

**MINUTES**  
**OF THE BOARD OF REGENTS**  
**WESTERN KENTUCKY UNIVERSITY**

**January 26, 2007**

**AGENDA ITEM 1 - Call to Order**

Required statutory notice having been given, the first quarterly meeting of the Board of Regents of Western Kentucky University was held in the Cornelius A. Martin Regents Room in the Mass Media & Technology Building on the WKU Campus. The meeting was called to order by Chair Fischer at approximately 9 a.m., CST.

**AGENDA ITEM 2 - Invocation**

Dr. Dennis George, Assistant Vice President for Institutional Effectiveness, provided the invocation.

**AGENDA ITEM 3 - Roll Call**

The following members were present:

Dr. Robert L. Dietle  
Mr. Robert Earl Fischer  
Ms. Lois Gray  
Ms. Yvette Haskins  
Ms. Judi Hughes  
Mr. James Meyer  
Ms. Forrest Roberts  
Ms. LaDonna Rogers  
Ms. Tamela M. Smith  
Mr. Larry Zielke

The Student Regent's position was vacated in December with the resignation of Robert Watkins. Election of a new Student Regent will occur in a few days. Ms. Jeannne Johnson, President of the Student Government Association, was in attendance at the Board meeting.

Others in attendance included: President Gary Ransdell; Ms. Liz Esters, Secretary to the Board of Regents and Staff Assistant to the President; Dr. Barbara Burch, Provost and Vice President for Academic Affairs; Mr. Robert Edwards, Assistant Vice President for University Relations; Dr. Richard Kirchmeyer, Vice President for Information Technology; Ms. Ann Mead, Chief Financial Officer and Assistant to the President for Economic Development; Dr. Gene Tice, Vice President for Student Affairs; Mr. John Osborne, Associate Vice President for Campus Services; Dr. Wood Selig, Athletics Director; Ms. Robbin Taylor, Assistant to the President

for Governmental Relations; and Ms. Deborah Wilkins, General Counsel.

Dr. Dietle asked to make a point of clarification on “motions” from *Roberts’*

*Rules of Order*, Item 30. He reminded everyone, for future reference, calling the question is not a legitimate motion in *Roberts’ Rules of Order*, you have to make a motion to “limit debate.” In the second column, this motion is not in order when someone else has the floor. You have to wait until you’re called upon by the Chair.”

**In keeping with the policy of the Board, the agenda for the meeting and information and materials pertinent to items thereon had been mailed in advance of the meeting by the President to members of the Board.**

Chair Fischer noted the action items will be conducted by committees of the whole Board for the Academic Affairs Committee and the Financial Affairs Committee.

Ms. Gray presented the following to the Academic Affairs Committee consisting of herself as Chair, Dr. Dietle, Mr. Meyer, Ms. Roberts, and Mr. Zielke.

#### **AGENDA ITEM 4 - Action Items**

##### **4.1 Approval: Approval of the Master of Arts in Applied Economics offered through the Department of Economics.**

**FACTS:** For parts of three decades, WKU offered a Masters of Arts in Economics that was structured primarily as a Ph.D. preparatory program. However, because the program was no longer meeting a need, the program was deleted. The new Master of Arts in Applied Economics program will refocus on training students for careers based on an applied terminal degree that they will be able to obtain in one calendar year. Both in content and pedagogy the program will focus on training students with backgrounds in economics and other arts and sciences for careers that require a mix of strong analytical skills, technical tools, and a broad range of knowledge. In addition, students will be encouraged to participate in courses from related masters programs including the Masters in Business Administration, the Masters in Public Administration, and Masters in Health Care Administration so as to enhance their range of knowledge and experience. In addition to course work, the program will utilize practicum, an end-of-program applied project, and a limited number of non-credit workshops to build specific technical skills to enhance employability of graduates. This program is also expected to fill a need for individuals trained at the masters level to teach Economics courses in the Kentucky Community College system. Thus, the new masters will respond to the university's *Strategic Goal 4: Enhance responsiveness to constituents.*

**BUDGETARY IMPLICATIONS:** Existing resources will be reallocated.

**Secretary’s Note:** The Program Proposal is attached to the minutes as **Attachment I.**

**RECOMMENDATION:** President Ransdell recommends approval of a new Master of Arts in Applied Economics.

Provost Burch did note that ECON 576 (3) Health Economics (winter) (New) referenced several times in the Program Proposal has been pulled out.

Motion to approve to the establishment of a new Master of Arts in Applied Economics

was made by Dr. Dietle, seconded by Mr. Meyer, and carried.

#### **4.2 Approval of the Bachelor of Science in Geographic Information Science offered through the Department of Geography and Geology.**

**FACTS:** The GIScience program focuses on the concepts and principles of GISystems, along with the four components of geospatial data: 1) input, correction, and collection; 2) storage and retrieval; 3) manipulation and analysis; and 4) maps and other forms of presentation. Input from recent graduates, alumni, and employers points to the need for such a degree program. Geospatial technologies have been identified by the U.S. Department of Labor as one of three technological areas that will experience explosive job growth over the next decade. Over the past decade, geospatial technologies have expanded rapidly. While geospatial technologies are broadly defined to include such elements as mapping, global positioning, and dynamic location tracking, it is GIS that lays the foundation for them. Currently, the WKU Department of Geography and Geology has GIS undergraduate and graduate Certificate programs, a GIS Minor, and a B.S. in Geography-GIS & Spatial Analysis concentration. All programs have become very popular among students and are attracting an increasingly diverse audience. The development of this proposed GIS program will allow our students to focus more specifically on new and more specialized courses in GIS, mathematics, and computer science, and enable them to develop more comprehensive skills in collecting, managing, analyzing, and applying geographic information. WKU graduates from the proposed GIS program are expected to be well positioned to succeed in the highly competitive GIS job market and in graduate school and to make a positive contribution to society. Thus, the new degree will respond to the university's *Strategic Goal 4: Enhance responsiveness to constituents*.

**Secretary's Note:** The Program Proposal is attached to the minutes as **Attachment II.**

**BUDGETARY IMPLICATIONS:** Existing resources will be reallocated. No new resources are requested.

**RECOMMENDATION:** President Ransdell recommends approval of a new Bachelor of Science in Geographic Information Science.

Motion to approve the establishment of a new Bachelor of Science in Geographic

Information Science was made by Dr. Dietle, seconded by Mr. Meyer, and carried unanimously.

#### **4.3 Approval of the Bachelor of Science in Meteorology Offered through the Department of Geography and Geology.**

**FACTS:** Students majoring in meteorology will learn the key concepts and skills necessary to qualify as a meteorologist for the National Weather Service, and to meet the standards of the American Meteorological Society. Input from recent graduates and alumni point to the need for such a degree program. For many years, WKU was the only university in Kentucky and Tennessee where students could study atmospheric science courses on some level. Although that is still true, there are other universities in the broader region where students can obtain a B.S. in Meteorology and our potential students are going to surrounding states to get this particular degree (Alabama (Huntsville); Florida (Tallahassee); Georgia (Atlanta); Illinois (Macomb); Indiana (Bloomington); Mississippi (Jackson); to name but a few). Therefore, the proposed degree will provide opportunities for students who otherwise would choose to attend another institution. Through time, about 20 to 25 percent of all student and parent inquiries concerning our BS Geography - Meteorology/ Climatology Track - program fail to follow up on their requests as soon as they realize WKU does not offer a B.S. Degree in Meteorology. Data tracked over the past five academic years indicates that the Department and institution have lost approximately 40 potential B.S. Meteorology majors to other institutions. Unknown is how many students might have chosen WKU if they had known about the B.S. Meteorology program, presuming one was in place. These students inevitably enroll in universities where they can obtain the B. S. Meteorology degree. They are very often high-quality students

who will never step foot on the WKU campus, and represent a population of students never reached before. Thus the new degree will respond to the university's *Strategic Goal 4: Enhance responsiveness to constituents*.

**BUDGETARY IMPLICATIONS:** Existing resources will be reallocated.

**Secretary's Note:** The Program Proposal is attached to the minutes as **Attachment III.**

**RECOMMENDATION:** President Ransdell recommends approval of a new Bachelor of Science in Meteorology.

Motion for approval to establish a new Bachelor of Science in Meteorology was made by Mr. Meyer, seconded by Dr. Dietle, and carried unanimously.

#### **4.4 Approval of a minor in Nutrition offered through the Department of Consumer and Family Sciences.**

**FACTS:** The minor in Nutrition provides a basic foundation of nutrition principles for students pursuing health-related careers. Based on formal surveys and informally from student advising, there is a strong desire for this minor. Public interest in nutrition and increased emphasis on health education makes this minor attractive for various science and health-related majors (e.g., exercise science, public health, pre-physical therapy, pre-pharmacy, and pre-medicine). Thus, the new minor will respond to the university's *Strategic Goal 4: Enhance responsiveness to constituents*.

**BUDGETARY IMPLICATIONS:** Existing resources will be reallocated.

**Secretary's Note:** The Program Proposal is attached to the minutes as **Attachment IV.**

**RECOMMENDATION:** President Ransdell recommends approval of a new minor in Nutrition.

Motion for approval to establish a new minor in Nutrition was made by Dr. Dietle, seconded by Mr. Meyer, and carried in the Academic Affairs Committee.

#### **4.5 Approval of deletion of the two-year Automated Industrial Systems Technology degree offered through the Bowling Green Community College.**

**FACTS:** The Automated Industrial Systems Technology (AIST) two-year degree was initially part of an articulation agreement between WKU's Bowling Green Community College and the Kentucky Advanced Technology Institute (KATI). Due to many revisions, the KATI program no longer complies with the original articulation agreement. In addition, WKU's Architectural and Manufacturing Sciences Department has already deleted its four-year degree which was an extension of the two-year AIST degree. As a result, there is no demand for the AIST two-year degree program.

**Secretary's Note:** The Program Proposal is attached to the minutes as **Attachment V.**

**RECOMMENDATION:** President Ransdell recommends deletion of the Automated Industrial Systems Technology two-year degree.

Motion to approve the deletion of the Automated Industrial Systems Technology two-year degree was made by Dr. Dietle, seconded by Ms. Roberts, and carried by the Academic Affairs Committee of the Board.

#### **4.6 Approval of a new Bioinformatics and Information Science Center housed in the Applied Research and Technology Program of the Ogden College of Science and Engineering.**

**FACTS:** The mission of the Bioinformatics and Information Science Center is to build a collaborative interdisciplinary faculty and student research-oriented community centered on bioinformatics. As part of its mission, the Bioinformatics and Information Science Center will develop goals and procedures: 1) To advance the science of bioinformatics and information technology at WKU by bringing together outstanding members of the research community that are interested in informatics. 2) To advance learning by engaging students in experiences that combine technical skills, scientific integrity, collaboration, and real-world opportunities. 3) To develop a support network for bioinformatics and information research through collaboration and consulting. 4) To build a stronger undergraduate curriculum that will prepare students to compete in an expanding world of information, enter the bioinformatics work force, and excel in graduate bioinformatics programs. 5) To assist its members to compete for external funding through grants, contracts and endowments, and to present/publish their results in the appropriate venues. Thus, the new Bioinformatics and Information Science Center will respond to the university's *Strategic Goal 4: Enhance responsiveness to constituents*.

**Secretary's Note:** The Program Proposal is attached to the minutes as **Attachment VI.**

**BUDGETARY IMPLICATIONS:** No funds requested.

Motion to approve a new Bioinformatics and Information Science Center housed in the Applied Research and Technology Program of the Ogden College of Science and Engineering was made by Dr. Dietle, seconded by Ms. Roberts, and carried unanimously.

#### **4.7 Approval of a new School of Nursing offered through the College of Health and Human Services.**

**FACTS:** Prior to the last decade, all WKU Nursing programs were administratively housed in Ogden College. Ten years ago it was determined that the best opportunity for WKU Nursing programs to grow was to move the Associate Nursing Degree (AND) program to the WKU Community College (now WKU's Bowling Green Community College). That program has grown successfully and created its own identity as have the Bachelor of Science in Nursing (BSN) and the Master of Science in Nursing (MSN) programs now housed in the College of Health and Human Services. After much study and consultation with the faculty and deans in each of these colleges, it was determined that the best chance for growth and responsiveness to the increasing need for nurses involved changing the administrative configuration for Nursing. While the AND program will continue to be located in the Bowling Green Community College and the BSN and MSN programs in the College of Health and Human Services, a School of Nursing will be created in the College of Health and Human Services which will house the BSN and the MSN and administratively link to the AND program. The retention of the AND program in the Bowling Green Community College builds on the strength of the Community College for students seeking admission to and support throughout the AND program. A search is under way for a Director of the School of Nursing with an anticipated conversion to this new structure by July 1, 2007. The proposed School of Nursing will better enhance recruitment and retention, staffing, collaboration, and sharing of resources which will, in turn, increase overall efficiencies in operation and better meet the needs of students and employers. Thus, the new School of Nursing will respond to the university's *Strategic Goal 4: Enhance responsiveness to constituents*.

**BUDGETARY IMPLICATIONS:** A modest amount of additional resources will be needed. A \$60,000 allocation was committed by the President for nursing positions in 2006-07, and we were able to reallocate from internally to meet this nursing need. This leaves the original new allocation to help pay for a portion of the cost for the hiring of the

head of the new school, for which a national search is currently under way. It is anticipated that most of the remainder of the additional costs will come from reallocation of existing resources.

**Secretary's Note:** The Proposal is attached to the minutes as **Attachment VII.**

**RECOMMENDATION:** President Ransdell recommends approval of a new School of Nursing.

Motion to approve the establishment of a new School of Nursing was made by

Dr. Dietle, seconded by Mr. Meyer, and carried.

**4.8 Approval of the Doctor of Education (Ed. D) in Educational Leadership administered by the Department of Educational Administration, Leadership and Research through the College of Education and Behavioral Sciences.**

**FACTS:** The proposed Doctor of Education (Ed.D) in Educational Leadership is one of unique proportions which will result in advancement of the educational agenda of and economic growth for the Commonwealth. It is an interdisciplinary program that will draw on the array of expertise and specializations throughout the university. The program is designed to prepare "practitioner-scholars" who will have been exposed to content and experiences where application to the real world is the norm. It will be administered through the College of Education and Behavioral Sciences and will be facilitated through the Department of Educational Administration, Leadership, and Research. It will host a faculty that has the potential to represent five colleges and more than a dozen departments already identified.

The following characteristics of the program define its uniqueness and special contribution to meeting the needs for preparing highly competent and effective educational leaders. The doctoral program:

- utilizes a rigorous, holistic admission process, orientation seminar, and assessment that will evaluate candidates' potential as educational leaders and will allow program advising committees to develop more "tailored" and informed programs of study for the candidates;
- is accessible, flexible, and adaptive, focusing on students' educational and experiential backgrounds as well as their professional and career goals;
- offers the students a blended instructional delivery model that includes distance education, alternative scheduling approaches, and other non-traditional approaches to face-to-face "seat time;"
- places students in a "modified" cohort structure where they derive the benefits of collegiality and networking without forcing a rigid, lock-step curriculum;
- allows for the acquisition of focused electives to enable the students to address career goals;
- provides understanding of organizational dynamics and structures, focusing on applied research which will enable graduates to serve as change agents;
- includes opportunities for a variety of relevant practicum experiences; and
- encourages collaboration with other Commonwealth universities and agencies through teaching, visiting professors/lecturers, collaborative courses, supervising interns, serving on dissertation committees, and other ways that will be evolving.

A standards-based approach is the basis for the program and the following Core Objectives

have been adopted:

1. Candidates will design plans and strategies for systemic reform.
2. Candidates will demonstrate visionary leadership in the development, articulation, implementation, and stewardship of a vision that is shared and supported by the community and by modeling a personal code of ethics and developing leadership capacity.
3. Candidates will demonstrate leadership of effective strategies in advocating, nurturing, and sustaining culture and programs conducive to continual growth and professional development.
4. Candidates will design plans and strategies for internal and external accountability systems.
5. Candidates will provide a sound, defensible plan of resources and fiscal planning for ensuring efficient management of the organization, operations, and resources for an effective and safe environment.
6. Candidates will demonstrate understanding of diversity, collaboration with others, responsiveness to a variety of interests and needs, and the ability to mobilize resources.
7. Candidates will demonstrate knowledge of, responsiveness to, and ability to influence the larger policy environment and the political, social, economic, legal, and cultural context.

There are four strands within the program. All four strands focus on practical experiences, use inquiry methods, and address problems of practice. P-12 School and District Leadership is primarily designed for public school/school district administrators with an emphasis upon problems confronting the administrator in education environments. P-12 Teacher Leadership is primarily designed for individuals filling roles in leadership areas including but not limited to assessment, curriculum, technology, and literacy. Postsecondary Education Leadership will prepare individuals working in two-year and four-year institutions as reflective leaders prepared to be mid- and senior-level administrators in colleges, universities, and technical college settings. It is also designed for two-year faculty in community and technical colleges who wish to enhance their leadership skills in their professional practice fields. Organizational Leadership will provide preparation for leaders in education-related organizations such as federal and private agencies; state boards of education; Ministries of Education; educational research organizations; or corporations with other "adult education" positions. The new Doctor of Education in Educational Leadership will respond to the University's *Strategic Goal 4: Enhance responsiveness to constituents*.

**BUDGETARY IMPLICATIONS:** Allocations have already been made for the development and implementation of the program. These allocations will be sufficient until such time that enrollments grow beyond the projected number of cohorts. At that time new enrollments will be used to support increase in staffing.

**Secretary's Note:** The Program Proposal is attached to the minutes as **Attachment VIII.**

**RECOMMENDATION:** President Ransdell recommends approval of a new Doctor of Education (Ed.D) in Educational Leadership pending all other necessary approvals within the University.

Motion for approval to establish a new Doctor of Education (Ed.D) in Educational Leadership pending all other necessary approvals within the University was made by Mr. Meyer,

and seconded by Dr. Dietle.

Provost Burch reported stated, “We don’t quite know when the window is going to open to be able to take it to the Council on Postsecondary Education. We’ve posted it on the CPE website. The required posting is forty-five days; we’ve posted twice, and we’ll post again if we need to. We want to keep it moving so that when that window opens, we can move in, and we will be ready to deliver the program. It moves us in the regional accreditation from a Level 4 institution to a Level 5, which is a complex process in and of itself. The University is at Level 4, which allows the offering of master’s degrees and educational specialist EDS – both accredited programs under SACS. Moving to Level 5 would allow the University to give an accredited doctorate.

“We’re looking at educator roles community-wide—the notion of both teachers, administrators, community-technical college folk as well as those people who work in educational organizations.

“We know this program is unique, and the thing that is most unique about it is that it is not designed for people who want to be research professors in a university, it’s designed for people who want to be practitioner-scholars—they want advanced capacity and knowledge in applying educational leadership skills to the setting in which they work in different educational arenas.

“We think this is a part of our mission. We’re working through the system; we’re trying to work collaboratively; we know there are going to be other state universities doing something similar. We’ve looked at ways, for example, that we might collaborate with some offerings where we have strengths on our campus, and they have different strengths. We’re open to that, but we’re still moving full speed ahead to try to get where we need to be.”

*Projected Time Line: Anticipated start date is uncertain, depending on approvals required. This includes approvals from all governance processes within the University, from the CPE as well as clearances from our accrediting body (SACS). Fall 2007 will be very optimistic with Spring 2008 as a more likely time line for admitting the first cohort.*

Discussion followed which suggested changing the motion to include “pending all necessary approvals” in the place of “all other necessary approvals within the University.”

It was noted that the SACS process for approving a substantive change, in this case going from Level 4 to Level 5, requires that the Governing Board approve it prior to the final approval by SACS to implement the program.



