

Agenda  
College of Health and Human Services  
Graduate Curriculum Meeting

Date: Monday, Oct. 14, 2013

Location: AC 201D

Time: 10:30 AM

- I. Old business: Minutes from the Sept. 16, 2013 meeting.
- II. New business: Agenda

Type of Item	Item Description and Contact Information
Consent	Proposal to Revise a Course Title FACS 575 Individual Study in Consumer and Family Sciences Contact: Jonghee Shim, <a href="mailto:jonghee.shim@wku.edu">jonghee.shim@wku.edu</a> , 745-4613
Consent	Proposal to Revise a Course Title FACS 598 Special Topics in Consumer and Family Sciences Contact: Jonghee Shim, <a href="mailto:jonghee.shim@wku.edu">jonghee.shim@wku.edu</a> , 745-4613
Consent	Proposal to Revise a Course Catalog Listing FACS 580 Internship Contact: Kathy Croxall, <a href="mailto:Kathy.croxall@wku.edu">Kathy.croxall@wku.edu</a> , 745-3997
Action	Proposal to Make Multiple Revisions to a Course FACS 520 Seminar in Consumer and Family Sciences Contact: Kathy Croxall, <a href="mailto:Kathy.croxall@wku.edu">Kathy.croxall@wku.edu</a> , 745-3997
Action	Proposal to Create a New Course FACS 511 Grant Writing for Child and Family Programs Contact: Doris Sikora, <a href="mailto:doris.sikora@wku.edu">doris.sikora@wku.edu</a> , 745-3993
Action	Proposal to Create a New Course FACS 540 Infant and Toddler Development and Research Contact: Dr. D'Lee Babb, <a href="mailto:dlee.babb@wku.edu">dlee.babb@wku.edu</a> , 745-6942
Action	Proposal to Create a New Course FACS 541 Home Based Positive Behavioral Supports Contact: Darbi Haynes-Lawrence, <a href="mailto:Darbi.Haynes-Lawrence@wku.edu">Darbi.Haynes-Lawrence@wku.edu</a> , 745-2525
Action	Proposal to Create a New Course FACS 542 Stress and Coping in Children Contact: Darbi Haynes-Lawrence, <a href="mailto:Darbi.Haynes-Lawrence@wku.edu">Darbi.Haynes-Lawrence@wku.edu</a> , 745-2525
Action	Proposal to Create a New Course FACS 543 Global Perspectives of Child and Family Contact: Dr. D'Lee Babb, <a href="mailto:dlee.babb@wku.edu">dlee.babb@wku.edu</a> , 745-6942
Action	Proposal to Create a New Course FACS 544 Issues in Child Care and Early Education Contact: Jonghee Shim, <a href="mailto:jonghee.shim@wku.edu">jonghee.shim@wku.edu</a> , 745-4613
Action	Proposal to Create a New Course FACS 550 Youth and Family Theory and Research Contact: Kathy Croxall, <a href="mailto:Kathy.croxall@wku.edu">Kathy.croxall@wku.edu</a> , 745-3997

Action	Proposal to Create a New Course FACS 551 Community, Child & Youth Program Development Contact: Kathy Croxall, <a href="mailto:Kathy.croxall@wku.edu">Kathy.croxall@wku.edu</a> , 745-3997
Action	Proposal to Create a New Course FACS 560 Family Diversity Contact: Adam R. West, <a href="mailto:adam.west@wku.edu">adam.west@wku.edu</a> , 745-5138
Action	Proposal to Create a New Course FACS 561 Adulthood and Aging in Families Contact: Adam R. West, <a href="mailto:adam.west@wku.edu">adam.west@wku.edu</a> , 745-5138
Action	Proposal to Create a New Course FACS 562 Advanced Family Resource Management Contact: Kathy Croxall, <a href="mailto:Kathy.croxall@wku.edu">Kathy.croxall@wku.edu</a> , 745-3997
Action	Proposal to Revise a Program 149 MSN: Psychiatric NP Contact: Beverly Siegrist, <a href="mailto:Beverly.siegrist@wku.edu">Beverly.siegrist@wku.edu</a> , 745-3490
Action	Proposal to Revise a Program 149 MSN Contact: Beverly Siegrist, <a href="mailto:Beverly.siegrist@wku.edu">Beverly.siegrist@wku.edu</a> , 745-3490
Action	Proposal to Revise a Program 172 Post-MSN Certificate-Nurse Educator Contact: Beverly Siegrist, <a href="mailto:Beverly.siegrist@wku.edu">Beverly.siegrist@wku.edu</a> , 745-3490
Action	Proposal to Revise a Program 0420 Post-MSN Certificate-Nurse Administrator Contact: Beverly Siegrist, <a href="mailto:Beverly.siegrist@wku.edu">Beverly.siegrist@wku.edu</a> , 745-3490
Action	Proposal to Revise a Program 0449 Post-MSN Certificate-Family Nurse Practitioner Contact: Beverly Siegrist, <a href="mailto:Beverly.siegrist@wku.edu">Beverly.siegrist@wku.edu</a> , 745-3490
Action	Proposal to Create a New Major Master of Science in Child and Family Study Contact: Kathy Croxall, <a href="mailto:Kathy.croxall@wku.edu">Kathy.croxall@wku.edu</a> , 745-3997, Jonghee Shim, <a href="mailto:jonghee.shim@wku.edu">jonghee.shim@wku.edu</a> , 745-4613

