading (A-F)

3. Proposed course grading system: Pass/Fail

4. Rationale for revision of course grading system: This is a practicum/internship course in which students may participate in a wide variety of experiences associated with their individual professional goals. Beyond documentation of hours and a brief reflection on their experience, students do not create products or complete assessments that could legitimately (or accurately) be assigned letter grades.

5. Proposed term for implementation: Spring 2012

6. Dates of prior committee approvals:

EALR Department:	<u>2-1-2011</u>
CEBS Curriculum Committee	<u>4-5-2011</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Educational Leadership Doctoral (EDD) Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Steve Miller, steve.miller@wku.edu, 745-4890

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDLD 712
- 1.2 Course title: Research Methods and Design for Educational Leaders
- 1.3 Abbreviated course title: Research Methods for Ed Ldrs
- 1.4 Credit hours: 3
- 1.5 Type of course: Seminar
- 1.6 Prerequisites/corequisites: Prerequisites: Admission to EdD program and one of the following: EDFN 500 or equivalent or instructor permission.
- 1.7 Course description: Quantitative and qualitative research methods and design; survey design and administration; and analysis of research reports.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course will replace the current EDLD 711- Methodology in Leadership Research course. Having now worked with several students through the research and dissertation process and having also articulated research standards for the EdD program, the faculty have a clearer idea of what sequence of content and skills EdD students need to be successful in conducting research. Faculty have determined that EDLD 711 focuses too early and too heavily on developing research critiques and the first chapters of the dissertation. The new course will instead focus on research methods. In particular, the course will build on students' knowledge and understanding of research formats including quantitative and qualitative designs. Principles of survey design and administration will also be covered. Although students will become familiar with the procedures/techniques of literature reviews, the projects conducted will not be tied directly to their dissertation topic. Because the faculty plan to make similar changes to the scope and sequence of the later EDLD research courses (721 and 731), it makes more sense to develop a new course rather than modify an existing one. This also mitigates confusion that would arise in keeping track of whether students have completed the original or revised version of EDLD 711.
- 2.2 Projected enrollment in the proposed course: 20 students per offering. Each cohort admits on average 20 students, and this course will be required for all doctoral students.
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course is similar to the EDLD 711 course presently in the EdD program that, as described in 2.1, has been determined should be replaced. Also as mentioned in 2.1, the EdD program also offers EDLD 721 and 731, but faculty are completing proposals to replace these courses as well.
- 2.4 Relationship of the proposed course to courses offered in other departments: The EALR department currently offers a cafeteria-style selection of courses designed for specific populations and programmatic needs. For example, EDFN 500 Research Methods, an introductory course in research that is a survey course designed for all beginning graduate students and as such largely serves the masters level students. To serve other graduate programs in other departments and colleges, EALR offers EDFN 501 and 601, two basic quantitative statistics courses; and EDFN 548 and 603, two qualitative courses. However, these courses are part of a service orientation of course offerings by the department and are not a planned sequential progression like the EDLD research courses will be.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Courses similar to the proposed course are offered at other universities offering the Educational Leadership doctoral degree. The following are examples:

Eastern Kentucky University

EDL 810 – Introduction to Quantitative Research Methods

Morehead State University

EDD 810 – Understanding and Conducting Research: Effective Schools This course provides advanced study on quality of applied educational research and the development and application of effective educational research designs aimed at eliminating barriers to student learning.

Northern Kentucky University

EDD 810 – An Introduction to Action Research and Descriptive Statistics

Learning associates will be introduced to the process of dissertation action research including the development of a three-chapter proposal that may become the focus of their research. Learning associates will develop skills to critique their research literature as well as strategies for developing research ideas. Learning associates will focus on developing an understanding about and how to apply descriptive statistics. Topics include measures of central tendency, measures of dispersion, and graphical summaries.

California State University – Long Beach

EDLD 730 – Educational Research Epistemologies and Methodologies

In-depth exploration of epistemological underpinnings of educational research, qualitative and quantitative studies, and emergent research methodologies pertinent to educational practice and policy.