Dr. Ransdell noted, "There is no legislation required, we are statutorily authorized to be able to offer this program although it has not been done in Kentucky before; however, we do have legislative support for this from leadership in both chambers. This will not be something that will be debated by the General Assembly; it is entirely a CPE matter to approve. Two other universities will be pursuing a stand-alone program somewhat similar to this; although not precisely the same because our faculty have done a great job in creating a program that is unique, not only here but in higher education, and desperately needed because Ed.D programs have historically grown, I think, a bit either tired or irrelevant, maybe both, and they have been under some scrutiny by national education associations in recent years. We are creating a new model that's focused on the leadership variable which is exactly what needs to be done and follows the Southern Region Education Board model of which we've been a part for some time. Northern Kentucky University and Eastern Kentucky University will likely be following the same sequence we'll be following. I don't know that it will all unfold at the same time; probably not because we're farther along. When you approve a budget at the next meeting, you'll approve a \$225,000 line item in next year's fiscal year budget for start up costs for this program, and I'm sure there'll be other expenditures in the future. This would be WKU's first terminal degree—an important step for this Board to take, and I want you to understand the significance of that.

"Finally, I would suggest at some point that you read through on pages 41-42 of the Program Proposal, the four strands to see precisely the audiences that will be served by this program."

Southern Association of Colleges and Schools (SACS) wants to see where the University's governing board has approved the program before moving in its accreditation status."

Mr. Meyer moved and Dr. Dietle seconded an amendment to the motion to ***"approve the establishment of a new Doctor of Education (EdD) in Educational Leadership pending all approvals within the University."***

Discussion followed regarding whether adequate time had been allowed to acquire the necessary internal approvals.

Mr. Meyer withdrew his previous amended motion; Dr. Dietle seconded.

Mr. Meyer made a motion for approval to establish a new Doctor of Education (Ed.D) in Educational Leadership pending all other necessary approvals within the University (College;

Graduate College; University Senate; and University levels). Motion carried unanimously.

Ms. Gray moved approval of Items 4.1 - 4.8. Motion seconded by Mr. Meyer and carried unanimously.

Ms. LaDonna Rogers, as Chair of the Finance Committee brought to the Committee Items 4.9 - 4.14.

**Secretary's Note:** Copies of the reports referred to in Items 4.9, 4.10, and 4.11 were provided to members of the board prior to the meeting and copies are filed in the Board's official files.

**4.9 REQUEST: Accept the Auditor's Report and Financial Statements for the fiscal year ended June 30, 2006.**

**FACTS:** The financial statements of the University, including Management's Discussion and Analysis, are the responsibility of Western Kentucky University management. The establishment and maintenance of an internal control structure and compliance with laws, regulations, terms, and conditions of grants and contracts also are the responsibility of University management. Western Kentucky University contracts with an independent external auditor who provides to the Board of Regents opinions that the financial statements present fairly the financial position of the University; the University has complied with applicable laws and regulations; and the design and operation of the University's internal control structure are effective.

Crowe Chizek and Company, LLC has completed the audit for the fiscal year June 30, 2006, and has issued its report thereon dated September 29, 2006. The audit was performed in accordance with generally accepted auditing standards (GAAS). These standards are designed to obtain reasonable, rather than absolute, assurance about the financial statements. In performing GAAS procedures, Crowe Chizek and Company, LLC established scopes of audit tests in relation to the financial statements taken as a whole. The audit does not include a detailed audit of every transaction. The Accountants' Report and Financial Statements include separate financial statements for the Western Kentucky University Foundation, WKU Student Life Foundation, and College Heights Foundation. These foundations are recognized as "discretely presented component units". Comparative information is included for each component unit.

In conjunction with this audit, Crowe Chizek and Company, LLC prepared the Independent Accountant's Report in Compliance with Specified Requirements of Commonwealth of Kentucky House Bill 622. This State requirement is for an external auditor to express an opinion on the University's compliance with State requirements pertaining to accounting, auditing and payroll procedures; investments and interest income procedures; and purchasing procedures. The Report states that the University is in compliance with the criteria set forth by the Minimum Audit Scope for Compliance with House Bill 622.

The Independent Accountants' Report includes no issues to be addressed by University management.

As required by OMB Circular A-133, a schedule of findings and questioned costs is included with the Annual Financial Report. The report indicates that there were no findings or questioned costs. Crowe Chizek and Company, LLC notes no material weaknesses in internal control over financial reporting. In its Management Comment Letter, the firm made some observations and recommendations regarding internal control and its operation. These comments will be reviewed by management, and a report on these recommendations will be shared with the Finance & Budget Committee in the future.

**RECOMMENDATION:** President Gary Ransdell recommends that the Board of Regents accept the Auditor's Report and Financial Statements for the fiscal year ending June 30, 2006.

Mr. Bernie Bachert from Crowe Chizek and Company was in attendance to review the audits and answer any questions the Board might have. He reported "No material weaknesses were encountered in the process, and there were no reportable conditions."

Mr. Zielke called attention to footnote 3 that states, "*The University does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.*" He stated that the sentence to an outsider makes it look like this Board is not doing its job. He felt that the fact that investments are governed by state statutes should be included in this footnote and asked that it be included in the next audit report.

Motion to accept the Auditor's Report and Financial Statements for the fiscal year ending June 30, 2006 was made by Ms. Smith, seconded by Ms. Roberts, and carried.

**4.10 REQUEST: Acceptance of the Auditor's Reports and Financial Statements, WKYU-TV and WKYU-FM Radio.**

**FACTS:** Each year, Western Kentucky University contracts with an external auditing firm to provide audits of the financial statements for WKYU-TV and WKYU-FM Radio. The audits were completed by Crowe Chizek and Company, LLC for the fiscal year ended June 30, 2006. These separate audits are required under the contractual funding arrangements of Western Kentucky University with the Corporation for Public Broadcasting. The financial statements present fairly, in all material respects, the financial position as of June 30, 2006, and the changes in financial position and cash flows for the year then ended, in conformity with generally accepted accounting principles. Each of the financial statements received an unqualified opinion.

**RECOMMENDATION:** President Gary A. Ransdell recommends that the Board of Regents accept the Auditor's Reports and Financial Statements for WKYU-TV and for WKYU-FM Radio for the year ended June 30, 2006.

Motion to accept the Auditor's Reports and Financial Statements for WKYU-TV and for WKYU-FM Radio for the year ended June 30, 2006 was made by Dr. Dietle, seconded by Ms. Smith, and carried.

**4.11 Acceptance of the Accountants' Report on Application of Agreed-Upon Procedures (NCAA Compliance) for the fiscal year ended June 30, 2006.**

**FACTS:** Each year, Western Kentucky University contracts with our external auditing firm to issue a report on agreed-upon procedures to assist the University in complying with the NCAA Bylaw 6.2.3.1. The agreed-upon procedures were completed by Crowe Chizek and Company, LLC for the fiscal year ended June 30, 2006, in accordance with attestation standards established by the American Institute of Certified Public Accountants. Crowe Chizek and Company, LLC reviewed revenues and expenditures for the Athletics Department, reviewed the internal control structure of, and performed other accounting tests on the financial records of the Athletics Department.

Crowe Chizek and Company, LLC's review does not constitute an audit. It provides information intended for use by the Board of Regents, management of Western Kentucky University, and any authorized representative of the National Collegiate Athletic Association solely for reporting with respect to procedures described within the report.

**RECOMMENDATION:** President Gary A. Ransdell recommends that the Board of Regents accept the Accountants' Report on Application of Agreed-Upon Procedures (NCAA Compliance) for the fiscal year ended June 30, 2006.

Motion to accept the Accountants' Report on Application of Agreed-Upon Procedures (NCAA Compliance) for the fiscal year ended June 30, 2006, was made by Ms. Roberts, seconded by Dr. Dietle, and carried.

#### **4.12 Approval of the revisions to the 2006-07 Operating Budget**

**FACTS:** The proposed revisions to the Western Kentucky University 2006-07 Operating Budget are listed below by source and use. The revisions include an additional \$17,750 projected from the Department of Modern Languages; the funds will be used to pay salary costs of adjunct faculty. The Department of Social Work projects an additional \$6,414, and it is to be used for student stipends. The Department of English projects an additional \$1,510 of which \$1,125 will cover part-time faculty costs, and \$385 reimburses Homecoming costs incurred by the department. An additional \$4,444 is projected by the Department of History and is to be used for the Rick Keyser Fellowship. Academic Affairs has several units that are requesting expenditure authority for unbudgeted revenue that has already been realized or are revenue dependent and will only expend what they actually generate in the amount of \$708,309.

The Net Assets resulting from fiscal year 2005-06 are being allocated to each division that generated balances. Net Assets are generated by exceeding budgeted income estimates and by under expenditures of expenditure budgets. Thus, not all of these funds were made available for expenditure during the course of 2005-06. These funds will be allocated to meet current year obligations relating to fixed costs, equipment replacements, and Strategic Plan implementation.

<u>Source</u>	<u>Proposed Revision</u>
Educational and General	
Other Sources	\$ 738,427
Net Assets	9,258,637
<b>TOTAL</b>	<b>\$9,997,064</b>
 Use	
Net Assets	
Restricted Tuition/Fees/Revenue Dependent/Workshops	2,907,848
Provost/Vice President for Academic Affairs	5,012,738
Chief Financial Officer	95,429
VP for Information Technology	4,234
VP for Institutional Advancement	61,166
VP for Student Affairs and Campus Services	557,972
General Counsel	36,130
President	74,107
Central Contingency/Facilities Reserve	509,013
Misc. Academic Affairs	708,309
Modern Languages	17,750
Social Work	6,414
English	1,510
History	4,444
<b>TOTAL</b>	<b>\$9,997,064</b>

**RECOMMENDATION:** President Gary A. Ransdell recommends that the revisions to the Western Kentucky University 2006-07 Budget be approved in order to increase the budget by \$9,997,064.

Motion for approval of the revisions to the 2006-07 Operating Budget was made by

Ms. Hughes, seconded by Dr. Dietle, and carried unanimously.

**4.13 Accept for filing the 2006-07 Second Quarter Statement of Revenues & Expenditures.**

**FACTS:** Total realized Educational and General (E&G) revenue, as a percentage of the budget, are in line with the second quarter revenue of 2005-06. Because student tuition and fees are recorded using the accrual basis of accounting rather than the cash basis, the actual revenues include billings for the Spring 2007 semester. Thus, student tuition and fees reflect most of the fiscal year with the exception of May Term 2007. State appropriations are distributed on a quarterly basis, but the distribution for each quarter does not represent 25 percent of the total due to the state's allocation schedule. Other revenue includes revenue generated by individual programs such as Athletics, Health Services, University Farm, and various revenue-dependent programs. The amount of revenue and the timing of receipt vary, but program administrators know they must manage expenditures so as to not exceed receipts. Restricted revenues and expenditures for grants and contracts reflect the fact that most agencies process allocations on a reimbursed cost basis. The percent of budget for revenues in Auxiliary Enterprises is higher than the second quarter revenue of 2005-06, primarily due to some contra-revenue entries that have not yet posted. There are no concerns to be raised about revenues or expenditures in comparison to the University's approved budget.

**RECOMMENDATION:** President Gary A. Ransdell recommends that the Board of Regents accept for filing the 2006-07 Second Quarter Statement of Revenues and Expenditures.

Motion to accept for filing the 2006-07 Second Quarter Statement of Revenues and

Expenditures was made by Dr. Dietle, seconded by Ms. Roberts, and carried.

**4.14 Approval of 2007-08 tuition rates effective fall 2007.**

**FACTS:** The Council on Postsecondary Education (CPE), by statute, has the authority to set tuition rates for all public colleges and universities. The CPE's Tuition Policy "provides a structured process for ensuring balance between the desire to maintain affordability for Kentucky's students and the need to provide sufficient revenue to reach the goals of the Public Agenda." The technical guide for setting tuition and mandatory fees includes maximum parameters for resident undergraduate student tuition and fees rates. The policy also includes a parameter for setting nonresident undergraduate tuition and fees and a request for exception option for institutions. More flexibility is granted to the institutions for determining graduate and online tuition and fees rates based on market assessments. However, all rates are to be submitted to the CPE for approval.

At its November 27, 2006, meeting, the CPE's Executive Committee approved revisions to the Tuition Policy and the maximum parameters for annual tuition and fees charged to full-time, resident undergraduate students. By action of the Executive Committee, the CPE's approved extending the 2006-07 exceptions regarding nonresident tuition for targeted groups of students to 2007-08. This is important to WKU because of our distinct Tuition Incentive Program tuition rate which is set at the resident rate plus 25 percent in comparison to the nonresident rate which is 2.5 times the resident rate. The 2007-08 maximum annual tuition and fees parameter approved for WKU is \$6,417. WKU will not be requesting any exceptions that would result in an increase in resident undergraduate tuition and fees in excess of this amount.

The Board of Regents is being asked to approve tuition rates. Based on the application of the Higher Education Price Index to the existing fee and approval for Division I-A football, the Student Athletic Fee is set for fall 2007 at \$187 per full-time student. Proposed full-time tuition rates and on-line learning rates are summarized below:

<u>Student Level</u>	<u>Rate Per Semester</u>
Undergraduate	
Resident	\$3,021
Nonresident	7,548
Incentive	3,780
Graduate	
Resident	3,320
Nonresident, International*	8,300
Nonresident, Domestic	3,652
* Awarded graduate fellowships for one-half of the charge.	

**On-line Learning (Rate Per Credit Hour)**

Undergraduate	\$320
Graduate	\$421

**RECOMMENDATION:** President Gary A. Ransdell recommends approval of 2007-08 tuition rates effective fall 2007.

Motion to approve the 2007-08 tuition rates, effective fall 2007 was made by Dr. Dietle, seconded by Ms. Hughes, and carried.

President Ransdell also introduced a new ***“TOP It Off Program”*** that, effective fall of 2007, will cover the shortfall between the cost of attending WKU and federal, state, institutional, and private aid for qualifying students with the objective to make attending college more feasible for high-need Kentuckians.

The TOP It Off Program will target students that matriculate in the Fall 2007 semester and also meet the following criteria:

- First-time freshmen
- Kentucky resident
- Full-time enrollment
- FAFSA receipt date 04/01/07
- High School GPA - 2.5
- ACT/SAT - 20/940
- Pell eligible
- Estimated Family Contribution 0-3000

The TOP It Off award will be renewable if the student maintains eligibility as indicated

above and also maintains a 2.5 GPA at the end of their first academic year and a 3.0 GPA at the end of their second academic year (an thereafter). The award will be renewable for eight semesters in a five-year period. As components of the TOP It Off program, students will be expected to engage in community service activities and also attend mandatory advising sessions.

The TOP It Off Program is estimated to target 120 students in the pilot year; at a cost of \$320,000. Over a four-year period, it is estimated to cost 1.5 million. As a result of this initiative, it is anticipated that scholarship awards typically funded through endowments can be redirected, thus serving an even larger group of students.

After initial implementation, the possibility of expanding the program to include transfer students with marginal need will be explored for future years.

President Ransdell noted that the Council on Higher Education will approve our rate in March as they do for all the campuses after Board action. The rate that the Council will approve will go up right below the parameter of 9.5 percent but it includes the \$46 per-semester campus rebuilding fee that was approved by the Board in the fall of '05 that went into effect, so there will be a differential. That \$46 per-semester fee was not in the Council action last spring, but the dollars will be exactly the same--the percentages will be different, but the dollars will be the same, and we'll be under the CPE cap.

Ms. Rogers, as Chair, moved approval of Items. 4.9 - 4.14. The motion was seconded by Ms. Hughes, and carried unanimously.

#### **4.15 Approval of Recommended Personnel Actions**

President Gary A. Ransdell recommends approval of the personnel actions (contained in the next eight pages) that have transpired since the November 2, 2006, Board meeting.

# PERSONNEL CHANGES – FACULTY

Organization	Employee	Title	Effective Date	End Date	Salary	Proposed Salary	Type Action
Chemistry/Combustion Center	Wei-Ping Pan	Professor	01/01/2007		155,004.00	155,004.00	Reappointment
Physics & Astronomy	Serguei Martchenko	Visiting Research Professor	01/01/2007	12/31/2007	40,392.00	41,604.00	Reappointment
Communication	Jennifer Smith	Assistant Professor	01/01/2007		42,804.00	44,508.00	Degree/Rank
Engineering	Henry Joel Lenoir	Associate Professor	01/01/2007		75,252.00	75,360.00	Salary Increase
Engineering	Kevin Schmaltz	Associate Professor	01/01/2007		75,420.00	75,744.00	Salary Increase
Physical Education & Recreation	Sharon Whitlock	Assistant Professor	01/01/2007		41,760.00	46,500.00	Salary Increase
Architect & Manufacturing Sciences	Gregory Arbuckle	Stipend		12/31/2006			Stipend, End
Art	John Oakes	Optional Retiree	01/01/2007		77,148.00	28,932.00	Optional Retirement Appt.
Philosophy & Religion	John Long	Optional Retiree	01/01/2007				Optional Retirement Appt.
Psychology	Richard Greer	Optional Retiree	01/01/2007		87,480.00	26,844.00	Optional Retirement Appt.
Psychology	Joyce Wilder	Optional Retiree	07/01/2007				Optional Retirement Appt.
Chemistry	Lowell Shank	Optional Retiree		12/31/2006			Optional Retirement End
Management	Stephen House	Optional Retiree		12/31/2006			Optional Retirement End
Psychology	Shula Mussnug	Optional Retiree		12/31/2006			Optional Retirement End
Philosophy & Religion	John Long	Optional Retiree	01/01/2007	06/30/2007			Opt. Ret., Unpaid Leave
History	Robert Antony	Professor	01/01/2007	12/31/2008			Unpaid Leave of Absence
Library Special Collections	Patricia Hodges	Associate Professor		12/31/2006			Retirement
Psychology	Joyce Wilder	Associate Professor		12/31/2006			Retirement
Accounting	Harold Little	Assistant Professor	Spring 2008				Sabbatical
Art	J. Kim Chalmers	Dept. Head/Professor	Summer 2007				Sabbatical
Art	Laurin Notheisen	Professor	Fall 2007				Sabbatical
Biology	T. Keith Philips	Associate Professor	Spring 2008				Sabbatical
Economics	Michelle Trawick	Associate Professor	Spring 2008				Sabbatical
Engineering	Stacy Wilson	Professor	Spring 2008				Sabbatical
English	Lesa Dill	Associate Professor	Spring 2008				Sabbatical
Geography & Geology	David Keeling	Dept. Head/Professor	Spring 2008				Sabbatical
Library Special Collections	Nancy Baird	Professor	Fall 2007				Sabbatical
Management	Paula Potter	Associate Professor	Spring 2008				Sabbatical
Management	Brian Sullivan	Associate Professor	Fall 2007				Sabbatical
Mathematics	Tom Richmond	Professor	Academic Year 2007-2008				Sabbatical
Modern Languages	Laura McGee	Associate Professor	Academic Year 2007-2008				Sabbatical
Philosophy & Religion	Cassandra Pinnick	Professor	Spring 2008				Sabbatical



**PERSONNEL CHANGES – FACULTY**  
**(continued)**

<b>Organization</b>	<b>Employee</b>	<b>Title</b>	<b>Effective Date</b>	<b>End Date</b>	<b>Salary</b>	<b>Proposed Salary</b>	<b>Type Action</b>
Psychology	Kelly Madole	Associate Professor	Spring 2008				Sabbatical
Psychology	Sharon Mutter	Professor	Academic Year 2007-2008				Sabbatical
Psychology	Carl Myers	Associate Professor	Fall 2007				Sabbatical
Psychology	Steven Wininger	Associate Professor	Spring 2008				Sabbatical
Marketing	Jerry Gotlieb	Professor	Spring 2008				Sabbatical, Change