III. Discussion items:

IV. Upcoming Meetings:

- a. Graduate Council for today's items: November 14, 2013 **(Proponents are required to attend) Items needing to go to PEC may be delayed in reaching Graduate Council on this date.**
- b. Senate Meeting: December 12, 2013

Proposal Date: September 13, 2013

**College of Health and Human Services  
Family and Consumer Sciences Department  
Proposal to Revise Course Title  
(Consent Item)**

Contact Person: Jonghee Shim, [jonghee.shim@wku.edu](mailto:jonghee.shim@wku.edu), 745-4613

- 1. Identification of proposed course:**
  - 1.1 Course prefix and number: FACS 575
  - 1.2 Course title: Individual Study in Consumer and Family Sciences
  - 1.3 Credit Hours: 3
- 2. Proposed course title:** Independent Study in Family and Consumer Sciences
- 3. Proposed abbreviated course title:** INDEPENDENT STUDY IN FACS
- 4. Rationale for the revision of course title:** To reflect the new department name in the course title.
- 5. Proposed term for implementation:** Fall 2014
- 6. Dates of prior committee approvals:**

Family and Consumer Sciences Department

CHHS Graduate Curriculum Committee

Graduate Council

University Senate

9/13/2013

Proposal Date: September 13, 2013

**College of Health and Human Services  
Family and Consumer Sciences Department  
Proposal to Revise Course Title  
(Consent Item)**

Contact Person: Jonghee Shim, [jonghee.shim@wku.edu](mailto:jonghee.shim@wku.edu), 745-4613

**2. Identification of proposed course:**

- 1.1 Course prefix and number: FACS 598
- 1.2 Course title: Special Topics in Consumer and Family Sciences
- 1.3 Credit Hours: 3

**2. Proposed course title:** Special Topics in Family and Consumer Sciences

**3. Proposed abbreviated course title:** SPECIAL TOPICS IN FACS

**4. Rationale for the revision of course title:** To reflect the new department name in the course title.

**5. Proposed term for implementation:** Fall 2014

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

Family and Consumer Sciences Department

9/13/2013

CHHS Graduate Curriculum Committee

Graduate Council

University Senate

Proposal Date: 09/13/2013

**College of Health and Human Services  
Family and Consumer Sciences Department  
Proposal to Revise Course Catalog Listing  
(Consent Item)**

Contact Person: Kathy Croxall, [Kathy.croxall@wku.edu](mailto:Kathy.croxall@wku.edu), 745-3997

**3. Identification of course:**

- 1.1 Course prefix and number: FACS 580
- 1.2 Course title: Internship

**4. Current course catalog listing:** Prerequisite: Approval of instructor. A field practicum in foods and nutrition, textiles and clothing, interior design, or home economics education. Assignments are made to approved private and public agencies/facilities.

**5. Proposed course catalog listing:** Field experience in a family and consumer sciences setting appropriate for the program the candidate is completing. Approval of advisor required.