Clemson University

EDL 911 – Systematic Inquiry in Education Leadership

Spans multiple epistemologies including qualitative and quantitative designs

3. Discussion of proposed course:

- 3.1 Course objectives: Upon completing this course students will be able to:
- Formulate research topics that relate to problems in the context of specific settings and connect to an appropriate content knowledge base.
 - Determine an appropriate research design based on the context and populations that constitute a problem, including the identification of a possible database.
 - Formulate research questions that relate to gaps in the current state of the art for a given knowledge base.
 - Formulate research questions that guide the collection of data vis-à-vis the identified problem/purpose of the study.
 - Incorporate quantitative and/or qualitative methods into design, and then synthesize data sources using mixed methods if necessary.
 - Create and disseminate survey instruments consistent with accepted professional protocols.
 - Recognize explicitly possible threats to validity or credibility of research and address them to the extent possible.
 - Access information and published research from library and on-line sources to perform literature reviews and support data analysis.
 - Write a literature narrative that synthesizes past research about a defined topic and highlights gaps in the existing body of theoretical and practical knowledge.
- 3.2 Content outline: Topics will include the following:
- Identification of the “State of the Art”
 - Advancing the Field
 - *Problem Formation in Research*
 - *Linking Problems to Literature Reviews*
 - *Design and Development of Instruments*

- *Survey Design and Administration*
 - *Methods for Quantitative Studies*
 - *Research Design in Quantitative Studies*
 - *Methods for Qualitative Studies*
 - *Research Design in Qualitative Studies*
 - *Reporting Results*
 - *Historical Research Design*
 - *Interpretation and Discussion of Results*
 - *The Publication Sequence*
- 3.3 Student expectations and requirements: Students will be expected to read assigned text and materials and be prepared to participate actively in class discussion. Students will be expected to apply class discussion topics to exercises. Students may make oral presentations in addition to written assignments. Examinations and quizzes may also be used to assess understanding of the course content.
- 3.4 Tentative texts and course materials:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Babbie, E. R. (2010). *The practice of social research* (12th ed.). Belmont, CA: Wadsworth Cengage.

Blaikie, N. (2000). *Designing social research*. Malden, MA: Polity Press.

Creswell, J. W. (2008). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Fowler, F. J., Jr. (2009). *Survey research methods* (4th ed.). Thousand Oaks, CA: Sage Publications.

Gall, M. D., Gall, J.P., & Borg, W. R. (2007). *Educational research: An Introduction*. Boston, MA: Allyn & Bacon.

Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research* (4th ed.). Thousand Oaks, CA: Sage Publications.

Neuman, W. L. (2003) *Social research methods: Qualitative and quantitative approaches* (5th ed.). Boston, MA: Allyn & Bacon.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Boston, MA: Houghton Mifflin.

Slavin, R. E. (2007). *Educational research in an age of accountability*. Boston, MA: Allyn and Bacon.

Webb, E. J., Campbell, D. R., Schwartz, R. D., & Sechrest, L. (2000). *Unobtrusive measures* (Rev. ed.). Thousand Oaks, CA: SAGE.

4. Resources:

- 4.1 Library resources: The proposed course will require the use of existing university library databases and journal holdings. No additional purchases will be needed.
- 4.2 Computer resources: Current computer and other technology resources are adequate to deliver the course. No additional resources are necessary.

5. Budget implications:

- 5.1 Proposed method of staffing: Doctoral faculty will teach the course.
- 5.2 Special equipment needed: There will be no additional resource requirements.
- 5.3 Expendable materials needed: There will be no additional resource requirements.
- 5.4 Laboratory materials needed: There will be no additional resource requirements.