# PERSONNEL CHANGES – GRANTS

Organization	Employee	Title	Effective Date	End Date	Salary	Proposed Salary	Type Action
Disabled Student Services	Sandra Thompson	BW PT Tech 00	12/04/2006	06/30/2007		35.00	Initial Appointment
Kentucky Climate Center	Dana Grabowski	Meteorology/Electronics Tech	10/23/2006	07/31/2007		30,000.00	Initial Appointment
Kentucky Climate Center	Arturo Quintanar-Isaias	Post-Doctoral Research Associate	12/14/2006	06/30/2007		38,508.00	Initial Appointment
Kentucky Climate Center	Stephen Struebig	Meteorology/Electronics Tech	10/13/2006	07/31/2007		30,000.00	Initial Appointment
Training/Technical Assistance Svcs	Jessica Skees	Nutrition Associate	10/09/2006	10/31/2006		15,840.00	Initial Appointment
Veterans Upward Bound	David Angle	Adult Ed Specialist	11/13/2006	09/30/2007		28,000.00	Initial Appointment
Disabled Student Services	Carrie Powell	BW PT Tech 00	12/04/2006	06/30/2007		35.00	Rehire
FM Radio Network	Rapheal Heltsley	BW PT Tech 00	11/21/2006			7.25	Secondary Appt.
College of Ed & Behavioral Science	Shane Bradley	Technology Support Specialist	12/01/2006	06/30/2007	14.00	30,504.00	Status Change
College of Health & Human Services	Juan Gutierrez	MN Temp PNF 00	12/01/2006	06/30/2007	30,900.00	30,900.00	Status Change
Educational Opportunity Center	Mary Bokkon	Counselor	11/01/2006	08/31/2007	7.50	28,500.00	Status Change
Math, Science, & Environmental Ed	Jaiya Ellis	FT Temp PNF	01/01/2007	06/30/2007	24,000.00	26,004.00	Reappointment
College of Health & Human Services	Juan Gutierrez	MN Temp PNF 00	11/01/2006	11/30/2006	30,900.00	30,900.00	Reappt/No Sal. Inc.
College of Health & Human Services	Celia Lopez	Coordinator, Alliance Project	11/01/2006	06/30/2007	32,136.00	32,136.00	Reappt/No Sal. Inc.
Dean Community College	Julie Gee	BW PT Tech 00	12/01/2006	06/30/2007	15.00	15.00	Reappt/No Sal. Inc.
Educational Enhancement Programs	Janie Ward	Office Assistant	01/01/2007	01/31/2007	24,264.00	24,264.00	Reappt/No Sal. Inc.
Psychology	Lauren Cunningham	MN Temp PNF 00	10/01/2006	01/31/2007	32,004.00	32,004.00	Reappt/No Sal. Inc.
Psychology	Gary Hook	MN Temp PNF 00	10/01/2006	01/31/2007	32,004.00	32,004.00	Reappt/No Sal. Inc.
Training/Technical Assistance Svcs	Amber Boards	Component Coordinator	11/01/2006	10/31/2007	31,764.00	31,764.00	Reappt/No Sal. Inc.
Training/Technical Assistance Svcs	Connie Dye	Teacher	11/01/2006	10/31/2007	23,040.00	23,040.00	Reappt/No Sal. Inc.
Training/Technical Assistance Svcs	Stephanie Elliott	Coordinator, Education	11/01/2006	08/31/2007	41,160.00	41,160.00	Reappt/No Sal. Inc.
Training/Technical Assistance Svcs	Lindsay Garrison	Teacher	11/01/2006	10/31/2007	29,088.00	29,088.00	Reappt/No Sal. Inc.
Training/Technical Assistance Svcs	Amy Hood Hooten	Training Specialist	11/01/2006	06/30/2007	59,172.00	59,172.00	Reappt/No Sal. Inc.
Training/Technical Assistance Svcs	Julia Johnson	Teacher	11/01/2006	10/31/2007	29,088.00	29,088.00	Reappt/No Sal. Inc.
Training/Technical Assistance Svcs	Janine Keirman	Project Financial Specialist	11/01/2006	06/30/2007	55,800.00	55,800.00	Reappt/No Sal. Inc.
Training/Technical Assistance Svcs	Colleen Mendel	Executive Director	11/01/2006	06/30/2007	109,944.00	109,944.00	Reappt/No Sal. Inc.
Training/Technical Assistance Svcs	Jessica Skees	Nutrition Associate	11/01/2006	10/31/2007	15,840.00	15,840.00	Reappt/No Sal. Inc.
Veterans Upward Bound	Martha Kenney	Coordinator	10/01/2006	09/30/2007	38,940.00	38,940.00	Reappt/No Sal. Inc.

**PERSONNEL CHANGES – GRANTS**  
(continued)

<b>Organization</b>	<b>Employee</b>	<b>Title</b>	<b>Effective Date</b>	<b>End Date</b>	<b>Salary</b>	<b>Proposed Salary</b>	<b>Type Action</b>
Applied Physics Institute - POD	Lindsay Hopper	Application Engineer	11/01/2006	10/31/2007	35,004.00	36,240.00	Grant FY Salary Increase
Applied Physics Institute - POD	James Moore	Research Assistant	11/01/2006	10/31/2007	26,004.00	26,916.00	Grant FY Salary Increase
Biology	Mohd Israr	Research Associate	12/01/2006	11/30/2007	30,000.00	31,008.00	Grant FY Salary Increase
Biology	Ouida Meier	Project Specialist	10/01/2006	09/30/2007	44,688.00	46,032.00	Grant FY Salary Increase
Educational Television Services	Rapheal Heltsley	BW PT Tech 00	01/01/2007	09/30/2008	7.00	7.25	Grant FY Salary Increase
Folk Studies & Anthropology	Leisha Leech	CRM Field Specialist	10/01/2006	05/11/2007	23,040.00	29,232.00	Grant FY Salary Increase
Psychology	Leah Ashwill	Coordinator	09/01/2006	09/01/2008	35,760.00	36,840.00	Grant FY Salary Increase
Psychology	Tracy Harkins	MP PT PNF 00	09/01/2006	09/01/2008	27,360.00	34,560.00	Grant FY Salary Increase
Physics & Astronomy	Jonathan Paschal	Senior Application Engineer	11/01/2006	10/31/2007	45,000.00	46,584.00	Grant FY Salary Increase
Psychology	Stephen Pavey	MN Temp PNF 00	10/01/2006	01/31/2007	40,008.00	42,000.00	Grant FY Salary Increase
Training/Technical Assistance Svcs	Yolanda Bell	Teacher	11/01/2006	10/31/2007	26,664.00	28,800.00	Grant FY Salary Increase
Training/Technical Assistance Svcs	Ashraf Boka	Classroom Teacher	11/01/2006	10/31/2007	35,736.00	36,456.00	Grant FY Salary Increase
Training/Technical Assistance Svcs	Daniel Burch	Facilities Associate	11/01/2006	10/31/2007	11.56	12.02	Grant FY Salary Increase
Training/Technical Assistance Svcs	Michelle Duke	Teacher	11/01/2006	10/31/2007	25,320.00	28,800.00	Grant FY Salary Increase
Training/Technical Assistance Svcs	Jennifer Fields	Coordinator, Family Services	11/01/2006	10/31/2007	35,220.00	35,580.00	Grant FY Salary Increase
Training/Technical Assistance Svcs	Veronica Hazard	Teacher	11/01/2006	10/31/2007	30,552.00	31,488.00	Grant FY Salary Increase
Training/Technical Assistance Svcs	Thelma Jackson	Assistant Director	11/01/2006	10/31/2007	54,108.00	55,740.00	Grant FY Salary Increase
Training/Technical Assistance Svcs	Rebekah Johnson	Office Assistant	11/01/2006	10/31/2007	19,488.00	20,088.00	Grant FY Salary Increase
Training/Technical Assistance Svcs	Krista Williams	Teacher	11/01/2006	10/31/2007	30,264.00	30,888.00	Grant FY Salary Increase
Water Resource Studies	Marsha Wallace	Office Associate	10/01/2006	09/30/2007	29,328.00	30,216.00	Grant FY Salary Increase
Public Radio Service	John Campbell	BW PT Tech 00	10/16/2006		6.75	8.75	Salary Increase
Public Radio Service	Robert McCubbins	BW PT Tech 00	10/16/2006		6.75	8.75	Salary Increase
Special Instructional Programs	Susan Slaughter	Evaluation Specialist	01/01/2007	06/30/2007	33,000.00	37,008.00	Salary Increase
Student Disability Services	Shannon Stafford	BW PT Temp Tech 00	09/20/2006	06/30/2007	25.00	35.00	Salary Increase
Upward Bound	Tamika Dobbins	Counselor	01/01/2007	08/31/2007	30,000.00	31,500.00	Salary Increase
Water Resource Studies	Christal Wade	Laboratory Analyst	01/01/2007	09/30/2007	27,192.00	29,088.00	Salary Increase
Talent Search	Jennifer Burchell	Academic Coordinator	10/11/2006	08/31/2007	31,668.00	31,752.00	Promotion
Water Resource Studies	Alanna Storey	Manager, Field Operations	01/01/2007	09/30/2007	27,816.00	33,000.00	Reclassification

# PERSONNEL CHANGES – STAFF

Organization	Employee	Title	Effective Date	End Date	Salary	Proposed Salary	Type Action
Admin. Systems and Applications	Brent Haselhoff	Systems Administrator II	01/02/2007			52,008.00	Initial Appointment
Admin. Systems and Applications	Lisa Shipley	Application/Pgrmr Analyst I	01/02/2007			48,000.00	Initial Appointment
Alumni Relations	Kara Hogue	Office Associate	11/28/2006			27,000.00	Initial Appointment
Applied Physics Institute - POD	Joseph Howard	Research Assistant	12/01/2006	11/30/2007		26,004.00	Initial Appointment
Bursar	Jennifer Toomey	Accounts Specialist	11/16/2006			22,176.00	Initial Appointment
Campus Services	Bryan Otton	Groundskeeper	10/23/2006			8.37	Initial Appointment
College of Health & Human Services	Trinity Edwards	Coordinator	01/02/2007			27,504.00	Initial Appointment
Combustion Lab Center Prof Services	Terrill Martin	SM Temp Clerical 00	01/02/2007	12/31/2007		39,504.00	Initial Appointment
Equal Opportunity/504/ADA Comp	Carolyn Johnson	Office Assistant	11/16/2006			18,648.00	Initial Appointment
Extended Campus-E'town/Ft. Knox	Amy Anderson	BW PT Tech 00	10/01/2006			7.00	Initial Appointment
Extended Campus-Glasgow	Tammy Brown	BW PT Tech 00	01/02/2007			10.00	Initial Appointment
Facilities Management	Tracy Coleman	Boiler Operator	10/09/2006			12.45	Initial Appointment
Facilities Management	Joseph Martin	Boiler Operator	10/09/2006			12.35	Initial Appointment
Facilities Management	William Matthews	HVAC Technician	10/16/2006			15.90	Initial Appointment
Facilities Management/Housing	Marsha Haydon	Painter	01/02/2007			11.75	Initial Appointment
Football	Dennis Springer	Assistant Coach	01/03/2007			75,000.00	Initial Appointment
Institute for Rural Health	Lisa Durham	Director	10/30/2006			60,000.00	Initial Appointment
Ky Science & Math Academy	Michael Gott	Director	11/16/2006			85,008.00	Initial Appointment
Ky Science & Math Academy	Brian Harris	SM Temp Clerical 00	10/16/2006	10/14/2007		21,000.00	Initial Appointment
Library Special Collections	Barbara Davis	BW Lib PT Clerical 00	11/24/2006			10.00	Initial Appointment
Office of Internationalization	Kelly Irwin	Office Associate	10/12/2006			26,016.00	Initial Appointment
Planning, Design & Construction	Daniel Chaney	Project Manager Capital Constr	12/01/2006			59,004.00	Initial Appointment
Police	Ryan Dillon	Police Officer	10/30/2006			28,392.00	Initial Appointment
Purchasing and Accounts Payable	Kalin Holland	Office Associate	11/02/2006			21,000.00	Initial Appointment
Student Technology	Timothy Higdon	Information Tech Consultant	01/02/2007			42,528.00	Initial Appointment
Agricultural Exposition Center	Carol Nelson	BW PT Clerical 00	12/16/2006		8.00	8.00	Status Change
Athletic Facilities	Craig Morehead	BW PT Tech 00	01/02/2007		7.50	10.75	Status Change
Building Services	Lisa Adamson	Building Services Attendant	12/04/2006		7.00	7.50	Status Change
Building Services	Candi Boehmer	Building Services Attendant	10/16/2006		7.18	7.50	Status Change
Building Services	Phyllis Grove	Building Services Attendant	11/27/2006		7.18	7.50	Status Change
Building Services	Nancy Jones	Building Services Attendant	11/13/2006		7.18	7.50	Status Change
Building Services	Jessica Perkins	Building Services Attendant	11/13/2006		7.18	7.50	Status Change
Building Services	Sherry Rogers	Building Services Attendant	11/27/2006		7.18	7.50	Status Change
Combustion Lab Center Prof Services	Richard Botkin	BW PT Tech 00	09/25/2006		8.00	17.10	Status Change
Event Planning	Dewaker Dhandapani	FT Temp Tech 00	01/08/2007	10/05/2007	8.75	12.30	Status Change
Facilities Management	Casey Martin	Building Services Attendant	11/27/2006		7.18	7.50	Status Change
IT Help Desk Operations	Nathan Plemons	Helpdesk Consultant	01/01/2007		14.00	15.00	Status Change
Ky Science & Math Academy	Corey Alderdice	MN Temp PNF 00	01/02/2007	01/01/2008	15.00	33,000.00	Status Change
Network and Computing Support	Dereck Keeling	Network Specialist	12/01/2006		15.00	41,400.00	Status Change
University Centers	Stacy Weber	BW PT Temp Maint 00	11/06/2006	11/04/2007	8.00	8.00	Status Change

**PERSONNEL CHANGES – STAFF**  
(continued)

Organization	Employee	Title	Effective Date	End Date	Salary	Proposed Salary	Type Action
Facilities Management	Michael Anderson	Groundskeeper	10/16/2006			8.37	Rehire
Facilities Management	John Mohon	Boiler Operator	12/25/2006			14.00	Rehire
Psychology	Joseph Cangemi	PT PNF	10/01/2006	06/30/2007		28,284.00	Rehire of Retiree
Astrophysics & Space Sciences - POD	Richard Walters	BW PT Temp Tech 00	11/16/2006	05/15/2007		7.00	Reappointment
Building Services	Lisa Adamson	BW PT Temp Maint 00	10/24/2006	12/03/2006		7.00	Reappointment
Combustion Lab Center Prof Services	Yan Cao	Lab Manager	01/01/2007			57,756.00	Reappointment
Combustion Lab Center Prof Services	Chin-Min Cheng	Research Associate	01/01/2007			42,516.00	Reappointment
Combustion Lab Center Prof Services	Zhongxian Cheng	Research Associate	01/01/2007			37,080.00	Reappointment
Combustion Lab Center Prof Services	Martin Cohron	Instrumentation Specialist	01/01/2007			55,008.00	Reappointment
Combustion Lab Center Prof Services	Kevin Duckett	Technical Support Specialist	01/01/2007			17.52	Reappointment
Combustion Lab Center Prof Services	Wendall Myers	Research Operations Specialist	01/01/2007			53,760.00	Reappointment
Combustion Lab Center Prof Services	Pauline Norris	Laboratory Coordinator	01/01/2007			36,000.00	Reappointment
Combustion Lab Center Prof Services	John Smith	BW PT Tech 00	01/01/2007			115.36	Reappointment
Combustion Lab Center Prof Services	Junlian Zhang	Research Associate	01/01/2007			36,000.00	Reappointment
Dean Graduate Study	Barbara Chaffin	BW PT Temp Clerical 00	11/22/2006	05/21/2007		10.00	Reappointment
Dean Graduate Study	Julie Harris	BW PT Temp Clerical 00	11/30/2006	05/29/2007		10.00	Reappointment
Dean Graduate Study	Clarissa Priddy	SM Clerical 00	11/17/2006	05/16/2007	24,384.00	25,992.00	Reappointment
Distance Learning	Leyla Zhuhadar	BW PT Temp Tech 00	01/02/2007	06/30/2007		20.00	Reappointment
Environmental Health & Safety	Sameer Valsangkar	BW PT Temp Clerical 00	12/16/2006	03/14/2007		6.00	Reappointment
Facilities Management	Katherine Bond	BW PT Temp Maint 00	11/13/2006	11/26/2006		7.00	Reappointment
Facilities Management	Jessica Freas	BW PT Temp Maint 00	11/13/2006	01/03/2007		7.00	Reappointment
Facilities Management	Laura Hazel	BW PT Temp Maint 00	11/15/2006	01/15/2007		7.00	Reappointment
Institute for Rural Health	Lynlee McKee	Coord/Env. & Occup. Health	01/01/2007	03/31/2007		31,008.00	Reappointment
Physical Education & Recreation	Vicki Wilson	BW PT Temp Clerical 00	11/09/2006	05/15/2007		8.50	Reappointment
Academic Affairs & Provost's Office	Jessica Steenberg	Scheduling Application Coord.	11/27/2006		30,768.00	30,000.00	Transfer
Academic Technology	Justin Rexing	Coord, Classroom Technology	11/01/2006		40,464.00	44,508.00	Transfer
Institutional Advancement	Beth Stamps	Office Associate	10/30/2006		29,808.00	29,808.00	Transfer
Management	Suzanna Wilson	Office Assistant	11/27/2006		21,600.00	22,008.00	Transfer
Ogden College of Science & Eng.	Shavonna Brewer	FT Temp PNF	01/16/2007	06/30/2007	43,632.00	39,504.00	Transfer
Police	Daniel Lee McKinney	Detective Investigations (Sgt)	10/16/2006		41,616.00	41,616.00	Transfer
Police	Ricky Powell	Shift Commander (Sgt)	10/16/2006		41,592.00	41,592.00	Transfer
Police	Craig Sutter	Asst Shift Commander (Officer)	10/23/2006		34,656.00	36,240.00	Transfer
Academic Technology	Joshua Marble	Information Tech Consultant	01/01/2007		28,920.00	32,532.00	Promotion
Combustion Lab Center Prof Services	Kevin Duckett	Technical Support Specialist	11/13/2006	12/31/2006	13.98	17.52	Promotion

**PERSONNEL CHANGES – STAFF**  
(continued)

Organization	Employee	Title	Effective Date	End Date	Salary	Proposed Salary	Type Action
Academic Technology	Kathleen Barnes	Instructional Designer	01/01/2007		40,944.00	44,220.00	Reclassification
Auxiliary Services	Deborah Britt	Accounts Specialist	01/01/2007		26,376.00	30,000.00	Reclassification
Extended Campus – Glasgow	James McCaslin	Assistant Director	01/01/2007		37,980.00	41,784.00	Reclassification
Extended Learning & Outreach (DELO)	Laura Ricke	Cohort Programs Director	01/01/2007		33,432.00	37,932.00	Reclassification
Planning, Design & Construction	Doris Hayes	Construction Projects Admin.	01/01/2007		32,160.00	44,520.00	Reclassification
Planning, Design & Construction	Deborah Pace	Assistant Project Manager	01/01/2007		36,576.00	42,528.00	Reclassification
Police	Brenda Carver	Supervisor, Communications	01/01/2007		30,888.00	32,424.00	Reclassification
University Centers	Amanda Phillips	Assistant Director	01/01/2007		34,116.00	37,116.00	Reclassification
University Centers	Julia Wiard	Coord, Leadership/Volunteerism	01/01/2007		28,836.00	31,836.00	Reclassification
Athletics	Douglas Simpson	Coordinator II	01/01/2007		37,500.00	39,000.00	Salary Increase
College Heights Foundation	Bethany Keltner	Office Associate	01/01/2007		24,000.00	25,008.00	Salary Increase
Equal Opportunity/504/ADA Compl.	Kenyetta Martin	Program Coordinator	11/01/2006		27,564.00	30,888.00	Salary Increase
Facilities Management	Kimmy Givens	Supv, Zone Maintenance	01/01/2007		17.10	20.10	Salary Increase
Facilities Management	Gregory Lake	Supv, Electronics	01/01/2007		20.87	21.49	Salary Increase
Journalism & Broadcasting	Heather Garcia	Manager, Agency	01/01/2007		35,892.00	41,892.00	Salary Increase
Ogden College of Science & Eng.	Lucinda Graham	Administrative Research Asst.	01/01/2007		38,040.00	41,016.00	Salary Increase
Plant Operations	Michael Boehmer	Boiler Operator	01/01/2007		12.38	13.98	Salary Increase
Plant Operations	Marshall Smith	HVAC Technician	01/01/2007		14.46	15.90	Salary Increase
Police	Tyler Clark	Police Officer	10/02/2006		28,392.00	31,488.00	Salary Increase, KLEF
Police	Ryan Dillon	Police Officer	12/11/2006		28,392.00	31,488.00	Salary Increase, KLEF
Police	Brian Figley	Police Officer	11/06/2006		28,392.00	31,488.00	Salary Increase, KLEF
Police	Brandon Humphries	Police Officer	12/11/2006		28,392.00	31,488.00	Salary Increase, KLEF
Police	Tann Suoy	Police Officer	12/11/2006		28,392.00	31,488.00	Salary Increase, KLEF
Telecommunications	Thomas Craft	Director	01/01/2007		68,676.00	71,676.00	Salary Increase
University Centers	David Emerson	Assoc Director, University Ctr	01/01/2007		40,716.00	43,080.00	Salary Increase
University Centers	Emily Williams	BW PT Maint 00	12/01/2006		8.00	9.00	Salary Increase
Environmental Health & Safety	Anita Britt	Environmental Compliance Tech	09/01/2006			\$300.00/Lump Sum	Degree/Certification
Network & Computing Support	Jeffrey Stewart	Network Specialist	12/31/2006			\$300.00/Lump Sum	Degree Certification
Sponsored Programs	Regina Allen	Operations Coordinator	12/15/2006			\$300.00/Lump Sum	Degree Certification
Sponsored Programs	Phillip Myers	Stipend, Research Foundation	01/01/2007	06/30/2007		540.00/mo.	Stipend
Libraries/Centennial	Jayne Pelaski	Stipend		12/31/2006			Stipend, End
Planning, Design & Construction	Annette Angueira	Stipend		12/31/2006			Stipend, End
Planning, Design & Construction	Harvard Johnson	Stipend		12/31/2006			Stipend, End
Planning, Design & Construction	Deborah Pace	Stipend		12/31/2006			Stipend, End

**PERSONNEL CHANGES – STAFF**  
(continued)

Academic Affairs & Provost's Office	Lou White	Office Associate	10/01/2006	06/30/2007	29,520.00	31,200.00	Temporary Rate Increase
Chief Financial Officer	Carolyn Green	Administrative Assistant	10/01/2006	06/30/2007	36,588.00	40,200.00	Temporary Rate Increase
Combustion Lab Center Prof Services	Lois Hall	Operations Specialist	01/01/2007	12/31/2007	39,144.00	40,008.00	Temporary Rate Increase
IT Help Desk Operations	Donald Wade	Help Desk Consultant		11/30/2006			Retirement
Registrar's Office	Beverly Goodrum	Student Records Associate		12/31/2006			Retirement

Motion to approve the recommended personnel actions was made by Ms. Gray, seconded by Ms. Smith, and carried unanimously.