**6. Rationale for revision of the course catalog listing:** this better describes the focus of the internships while allowing for the flexibility required by the diversity of the various programs within the FACS department. It reinforces that the internship must be in an appropriate setting and must meet with the approval of the advisor

**7. Proposed term for implementation:** Fall 2014

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

Department/ Unit Family and Consumer Sciences

CHHS Graduate Curriculum Committee

Graduate Council

University Senate

**9/13/2013**

---

---

---

---

**College of Health and Human Services  
Family and Consumer Sciences Department  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Kathy Croxall, [Kathy.croxall@wku.edu](mailto:Kathy.croxall@wku.edu), 745-3997

**1. Identification of course:**

- 1.1 Current course prefix and number: FACS 520
- 1.2 Course title: Seminar in Consumer and Family Sciences

**2. Revise course title:**

- 2.1 Current course title: Seminar in Consumer and Family Sciences
- 2.2 Proposed course title: Professional Development Seminar in Family and Consumer Sciences
- 2.3 Proposed abbreviated title: Professional Develop in FACS
- 2.4 Rationale for revision of course title: This title is more descriptive of the content and professional focus of the course. It also reflects the new department name in the course title.

**3. Revise course number:**

- 3.1 Current course number: 520
- 3.2 Proposed course number: 510
- 3.3 Rationale for revision of course number: This will better align the course number to indicate a common course across FCS content and programs

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

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which) N/A
- 4.2 Proposed prerequisites/corequisites/special requirements: N/A
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: N/A
- 4.4 Effect on completion of major/minor sequence: N/A

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: Survey of recent developments and present trends conducted in a particular area of the Department of FACS or deemed appropriate by faculty and student demand.
- 5.2 Proposed course catalog listing: Examines recent developments and trends to enable students to consult and collaborate with other professionals. Provides the foundation for life-long learning and the development of depth and breadth in FACS professions.
- 5.3 Rationale for revision of course catalog listing: This better describes the professional focus of the course while allowing for the flexibility required by the diversity of the various FACS programs.

**6. Revise course credit hours:**

- 6.1 Current course credit hours: 1-3
- 6.2 Proposed course credit hours: 3
- 6.3 Rationale for revision of course credit hours: The current format of the course is that it should only be offered for three credits.

**7. Revise grade type:**

- 7.1 Current grade type: N/A
- 7.2 Proposed grade type: N/A
- 7.3 Rationale for revision of grade type: N/A

**8. Proposed term for implementation:** Fall 2014

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

Department/ Unit Family and Consumer Sciences  
CHHS Graduate Curriculum Committee  
Graduate Council  
University Senate

**9/13/2013**

---

---

---

---

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

Contact Person: Doris Sikora, [doris.sikora@wku.edu](mailto:doris.sikora@wku.edu) , 745-3993

**1. Identification of proposed course:**

- 1.1 Course prefix and number: FACS 511
- 1.2 Course title: Grant Writing for Child and Family Programs
- 1.3 Abbreviated course title: Grant Writing for Child/Family
- 1.4 Credit hours: 3 Variable credit (no)
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: Introduce and provide students with the background necessary to develop a funding proposal. The grant writing process and how to manage the award will be explored.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: As funding and budgets are tight in many community child and family programs, students need to know how to get additional funds for programs and specific projects in the field of child and family studies.
- 2.2 Projected enrollment in the proposed course: 15- 20
- 2.3 Relationship of the proposed course to courses now offered by the department: no relationship, there are no other grant writing courses in the department.
- 2.4 Relationship of the proposed course to courses offered in other departments:
  - PSY 475 Grant Writing was created and has only been taught one time.
  - REC 460 Grant Writing for Non-Profit Organizations is at the undergraduate level
  - RSA 565 Non-Profit Grant Writing and Fundraising based on the objectives of the course has a focus on fundraising.
- 2.5 Relationship of the proposed course to courses offered in other institutions: No benchmark schools with a graduate program in the child and family area offers a grant writing course. There are numerous universities with grant writing courses, but they are mostly in the English department.

**3. Discussion of proposed course:**

- 3.1 Schedule type: Online
- 3.2 Learning Outcomes: As a result of the course, students will demonstrate their ability to:
  - Create a grant application
  - Conduct a search for funding sources
  - Recognize the general characteristics of a winning grant proposal
  - Write for a competitive grant proposal
  - Prepare a budget appropriate for supporting a project



- Demonstrate an understanding of how to successfully manage a grant award

### 3.3 Content outline:

- Components of an application
- Helpful tools and resources
- Strategies for developing a proposal
- Identifying funding sources
- Matching Project with Funding Sources
- How to read and comprehend proposal guidelines and requests for proposals (RFP)
- General Characteristics of Funded Proposals
- Writing objectives
- Preparation and justification of a budget
- The grant review process
- Managing a Successful Grant