6. Proposed term for implementation: Spring 2012

7. Dates of prior committee approvals:

EDD Leadership Council	<u>3-4-2011</u>
Educational Administration, Leadership, & Research	<u>3-22-2011</u>
CEBS Curriculum Committee	<u>4-5-2011</u>
Graduate Council	_____
University Senate	_____

Attachments: Library Resources Form, Course Inventory Form

**Ogden College of Science and Engineering
Department of Physics and Astronomy
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Michael Carini, mike.carini@wku.edu, 745-6198

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ASTR 405
- 1.2 Course title: Astronomy for Teachers
- 1.3 Credit hours: 3

2. Current prerequisites/corequisites/special requirements:

ASTR 104 or ASTR 106 or ASTR 108 or ASTR 214

3. Proposed prerequisites/corequisites/special requirements:

ASTR 104 or ASTR 106 or ASTR 214

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

Each of the three courses remaining as options for the pre-requisite for ASTR 405 includes an integrated laboratory component that reinforces hands-on experiences important for elementary, middle grades, or secondary school teaching. ASTR 108 does not include any laboratory component.

5. Effect on completion of major/minor sequence:

None; ASTR 405 is a course only for middle school science majors and potentially for students working toward a masters degree such as the MAE or MAT. The remaining options for the pre-requisite include other courses required for those majors.

6. Proposed term for implementation:

Spring 2012

7. Dates of prior committee approvals:

Physics and Astronomy Department: 16 March 2011

Ogden College Curriculum Committee: 07 April 2011

Professional Education Council: _____

Undergraduate Curriculum Committee: _____

University Senate: _____

Attachment: Course Inventory Form

Proposal Date: March 9, 2011

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

Contact Person: Keith Andrew@wku.edu, 745-4357

1. Identification of program:

- 1.1 Current program reference number: 754
- 1.2 Current program title: Major in Physics
- 1.3 Credit hours: 35

2. Identification of the proposed program changes:

- Require PHYS 316 (Computational Physics) or PHYS 318 (Data Acquisition Using LabView) in the physics core.
- Reduce the number of physics elective hours from nine to six.
- Remove the computer science course from the list of required support courses.
- Add MATH 370 for applied physics students as an option for MATH 307 in the list of required support courses