#### **4.16 Appointment of a committee to coordinate and facilitate the President's evaluation by the Board**

Chair Fischer, at the June 16, 2006, meeting appointed a Committee consisting of LaDonna Rogers, Lois Gray, and Forrest Roberts to review the evaluation process and update it to make it more comprehensive than in the past. This Committee, chaired by LaDonna Rogers, was asked to also serve as the *Committee to Coordinate and Facilitate the President's Evaluation for 2006*.

#### **Student Affairs Committee, Ms. Yvette Haskins, Chair**

Ms. Haskins reported on a meeting held earlier in the day to review a student's appeal of the University Disciplinary Committee's sanction. The Student Affairs Committee elected to modify the sanction imposed by the University Disciplinary Committee. The approved sanction is as follows:

***Suspension – One year beginning January 22, 2007, until the opening of the spring semester 2008. The student will be allowed to take a total of six credit hours on-line during the one-year suspended period. The student shall adhere to sanction number two levied by the University Disciplinary Committee, stated as follows: the student is to be involved in no campus activities during this period of time.***

This committee serves as the official body to consider and render a decision on behalf of the Board of Regents. A memorandum to the full Board outlines these actions.

### **5. Informational Items**

**5.1 Distribution of 2005-06 Progress Report** - This report was distributed to the members of the Board. Dr. Dennis George, Assistant Vice President for Institutional Effectiveness, commented that is a report card on how well the University has done on the five strategic goals, each having measurable performance indicators to make sure that the University is, in fact, moving in the direction that it desires. There are one hundred and fourteen performance indicators spread out among the five strategic goals. Progress made toward the five strategic goals follows:

- Achieved: 29 (25 percent)
- Exceptional Progress: 9 (8 percent)
- Substantial Progress 29 (25 percent)
- Some progress: 27 (24 percent)
- Little progress: 7 (6 percent)
- No Progress: 12 (11 percent)
- Undetermined: 1 (1 percent)

**5.2 Internal Auditing - Review of 2005-06 Activities; Schedule for 2007** - Warren Irons, Internal Auditor, reviewed the summary of reviews and other activities found on pages 65-76 and the schedule of proposed reviews and other activities for 2007 and 2008, found on pages 77-78 of the agenda packet.



Ms. Roberts expressed a concern that some of the recommendations in the audit were not followed and *requested a response as to why the decisions were made to not follow the recommended actions*. Chair Fischer asked that this response be e-mailed to him.

Chair Fischer asked where the University stands in the emergency university reserve to which President Ransdell responded, “a total of \$3 million is being held in the Reserve; \$2 million traditional and \$1 million that is on reserve both for the Division of Extended Learning and Outreach and for the University. The Board policy requires \$2 million to be in place.

Chair Fischer asked about the comfort level with the \$2 million reserve since that amount was established several years ago, and the University has incurred a lot of increases since then. He felt the amount of \$2 million reserve should be reviewed in light of the things that have changed since the amount was established by the Board.

Mr. Fischer stated, “In addition to that, we’ve obligated some of those reserve funds to acquire property that you just have a moment in time opportunity to acquire. We probably ought to list those, because we’ve identified things for which we’ve taken money from the reserve with the stated intention to place back in the University Reserve at the appropriate time.”

President Ransdell indicated that a report will be prepared for the April 27 Board meeting on the University Reserve and it will contain a list of University-owned properties that have asset values as well. He noted, “As we’ve spent down the reserve for property acquisition purposes, we’ve built it back up in our normal budget process; so, it probably would be a little bit of false sense of security if you suggested that we’ve got \$5 million–\$3 million property and \$2 million cash because those properties—you might be able to liquidate some of them, but some of them you wouldn’t be able to. We’ll show a list of properties that we own in our property inventory, both University and Foundation-owned.”

Ms. Mead commented, “In addition to the \$3 million University reserve, we have a \$5.1 million health insurance reserve and \$400,000 worker’s compensation reserve, so when we start identifying some areas where you’re maybe vulnerable—we aren’t. We are well covered.”

- 5.3 **Capital Construction Project Status Report** - This report is found on pages 79-80 of the agenda packet. John Osborne commented on the activity of three significant events since the November meeting: a contract has been awarded and construction started for the South Campus Community College; awarded Phase III of the L.T. Smith Stadium Renovation and Expansion; construction has started for that project; and a contractor is on site and the Publications Building is coming up out of the ground.
- 5.4 **Development Mid-Year Report** - Tom Hiles reviewed the mid-year report which is found on pages 82-86 which reflects continued growth in each area.
- 5.5 **Media/marketing Report** - Bob Edwards, Assistant Vice President for University Relations, reviewed the Quarterly Media Report as outlined on page 86 of the agenda.
- 5.6 **Optional Retirement Programs - KTRS Resolution** - President Ransdell updated the Board on the agreement with KTRS which is now being translated into statutory language that has to be approved by the General Assembly. This effort to resolve the inordinate amount of money being taken from the 13.84 percent University contribution to the approximately 500 ORP employees who are not in the state retirement system. KTRS is drawing down a majority of funds that the University is contributing to ORP employees in order to pay the unfunded liability that they described as occurring when these ORP employees were given the opportunity to not be in the State Retirement System. We’ve had an issue in that matter for some

time. Western led the charge to address that matter; and over a long period of time and a lot of communication, the five universities affected were able to reach agreement with KTRS to where it will be a fixed number of the 13.84 percent—5.1 percent will go to KTRS, and 8.74 percent will go to the ORP employee of the 13.84. That will stay in place as a mixed number until 2048. The ORP employee can now assume the 8.74 percent going forward assuming the General Assembly approves this language this spring.

- 5.7 Academic Quality Update: Carneige Classification** - Dr. Barbara Burch described the national distinction WKU has earned in being selected for the new Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching.

WKU is one of only 62 institutions nationwide to achieve both the Curricular Engagement and the Outreach and Partnerships components of the Community Engagement classification. Fourteen other institutions earned elective classification in one of the two areas.

This elective classification affirms that WKU has institutionalized community engagement in its identity, culture and commitments. According to the Carnegie Foundation, “the practices of community engagement have been developed to the extent that they are aligned with institutional identity and constitute an integral component of institutional culture. Those practices focus on both curricular engagement and in outreach and partnerships.”

More details of this classification can be found on pages 87-88 in the agenda packet.

President Ransdell commented, “We’re putting great emphasis on this in our accreditation process and in our learning processes on our campus. To have been excluded from this would have been a difficult blow, frankly; but to be included is a great boost to us in what we’re doing and is a great validation, if you will, of the importance of this in our learning process. I’m very proud that we qualified in every possible way and were so recognized for it; it’s just another major point of reference in this recurring term called “transformation” that we’re undergoing as an institution. This is a significant point of reference that the transformation is, indeed, occurring and occurring at significant national levels. That’s really a tribute to an awful lot of people.”

- 5.8 Update on Honors Program** - A brief report on the Honors Program was provided by Dr. Craig Cobane, Director. He presented updated numbers on the increase in enrollment for the fall of ‘07 class. Last year, the class would have had 60 students enrolled at this point; currently the enrollment is at 168. A record-breaking class is expected in the fall. We are currently 4 for 4 on national prestigious scholarships. Three students received the Benjamin Gilman Scholarship and one student has received the ASIA award.

Twenty-four students are going abroad to study in the Honors Program at Harlaxton College in Great Britain in the fall of 2007.

*Lindsey Thurman* (Honors Student, English major, May 2007) Russell Springs, Kentucky, was selected by the National Collegiate Honors Council as the *National Honors student of the year in the United States*.

**The Board asked Ms. Esters to prepare a proclamation recognizing this national award to be presented at the April Board meeting.**

- 5.9 Winter Term Update** - Nineteen hundred and twenty four students participated which was a twenty-one and a half percent over last year. This included a number of Study Abroad in many locations; more courses were offered; more students enrolled; more faculty teaching. Enrollment in the winter term is expected to continue to increase.

- 5.10 Enrollment Update** - Overall enrollment for the fall of 2007 reflects an increase of 1.2 percent. Enrollment has been modest in growth the last few years. Some initiatives are being worked on that should produce some significant targeted growth.

**5.11 Bond Ratings and Sale of General Receipts Bonds, 2006 Series A**

At its November 2, 2006, meeting, the Board of Regents authorized the issuance and sale of General Receipts Obligations, 2006 Series A. The Board authorized President Ransdell to accept the lowest bid, award the bonds, and report back to the Board the results of said action.

The bonds were sold, in the amount of \$10 million. The bid of Morgan Keegan & Company, Inc. was accepted with an average net interest cost to the University of 3.89 percent per annum. Five bids were received with net interest cost ranging from 3.89 percent to 3.97 percent.

Attached are schedules from Hilliard Lyons' Public Finance Department providing the specifics regarding the distribution of funds, the Series A Debt Schedule, and a schedule which shows existing debt added to Series A payments.

Prior to the bond sale, WKU's bonds received upgraded rates by Standard and Poor's and Moody's Investors Service. Standard and Poor's has assigned an A+ rating to WKU's Series 2006A general receipts bonds and upgraded its rating of WKU's current bonds from A- to A. Moody's Investor Service has assigned similarly strong ratings with an A1 rating to the \$10 million capital bonds sold by WKU. This reflects an upgrade from the Moody's A2 rating for previously issued bonds. Improved bond ratings are likely to improve WKU's borrowing rate on bonds sold for capital projects.

Standard and Poor's cites the University's improving demand and steadily growing enrollment, balanced financial operations, and increasing state appropriations for the enhanced rating. According to credit analyst Joshua Stern, "We expect that Western Kentucky University will retain its current levels of funding from Kentucky, maintain positive financial operations, and balance future debt issuance with growth in assets."

Moody's Investor Service cites solid student demand, positive operating performance, and a balance sheet adequate to support current and planned debt in its rating.

**Secretary's Note:** The attachments referred to in this item are attached to the minutes as Exhibit IX.

**5.12 Development of 2007-08 Operating Budget**

The development of the 2007-08 Operating Budget has been started with the first step being the revenue projections being submitted to the Budget Office. The two most significant sources are state appropriations and tuition revenue. With the General Assembly's approval of the 2006-08 Biennial Budget, WKU's state appropriation is set for 2007-08 and is summarized as follows:

FY 2007	\$80,224,200
FY 2008	86,396,200
Increase	\$ 6,172,000

**FY 2008 Allocations of State Appropriations**

Operating	\$5,762,400
Debt, Existing Bonds	(1,890,400)

Math & Science A	2,300,000
Academy	
Increase	\$6,172,000

With the Board of Regents approval of the recommended 2007-08 tuition rates, an additional \$5.7 million in tuition revenue will be budgeted.

Preliminary budget allocations (e.g., fixed costs, merit salary increase pools, strategic priorities) will be discussed at the March 30, 2007, Finance and Budget Committee meeting.

#### **AGENDA ITEM 6 - Executive Session**

Motion by Ms. Gray, seconded by Ms. Roberts that the Board go into closed session

(following a break for lunch) as provided in KRS 61.810(1) for the following discussions:

- The future acquisition and sale of real property by the University;
- The employment of an individual employee; and
- Pending litigation against the University.

Motion carried. The Board recessed for lunch at 12:30, and returned to closed session at

1:15. Those accompanying the Board in closed session in addition to President Ransdell and Ms. Esters were Deborah Wilkins, Gene Tice, Barbara Burch, Richard Kirchmeyer, Ann Mead, Wood Selig, Bob Edwards, and John Osborne accompanied by Appraiser Gary Murphy.

Returning from closed session at approximately 2:45 p.m., Ms. Gray stated, "The Board has now returned to open session. The discussion and deliberations during the closed session were restricted to those stated in the motion, and no formal action was taken by the Board in closed session."

#### **6.2 REQUEST: Approval of and authorization to purchase 502 and 512 Regents Avenue, Bowling Green, Warren County, Kentucky**

**RECOMMENDATION:** The President requests authorization and approval to purchase property located at 502 and 512 Regents Avenue for the sum of \$404,000 (plus closing costs).

**FACTS:** Both properties are on Regents Avenue, in Bowling Green. There are single family residences on both properties, which are in good condition. Acquisition of the properties is in keeping with the University's Master Plan and would improve access to and utilization of other property already owned by the University in that area.

Source of funds for this acquisition is State Bonds.

Motion by Ms. Roberts, seconded by Ms. Haskins to approve and authorize the purchase of 502 and 512 Regents Avenue, Bowling Green, Warren County, Kentucky, for the sum of \$404,000 (plus closing costs).

#### **AGENDA ITEM 7 - Other Business**


Committees of the Board will meet on March 30, and the full Board meets again April 27.

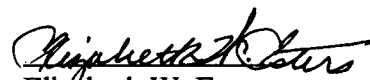
## **AGENDA ITEM 8 - Adjournment**

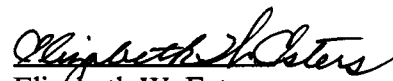
Motion to adjourn was made by Ms. Hughes and seconded by Ms. Haskins. The meeting adjourned at approximately 2:47 p.m.

### **CERTIFICATION OF SECRETARY**

I hereby certify that the minutes herein above set forth an accurate record of votes and actions taken by the Board of Regents of Western Kentucky University in the first quarterly meeting held January 26, 2007, in the Cornelius A. Martin Regents Room in the Mass Media and Technology Hall on the Western campus, and further certify that the meeting was held in compliance with KRS 61.810, 61.815, 61.820, and 61.825 (enacted as Sections 2, 3, 4 and 5 of House Bill 100, 1974 Regular Session, General Assembly).

  
Robert Earl Fischer  
Chair  
April 27, 2007

  
Elizabeth W. Esters  
Secretary

  
Elizabeth W. Esters  
Secretary  
April 27, 2007

## ATTACHMENT I

Proposal Date: 10/21/06

**Gordon Ford College of Business  
Department of Economics  
Proposal to Create a New Major Program  
(Action Item)**

Contact Person: Dr. Bill Davis, bill.davis@wku.edu, 745-2249

**1. Identification of program:**

- 1.1 Program title: Applied Economics
- 1.2 Degree: Master of Arts
- 1.3 Classification of Instructional Program Code (CIP): Code 45.0602
- 1.4 Required hours in proposed major program: 30
- 1.5 Special information:
  - Curriculum designed to provide matriculation in 1 calendar year
- 1.6 Program admission requirements:
  - A. Completion of graduate application form, a list of three references, submission of official copy of undergraduate degree transcript, and an official copy of a GRE score taken within the last five years. Applications are considered for fall admission only.
  - B. Minimum undergraduate overall grade point average of 2.75 (4.0 scale) and a minimum GRE score of 900. Alternate graduate admission test scores such as the GMAT or LSAT will be considered on a case by case basis as a substitute for the GRE.
  - C. All applicants from non-English speaking countries are required to take the Test of English as a Foreign Language (TOEFL). A minimum score of 525 on the TOEFL or 197 on the computer based TOEFL is required for admission.
  - D. All applicants must have completed an introductory microeconomics (Economics 202 or equivalent) course, an introductory macroeconomics (Economics 203 or equivalent) course, and an introductory statistics (Economics 206 or equivalent) course. Students who have not completed an intermediate level course (300 level or higher) course in microeconomics, macroeconomics, or statistics will be required to attend a week-long, preparatory workshop in the area of deficiency prior to the fall semester. Economics 501 may be substituted for the microeconomics and macroeconomics preparatory workshops.
- 1.7 Catalog description:

The master in applied economics emphasizes the training of students with backgrounds in economics and other arts and sciences for careers that require strong analytical skills, technical tools, and communication abilities that can be applied to a broad range of subjects. Toward this end, students may also enroll in courses from related

master programs including the Master in Business Administration, the Master in Public Administration, and the Master in Health Care Administration to enhance their range of knowledge and experience. In addition to coursework, the program utilizes practicum, an end-of-program applied project, and non-credit workshops to build specific technical skills and to enhance employability of graduates.

## **2. Rationale:**

### **2.1 Reason for developing the proposed major program:**

From the late 1980s through the mid-1990s, the M.A. program in Economics attracted many qualified students and enjoyed sizable enrollment. The program functioned primarily as a Ph.D. preparatory program, and, later, as a substitute for the then-suspended MBA program. With the renewal of the college's MBA program, the Economics M.A. program was ultimately suspended.

The new program in applied economics goes a different direction from the prior program. It will draw on the dual role of Economics Department as a social science and business-related area to expand the Ford College's graduate offerings to students from the arts and sciences whose interests are not directed toward management training but who desire to enhance their employability through development of analytical and technical skills. The program incorporates several modifications to enhance its long-term viability, inspired, in part, by programs at schools such as Florida State, Illinois State, Ohio University, Miami University and the University of Maryland-Baltimore County. These include matriculation in 1 calendar year and a focus on building a link between broad-based, liberal education and employable skills.

The proposed program will assist WKU in addressing several of the key indicators set forth by the Council on Postsecondary Education. In particular, the Master in Applied Economics will help to enroll more students in postsecondary education and advance them through the system. Economics is a growing undergraduate major at WKU and across the nation ("Economics is a Hot Major for Undergrads," Wall Street Journal, July 7, 2005). The growth in undergraduate majors provides a natural base for building a strong graduate program. We also expect strong interest from students with baccalaureate degrees in a variety of arts and sciences as well as from economics students from other four-year colleges. The program will facilitate the enrollment of non-economics undergraduate majors by offering fast-track, week-long workshops prior to the fall term.