### 3.4 Student expectations and requirements:

- Students will demonstrate the ability to read RFP's
- Find appropriate grant funding
- Students will demonstrate the ability to write each of the following:
  - a. A grant introduction
  - b. A needs statement
  - c. A project design
  - d. An evaluation plan
  - f. A budget
  - g. An appendix
- Effectively evaluate a grant for funding
- Complete daily readings and assignments

### 3.5 Tentative texts and course materials:

- Ellen Karsh and Arlen Sue Fox. *The Only Grant-Writing Book You'll Ever Need*. Basic Books, Perseus Books Group. 3rd edition.
- Beverly A. Browning. *Grant Writing for Dummies*. Wiley Publishing. 3rd edition.
- Carlson, M. & O'Neal-McElrath, T. (2008). *Grants Step by Step*. 3rd Ed. Jossey-Bass, San Francisco. CA

## 4. Resources:

- 4.1 Library resources: adequate
- 4.2 Computer resources: adequate

## 5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty members have the qualifications and expertise to implement the program. All have doctorate degrees in the areas of child studies, family studies, or related fields. Teaching loads of current faculty will be

adjusted to allow them the flexibility to add 1-2 graduate courses per year. Initially this will be through offering fewer sections of some undergraduate courses each year/semester. It is anticipated that within the next year, a new pedagogical track faculty member will be hired to assist with the undergraduate course loads, thus freeing current faculty to teach the graduate courses.

- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

**6. Proposed term for implementation:** Fall 2014

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

Family and Consumer Sciences Department

9/13/2013

CHHS College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

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

Contact Person: Dr. D'Lee Babb, [dlee.babb@wku.edu](mailto:dlee.babb@wku.edu), 745-6942

**1. Identification of proposed course:**

- 1.1 Course prefix and number: FACS 540
- 1.2 Course title: Infant and Toddler Development and Research
- 1.3 Abbreviated course title: Infant & Toddler Dev & Res
- 1.4 Credit hours: 3 Variable credit No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites: Evidence of Child Development at the undergraduate level or permission of the instructor.
- 1.7 Course description: In-depth study of infant and toddler theories and development, integrating and applying current research in relevant areas.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Professionals working with young children need an in-depth knowledge of the development of infant and toddlers in order to teach and assess them as well as advocate on their behalf. This course will include a survey of perception, genetics, cognition, social and emotional development.
- 2.2 Projected enrollment in the proposed course: It is anticipated that the program will have an initial pool of 8-10 students, with a possibility of 20 students annually.
- 2.3 Relationship of the proposed course to courses now offered by the department: The undergraduate course Infant and Toddler Curriculum and Development (FACS 295) is offered for the AA Early Childhood Education degree and the BA Child Studies degree. The purpose of the undergraduate course is to apply development of infants and toddlers to curriculum development in the early childhood classroom. The proposed graduate course will be an advanced course and will be applicable to diverse settings.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no other courses of this type.
- 2.5 Relationship of the proposed course to courses offered in other institutions: In researching Western Kentucky University's benchmark schools, courses at these universities were discovered:
  - **Northern Illinois University:** FCNS 539 Infant Development in the Family: Typical and AtypicalOther universities throughout the country were also reviewed:
  - **Oklahoma State University:** HDFS 5243 Infant Behavior and Development

**3. Discussion of proposed course:**

- 3.1 Schedule type: L-Lecture
- 3.2 Learning Outcomes:
- Upon successful completion of this course, students will be able to:
- Compare and evaluate human development theories as they apply to infants and toddlers.
  - Analyze current research relating to infants and toddlers.
  - Apply developmental theories and empirical materials to current issues and work situations involving infants and toddlers.
  - Develop an age-appropriate program or intervention or a research study focusing on infants and toddlers.
- 3.3 Content outline:
- Classic developmental theories including:
    - Piaget
    - Information Processing
    - Vygotsky
    - Magda Gerber
    - Bronfenbrenner
  - Review of current research
  - Develop a research or outreach program
- 3.4 Student expectations and requirements: Students will be expected to complete exams, reflections, and a final project to include outreach program or research project development.
- 3.5 Tentative texts and course materials:
- Damon, W & Lerner, R.M. (2006). *Handbook of child psychology, Vol. 1: Theoretical models of human development. 6<sup>th</sup> Ed.* Wiley.
  - Peer-reviewed journal articles from journals including:
    - *Child Development*
    - *Young Children*
    - *Early Childhood Research Quarterly*
    - *Journal of Child and Family Studies*
    - *Family Relations*