3. Detailed program description:

B. Current Program	Proposed Program (changes are indicated in boldface)																																																																																																																												
C. Physics Core	Physics Core																																																																																																																												
<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">D. E.</th> <th style="text-align: left;">Hrs</th> <th style="text-align: left;">Course</th> <th style="text-align: left;">Title of Course</th> </tr> </thead> <tbody> <tr> <td>Core: 3/1</td> <td>PHYS 180/181</td> <td>Introductory Modern Physics & Lab</td> <td></td> </tr> <tr> <td>4/1</td> <td>PHYS 255/256</td> <td>University Physics I and Lab</td> <td></td> </tr> <tr> <td>4/1</td> <td>PHYS 265/266</td> <td>University Physics II and Lab</td> <td></td> </tr> <tr> <td>1</td> <td>PHYS 301</td> <td>Electrical Measurements Lab</td> <td></td> </tr> <tr> <td>1</td> <td>PHYS 302</td> <td>Atomic Lab</td> <td></td> </tr> <tr> <td>3</td> <td>PHYS 321</td> <td>Introductory Modern Physics II</td> <td></td> </tr> <tr> <td>3</td> <td>PHYS 350</td> <td>Classical Mechanics I</td> <td></td> </tr> <tr> <td>3</td> <td>PHYS 440</td> <td>Electromagnetism I</td> <td></td> </tr> <tr> <td></td> <td>0.5</td> <td>PHYS 398</td> <td>Junior</td> </tr> <tr> <td>Seminar</td> <td></td> <td><u>0.5</u></td> <td><u>PHYS 498</u></td> </tr> <tr> <td></td> <td></td> <td><u>Senior Seminar</u></td> <td></td> </tr> <tr> <td></td> <td>26 hrs</td> <td></td> <td></td> </tr> <tr> <td>Electives: 9</td> <td>PHYS/ASTR</td> <td>Upper Division Electives</td> <td></td> </tr> <tr> <td>Total</td> <td>35 hrs</td> <td></td> <td></td> </tr> </tbody> </table>	D. E.	Hrs	Course	Title of Course	Core: 3/1	PHYS 180/181	Introductory Modern Physics & Lab		4/1	PHYS 255/256	University Physics I and Lab		4/1	PHYS 265/266	University Physics II and Lab		1	PHYS 301	Electrical Measurements Lab		1	PHYS 302	Atomic Lab		3	PHYS 321	Introductory Modern Physics II		3	PHYS 350	Classical Mechanics I		3	PHYS 440	Electromagnetism I			0.5	PHYS 398	Junior	Seminar		<u>0.5</u>	<u>PHYS 498</u>			<u>Senior Seminar</u>			26 hrs			Electives: 9	PHYS/ASTR	Upper Division Electives		Total	35 hrs			<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">F.</th> <th style="text-align: left;">Hrs</th> <th style="text-align: left;">Course</th> <th style="text-align: left;">Title of Course</th> </tr> </thead> <tbody> <tr> <td>Core: 3/1</td> <td>PHYS 180/181</td> <td>Introductory Modern Physics & Lab</td> <td></td> </tr> <tr> <td>4/1</td> <td>PHYS 255/256</td> <td>University Physics I and Lab</td> <td></td> </tr> <tr> <td>4/1</td> <td>PHYS 265/266</td> <td>University Physics II and Lab</td> <td></td> </tr> <tr> <td>1</td> <td>PHYS 301</td> <td>Electrical Measurements Lab</td> <td></td> </tr> <tr> <td>1</td> <td>PHYS 302</td> <td>Atomic Lab</td> <td></td> </tr> <tr> <td>3</td> <td>PHYS 316 or 318</td> <td>Computational or Data Acquisition</td> <td></td> </tr> <tr> <td>3</td> <td>PHYS 321</td> <td>Introductory Modern Physics II</td> <td></td> </tr> <tr> <td>3</td> <td>PHYS 350</td> <td>Classical Mechanics I</td> <td></td> </tr> <tr> <td>3</td> <td>PHYS 440</td> <td>Electromagnetism I</td> <td></td> </tr> <tr> <td></td> <td>0.5</td> <td>PHYS 398</td> <td>Junior</td> </tr> <tr> <td>Seminar</td> <td></td> <td><u>0.5</u></td> <td><u>PHYS 498</u></td> </tr> <tr> <td></td> <td></td> <td><u>Senior Seminar</u></td> <td></td> </tr> <tr> <td></td> <td>29 hrs</td> <td></td> <td></td> </tr> <tr> <td>Electives: 6</td> <td>PHYS/ASTR</td> <td>Upper Division Electives</td> <td></td> </tr> <tr> <td>Total</td> <td>35 hrs</td> <td></td> <td></td> </tr> </tbody> </table>	F.	Hrs	Course	Title of Course	Core: 3/1	PHYS 180/181	Introductory Modern Physics & Lab		4/1	PHYS 255/256	University Physics I and Lab		4/1	PHYS 265/266	University Physics II and Lab		1	PHYS 301	Electrical Measurements Lab		1	PHYS 302	Atomic Lab		3	PHYS 316 or 318	Computational or Data Acquisition		3	PHYS 321	Introductory Modern Physics II		3	PHYS 350	Classical Mechanics I		3	PHYS 440	Electromagnetism I			0.5	PHYS 398	Junior	Seminar		<u>0.5</u>	<u>PHYS 498</u>			<u>Senior Seminar</u>			29 hrs			Electives: 6	PHYS/ASTR	Upper Division Electives		Total	35 hrs		
D. E.	Hrs	Course	Title of Course																																																																																																																										
Core: 3/1	PHYS 180/181	Introductory Modern Physics & Lab																																																																																																																											
4/1	PHYS 255/256	University Physics I and Lab																																																																																																																											
4/1	PHYS 265/266	University Physics II and Lab																																																																																																																											
1	PHYS 301	Electrical Measurements Lab																																																																																																																											
1	PHYS 302	Atomic Lab																																																																																																																											
3	PHYS 321	Introductory Modern Physics II																																																																																																																											
3	PHYS 350	Classical Mechanics I																																																																																																																											
3	PHYS 440	Electromagnetism I																																																																																																																											
	0.5	PHYS 398	Junior																																																																																																																										
Seminar		<u>0.5</u>	<u>PHYS 498</u>																																																																																																																										
		<u>Senior Seminar</u>																																																																																																																											
	26 hrs																																																																																																																												
Electives: 9	PHYS/ASTR	Upper Division Electives																																																																																																																											
Total	35 hrs																																																																																																																												
F.	Hrs	Course	Title of Course																																																																																																																										
Core: 3/1	PHYS 180/181	Introductory Modern Physics & Lab																																																																																																																											
4/1	PHYS 255/256	University Physics I and Lab																																																																																																																											
4/1	PHYS 265/266	University Physics II and Lab																																																																																																																											
1	PHYS 301	Electrical Measurements Lab																																																																																																																											
1	PHYS 302	Atomic Lab																																																																																																																											
3	PHYS 316 or 318	Computational or Data Acquisition																																																																																																																											
3	PHYS 321	Introductory Modern Physics II																																																																																																																											
3	PHYS 350	Classical Mechanics I																																																																																																																											
3	PHYS 440	Electromagnetism I																																																																																																																											
	0.5	PHYS 398	Junior																																																																																																																										
Seminar		<u>0.5</u>	<u>PHYS 498</u>																																																																																																																										
		<u>Senior Seminar</u>																																																																																																																											
	29 hrs																																																																																																																												
Electives: 6	PHYS/ASTR	Upper Division Electives																																																																																																																											
Total	35 hrs																																																																																																																												
G. Physics Electives	Physics Electives																																																																																																																												
The student majoring in physics must complete, in addition to	The student majoring in physics must complete, in addition to																																																																																																																												