The program will also directly address the issue of preparing Kentuckians for life and work. Many students from economics, liberal arts, and some sciences acquire a broad-based, liberal education at the undergraduate level that is valuable in building their knowledge and abilities. However, many of these students will expand their employment prospects greatly by acquiring a graduate degree that provides a link between their undergraduate area and the skills and expertise sought by employers. The applied master degree in economics will provide this link. Some students may pursue a professional management (MBA) degree toward the end of enhancing their employability; however, many are not interested in or prepared to pursue a management degree. The proposed applied economics program couples the broad-based applicability of economics as a foundational social science with a case- and skills-oriented emphasis to provide students with acquisition of valuable, employable skills.

Finally, the proposed program will benefit communities and economies in Kentucky and in WKU's region. First, the program will help to provide a supply of master students capable of teaching in Kentucky community colleges. Second, through class projects, faculty initiatives, and joint student-faculty projects, the concepts and tools utilized in the program will be applied to issues of importance to economic development and public policy in Kentucky cities and counties. The department intends to set up a Center for Policy Analysis that will dovetail with the master program towards this end. Generation and evaluation of estimates of the demand for passenger air service in South Central Kentucky or the study of local and state policies that promote entrepreneurial and economic development in comparable regions would be topics for classroom case study as well as investigation outside of the classroom and dissemination to the community and region through newsletters and other publications.

- 2.2 Projected enrollment in the proposed major program:  
20-25 students per fall. This estimate is based on a survey of students in upper division economics courses at WKU in September 2005, a survey of WKU students with 80 or more hours in selected majors other than economics in September of 2005, student-initiated inquiries about graduate offerings, and growth in undergraduate economics majors at WKU and across the country.
- 2.3 Relationship of the proposed major program to other programs now offered by the department/unit:  
The master program in applied economics will be a complement to the department's undergraduate major by offering additional training that will enhance employment opportunities.
- 2.4 Relationship of the proposed major program to other university programs:  
The program will enhance the employment opportunities for students with undergraduate majors in areas such as economics, history, journalism, mathematics, and others where the connection of the undergraduate major with a graduate degree sought by employers will be of benefit to the students. The program will also complement other master programs on campus by providing those programs with students taking non-economics coursework as well as providing course work for students in those programs. The Master in Business Administration currently has several courses cross-listed with existing economics graduate courses. The Master in Public Administration, the Master of Health Care Administration, and other areas may also provide students opportunities for complementarities between programs.
- 2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):  
The economics master program at the University of Kentucky is closely integrated with the Ph.D. program. The Master in Applied Economics at WKU will provide an additional source of students for the Ph.D. program at Kentucky. The Master of Science in Economics at Murray State may provide opportunities for students to share online courses.



2.6 Relationship of the proposed major program to the university mission and objectives:

WKU's mission and purpose emphasizes the preparation of students to be productive, engaged leaders in a global society. Relevant graduate programs are to complement those at the baccalaureate level. The proposed program fits into this role. While the arts and sciences training of many undergraduates is engaging and valuable to their learning, they often face limited employment opportunities. The relevance of a master program in economics is its ability to provide a bridge between broad areas of student background and interest at the undergraduate level with employable analytical and technical skills.

Further, one of the key purposes of WKU is the identification and solution of key social, economic, scientific, health, and environmental problems within its reach. Again, economics as a discipline is well suited to this purpose, and the proposed master program provides an explicit option where these kinds of problems are identified and analyzed. Moreover, the concurrent establishment within the department of a Center for Policy Analysis will enhance the opportunities for student involvement in this purpose.

3. Objectives of the proposed major program:

1. The primary objective is to enhance the lifelong productivity and employability of many undergraduate majors by developing students' analytical and technical skills. These skills will permit students to fill a variety of analyst jobs in the public or the private sector or compete more effectively for a variety of jobs that require a combination of analytical, quantitative, and communication skills.

2. A secondary objective is to provide opportunity for students with Ph.D. aspirations to pursue advanced preparatory training.

4. Program description:

4.1 Curriculum:

30 Hour Minimum

9 Hour Core—ECON 502, 503, and 506 (502 and 506 must be taken in initial fall semester)

Options I & II Require

2 Skill-building, Non-Credit Workshops (Minimum)

Maximum of 6 Hours of 400G Credit

Course (Credit Hours)

ECON 502 (3) Applied Microeconomic Theory (fall)

ECON 503 (3) Applied Macroeconomic Theory (fall)

ECON 506 (3) Applied Statistical Methods (fall)

ECON 571 (3) Public Sector Economics (spring) (New)

ECON 576 (3) Health Economics (winter) (New)

ECON 581 (3) Survey of Public Finance (directed study only)

ECON 582 (3) Seminar in Economic History (directed study only)

ECON 583 (3) Advanced Microeconomic Theory (directed study only)

ECON 585 (3) Topics in Macroeconomics (directed study only)

ECON 591 (3) International Economics (spring)

ECON 594 (3) Forecasting (spring)

ECON 595 (3) Labor and Human Resource Economics (May)

ECON 596 (3-6) Applied Economics Project (summer) (New)  
 ECON 597 (3) Practicum in Economics (summer)  
 ECON 598 (3) Directed Studies  
 ECON 599 (3-6) Thesis and Research Writing  
 ECON 600 () Maintaining Matriculation  
 ECON 400G—Issues in Capital Market Economics  
 ECON 410G—Seminar in Economics  
 ECON 430G—Environmental and Resource Economics  
 ECON 434G—The Economics of Poverty and Discrimination  
 ECON 440G—American Industry  
 ECON 464G—Introduction to Mathematical Economics  
 ECON 465G—Regression and Econometric Analysis  
 ECON 475G—Urban and Regional Economics  
 ECON 496G—International Monetary Economics

**Option I: Applied Analyst Option (30 hours)**

This option emphasizes building in-depth analytical, quantitative, and communication skills.

Core Courses (9 hours) plus Forecasting (594), Applied Economics Project (596), at least (9) hours from: Urban & Regional Economics (475G), Public Sector Economics (511), Health Economics (576), Labor and Human Resource Economics (595), (3-6) hours of electives including up to (6) hours of approved graduate level electives outside economics, and at least (2) Skill-building Workshops.

**Option II: Social and Policy Issues Option (30 hours)**

This option emphasizes analytical and communication skills but includes a wider variety of subject matter as well as more elective choice.

Core courses (9 hours), at least 12 hours from the following courses: Up to (6) hours from the 400G courses, Public Sector Economics (571), Health Economics (576), International Economics (591), Labor and Human Resource Economics (595), Applied Economics Project (596), (6-9) hours of electives including up to (6) hours of approved graduate level electives outside of economics, and at least (2) Skill-building Workshops.

**Option III: Advanced Academic Option**

This option prepares students to pursue a Ph.D. by providing opportunity for more advanced theoretical coursework and statistical tools.

Core courses (9 hours), Regression & Econometrics (465G), Introduction to Mathematical Economics (434G) or Directed Studies in Mathematical Economics, Advanced Microeconomic Theory (583), Topics in Macroeconomics (585), (3-6) hours of electives including up to (6) hours of approved graduate level electives outside of economics, and ECON 596 or 599 (3-6 hour Project or Thesis)

- 4.2 Accreditation, certification, approval, and/or licensure:  
Not Applicable

- 4.3 Program delivery:

The program will be delivered predominantly through traditional classroom instruction. However, out-of-class methods including practicum and

applied projects will be utilized with some electronic delivery of coursework, especially in the winter or summer terms likely.

## 5. Resources:

### 5.1 Faculty:

The department currently has 16 graduate faculty members including optional retirees. In order to fulfill the objective of one calendar year matriculation, three graduate courses per semester along with winter and summer terms will be required. The addition of one faculty member at the assistant professor level is anticipated.

## 5.2 Technological and electronic informational resources (e.g., databases, e-journals)

Current university, college, and departmental access to databases, e-journals, and other electronic information sources is sufficient.

### 5.3 Facilities and equipment:

Current university, college, and departmental facilities and equipment are sufficient

**6. Proposed term for implementation:** Fall 2007

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

Department/Division: 10/28/06

GFCOB Curriculum Committee 11/1/06

GFCOB Graduate Curriculum Committee 11/1/06

Professional Education Council (if applicable) NA

General Education Committee (if applicable)	<u>NA</u>
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Graduate Council \_\_\_\_\_

University Senate

**Ogden College of Science and Engineering  
Department of Geography and Geology  
Proposal to Create a New Major Program  
(Action Item)**

Contact Person: Kevin Cary, M.Sc., GISP and Jun Yan, Ph.D. e-mail: kevin.cary@wku.edu and jun.yan@wku.edu Phone: Cary: 745-2981 and Yan: 745-8952

**1. Identification of program**

1.1 Title: Geographic Information Science (Reference Number 5xx)

1.2 Degree: Bachelor of Science

1.3 Classification of Instructional Program (CIP) Code: 45.0702

1.4 Required hours in the proposed major program: 57 hours

1.5 Special information:

This is not an interdisciplinary program and is administered totally within the Department of Geography and Geology. It is intended for students who wish to extend their studies in the field of Geographic Information Science to earn a full baccalaureate in that field. The following courses must be taken in the Department of Geography & Geology at WKU: GEOG 417, 418, 419, 443, 475, 492, 495, and 499; transfer credit for similar courses at other institutions may not be applied to this program.

1.6 Program admission requirements:

There are no special admission requirements for this program.

1.7 Catalog description:

The GIScience program focuses on the concepts and principles of GISystems, along with its four components: (1) input, correction, and collection of geospatial data; (2) storage and retrieval of geospatial data; (3) manipulation and analysis of geospatial data; and (4) maps and other forms of presentation of geospatial data. The major in Geographic Information Science (reference number 5xx) requires a minimum of 57 semester hours of GIS courses. The required courses are AMS 202, CS 145, 230, GEOG 100 or GEOL 102, GEOG 101 or GEOG 110, GEOG 217, 300, 317, 391, 414, 417, 418, 419, 443, 475 or 495, 477, 492, and 499. Required support courses are CE 160-161, CS 240, ENG 307, MATH 118 (or 116 and 117) and 126. Qualified students may omit MATH 118 and start with MATH 126. GIS courses require a course fee. For the Bachelor of Science Degree in GIS, the following sequence is recommended:

Freshman year: GEOG 100 or GEOL 102, GEOG 101 or GEOG 110, MATH 118 (MATH 116 & 117 can substitute for 118) and 126, CS 145 and AMS 202.

Sophomore year: GEOG 217, 300, and 317, CS 230, CE 160/161,

Junior year: GEOG 391, 414, 417, and 419, CS 240, and ENG 307.

Senior year: GEOG 443, 475 or 495, 477, 492, and 499.

**2. Rationale**

2.1 Reasons for developing the proposed major program:

Input from recent graduates, alumni, and employers points to the need for such a degree program. Geospatial technologies have been identified by the U.S. Department of Labor as one of three technological areas that will experience explosive job growth over the next decade. Over the past decade, geospatial technologies have already expanded rapidly. In 2000, the GIS industry exceeded 7 billion dollars in revenues; since 2000, GIS software sales have exceeded a billion dollars annually. While geospatial technologies are broadly defined to include such elements as mapping, global positioning, and dynamic location tracking, it is GIS that lays the foundation for them.

Currently, the Department of Geography and Geology has a GIS undergraduate and graduate Certificate Program, a GIS Minor, and a B.S. in Geography-GIS & Spatial Analysis concentration. All programs have become very popular among students and are attracting an increasingly diverse audience. The development of this proposed GIS program will allow our

students to focus more specifically on new and more specialized courses in GIS, mathematics, and computer science, and enable them to develop more comprehensive skills in collecting, managing, and analyzing geographic information. Western graduates from the proposed GIS program are expected to be well positioned to succeed in the highly competitive GIS job market and in graduate school and to make a positive contribution to society.

Data received from the U.S. Department of Labor, California's Employment Development Department, GIS Certification Institute, National Geospatial-Intelligence Agency, NASA, American Society for Photogrammetry & Remote Sensing (ASPRS) and Daratech, Inc. (IT Market Research & Technology Assessment, Advisory, and Strategic Consulting Service Group) indicate that significant employment opportunities exist at the local, state, national, and international levels for graduates with a B.S. degree in GIS because of the explosive growth in the GIS profession.

Opportunities for program graduates exist with government agencies (local, national, and international), and with private industries (consultants, service providers, and contractors). Graduates from the WKU program will have a diverse background in GIS that will enable them to accomplish their career objectives in a variety of arenas.

External funding agencies are much more willing to consider funding projects at universities that offer a full B.S. in GIS rather than a GIS & Spatial Analysis concentration in geography - which we currently offer. This is a departmental weakness when applying for grants and other types of external funding

#### CPE's Key Indicators:

##### 1. Are more Kentuckians ready for postsecondary education?

Yes. Graduates from accredited Kentucky high schools should have sufficient background to begin our program. The new Kentucky Academy of Math and Science will help to create a pool of highly qualified students ready to succeed in GIS courses at WKU.

##### 2. Are more students enrolling?

There were 99 students enrolled in all GIS courses for the Fall 2005 semester, and 118 students are enrolled in Fall 2006. That is a 372% increase since the Fall 2001 semester, when only 25 students were enrolled in all GIS courses. Students from at least 22 different majors have taken a 300-level GIS course, some of whom decided after taking the GIS course to pursue a GIS certificate, minor, or concentration in the geography major. It is expected that most students majoring in geography with the GIS and Spatial Analysis concentration will switch over to the new GIS major.

Past graduates and alumni with a B.S. degree in geography with the GIS and Spatial Analysis concentration have expressed solid support for offering a B.S. degree in GIS. A B.S. degree in GIS is more desirable and attractive in the GIS industry because it is designed specifically for students interested in GIS as a career. With the growing need for GIS professionals, there will be a yearly increase in the demand for GIS graduates. The proposed program would also be attractive to non-traditional students who have already been exposed to the benefits of GIS with their existing employers or have had it introduced to them in some other fashion. Nontraditional students have already expressed interest in both cases and the interest increases yearly.

As this program is advertised on campus, it is expected that some students will change majors because of their interest in the technology. Other students may not already be aware of GIS and the proposed new program may generate additional enrollment from that segment of the student population.

Western Kentucky University does not discriminate with regard to race, religion, color, age, gender, national or ethnic origin, disability, or military service. This holds true for our hiring

practices (for faculty) as well as for our incoming students (minorities and non-traditional students).

3. Are more students advancing through the system?

The anticipated time for completion of this program is the traditional 4-year time period. Those students who are under-prepared in mathematics may take an additional year of study to catch up with the better-prepared students.

There are no other universities in the Commonwealth offering a program like the one proposed here. At this time, the Geography GIS and Spatial Analysis concentration is among the very few programs in Kentucky that study GIScience. Therefore, we already have a strong base upon which we can expand with the new program.

There are no plans to deliver this program through the Kentucky Virtual University or other distance-learning programs. The coursework is intensive and requires a great deal of laboratory work; therefore, most of the advanced courses cannot be offered on-line. However, there are plans to offer GEOG 317 online in Spring 2007 on a trial basis to determine its suitability as a web-based course.

4. Are we preparing Kentuckians for life and work?

This program will better prepare graduates for employment by providing them a more widely recognized and more versatile degree. Real-world experience through the Center for GIS at WKU will be integrated into our courses and program. There are no accreditation expectations for this program. There is no state or national licensing required for GIS professionals at this current time.

5. Are Kentucky's communities and economy benefiting?

GIS is becoming a mainstream technology within the local governments of Kentucky, with steady growth also in usage in private industry. GIS enhances the decision-making process and facilitates storage of a wealth of geospatial data that can be made readily available to any user online. GIS is becoming the mapping standard because of its ability to provide current geospatial data visually.

External advisors will include GIS professionals throughout the GIS community in the Commonwealth and at the national level and will also include faculty from regional academic institutions. The employment estimates from various government and private agencies predict that employment demand will remain steady or increase generally into the foreseeable future. However, as needs change, the program will be flexible enough to supply qualified GIS graduates to fill those needs.

There has been an increasing need for this proposed degree program in recent years. Recent acquisitions of new computer equipment, new faculty, and grants have now provided the Department with some of the personnel and equipment to make such a new program feasible here at WKU.

This program will provide opportunities for students in other programs (biology, business, computer information systems, computer science, geology, and engineering) by offering new and more in-depth courses in the field of GIS.

2.2 Projected enrollment in the proposed major program:

The Department currently has about 18 majors declared in the Geography-GISystems and Spatial Analysis concentration (Major #674), 19 minors declared in GISystems (Minor #366), and 50 students declared in both the undergraduate and graduate certificates in GIS (Ref. #174 and #203, respectively). We anticipate that 60 percent of the GIS and Spatial Analysis majors, up to half of the GIS minors, and up to a quarter of the GIS certificate seekers will transfer over to the new B.S. in GIScience program. GIS is a relatively new area as a profession and each year the demand for

GIS professionals increases. Therefore, the Department anticipates that reaching its goal of at least 10 graduates per year over a 5-year period can reasonably be expected.

2.3 Relationship of proposed major program to other programs offered by the department:

This proposed program will be an expansion of the GIS and Spatial Analysis concentration for the B.S. in Geography. The proposed B.S. degree in GIScience will require new and more extensive coursework, and higher levels of mathematics and computer science preparation.

2.4 Relationship of proposed major program to other university programs:

There will be no overlap between this new degree program and any others offered at WKU. There is some similarity between the proposed B.S. in GIScience and the existing GIS and Spatial Analysis concentration in Geography. But the two programs differ from each other by (1) the number of courses required for completion; (2) the types of courses required for completion; and (3) the number and types of prerequisites courses required for the program.

2.5 Relationship of proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

The only other university that offers a major in GIScience in area, but under a different title - Geospatial - is Missouri State University\* (\* denotes benchmark university). The following universities offer a B.S. degree in Geography with a GIS concentration, emphasis, track, or theme: Murray State University, University of Louisville, Austin Peay State University, Tennessee Technological University, Middle Tennessee State University\*, Southern Illinois University, Ball State University\*, Central Missouri State University\*, Eastern Michigan University\*, Northern Arizona University\*, Missouri State University\*, Towson University \*, and Northern Iowa University\*. The following universities offer a minor in GIS: Eastern Kentucky University, Austin Peay State University, Ball State University\*, Central Missouri State University\*, Eastern Michigan University\*, Indiana State University\*, Missouri State University\*, Western Illinois University\*, and Youngstown State University\*.

2.6 Relationship of proposed major program to the university mission and objectives:

Increase student learning: This new program will introduce our majors to new and advanced GIS courses and will increase student learning through hands-on, lab-based, practicum, and research-centered experiences.

Develop the student population: The new program will recruit new and more capable students from the Commonwealth and surrounding states. These students will receive a strong preparation in the field of Geographic Information Science.

Assure high quality faculty and staff: Students in this new program will be involved more extensively in research and GIS-based project activities with our faculty and staff. This will allow our students to gain more comprehensive GIS skills and in turn will increase the quality of the research activities of our faculty and staff.

Enhance responsiveness to constituents: The new program will graduate students who are better qualified to meet the needs of our constituents.

Improve institutional effectiveness: The new program will engage WKU with a new area of science. Western will now be able to offer a more widely accepted degree in GIScience and can compete with the best of our benchmark universities.

3. **Objectives of the proposed major program:**

The proposal program will greatly enhance the student's education and potential for employment by offering more and diverse courses, with attendant skills, and by awarding a degree that is much more desirable in the job market. Program graduates will possess skills in the field of GIS that no other WKU graduate heretofore has had. Measurable outcomes of student learning will be assessed through increased involvement in faculty-sponsored research, faculty-supervised internships, and increased participation in professional meetings and study abroad programs.