#### 4. Resources:

- 4.1 Library resources: The resources available at WKU library are adequate for the proposed course.
- 4.2 Computer resources: The Department of Family and Consumer Sciences has adequate resources to support students and faculty

#### 5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty members have the qualifications and expertise to implement the program. All have doctorate degrees in the areas of child studies, family studies, or related fields. Teaching loads of current faculty will be adjusted to allow them the flexibility to add 1-2 graduate courses per year. Initially this may be through offering fewer sections of some undergraduate courses each year/semester. It is anticipated that within the next year, a new tenured faculty

member will be requested to assist with course loads, thus enabling current faculty to teach both undergraduate and graduate courses.

- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation:** Fall, 2014

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

Department/ Unit Family and Consumer Sciences

9/13/2013

CHHS Graduate Curriculum Committee

Graduate Council

University Senate

**College Name**  
**Department Name**  
**Proposal to Create a New Course**  
**(Action Item)**

Contact Person: Darbi Haynes-Lawrence, [Darbi.Haynes-Lawrence@wku.edu](mailto:Darbi.Haynes-Lawrence@wku.edu), 745-2525

**1. Identification of proposed course:**

- 1.1 Course prefix and number: FACS 541
- 1.2 Course title: Home Based Positive Behavioral Supports
- 1.3 Abbreviated course title: Home Based Pos Behav Sups
- 1.4 Credit hours: 3 Variable credit No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: Acquaints students with positive behavioral assessment and supports working with parents as professionals in home settings. Observation hours required.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Professionals working with parents and young children in home based settings often experience concerns from parents regarding the behavior of their typically developing young children. This course is designed to educate students who will work with parents as professionals in the home setting versus formal school setting, regarding positive behavior development of young children.
- 2.2 Projected enrollment in the proposed course: It is anticipated that the program will have an initial pool of 8-10 students, with a possibility of 20 students annually.
- 2.3 Relationship of the proposed course to courses now offered by the department: The undergraduate Child Studies program offers a course on 'Challenging Behaviors' (FACS 496). This proposed course will build on and expand content learned in the undergraduate course.
- 2.4 Relationship of the proposed course to courses offered in other departments: The Special Education Department offers SPED 432G "Applied Behavior Analysis" which has a pre-requisite of two special education courses (SPED 331 and 333) and focuses on setting 'realistic classroom specific performance objectives for individuals with disabilities.' This class also requires field experiences in public schools. The proposed course is designed to educate students who will work with parents as professionals in the home setting regarding positive behavior development of young, typically developing children.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
  - **Middle Tennessee State:** SPED 5240 Methods and Techniques of Behavior Management
  - **Ohio University:** EDSP 5740 Behavioral Management for Learners

with Special Needs

- **New Mexico State University:** SPED 567 Behavior Disorders in a Diverse Society

Classes were found at the institutions below that are in-line with this course proposal. The children in these settings may or may not have disabilities.

- **Northern Illinois University:** FCNS 635 Behavior Assessment of the Infant and Young Child.

### 3. Discussion of proposed course:

3.1 Schedule type: L-Lecture

3.2 Learning Outcomes: By the end of this course, students should be able to:

- Analyze and debate theory and practice surrounding challenging behaviors
- Demonstrate knowledge of functional behavioral assessment and analysis
- Appraise challenging behaviors
- Propose, implement and conclude behavioral project designed to modify a behavior of a young child.

3.3 Content outline:

- Review of the study of challenging behavior
- Risk and protective factors
- Behaviors: Preventing, replacing, encouraging
- Guidance of appropriate behaviors
- Functional assessment and positive behavior support
- Working with families

3.4 Student expectations and requirements: Student expectations include reading assigned books, chapters and articles; actively participating in discussions of readings, completing written assignments such as reviews of literature, exams, quizzes, completing a functional behavior assessment and analysis, develop a behavior management plan and any other assigned projects. Students will be expected to complete observation hours.

3.5 Tentative texts and course materials:

- Bell, S.H., et al. (2004). *Challenging behaviors in early childhood settings: Creating a place for all children*. Brookes Publishing.
- Hieneman, M., Childs, K., and Sergay, J. (2006). *Parenting with positive behavior support: A practical guide to resolving your child's difficult behavior*. Brookes Publishing.
- Kaiser, B. & Rasminsky, J.S., (2012). *Challenging behavior in young children: Understanding, preventing and responding effectively*. 3<sup>rd</sup> edition. Pearson Publishing.