<p>this core, a minimum of 9 semester hours of selected upper division departmental courses. The selection is determined by the student's career aspirations, subject to approval by the student's departmental advisor. The upper division electives must be chosen from the courses listed for departmental majors and minors, excluding PHYS 389, 399, and 489. No more than 3 hours of PHYS 475 may be counted toward the 35 hour minimum requirement for the major.</p>	<p>this core, a minimum of 6 semester hours of selected upper division departmental courses. The selection is determined by the student's career aspirations, subject to approval by the student's departmental advisor. The upper division electives must be chosen from the courses listed for departmental majors and minors, excluding PHYS 389, 399, and 489. No more than 3 hours of PHYS 475 may be counted toward the 35 hour minimum requirement for the major.</p>
<p>Support Courses for Major:</p>	<p>Support Courses for Major:</p>
<p>Support requirements include MATH 136, 137, 307, 237, and 331, Computer Science 230 or higher, and CHEM 120/121.</p>	<p>Support requirements include: MATH 136, 137, 237, 307 (or 370 for applied physics track), and 331; and CHEM 120/121. (Note: PHIL 215 or EE 180 is prerequisite for MATH 307).</p>

4. Rationale for the proposed program change:

Adding PHYS 316 or PHYS 318 to the major provides students with experience in the use of physics-specific computer applications in a physics setting from either the applied problem-solving approach or from the data acquisition and interfacing approach. With the addition of the required three-hour physics course, the number of physics elective hours is reduced from nine to six.

Because a computer applications physics course (PHYS 316 or 318) is being added to the core requirements, the computer science course is being deleted from the list of required support courses. Of course, students may still choose a CS course as an elective elsewhere in their programs.