4. **Program description**

4.1 Curriculum:

- General Education Core (6 hours):

- GEOG 100 or GEOL 102 3 hours
- GEOG 101 or GEOG 110 3 hours
- GIS Foundation Courses (22 hours):
  - CS 145 3 hours
  - AMS 202 3 hours
  - GEOG 217 4 hours
  - CS 230 3 hours
  - GEOG 300 3 hours
  - GEOG 317 3 hours
  - GEOG 391 3 hours
- GIS Specialty Courses (19 hours):
  - GEOG 414 4 hours
  - GEOG 417 3 hours
  - GEOG 418 3 hours
  - GEOG 419 3 hours
  - GEOG 477 3 hours
  - GEOG 443 3 hours
- Other Required Courses (10 hours):
  - GEOG 475 or 495 6 hours
  - GEOG 499 1 hour
  - GEOG 492 3 hours
- Required Support Courses (19.5 - 20.5 hours) (not part of the major hours):
  - CE 160/161 4 hours
  - CS 240 3 hours
  - ENG 307 3 hours
  - MATH 118 5 hours (can be used as the general education
  - Math course; MATH 116 and 117 (6 hours
  - total) are also acceptable.)
  - MATH 126 4.5 hours
- Total Program = 76.5 to 77.5 hrs.

4.2 Accreditation, certification, and/or licensure:

Successful completion of this program will allow students to meet qualification standards for the education section (one of three sections) in becoming a certified GIS professional (GISP). "A GISP is a certified geographic information systems professional who has met the minimum standards for ethical conduct and professional practice as established by the GIS Certification Institute" (<http://www.gisci.org>).

4.3 Program delivery:

Traditional lectures and labs

5. Resources

5.1 Faculty:

- Kevin Cary, M.Sc., GISP
- Jun Yan, Ph.D.
- Katie Algeo, Ph.D.
- Stuart Foster, Ph.D.
- Scott Dobler, M.Sc.
- Debbie Kreitzer, M.Sc.
- Yanmei Li, Ph.D.
- John All, Ph.D., JD

Existing full-time faculty in the Department of Geography and Geology have expertise in a variety of GIS areas, including (but not limited to) cartography, geospatial statistics, GIS analysis and modeling, GIS customization, GIS databases, distributable geographic information services, GIS data collection and editing, GPS data collection and editing, remote sensing and GIS consulting. These areas incorporate the full spectrum of GIS and its myriad applications. Given our diversity in GIS, our combined experience in local, national, and international research and



public service will enable us to keep our students well rounded in GIS and its applications by allowing us to engage students in a multitude of GIS research and projects.

5.2 Technological and electronic informational resources (e.g., databases, e-journals, etc.):  
Annual licenses for ESRI GIS software products and ERDAS software are supported through a budget allocation within the University. For both ESRI and ERDAS products, we have unlimited technology support and receive current versions of their software when available. ESRI offers additional support by offering unlimited online courses for students to further their knowledge about various ESRI GIS software. ESRI also offers up to five complimentary registrations per year for its annual international user conference, which attracts over 12,000 users. There is online technical support for ESRI and ERDAS products via the Internet for no charge and is accessible at any time. ESRI produces a monthly magazine and newsletter each month at no charge to subscribers. Students enrolled in a GIS course now get a free one-year license for ArcGIS and extensions to install on their computer at home (as part of the university license agreement).

5.3 Facilities and equipment:  
The GIS facility includes two classroom-computer labs (21 and 26 workstations) and the Center for GIS at WKU (8 workstations), along with another classroom-computer lab space available for expansion - currently being used by the Department of Computer Science. Every workstation is equipped with a suite of ESRI (ArcGIS) products, TransCAD, AutoCAD, Trimble's Pathfinder (GPS software), ERDAS (remote sensing software), Visual BASIC 6, Windows XP, and Microsoft Office. Other hardware in the GIS classroom-computer labs includes a scanner, printer, and overhead projector. The GIS classroom-computer labs are available during the evening hours and weekends for students to complete their project and homework assignments. These labs are supervised by a work-study student GIS Lab Assistant "after hours."

The Center for GIS provides opportunities for students to gain real-world GIS experience working as a GIS Specialist or GIS Intern on existing GIS-based projects awarded to the Center. The Center also provides support for campus projects incorporating GIS. Additional hardware in the Center for GIS includes a large-format printer (i.e., plotter), 2 survey grade Trimble GPS units, 5 end-user mapping grade GPS units, 2 lap-top computers, a high-end graphics card for 3D mapping, and a dedicated server for GIS applications.

6. Proposed term for implementation: Fall 2007

7. Dates of prior committee approvals:

Geography & Geology Department	9/20/2006
OCSE College Curriculum Committee	10/12/2006
University Curriculum Committee	10/26/2006
University Senate	11/16/2006

ATTACHMENT III

Ogden College of Science and Engineering  
Department of Geography and Geology  
Proposal to Create a New Major Program (B.S. Degree in Meteorology)  
(Action Item)

Contact Person: L. Michael Trapasso, [michael.trapasso@wku.edu](mailto:michael.trapasso@wku.edu), 745-2407

1. Identification of the Program

- 1.1 Title: Meteorology (Reference Number 5xx)
- 1.2 Degree: Bachelor of Science
- 1.3 Classification of Instructional Program (CIP) Code: 40.0499 (ATMOSPHERIC SCIENCES AND METEOROLOGY, GENERAL)
- 1.4 Required hours in the proposed major program: 49.5 credit hours
- 1.5 Special Information: This is not an interdisciplinary program and will therefore be administered totally within the Department of Geography and Geology. It is intended for departmental students who wish to extend their studies in the field of meteorology, to include a full baccalaureate in that field. It requires no minor program.
- 1.6 Students will NOT be fully admitted into this program without first completing two courses in physics: PHYS 250/251 (University Physics I and Lab) and PHYS 260/261 (University Physics II and Lab). They will also be required to complete three semesters of mathematics: MATH 126 (Calculus and Analytical Geometry I), MATH 227 (Calculus and Analytical Geometry II), and MATH 327 (Multivariable Calculus). MATH 331 (Differential Equations) is also required, but may be taken as students begin their upper division meteorology courses. Only equivalent-level courses from other colleges and universities will be accepted.
- 1.7 Catalog Description: Major in Meteorology  
The major in meteorology (reference number 5xx) leads to a Bachelor of Science in Meteorology and requires a minimum of 49.5 semester hours of meteorology, geography, and computer science. A minor program is not required. Other required courses in physics and mathematics total an additional 24 semester hours.

Students majoring in meteorology will learn the key concepts and skills necessary to qualify as a meteorologist for the National Weather Service, and to meet the standards of the American Meteorological Society.

Meteorology Major:  
Core Courses: ..... 30 hours  
GEOG 100 or GEOL 102, GEOG 101 or 110, 121, 217, 300, 391, 422, 424, 499, and CS 240

Professional Courses: ..... 19.5 hours  
 GEOG 431, 432, Four new courses - GEOG 325, 433, 437, 438; and  
 CS 245  
 Program Total ..... 49.5 hours

Additional Program Requirements ..... 24 hours  
 MATH 126, 227, 327, 331, PHYS 250/251, 260/261

## 2. Rationale

2.1 Reasons for developing the proposed major program: Input from recent graduates and alumni point to the need for such a degree program. Some of our recent graduates have expressed regrets about coming to WKU instead of attending a university that offered a BS in Meteorology. Other graduates have had to attend other universities to make up the course work they were unable to take here at Western. For many years WKU was the only university in the Kentucky and Tennessee where students could study atmospheric science on some level. Though that is still true, there are other universities in the region where students can obtain a B.S. Degree in Meteorology and our potential students are going to surrounding states to get this particular degree. This degree will prepare our graduates for professional practice or to gain entry into graduate programs.

- Data received from the National Weather Service, the American Meteorological Society, and the U.S. Department of Labor indicate significant employment opportunities at the local, state, and national levels for graduates with a B.S. Degree in Meteorology. These surveys of typical employment opportunities point to the need for applicants to have a B.S. Degree in Meteorology. This degree is an important requirement for many job openings.
- Opportunities for program graduates lie with government agencies (local, national, and international), media organizations (TV and radio), and private industry (environmental consultants and contractors).
- External funding programs are much more willing to consider funding projects at universities that contain a full B.S. in Meteorology rather than the more nebulous Meteorology/Climatology concentration we now offer. This has always been a departmental weakness when applying for grants and other types of external funding.
- **CPE's Key Indicators:**
  - a. *Are More Kentuckians Ready for Postsecondary Education?* Yes. Graduates from accredited Kentucky high schools should have sufficient background to begin our program as soon as they complete the required mathematics and physics courses. All of our departmental outreach efforts to feeder schools emphasize the need to prepare

for math and physics classes prior to admission to the Department of Geography and Geology. In addition, the new Kentucky Academy of Math and Science will help to create a pool of highly qualified students ready to tackle advanced atmospheric science courses at WKU.

- b. *Are More Students Enrolling?* This new program will draw new students into our program. Our records show that 20 to 25% of student and parent inquiries about our existing Meteorology/Climatology program fail to materialize into enrollment at WKU after they learn that our program does not provide a B.S. Degree in Meteorology. This proposed new degree program will draw more of these students into our program. Western Kentucky University does not discriminate with regard to race, religion, color, age, gender, national or ethnic origin, disability, or military service. This holds true for our hiring practices (for faculty) as well as for our incoming students (minorities and non-traditional students).
- c. *Are More Students Advancing Through the System?*
  - 1. The anticipated time for completion of this program is the traditional 4-year time period. Those students who are under-prepared in their math and physics skills may take an additional year of study to catch up with the better-prepared students.
  - 2. There are no other universities in the Commonwealth with a program like the one proposed here. At this time our Meteorology/Climatology concentration is the only existing program in Kentucky for the study of the atmospheric sciences. Therefore, we already have a strong base upon which we can expand into the new program. Any student can transfer into our program provided s/he can complete the initial requirements.
  - 3. There are no plans to deliver this program through the Kentucky Virtual University or other distance-learning programs. The coursework is intensive and requires a great deal of laboratory work, and therefore most of the advanced courses cannot be offered on-line.
- d. *Are We Preparing Kentuckians for Life and Work?* This program will better prepare graduates for employment by granting them a more widely recognized and more versatile degree. The new Kentucky MESONET Project, the Kentucky Climate Center, and the new Climatology Research Laboratory will all be integrated into our new courses and program. There are no accreditation expectations for this program other than the prescribed types of courses required by the National Weather Service, and the American Meteorological Society. There is no state or national licensing required of meteorologists.

e. *Are Kentucky's Communities and Economy Benefiting?* External advisors will include National Weather Service personnel and faculty from academic institutions. The employment estimates from various government agencies predict the employment demand to remain steady into the future. However, as needs arise, we will supply a steady stream of qualified individuals to fill those needs.

- There has always been a need for this proposed degree program. Better and more diverse employment opportunities have been unattainable by our graduates because they did not have the full B.S. Degree in Meteorology. Many students come to WKU seeking education towards a career in meteorological forecasting and research, only to find their opportunities limited.

Recent acquisitions of new computer equipment, new faculty, and large grants (e.g., the new MESONET Project) have now provided the department with some of the personnel and equipment to make such a new program feasible here at WKU.

- This program will provide opportunities for students in other programs (Physics, Biology, Geology, and Engineering) by offering new and more in-depth courses in the field of atmospheric sciences.

- 2.2 Projected enrollment in the proposed major program: The Department currently has about 105 majors declared in the Geography-Meteorology/Climatology concentration (Major #674). We anticipate that about 25% of these Meteorology majors will transfer over to the new B.S. in Meteorology Program. Therefore, the Department anticipates that reaching its goal of at least 12 graduates per year over a 5-year period can reasonably be expected.
- 2.3 This proposed program will be an expansion of the Meteorology/Climatology concentration for the B.S. in Geography. As it stands, this concentration has never fulfilled the requirements for a B.S. degree in Meteorology. The proposed B.S. degree in Meteorology will require new and more extensive coursework, and higher levels of math and physics preparation.
- 2.4 There will be no overlap between this new degree program and any others offered at WKU. This is assured by offering new courses never before available to students on this campus. There is some similarity between this new B.S. in Meteorology and the existing Meteorology/Climatology concentration in Geography. But the two programs differ from each other by: (1) the number of courses required for completion; (2) the types of courses required for completion; and (3) the number and types of prerequisites courses required for the program.
- 2.5 There are no other universities in Kentucky with a degree program like this one. However, there are several benchmark universities that possess this degree program. This new program will give WKU an advantage in recruiting new students, and will better prepare our graduates for employment and advanced studies. Efforts are underway to collaborate with the National Weather Service Forecast Offices in Louisville and Nashville for assistance in recruiting new students into the program. Surrounding in-state colleges and universities will also be contacted

about our new baccalaureate in meteorology. This will also help us in advertising the new program.

- 2.6 Increase student learning: This new program will introduce our majors to new and advanced courses and will increase student learning through hands-on, lab-based, and research centered experiences.

Develop the student population: The new program will recruit new and higher quality students from the Commonwealth and surrounding states. These students will receive a higher quality of education in the field of meteorology.

Assure high quality faculty and staff: This new program will require the addition over the five years of at least two new full-time faculty members and a laboratory assistant. These new faculty and staff will need to have special expertise and abilities to support the advanced curriculum of this new program.

Enhance responsiveness to constituents: The new program will graduate students who are better qualified to meet the needs of our constituents.

Improve institutional effectiveness: The new program will bring WKU into a new area of science. Western will now be able to offer a more widely accepted degree in meteorology and can compete with the best of our benchmark universities.

### **3. Objectives of the Proposed Program**

Completion of the proposed program will greatly increase the students' education and potential for employment by offering more and diverse courses, with attendant skills, and by awarding a degree that is much more desirable in the job market. Program graduates will possess skills in the field of meteorology that no other WKU graduate heretofore has had. Measurable outcomes of student learning will be assessed through increased involvement in faculty-sponsored research, increased co-authorship of research articles, and increased participation in professional meetings. In the newly designed classes, the students will get exposure to new atmospheric science theories and concepts never before offered at WKU.

#### 4. Program Description

##### 4.1 Curriculum:

##### **B.S. METEOROLOGY Degree (49.5hrs)**

<b>Required Courses (30 hrs)</b>	<b>Title</b>	<b>Cr. Hrs.</b>
GEOG 100 or GEOL 102	Intro to the Physical Environment	3
GEOG 101 or GEOG 110	Human or World/Regional Geography	3
GEOG 121	Introduction to Meteorology	3
GEOG 217	Fundamentals of GIS	4
GEOG 300	Geographic Research Methods	3
GEOG 391	Data Analysis and Interpretation	3
GEOG 422	Physical Climatology	4
GEOG 424	Weather Analysis	3
CS 240	Computer Science I	3
GEOG 499	Professional Preparation	1

<b>Professional Courses (19.5 hrs)</b>	<b>Title</b>	<b>Cr. Hrs.</b>
GEOG 431	Dynamic Meteorology	3
GEOG 432	Synoptic Meteorology	3
GEOG 433	<i>Dynamic Meteorology II (new course)</i>	3
GEOG 437	<i>Mesoscale Meteorology (new course)</i>	3
GEOG 438	<i>Physical Meteorology (new course)</i>	3
GEOG 325	<i>Meteorological Instrumentation (new course)</i>	3
CS 245	Fortran	1.5

<b>Other requirements (24 hrs)</b>	<b>Title</b>	<b>Cr. Hrs.</b>
MATH 126	Calculus and Analytical Geometry I	4.5
MATH 227	Calculus and Analytical Geometry II	4.5
MATH 327	Multivariable Calculus	4
MATH 331	Differential Equations	3
PHYS 250/251	University Physics I	4
PHYS 260/261	University Physics II	4

**TOTAL PROGRAM HOURS = 73.5**

<b>Recommended Electives</b>	<b>Title</b>	<b>Cr. Hrs.</b>
GEOG 122	Aviation Meteorology	3
GEOG 222	Observational and Analytical Meteorology	3
GEOG 310	General Hydrology	3
GEOG 426	Applied Meteorology	3
GEOG 455	Global Environmental Change	3
GEOG 475	Independent Supervised Research	1-3

##### 4.2 Accreditation, certification, and/or licensure:

Successful completion of this program will allow students to meet qualification standards for the GS-1340: Meteorology Series of the National Weather Service and qualification standards of the American Meteorological Society.

**5. Resources:**

At this point, the department is able to maintain the Meteorology/ Climatology concentration as it is. Any new expansion of the program (i.e., additional courses) will require new faculty to be added as soon as possible. As usual, qualified graduate students and upper classmen will be utilized as laboratory assistants. The immediate need is for a new laboratory manager/faculty person to help maintain the various computer laboratories that have been added to the department in recent years. This person will also be required to teach a new course entitled, Meteorological Instrumentation, (GEOG 325). New facilities such as the Climatology Research Laboratory, the NOAA Port telecommunications system, and other types of computer workstations (e.g. Gempak and others) will require a laboratory manager who can devote most of his/her time to the operation and maintenance of these facilities. Two new full-time faculty members will need to be hired over the next five years to teach some of the new courses and some of the advanced-level courses developed by this new program. One faculty member will be needed beginning academic year 2008-2009. However, before the B.S. in Meteorology program can be fully operational (within the next 5 years), a second full-time faculty member will need to be hired by 2010 to teach new and more advanced courses. Once these three new faculty/staff members are hired and teaching in the proper schedule of courses, we can then truly offer this B.S. degree within a 4-year time frame.

**6. Proposed term for implementation: Fall 2007**

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

Geography and Geology Curriculum Committee	<u>9/20/06</u>
Ogden College Curriculum Committee	<u>10/12/2006</u>
University Curriculum Committee	<u>10/26/2006</u>
University Senate	<u>11/16/2006</u>



## ATTACHMENT IV

**College of Health and Human Services  
Department of Consumer and Family Sciences  
Proposal to Create a New Minor Program  
(Action Item)**

Contact Person: Karen Mason   e-mail: karen.mason@wku.edu   Phone: 745-3462

**1. Identification of program:**

- 1.1. Program Title: Nutrition
- 1.2. Required Hours in the Minor Program: 22-23
- 1.3. Special information: None
- 1.4. Catalog description:

The minor in Nutrition consists of 22-23 hours, of which 12 hours must be upper division. This minor provides a basic foundation of nutrition principles for students pursuing health-related careers. Core requirements are CFS 111, CHEM 109, and CFS 261. Students must select at least 12 hours from the following elective courses: CFS 361, 364, 365, 367, 368, or CHEM 304. A grade point average of 2.0 or better must be achieved in the minor. Required prerequisites must be met for all courses.

**2. Rationale:**

**2.1. Reasons for developing the proposed minor program:**

The most significant reason for creating a nutrition minor is student interest. Based on formal surveys conducted in CFS 111 Human Nutrition classes and informally from student advising, there is a strong desire for this minor. Public interest in nutrition and increased emphasis on health education makes this minor attractive for various science and health-related majors (e.g. exercise science, public health, pre-physical therapy, pre-pharmacy, and pre-medicine).

**2.2. Projected enrollment in the proposed minor program:**

This minor should be attractive to students interested in health careers, particularly students in the Exercise Science program. Based on surveys conducted in the CFS 111 Human Nutrition classes, contact with Exercise Science faculty, and feedback from students, 10-20% of Exercise Science students are projected to be interested in the nutrition minor. Currently, there are approximately 180 Exercise Science majors. Thus, taking into account the largest pool of prospective students would be Exercise Science majors and a small pool of students would be from other health-related majors (e.g. pre-pharmacy, pre-medicine, public health or biology), 25-50 students are projected to be interested in pursuing a nutrition minor.

**2.3. Relationship of proposed minor program to other programs now offered by the department:**

There is not a related minor within the department; in fact, there are no health-related minors within the department of Consumer and Family Sciences. Some of the classes within the minor are required by other departmental majors and one minor. The Family and Consumer Sciences and Hospitality Management and Dietetics majors require CFS 111, and the CFS minor requires CFS 111. Two of the core classes within the nutrition minor (CFS 111 and CFS 261) are required for the Nutrition and Dietetics concentration and all three core classes in the nutrition minor are required for the Food, Nutrition, and Wellness concentration. Three of the elective courses for the nutrition minor (CFS 361, CFS 365, and CHEM 304) are required for the Nutrition and Dietetics majors and two of the elective courses (CFS 361 and 365) are required for the Food, Nutrition, and Wellness concentration.