- Koegel, L.K., Koegel, R.L., & Dunlap, G. (1996). *Positive behavioral support: Including people with difficult behavior in the community*. Brookes Publishing.
- Lucyshyn, J.M., Dunlap, G., & Albin, R.W. (2002). *Families & positive behavior support: Addressing problem behavior in family contexts*. Brookes Publishing.
- Porter, L. (2008). *Young Children's Behavior*. Brookes Publishing.
- Reynolds, E. (2008). *Guiding young children: A problem solving approach*. McGraw Hill.

**4. Resources:**

- 4.1 Library resources: Current resources are adequate
- 4.2 Computer resources: The Department of Family and Consumer Sciences has adequate resources to support students and faculty.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Current faculty members have the qualifications and expertise to implement the program. All have doctorate degrees in the areas of child studies, family studies, or related fields. Teaching loads of current faculty will be adjusted to allow them the flexibility to add 1-2 graduate courses per year. Initially this may be through offering fewer sections of some undergraduate courses each year/semester. It is anticipated that within the next year, a new tenured faculty member will be requested to assist with course loads, thus enabling current faculty to teach both undergraduate and graduate courses.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation:** Fall, 2014

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

Department/ Unit	Family and Consumer Sciences	<u>9/13/2013</u>
CHHS Graduate Curriculum Committee		_____
Graduate Council		_____
University Senate		_____



**College Name**  
**Department Name**  
**Proposal to Create a New Course**  
**(Action Item)**

Contact Person: Darbi Haynes-Lawrence, [Darbi.Haynes-Lawrence@wku.edu](mailto:Darbi.Haynes-Lawrence@wku.edu), 745-2525

**1. Identification of proposed course:**

- 1.1 Course prefix and number: FACS 542
- 1.2 Course title: Stress and Coping in Children
- 1.3 Abbreviated course title: Stress and Coping in Children
- 1.4 Credit hours: 3 Variable credit No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: Prepares students to work with children who are facing extreme stress; factors influencing children's coping are emphasized. Observation hours required.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Professionals working with children and families need an understanding of the role stress plays in a child's life. This course will prepare students to work with children who are facing extreme stress. Factors that influence children's coping with stress are emphasized.
- 2.2 Projected enrollment in the proposed course: It is anticipated that the program will have an initial pool of 8-10 students, with a possibility of 20 students annually.
- 2.3 Relationship of the proposed course to courses now offered by the department: A Child and Family Stress course (FACS 395) is offered at the undergraduate level. The undergraduate course takes a broad look at child and family stress. The proposed graduate course emphasizes the stress and coping of children.
- 2.4 Relationship of the proposed course to courses offered in other departments: Currently there are no courses offered in other departments at WKU.
- 2.5 Relationship of the proposed course to courses offered in other institutions: In researching Western Kentucky University's benchmark schools, courses at these universities were discovered:
  - **East Carolina University:** CDFR 5412 Family Crisis and Resources, CDFR 5420 Family Intervention models, CDFR 6022 Perspectives on Death and Dying
  - **Illinois State University:** FCS 310 Family Crises (Illinois State University uses course numbers from 300 up for graduate programs.)
  - **Northern Illinois University:** FCNS 685 Family Stress and Structural Diversity
  - **Ohio University:** CFS 5670 Children, Families, Stress and Trauma

Other universities throughout the country were also reviewed and many courses on stress were found:

- **Indiana University:** HPER-F557 Stress and Resilience in the Family and Community
- **New Mexico State University:** FCS 589 Family Crises

### 3. Discussion of proposed course:

3.1 Schedule type: L-Lecture

3.2 Learning Outcomes:

Upon completion of this course, students will be able to:

- Compare theories and models of stress as they apply to families and children
- Appraise the secondary effects of exposure to stress
- Analyze social support systems
- Critique how family systems impact resilience
- Analyze coping strategies as related to children in stress

3.3 Content outline:

- Stress theories
- Stress models
  - Family model of stress
  - ABCX formula and Double ABCX model
  - Family Adjustment Adaptation Response (FAAR) model
  - Typology model of family adjustment and adaptation
  - Resilience model of family stress, adjustment and adaptation
  - Family distress model
- Stress and coping in children
  - The coping process
  - Adaptive functioning in young children

3.4 Student expectations and requirements: Students will be expected to complete examinations, observations, reflections, critiques and a family assessment and interview project.