For students in the applied physics track, MATH 370 (Applied Techniques in Mathematics) provides an option for MATH 307 (Introduction to Linear Algebra)

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

Fall 2012

6. Dates of prior committee approvals:

Department of Physics and Astronomy: March 16, 2011

OCSE Curriculum Committee April 7, 2011

Professional Education Council _____

University Curriculum Committee _____

University Senate _____

Attachment: Program Inventory Form

**Ogden College of Science and Engineering
Department of Mathematics and Computer Science
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Summer Bateiha, summer.bateiha@wku.edu, (270)745-5491

1. Identification of course:

- 1.1 Course prefix (subject area) and number: MATH 304
- 1.2 Course title: Functions, Applications and Explorations
- 1.3 Credit hours: 3.0

2. Current course catalog listing: In-depth study of mathematical topics that are used in teaching pre-calculus and transition-to-calculus courses at the secondary school level. Modeling with linear, exponential, and trigonometric functions; curve fitting; discrete and continuous models.

3. Proposed course catalog listing: In-depth study of mathematical topics used in teaching pre-calculus and transition-to-calculus courses at the middle and secondary school level. Modeling with linear, exponential, and trigonometric functions; curve fitting; discrete and continuous models.

4. Rationale for revision of the course catalog listing: Preservice mathematics teachers at both the middle and secondary levels are required to take this course. Originally the catalog described the course as applicable only to teaching at the secondary level; however, middle grades teachers can use the content of this course to guide them in providing a foundation in functions and models to middle school students who may enroll in pre-calculus and transition-to-calculus courses in secondary school. The proposed change is the addition of the words “middle and” before “secondary school level,” in order to reflect more accurately who this course is geared for.

5. Proposed term for implementation: Spring 2012

6. Dates of prior committee approvals:

Mathematics Department/Division: March 3, 2011

Ogden Curriculum Committee April 7, 2011

Professional Education Council (if applicable) _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

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

Contact Person: Jonathan Quiton, jonathan.quiton@wku.edu, 745-2441

1. Identification of course:

- 1.1 Course prefix (subject area) and number: STAT 301
- 1.2 Course title: Introductory Probability and Applied Statistics
- 1.3 Credit hours: 3.0

2. Current prerequisites/corequisites/special requirements:

Prerequisite: MATH 136 or MATH 142

3. Proposed prerequisites/corequisites/special requirements:

Prerequisite: MATH 136 or MATH 142, with a grade of C or better.

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

This revision complies with the current departmental requirement that all mathematics courses listed as prerequisites for other MATH/STAT courses must be completed with grades of C or better.

5. Effect on completion of major/minor sequence:

Not applicable

6. Proposed term for implementation:

Fall 2011

7. Dates of prior committee approvals:

Department of Mathematics and Computer Science March 3, 2011

OCSE Curriculum Committee April 7, 2011

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Educational Leadership Doctoral (EDD) Program
Proposal to Create a Temporary Course
(Information Item)**

Contact Person: Tony Norman, tony.norman@wku.edu, 745-3021

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: EDLD 712
- 1.2 Course title: Research Methods and Design for Educational Leaders
- 1.3 Abbreviated course title: Research Methods for Ed Leaders
- 1.4 Credit hours: 3
- 1.5 Type of course: Seminar
- 1.6 Prerequisites: Admission to EdD program and one of the following: EDFN 500 or equivalent or instructor permission.
- 1.7 Course description: Quantitative and qualitative research methods and design; survey design and administration; and analysis of research reports.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: A proposal to create a permanent version of the proposed course is in process, but until that proposal has completed the approval process, a temporary course is needed to accommodate doctoral students who will need this in place for summer 2011. The proposed permanent version will replace the current EDLD 711- Methodology in Leadership Research course. Faculty have determined that EDLD 711 focuses too early and too heavily on developing research critiques and the first chapters of the dissertation. The new course will instead focus on research methods. In particular, the course will build on students' knowledge and understanding of research formats including quantitative and qualitative designs. Principles of survey design and administration will also be covered. Although students will become familiar with the procedures/techniques of literature reviews, the projects conducted will not be tied directly to their dissertation topic. Because the faculty plan to make similar changes to the scope and sequence of the later EDLD research courses (721 and 731), it makes more sense to develop a new course rather than modify an existing one. This also mitigates confusion that would arise in keeping track of whether students have completed the original or revised version of EDLD 711.