**2.4. Relationship of proposed minor program to other university programs:**

There is not currently a similar minor at WKU. However, several majors within the College of Health and Human Services require CFS 111 (e.g. Physical Education, Dental Hygiene, and Nursing).

**2.5. Similar minor programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):**

Two universities in Kentucky offer a nutrition minor (University of Kentucky and Eastern Kentucky University). Eleven of WKU's 19 benchmark schools offer a nutrition minor. This minor could complement many science and health-related majors. For example, this minor may

attract students from Family and Consumer Sciences, Exercise Science, Public Health, and Biology.

**2.6. Relationship of proposed minor program to the university mission and objectives:**

The nutrition minor would support several aspects of WKU's mission. First, the elective courses will help students become productive and engaged leaders in the community; those classes require multiple community-based assignments. In addition, the elective courses provide opportunities for service and lifelong learning. Those classes are more hands-on and allow students to not only learn about complex concepts but also practice what they learn.

In addition, the proposed Nutrition minor supports several Western Kentucky University strategic goals:

**Goal 1: Increase student learning.**

Promote learning that fully develops individual potential and produces graduates who can successfully live, work, and contribute to society in a global context.

**Goal 4: Enhance responsiveness to constituents.**

Respond to educational, social, cultural, and economic development needs through increased outreach, applied scholarship, service, and innovative opportunities for lifelong learning.

**Goal 5: Improve institutional effectiveness.**

Commit to continuous improvement of institutional effectiveness and efficiency in all programs and services.

**Goal 1: Increase Student Learning** – Students who minor in nutrition will have a foundational knowledge of nutrition and its application. This would be a definite benefit for students in science and health-related fields since there is a societal interest in nutrition and better health.

**Goal 4: Enhance responsiveness to constituents** – In many ways, this minor will increase student awareness of the needs of the community. With this applied approach, students will have the skills to disseminate nutrition information in their future places of employment. The type of application will depend upon a student's choice of electives. Some of the potential routes of application will be within health fairs, with athletes, with the elderly population, or within local health departments.

**Goals 5: Improve institutional effectiveness** – This minor would definitely serve as a complement to multiple majors across campus, and based on former student surveys in CFS 111, there is a need for this minor. This minor is not only in response to students' interests, but also in response to increased societal awareness of nutrition topics. Essentially this minor could better equip students in science and health-related majors in the dissemination of nutrition and health education.

**3. Objectives of the proposed minor:**

The objectives for students pursuing the minor in Nutrition are to:

- \* Acquire an understanding of the functions, properties, requirements and food sources of essential nutrients.
- \* Understand the biochemical and physiological aspects of nutrient metabolism.
- \* Discuss the role of nutrition in the prevention of diseases influenced by diet.
- \* Know the basic steps of nutrition assessment.
- \* Examine the educational principles involved in sharing nutrition recommendations, emphasizing the importance of nutrition research and reliable sources of health information.

**4. Curriculum:**

The minor in Nutrition consists of 22-23 hours, of which 12 hours must be upper division.

Core (10 hours)

CFS 111 Human Nutrition (3)

CHEM 109 Chemistry for the Health Sciences (4)

CFS 261 Advanced Nutrition (3)\*

Electives (12-13 hours)  
CFS 361 Life Stage Nutrition (3)  
CFS 364 Sports Nutrition (3)  
CFS 365 Community Nutrition (3)  
CFS 367 Nutrition for the Aging Population (3)  
CFS 368 Dietary and Herbal Supplements (3)  
CHEM 304 Biochemistry for the Health Sciences (4)

\*Prerequisite: BIOL 131 Anatomy and Physiology

**5. Budget implications:**

5.1 Faculty: The minor will utilize existing classes within the newly revised Hospitality Management and Dietetics curriculum; thus, no new faculty are requested. The Chemistry and Biology Departments have been contacted and with their existing faculty, they will be able to accommodate the projected number of students in the nutrition minor.

5.2 Technological and electronic informational resources (e.g., databases, e-journals, etc.):  
None requested

5.3 Facilities and equipment: None requested

**6. Proposed term for implementation: Fall 2007**

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

CSF Department/Division	<u>10/23/06</u>
CHHS College Curriculum Committee	<u>10/31/06</u>
University Curriculum Committee	<u>11/21/06</u>
University Senate	

**Bowling Green Community College of Western Kentucky University  
Proposal to Delete BGCC #210 Automated Industrial Systems Technology Program  
(Consent Item)**

Contact Person: Paul M. Bush paul.bush@wku.edu Phone: 780-2564

**1. Identification of program**

1.1 Reference number: #210

1.2 Program title: Automated Industrial Systems Technology Program (AIST)

1.3 Credit hours: 64

**2. Rationale for the program deletion:**

Due to many revisions at the Kentucky Advanced Technology Institute, their original programs no longer comply with the original joint program articulation agreement. As a result, there is no demand for this program.

**3. Effect on current students or other departments, if known:**

The Architectural and Manufacturing Sciences Department has already deleted its four-year degree which was an extension of the two-year AIST degree.

**4. Proposed term for implementation:**

**Spring 2007**

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

Liberal Arts and Sciences Division	<u>10/01/2006</u>
Bowling Green Community College Curriculum Committee	<u>11/03/2006</u>
University Curriculum Committee	<u>11/21/2006</u>
University Senate	<u>                    </u>

**Bioinformatics and Information Science Center**  
Western Kentucky University

**Mission Statement**

The mission of the Bioinformatics and Information Science Center (BISC) at WKU is to build and maintain an interdisciplinary community, with student engagement, that will collaboratively propose and solve problems in bioinformatics and information science. As part of its mission, BISC will develop goals and procedures to:

- 1 Advance bioinformatics and information science at WKU by bringing together members of the research community who are interested in informatics.
- 2 Advance learning by engaging students in experiences that combine technical skills, scientific integrity, collaboration, and real-world opportunities.
- 3 Develop a support network for bioinformatics and information research and projects through collaboration and consulting.
- 4 Build a strong interdisciplinary curriculum that will prepare students to compete in an expanding world of information science, enter the informatics workforce, and excel in graduate informatics programs.
- 5 Help members compete for external funding through grants, contracts, and endowments; and to present and publish their results in appropriate venues.

Faculty and staff from all disciplines are invited to join BISC as full or associate members. As a full member, faculty will have the opportunity to contribute to the development of policies to fulfill the mission of the center, participate in consulting, mentor students in applied research, and help build a cross-disciplinary curriculum in bioinformatics and information science. As an associate member, faculty will be able to establish collaborations with BISC members and are encouraged to support the mission of the center in any way that they can.

**Bylaws**

(The bylaws are numbered to correspond with the items in the mission statement)

1. The WKU Bioinformatics and Information Science Center (BISC) Community
  - 1.1. Membership
    - 1.1.1. Membership in BISC is open to faculty and staff, at WKU, that wish to participate in the bioinformatics and information science research community.
    - 1.1.2. As a full member, faculty will have the opportunity to contribute to the development of policies to fulfill the mission of the center, participate in consulting, mentor students in applied research, and help build a cross-disciplinary curriculum in bioinformatics and information science.
    - 1.1.3. As an associate member, faculty will be able to establish collaborations with BISC members and are encouraged to support the mission of the center in any way that they can.
    - 1.1.4. Affiliate status is open to individuals or organizations inside or outside the WKU research community that wish to collaborate with BISC or its members

- 1.1.5. Application for membership or affiliate status must include a letter of intent and a CV to the BISC director. The letter must include:
  - 1.1.5.1. How applicant feels that they can contribute to the Center, including any potential collaboration.
  - 1.1.5.2. How the Center can support the applicant.
  - 1.1.5.3. A commitment to be an active member of the BISC and willing to participate in the BISC Consulting Committee (see 2.1.2) and seminars.
- 1.1.6. Membership and affiliate status will be awarded upon approval of the majority of the BISC members.
- 1.2. Membership in ARTP
  - 1.2.1. The BISC is a member of the Advanced Research and Technology Program (ARTP) at Western Kentucky University.
  - 1.2.2. The BISC director will represent BISC on the ARTP director's council and will communicate ARTP initiatives to the BISC membership.
- 1.3. Governance
  - 1.3.1. Directors
    - 1.3.1.1. The BISC will have two elected directors. Support by a simple majority of all the BISC members is necessary for election to a director track position.
    - 1.3.1.2. The term for an elected director will be four years. The first year's service will be as an assistant director, under the guidance of the director. The second year's service will be as the director, and will be in consultation with the past director. The third year's service will also be as the director who mentors a newly elected assistant director. The fourth year's service will be as a past director who consults with the new director.
    - 1.3.1.3. The Director:
      - 1.3.1.3.1. Serves as the collective bargaining negotiator for the BISC, and as such, represents the BISC in matters of policy, contracts and funding pursuits.
      - 1.3.1.3.2. Is responsible for representing the BISC in the POD and ARTP. The Director will ensure that proper reporting is done to these programs.
      - 1.3.1.3.3. Has operational oversight of the BISC consultation services.
      - 1.3.1.3.4. Drafts the annual budget and revises it to meet the approval of the majority of the BISC members.
      - 1.3.1.3.5. Ensures that the BISC follows its budget plans.
      - 1.3.1.3.6. Reports annually, to the BISC members, on the income and expenditures for all accounts.
      - 1.3.1.3.7. Accepts, reviews and takes action to resolve grievances within the BISC.
    - 1.3.1.4. The Assistant and Past Directors will work with the Director to administer the BISC and will assist with the responsibilities defined under the role of the Director.

1.3.2. Standing Committees

1.3.2.1. The Workshop and Seminar Committee

- 1.3.2.1.1. The Workshop and Seminar Committee will be responsible for organizing workshops that will introduce tools and concepts needed to work in the cross-disciplinary environment of BISC. This committee will also be responsible for recruiting speakers, both internal and external, to address the broad interests of the membership in regular seminars.

1.3.2.2. Curriculum Committee

- 1.3.2.2.1. The Curriculum Committee is charged with reviewing courses within the college that support cross-disciplinary education in bioinformatics and information science.

1.3.2.3. The Executive Committee

- 1.3.2.3.1. The Executive Committee will serve to draft and review the operational procedures of BISC.
- 1.3.2.3.2. This committee will review and approve funding of proposals for center supported projects.
- 1.3.2.3.3. This committee will work with the co-directors to help the BISC fulfill its mission and goals.
- 1.3.2.3.4. This committee is charged with pursuing funding appropriate for building the center's infrastructure and programs.

1.4. External Advisory Board

- 1.4.1. Through the ARTP, one or more external advisors will be invited to review the yearly progress of the BISC.

1.5. BISC Meetings

- 1.5.1. At least one annual business meeting will be held to:

- 1.5.1.1. Consider election of Directors (if necessary).
- 1.5.1.2. Approve of the budget, saving plan, and endowment plan.
- 1.5.1.3. Hear reports from the BISC Consultation Committee.
- 1.5.1.4. Consider recommendation from the external advisory board.

- 1.5.2. Regular BISC sponsored workshops and seminars will be held to facilitate the exchange of interest and expertise between the members and to invite the exchange of ideas from outside the BISC.

2. Engaging Students

- 2.1. Use students in the BISC Consulting Committee work.
- 2.2. Support student research with BISC members.
- 2.3. Support student presentation of research results at professional meetings.
- 2.4. Encourage students to participate in cross-disciplinary research.

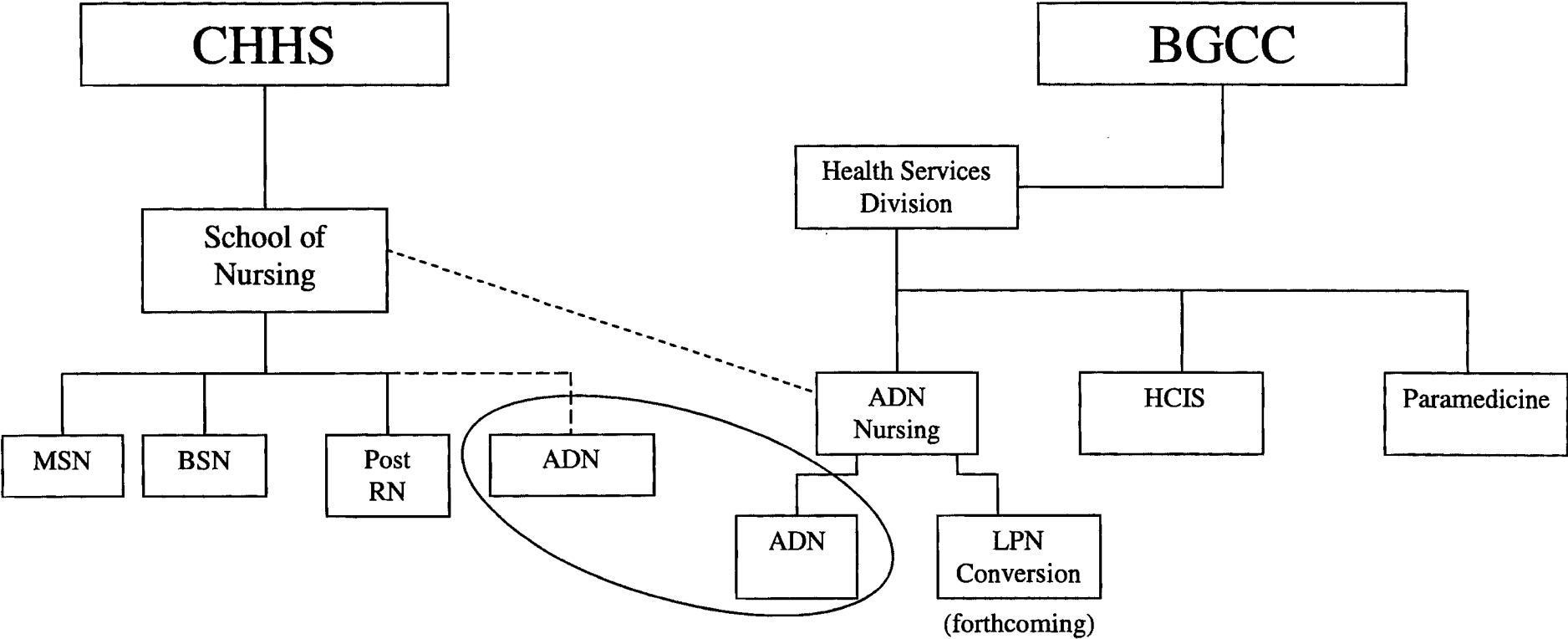
3. Develop a network

- 3.1. Use workshops and seminars to encourage information exchange that can lead to collaborations.
- 3.2. Encourage participation at annual regional KY/TN Bioinformatics Conference.

- 3.3. Invite Seminar speakers from regional schools.
- 3.4. Tap into interactive bioinformatics seminars offered through GRID or other technology.
- 4. Undergraduate Curriculum
  - 4.1. Design a strong cross-disciplinary curriculum that will support a major or minor in bioinformatics and information science.
  - 4.2. Review the curriculum regularly.
- 5. The BISC will use revenues to support members in the creation of grant proposals, paper development, and meeting attendance.



Proposal for School of Nursing



Proposed Implementation Date:  
July 1, 2007

**Doctor of Education (Ed. D.) in Educational Leadership  
(An Interdisciplinary Program)  
New Program Proposal**

**Mission of the Program**

The mission of this program is to offer advanced graduate study to those students seeking to enhance their leadership knowledge and skills as practitioners in their current positions in education-related settings; to develop knowledge and skills for assuming more responsible leadership roles; and to acquire advanced knowledge and skills in ways that connect with applications in relevant practice settings.

**Nature of the Program**

The proposed Doctor of Education (Ed.D.) in Educational Leadership is one of unique proportions which will result in advancement of the educational agenda of and economic growth for the Commonwealth. It is an interdisciplinary program that will draw on the array of expertise and specializations throughout the university. The program is designed to prepare “practitioner-scholars” who will have been exposed to content and experiences where application to the real world is the norm. It will be administered through the College of Education and Behavioral Sciences, and will be facilitated through the Department of Educational Administration, Leadership and Research. It will host a faculty that has the potential to represent five colleges and more than a dozen departments already identified.

The following characteristics of the program define its uniqueness and special contribution to meeting the needs for preparing highly competent and effective educational leaders. The doctoral program:

- utilizes a rigorous, holistic admission process, orientation seminar, and assessment that will evaluate candidates’ potential as educational leaders and will allow program advising committees to develop more “tailored” and informed programs of study for the candidates;
- is accessible, flexible, and adaptive, focusing on students’ educational and experiential backgrounds as well as their professional and career goals;
- is attractive to non-traditional students who are working professionals and are unable to attend full-time residential programs;
- offers the students a blended instructional delivery model that includes distance education, alternative scheduling approaches, and other non-traditional approaches to face-to-face “seat time;”
- places students in a “modified” cohort structure where they derive the benefits of collegiality and networking without forcing a rigid, lock-step curriculum;
- provides an opportunity – through cohorts – for regular and continuous networking for students both during and after completion of the program;
- allows for the acquisition of focused electives to enable the students to address career goals;
- provides understanding of organizational dynamics and structures, focusing on applied research which will enable graduates to serve as change agents;
- includes opportunities for a variety of practicum experiences that are relevant to their immediate and future needs; and

- encourages collaboration with other Commonwealth universities and agencies through teaching, visiting professors/lecturers, collaborative courses, supervising interns, serving on dissertation committees, and other ways that will be evolving.

This doctoral program draws on recent works of Lee S. Shulman (Carnegie Foundation for the Advancement of Teaching) relative to doctoral programs and also from his role in laying the groundwork for the National Board of Professional Teaching Standards (NBPTS; Shulman, 2004a, 2004b, 2006). The work is also informed by the writings of Peter Smith (2004) and Joseph Murphy (2006) in addressing concerns of prior learning and relevance of practice in scholarly pursuits. Candidates will be engaged in a highly job-embedded, relevant, and rigorous curriculum utilizing the practice settings of their professional lives which will stimulate the development of the highest levels of practice. This program will treat the employment component of students' lives as the context that will make their doctoral study richer and more relevant. In alignment with this research, a standards-based approach is the basis for the program and the following Core Objectives have been adopted:

1. Candidates will design plans and strategies for systemic reform.
2. Candidates will demonstrate visionary leadership in the development, articulation, implementation, and stewardship of a vision that is shared and supported by the community and by modeling a personal code of ethics and developing leadership capacity.
3. Candidates will demonstrate leadership of effective strategies in advocating, nurturing, and sustaining culture and programs conducive to continual growth and professional development.
4. Candidates will design plans and strategies for internal and external accountability systems.
5. Candidates will provide a sound, defensible plan of resources and fiscal planning for ensuring efficient management of the organization, operations, and resources for an effective and safe environment.
6. Candidates will demonstrate understanding of diversity, collaboration with others, responsiveness to a variety of interests and needs, and the ability to mobilize resources.
7. Candidates will demonstrate knowledge of, responsiveness to, and ability to influence the larger policy environment and the political, social, economic, legal and cultural context.

The major program of study is Educational Leadership which includes four different strands. All four options focus on practical experiences, use inquiry methodology, and provide significant opportunities to address problems of practice.

- P-12 School and District Leadership is primarily designed for public school/school district administrators with an emphasis upon challenges confronting the administrator in education environments.
- P-12 Teacher Leadership is primarily designed for individuals filling or aspiring roles in areas including but not limited to assessment, curriculum development, technology, and literacy.
- Postsecondary Education Leadership will prepare individuals working in two-year and four-year institutions as reflective leaders prepared to be mid- and senior-level administrators in colleges, universities and technical college settings. It is also designed

for two-year faculty members in community and technical colleges who wish to enhance their leadership skills in their professional practice fields.

- Organizational Leadership will prepare individuals in education-related organizations to be more effective leaders in achieving the educational goals of their practice settings in such areas as federal and private agencies; boards of education; Ministries of Education; local organizations that contribute to the educational needs of children and adults (e.g. Housing Authority, youth organizations, etc.) educational research organizations; and corporations (e.g., individuals working as educator-trainers, etc).