3. Description of proposed course

- 3.1 Course content outline: Topics will include the following:
 - Identification of the "State of the Art"
 - Advancing the Field
 - *Problem Formation in Research*
 - *Linking Problems to Literature Reviews*
 - *Human Subjects Procedures and Ethical Issues*
 - *Design and Development of Instruments*
 - *Survey Design and Administration*
 - Methods for Quantitative Studies
 - *Research Design in Quantitative Studies*

- Methods for Qualitative Studies
- *Research Design in Qualitative Studies*
- *Reporting Results*
- *Historical Research Design*
- *Interpretation and Discussion of Results*
- *The Publication Sequence*

3.2 Tentative text(s):

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Babbie, E. R. (2010). *The practice of social research* (12th ed.). Belmont, CA: Wadsworth Cengage.

Blaikie, N. (2000). *Designing social research*. Malden, MA: Polity Press.

Creswell, J. W. (2008). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Fowler, F. J., Jr. (2009). *Survey research methods* (4th ed.). Thousand Oaks, CA: Sage Publications.

Gall, M. D., Gall, J.P., & Borg, W. R. (2007). *Educational research: An Introduction*. Boston, MA: Allyn & Bacon.

Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research* (4th ed.). Thousand Oaks, CA: Sage Publications.

Neuman, W. L. (2003) *Social research methods: Qualitative and quantitative approaches* (5th ed.). Boston, MA: Allyn & Bacon.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi- experimental designs for generalized causal inference*. Boston, MA: Houghton Mifflin.

Slavin, R. E. (2007). *Educational research in an age of accountability*. Boston, MA: Allyn and Bacon.

Webb, E. J., Campbell, D. R., Schwartz, R. D., & Sechrest, L. (2000). *Unobtrusive measures* (Rev. ed.). Thousand Oaks, CA: SAGE.

Wiersma, W., & Jurs, S. G. (2009). *Research methods in education: An introduction* (9th ed.). Boston, MA: Allyn & Bacon.

4. Second offering of a temporary course (if applicable): Not applicable

- 4.1 Reason for offering this course a second time on a temporary basis:
- 4.2 Term course was first offered:
- 4.3 Enrollment in first offering:

5. Term of Implementation: Summer 2011

6. Dates of review/approvals:

EDD Leadership Council	<u>3-4-2011</u>
Educational Administration, Leadership, & Research	<u>3-22-2011</u>
CEBS Dean	<u>4-1-2011</u>
Graduate Council	_____
Provost	_____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Educational Leadership Doctoral (EDD) Program
Proposal to Create a Temporary Course
(Information Item)**

Contact Person: Tony Norman, tony.norman@wku.edu, 745-3021

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: EDLD 712
- 1.2 Course title: Research Methods and Design for Educational Leaders
- 1.3 Abbreviated course title: Research Methods for Ed Leaders
- 1.4 Credit hours: 3
- 1.5 Type of course: Seminar
- 1.6 Prerequisites: Admission to EdD program and one of the following: EDFN 500 or equivalent or instructor permission.
- 1.7 Course description: Quantitative and qualitative research methods and design; survey design and administration; and analysis of research reports.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: A proposal to create a permanent version of the proposed course is in process, but until that proposal has completed the approval process, a temporary course is needed to accommodate doctoral students who will need this in place for fall 2011. The proposed permanent version will replace the current EDLD 711- Methodology in Leadership Research course. Faculty have determined that EDLD 711 focuses too early and too heavily on developing research critiques and the first chapters of the dissertation. The new course will instead focus on research methods. In particular, the course will build on students' knowledge and understanding of research formats including quantitative and qualitative designs. Principles of survey design and administration will also be covered. Although students will become familiar with the procedures/techniques of literature reviews, the projects conducted will not be tied directly to their dissertation topic. Because the faculty plan to make similar changes to the scope and sequence of the later EDLD research courses (721 and 731), it makes more sense to develop a new course rather than modify an existing one. This also mitigates confusion that would arise in keeping track of whether students have completed the original or revised version of EDLD 711.

3. Description of proposed course

- 3.1 Course content outline: Topics will include the following:
 - Identification of the "State of the Art"
 - Advancing the Field
 - *Problem Formation in Research*
 - *Linking Problems to Literature Reviews*
 - *Human Subjects Procedures and Ethical Issues*
 - *Design and Development of Instruments*
 - *Survey Design and Administration*
 - Methods for Quantitative Studies
 - *Research Design in Quantitative Studies*

- Methods for Qualitative Studies
- *Research Design in Qualitative Studies*
- *Reporting Results*
- *Historical Research Design*
- *Interpretation and Discussion of Results*
- *The Publication Sequence*

3.2 Tentative text(s):

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Babbie, E. R. (2010). *The practice of social research* (12th ed.). Belmont, CA: Wadsworth Cengage.

Blaikie, N. (2000). *Designing social research*. Malden, MA: Polity Press.

Creswell, J. W. (2008). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Fowler, F. J., Jr. (2009). *Survey research methods* (4th ed.). Thousand Oaks, CA: Sage Publications.

Gall, M. D., Gall, J.P., & Borg, W. R. (2007). *Educational research: An Introduction*. Boston, MA: Allyn & Bacon.

Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research* (4th ed.). Thousand Oaks, CA: Sage Publications.

Neuman, W. L. (2003) *Social research methods: Qualitative and quantitative approaches* (5th ed.). Boston, MA: Allyn & Bacon.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi- experimental designs for generalized causal inference*. Boston, MA: Houghton Mifflin.

Slavin, R. E. (2007). *Educational research in an age of accountability*. Boston, MA: Allyn and Bacon.

Webb, E. J., Campbell, D. R., Schwartz, R. D., & Sechrest, L. (2000). *Unobtrusive measures* (Rev. ed.). Thousand Oaks, CA: SAGE.

Wiersma, W., & Jurs, S. G. (2009). *Research methods in education: An introduction* (9th ed.). Boston, MA: Allyn & Bacon.

4. **Second offering of a temporary course (if applicable):**

- 4.1 Reason for offering this course a second time on a temporary basis: The proposal for a permanent course will not make it through the university approval process before registration ster.
- 4.2 Term course was first offered: summer 2011

4.3 Enrollment in first offering: 15

5. Term of Implementation: Fall 2011

6. Dates of review/approvals:

EDD Leadership Council 3-4-2011

Educational Administration, Leadership, & Research 3-22-2011

CEBS Dean _____

Graduate Council _____

Provost _____

Attachment: Course Inventory Form

Proposal date: 2/16/2011

**Memorandum
Proposal to Change Course Prefix (Subject Area)
(Information Item)**

TO: Graduate Council

FROM: Sponsoring Unit: College of Education and Behavioral Sciences
Departments: Educational Administration, Leadership, and Research/EDD Leadership Council
Contact Person's Name: Tony Norman
Contact Person's Email: tony.norman@wku.edu
Contact Person's Phone: 270-745-3061

CHANGE: Current Course Prefix: EDAD
Proposed Course Prefix: EDLD

**COURSE NUMBERS TO BE INCLUDED UNDER THE NEW COURSE
PREFIX (SUBJECT AREA):** 798 and 799

RATIONALE: These two courses, which were originally developed for the WKU/U of L Cooperative Doctoral Program that is closing, were borrowed by WKU's new Doctoral Program in Educational Leadership. Changing the prefix makes these courses consistent with all other core courses in the WKU Doctoral Program in Educational Leadership. No Cooperative Doctoral Program students will be affected by this change.

DATE OF IMPLEMENTATION: Summer, 2011

Attachment: Course Inventory Form