### Statement of Need

Faced with the Kentucky goals of: P-12 student proficiency by 2014, preparing more students for postsecondary education, increasing the literacy rate of adults, establishing higher graduation standards, realizing the need for a more enlightened and educated workforce, and raising the standard of living and quality of life for all Kentuckians – the opportunities and possibilities for renewed efforts and creative solutions have never been more essential. With the current and foreseeable challenges incumbent on education in the 21<sup>st</sup> Century, the need for strong, focused, outcome-producing leadership is critical and the timing for this degree is now.

Current national legislation (i.e., the No Child Left Behind Act of 2001) mandates that the leaders of schools and school districts be directly accountable for improving student achievement. Schools and school districts need individuals leading their efforts who have the best possible preparation in helping schools as a whole improve. The shift toward “the Practitioner-Scholar” is inevitable with these current emphases on accountability and student achievement. Practitioners within the P-12 setting must be equipped with the tools they need to lead these efforts successfully. An appropriately tailored Ed.D. – for the practitioner-scholar - is an efficient and effective way to provide the graduates of the program with the necessary skills, knowledge, guided experiences, and habits of inquiry to address the needs of and to positively impact their organizations. For example, using assessment and evaluation skills, the graduates will have the ability to collect and analyze relevant data, and the knowledge of how to translate the findings of the data into conclusions and actions that improve student learning. The purpose of the degree of Doctor of Education (Ed.D.) is to improve professional practice.

The inclusion of four strands in this program is consistent with the wide-spread recognition that achieving educational goals requires strong leadership that addresses individual learning needs at all ages and stages of a person’s life. This program provides appropriate programming options for educators working as teachers or administrators with children and young adults in P-12; for teachers and administrators working at all levels of post-secondary education, with **emphasis on needs of community and technical colleges** as well as the four year institution; and for individuals working in community-based (both private and public) settings outside of the formal P-16 structure that contribute to the overall quality and levels of educational attainment in the community. The program is not designed to prepare research faculty for universities.

This degree will develop competencies of educational and organizational practitioners in obtaining and synthesizing knowledge for the solution of institutional problems and practices. It will provide value-added opportunities for candidates to develop breadth in understanding leadership, policy, and analytical methodologies. It will develop future leaders who will

creatively generate new knowledge, critically conserve valuable and useful ideas, and responsibly transform those understandings through writing, teaching and application. The dissertation for all areas of emphasis will contribute knowledge and understanding of a critical issue in education and be capable of being utilized for improving educational organizations.

Currently, Kentucky is at the bottom of states in our region regarding the number of doctoral granting universities – Ohio (13), Illinois (11), Florida (9), Alabama (6), Indiana (6), Missouri (6), North Carolina (6), Tennessee (6), Virginia (6), Georgia (5), Louisiana (5), Mississippi (4), South Carolina (3), Arkansas (2), Kentucky (2), West Virginia (1). The impact of higher education on the economy of a state is well documented. Whatever conclusions can be drawn from these data and other comparative data related to the respective state economies and quality of life quotients at least suggest an inquiry into the benefit a state derives from multiple universities granting doctorates. Its graduates will enhance the leadership of educational and education-related organizations and will ultimately contribute to the improvement of education at all levels in the Commonwealth of Kentucky.

The proposed Ed.D. in Educational Leadership, is an attempt to address the needs of constituents primarily in our service areas. Believing in a philosophy of “Stewardship of Place,” the university sought input from stakeholders within their respective regions. To assess student demand for the proposed program, over 770 practitioners [across the four options: P12 School and District Leader (125), Teacher Leader (175), Postsecondary Education Leader (205), and Organizational Leader (271)] in the field were surveyed in the fall of 2005 concerning the perceived need of this doctoral program. Survey responses are presented showing the percentage of respondents answering “Agree” or “Strongly Agree.”

QUESTIONS	P-12 Leader	Teacher Leader	Postsec. Leader	Org. Leader
1. I believe that a terminal degree relevant to my work would provide me with knowledge, skills, and abilities above that received at the master's degree level.	75%	69%	78%	Not Asked
2. I believe that a terminal degree would enhance my job performance.	66%	65%	80%	68%
3. I believe that a terminal degree would provide me with new opportunities to advance in my institution/profession/organization.	82%	81%	84%	69%
4. As described above, the Ed. D. is a degree that would appeal to individuals in my school/district or division/department/organization.	62%	65%	71%	66%
5. I am interested in pursuing such a degree.	58%	64%	75%	57%

These and other questions were asked of respondents who would have an interest in this program delivered at these institutions. These data, when added to the Job Market data in the Job Opportunities section below, suggest a compelling need for the program. Numerous respondents to our survey stated that their co-workers and colleagues enroll in doctoral programs in states nearby; **accessibility is a problem in Kentucky**. This proposed Ed. D. will engage participants in reflective, action-research study gaining experiences and competencies critical to changing the nature of education and contemporary society, rather than focusing on becoming career researchers. This program will appeal to residents in Kentucky, our primary focus, but this offering has strong potential for appealing to both national and international applicants.

### **Curriculum Overview, Design and Delivery**

Generally, the program requires that candidates complete 60 hours beyond the master's. However, dependent upon previous experiences and/or graduate work, individualized programs may contain less hours. The hours generally will include:

- 6 hours – Foundational Studies and Creation of Cohorts
- 9 hours core of broadly applicable leadership courses
- 9 hours of research core
- 6 hours of practicum
- 18 hours combination specific content courses in one of the various strands
- 12 hours dissertation.

The first semester of the program will allow for formation of the cohort and focuses on interdisciplinary exchange of faculty and ideas. The individualization of the program is highlighted by the outcomes of the first semester's assessments and the subsequent program planned from strand electives. If students stay on track in a part-time status averaging six credit hours per semester (including summers), the program can be completed in approximately three calendar years. It will also be possible for students who choose to accelerate their studies to complete the program in two years.

As noted previously, accessibility, flexibility, and adaptability will be cornerstones of the program. The delivery format for the proposed program will be structured in a way to facilitate an applied focus of the learning experiences while incorporating a variety of distance-learning formats. This will be accomplished in a manner that will foster the development and application of knowledge and skills associated with the **program focus on preparing "practitioner-scholars"** while acknowledging the value of providing learning experiences that enhance mentor-mentee relationships and student-to-student interaction. In our discussions with potential students and leaders of organizations who will be sources for students, we have stressed the importance of using the most appropriate delivery mode for the nature of the program component being taught.

### **Admissions Criteria and Anticipated Enrollment**

Students will be admitted and go through the program as a cohort. It is anticipated that there will be 20 students enrolled in a cohort and that two cohorts will be admitted each year. At full implementation, it is anticipated that there will be six cohorts at any one time which represents 120-150 students (as some students will take longer to complete a dissertation).

Candidates for the program will be individuals who:

- have completed at least a master's degree in their field;
- demonstrated leadership capacity within their organizational settings; and
- are looking to enlarge and enhance their abilities to improve organizational learning, and impact their communities.

### **Job Opportunities for Program Graduates**

Data have been collected and projections have been made concerning the job market for these four options. The Occupational Outlook Handbook (2004-2005), published by the Bureau of Labor Statistics (U.S. Department of Labor found at

<http://www.bls.gov/oco/print/ocos007.htm>) offers the following data across three of the four options offered in this program (P-12 School and District Leadership, Postsecondary Education Leadership; and Organizational Leadership):

	Years of Analysis	Growth Rate	Percentage of Growth	Descriptor
P-12 School and District Leadership	2002-2012	2.7-3.0	30-34%	Very Fast Growing (> than 36%)
Postsecondary Educational Leadership	2002-2012	1.8	19.9	Fast Growing (21-35%)
Organizational Leadership	2002-2012	2.2-5.1	25%-64%	Fast Growing – Very Fast Growing (21 to >36%)

Although there are data for teachers in this database and projections made for classroom teachers, the Teacher Leader track is a new description for positions within schools and school districts. Numerous school districts in the state, as well as nationally, have already taken the step to develop a “Teacher Leader” role within the local schools with various names: Curriculum Coordinator, Resource Teacher, and Staff Developer, to name a few. The Green River Regional Educational Cooperative (GRREC), served by WKU, is composed of districts that have people in these positions who are in need of additional educational leadership preparation. Graduates of the program in the Teacher Leader track will be prime candidates for the *roles* several schools and districts have already created. With the increased depth and breadth of knowledge and experiences gained, with their enhanced appreciation for and abilities in research, and with a terminal degree in hand that focuses on the field they know and love, these individuals will be able to make a significant impact on any school or district that hires them (or continues to employ them in enhanced roles).

WKU ranks #1 or #2 in the number of graduates each year with teacher and administrator certification within the state; b) This program (Ed.D.) is the next logical step in fulfilling our evolutionary mission for seamless career development; c) WKU’s capacity complements the total program offering; d) WKU has a strong technology infrastructure from which the program can be delivered; (e) Additional economic growth in the Commonwealth will emerge from advanced educational degrees.

**Resources**

Due to the interdisciplinary nature of this program, the faculty resources required for this program are available campus-wide. A partial list of faculty members who have had some involvement in contributing to this program include:

- Faculty from Gordon Ford College of Business:
  - Bob Hatfield, Management
  - Randy Capps, College of Business
  - Shane Spiller, Management
  - Robert Reber, Management
- Faculty from College of Education and Behavioral Sciences:
  - Jeanne Fiene, Educational Administration, Leadership and Research

- Ric Keaster, Educational Administration, Leadership and Research
- Tracy Lara, Counseling and Student Affairs
- Betsy Shoenfelt, Psychology
- Christopher Wagner, Educational Administration, Leadership and Research
- Gayle Ecton, Educational Administration, Leadership and Research
- Bud Schlinker, Educational Administration, Leadership and Research
- William Kelley, Educational Administration, Leadership and Research
- Aaron Hughey, Counseling and Student Affairs
- Sam Evans, College of Education and Behavioral Sciences
- John Bruni, Psychology
- Toby Daniel, Curriculum and Instruction
- Barb Kacer, Curriculum and Instruction
- Judy Davison, Curriculum and Instruction
- Sherry Powers, Special Instructional Programs
- Joseph Cangimi, Psychology
- Other Faculty across campus:
  - Cecile Garmon, Leadership Studies
  - Sally Ray, Communication
  - Tuesday Helbig, Office of Institutional Research
  - Barbara Burch, Office of Academic Affairs
- A number of faculty from the individual content disciplines in Ogden College of Science and Engineering, Potter College of Arts and Letters, and College of Health and Human Services

Some budget allocations have already been made for the development and implementation of the program. This includes new resources as well as reallocations within the division and colleges. These allocations will be sufficient until such time that the program is fully implemented. If the program grows as large as is anticipated, additional staffing is likely to be needed to support expanding enrollments at that time.

### **Plans for Collaboration with Other Institutions**

WKU is working to develop strong collaboration with other Universities in order to provide a well-developed, multi-faceted program to interested and qualified students. Through collaboration, the expertise of faculty in other universities can be maximized. Discussions have been initiated and preliminary commitments made for several forms of collaboration including:

- KYVU (Kentucky Virtual University)
- visiting lecturers (may include organizational leaders outside of education)
- transfer of coursework
- IVS (Interactive Video Services)
- joint course offerings

Discussions have been ongoing with the other Kentucky comprehensive institutions about this program. Aspects of the program's content and delivery that offer opportunities for collaboration with Eastern Kentucky University and Northern Kentucky University have been identified:



- a common set of desired leadership outcomes (with assessments) for degree completers based on current best practices (NKU and WKU have agreed on this item)
- compilation of a “faculty expertise database” at each institution that can serve as a resource for shared courses, committee membership, and consultation with students
- a list of unique areas of institutional expertise and specialization that can be shared with other institutions through distance or low residency course offerings (Law School, Informatics, School Safety, International Programs, etc.)
- annual meetings for program faculty to meet, share, and plan together
- an annual colloquium (rotated among the three institutions) for degree completers to share their dissertation results
- interactive website through which students with similar research interests can collaborate across the Commonwealth on larger scale research projects
- joint sponsorship of prominent visiting scholars (either in person or via web) to offer electives and special topics courses

Additionally, both the Kentucky State Legislature and the Council on Postsecondary Education must have envisioned programs of this nature and collaboration of this type. Legislative statutes provide for the six state universities to deliver “programs beyond the master’s-degree level to meet the requirements” of educational needs within the state. This program will help complete the needs of the state where doctoral programs are concerned: two institutions focused on research and now one that will focus on the needs of practitioners in the field.

### **Projected Timeline**

Anticipated start date is uncertain, depending on approvals required. This includes approvals from all governance processes within the university, from the CPE as well as clearances from our accrediting body (SACS). Fall 2007 will be very optimistic with Spring 2008 as a more likely timeline for admitting the first cohort.

**\$10,000,000**  
WESTERN KENTUCKY UNIVERSITY  
GENERAL RECEIPTS BONDS  
SERIES 2006

**Sources & Uses**

Dated 12/19/2006 | Delivered 12/19/2006

<b>Sources Of Funds</b>	
Par Amount of Bonds	\$10,000,000.00
<b>Total Sources</b>	<b>\$10,000,000.00</b>
<b>Uses Of Funds</b>	
Original Issue Discount (OID)	41,062.90
Total Underwriter's Discount (0.534%)	53,418.80
Financial Advisor	8,900.00
OFM	2,500.00
Bond Counsel	11,000.00
Legal Expenses	3,000.00
General Receipts Indenture Fee	15,000.00
U.S. Bank	2,000.00
Moody's	16,250.00
S&P	16,500.00
Gross Bond Insurance Premium ( 17.3 bp)	24,800.00
Deposit to Project Construction Fund	9,805,568.30
<b>Total Uses</b>	<b>\$10,000,000.00</b>

\$10,000,000

WESTERN KENTUCKY UNIVERSITY  
GENERAL RECEIPTS BONDS  
SERIES 2006

Debt Service Schedule

Part 1 of 2

Date	Principal	Coupon	Interest	Total P+I
03/01/2007	-	-	74,772.75	74,772.75
09/01/2007	345,000.00	3.625%	186,931.88	531,931.88
03/01/2008	-	-	180,678.75	180,678.75
09/01/2008	360,000.00	3.625%	180,678.75	540,678.75
03/01/2009	-	-	174,153.75	174,153.75
09/01/2009	370,000.00	3.625%	174,153.75	544,153.75
03/01/2010	-	-	167,447.50	167,447.50
09/01/2010	385,000.00	3.625%	167,447.50	552,447.50
03/01/2011	-	-	160,469.38	160,469.38
09/01/2011	400,000.00	3.625%	160,469.38	560,469.38
03/01/2012	-	-	153,219.38	153,219.38
09/01/2012	415,000.00	3.625%	153,219.38	568,219.38
03/01/2013	-	-	145,697.50	145,697.50
09/01/2013	430,000.00	3.625%	145,697.50	575,697.50
03/01/2014	-	-	137,903.75	137,903.75
09/01/2014	445,000.00	3.625%	137,903.75	582,903.75
03/01/2015	-	-	129,838.13	129,838.13
09/01/2015	460,000.00	3.625%	129,838.13	589,838.13
03/01/2016	-	-	121,500.63	121,500.63
09/01/2016	480,000.00	3.650%	121,500.63	601,500.63
03/01/2017	-	-	112,740.63	112,740.63
09/01/2017	495,000.00	3.650%	112,740.63	607,740.63
03/01/2018	-	-	103,706.88	103,706.88
09/01/2018	515,000.00	3.700%	103,706.88	618,706.88
03/01/2019	-	-	94,179.38	94,179.38
09/01/2019	535,000.00	3.750%	94,179.38	629,179.38
03/01/2020	-	-	84,148.13	84,148.13
09/01/2020	555,000.00	3.800%	84,148.13	639,148.13
03/01/2021	-	-	73,603.13	73,603.13
09/01/2021	575,000.00	3.800%	73,603.13	648,603.13
03/01/2022	-	-	62,678.13	62,678.13
09/01/2022	600,000.00	3.875%	62,678.13	662,678.13
03/01/2023	-	-	51,053.13	51,053.13
09/01/2023	620,000.00	3.875%	51,053.13	671,053.13
03/01/2024	-	-	39,040.63	39,040.63
09/01/2024	645,000.00	3.875%	39,040.63	684,040.63
03/01/2025	-	-	26,543.75	26,543.75
09/01/2025	670,000.00	3.875%	26,543.75	696,543.75
03/01/2026	-	-	13,562.50	13,562.50
09/01/2026	700,000.00	3.875%	13,562.50	713,562.50
Total	\$10,000,000.00	-	\$4,326,034.75	\$14,326,034.75

Series 2006 Final | SINGLE PURPOSE | 12/ 5/2008 | 1:21 PM

J.J.B. Hilliard, W.L. Lyons, Inc.  
Public Finance

**\$10,000,000**

**WESTERN KENTUCKY UNIVERSITY  
GENERAL RECEIPTS BONDS  
SERIES 2006**

**Debt Service Schedule**

**Part 2 of 2**

**Yield Statistics**

Bond Year Dollars	\$114,170.00
Average Life	11.417 Years
Average Coupon	3.7891169%
Net Interest Cost (NIC)	3.8935942%
True Interest Cost (TIC)	3.9185488%
Bond Yield for Arbitrage Purposes	3.8571200%
All Inclusive Cost (AIC)	4.0057927%

**IRS Form 8038**

Net Interest Cost	3.8544056%
Weighted Average Maturity	11.377 Years

**\$10,000,000**

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**WESTERN KENTUCKY UNIVERSITY**  
**GENERAL RECEIPTS BONDS**  
**SERIES 2006**

**Net Debt Service Schedule**

Date	Principal	Coupon	Interest	Total P+I	Existing D/S	Net New D/S
06/30/2007	-	-	74,772.75	74,772.75	4,469,352.50	4,544,125.25
06/30/2008	345,000.00	3.625%	367,610.63	712,610.63	4,058,477.50	4,771,088.13
06/30/2009	360,000.00	3.625%	354,832.50	714,832.50	3,775,470.00	4,490,302.50
06/30/2010	370,000.00	3.625%	341,601.25	711,601.25	3,796,405.00	4,508,006.25
06/30/2011	385,000.00	3.625%	327,916.88	712,916.88	2,230,910.02	2,943,826.90
06/30/2012	400,000.00	3.625%	313,688.76	713,688.76	2,237,922.52	2,951,611.28
06/30/2013	415,000.00	3.625%	298,916.88	713,916.88	1,686,228.76	2,400,145.64
06/30/2014	430,000.00	3.625%	283,601.25	713,601.25	1,689,613.76	2,403,215.01
06/30/2015	445,000.00	3.625%	267,741.88	712,741.88	1,685,662.50	2,398,404.38
06/30/2016	460,000.00	3.625%	251,338.76	711,338.76	1,688,835.00	2,400,173.76
06/30/2017	480,000.00	3.650%	234,241.26	714,241.26	1,683,317.50	2,397,558.76
06/30/2018	495,000.00	3.650%	216,447.51	711,447.51	1,685,581.26	2,397,028.77
06/30/2019	515,000.00	3.700%	197,886.26	712,886.26	1,684,061.26	2,396,947.52
06/30/2020	535,000.00	3.750%	178,327.51	713,327.51	1,684,798.76	2,398,126.27
06/30/2021	555,000.00	3.800%	157,751.26	712,751.26	1,687,211.26	2,399,962.52
06/30/2022	575,000.00	3.800%	136,281.26	711,281.26	1,681,555.00	2,392,836.26
06/30/2023	600,000.00	3.875%	113,731.26	713,731.26	1,687,662.50	2,401,393.76
06/30/2024	620,000.00	3.875%	90,093.76	710,093.76	-	710,093.76
06/30/2025	645,000.00	3.875%	65,584.38	710,584.38	-	710,584.38
06/30/2026	670,000.00	3.875%	40,106.25	710,106.25	-	710,106.25
06/30/2027	700,000.00	3.875%	13,562.50	713,562.50	-	713,562.50
<b>Total</b>	<b>\$10,000,000.00</b>	<b>-</b>	<b>\$4,326,034.75</b>	<b>\$14,326,034.75</b>	<b>\$39,113,065.10</b>	<b>\$53,439,099.85</b>