3.5 Tentative texts and course materials:

- Balk, D. (2010). *Children's encounters with death, bereavement, and coping*.
- Brenner, A. (1984). *Helping children cope with stress*. Jossey-Bass Publications.
- Boss, P.G. (2001). *Family stress management*. 2<sup>nd</sup> Ed. Sage Publications
- Boss, P.G. (2002). *Family stress: Classic and contemporary readings*. Sage Publications
- McKenry, P.C. & Price, S.J. (2005). *Families and change: Coping with stressful events and transitions*. 3<sup>rd</sup> Ed. Sage Publications
- Weber, J.G. (2011). *Individual and family stress and crisis*. Sage Publications.

- Zeitlin, S., and Williamson, G.G. (1994). *Coping in young children: Early intervention practices to enhance adaptive behavior and resilience*. Brookes Publishing.
- Course packet of journal articles highlighting how children cope with stress

**4. Resources:**

- 4.1 Library resources: The resources available at WKU library are adequate for the proposed course.
- 4.2 Computer resources: The Department of Family and Consumer Sciences has adequate resources to support students and faculty

**5. Budget implications:**

- 5.1 Proposed method of staffing: Current faculty members have the qualifications and expertise to implement the program. All have doctorate degrees in the areas of child studies, family studies, or related fields. Teaching loads of current faculty will be adjusted to allow them the flexibility to add 1-2 graduate courses per year. Initially this may be through offering fewer sections of some undergraduate courses each year/semester. It is anticipated that within the next year, a new tenured faculty member will be requested to assist with course loads, thus enabling current faculty to teach both undergraduate and graduate courses.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation:** Fall, 2014

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

Department/ Unit	Family and Consumer Sciences	<u>9/13/2013</u>
CHHS Graduate Curriculum Committee		_____
Graduate Council		_____
University Senate		_____

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

Contact Person: Dr. D'Lee Babb, [dlee.babb@wku.edu](mailto:dlee.babb@wku.edu), 745-6942

**1. Identification of proposed course:**

- 1.1 Course prefix and number: FACS 543
- 1.2 Course title: Global Perspectives of Child and Family
- 1.3 Abbreviated course title: Global Child & Family
- 1.4 Credit hours: 3 Variable credit No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites: Evidence of Child Development at the undergraduate level or permission of the instructor.
- 1.7 Course description: Study of similarities and variances between child development, family relations, and parenting of cultures from different regions around the world and in the United States.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: While working with children and parents, professionals come into contact and interact with persons of various backgrounds and cultures. A proper understanding of these cultures assists professionals as child and family services to better understand their students and clients. This course will expose students to multiple cultures as well as similarities and differences between these cultures. The combination of cultural studies within the child and family will make this a course that is unique to our program and assists to fulfill the university vision to be "A Leading American University with International Reach."
- 2.2 Projected enrollment in the proposed course: It is anticipated that the program will have an initial pool of 8-10 students, with a possibility of 20 students annually.
- 2.3 Relationship of the proposed course to courses now offered by the department: No other courses are offered.
- 2.4 Relationship of the proposed course to courses offered in other departments: No other courses are offered.
- 2.5 Relationship of the proposed course to courses offered in other institutions:

In researching Western Kentucky University's benchmark schools, no courses at these universities were discovered: No other courses are offered.

Although many other universities do not have a course of this type listed in their course catalogu, similar courses may be taught as special topics courses. Cutting edge courses emphasizing families and children of various backgrounds and cultures are becoming more relevant in the current increasing global society. With the substantial regional

refugee and immigrant population, it is important that Western Kentucky University educate their students in a way that will take them in a new direction and enable them to best serve the people which whom they will be working.

**3. Discussion of proposed course:**

3.1 Schedule type: L-Lecture

3.2 Learning Outcomes:

Upon completion of this course, students will be able to:

- Distinguish between the three primary parenting perspectives.
- Explain parenting practices from various cultures.
- Analyze similarities and differences in perceptions of child development in various cultures.
- Adapt common research methods and questions to be culturally sensitive.
- Design and conduct a research project that will utilize either quantitative or qualitative methods to collect and analyze data.

3.3 Content outline:

- Child development and parenting in Western cultures.
- Survey research articles about child development, parenting and family relations from various cultures to include Asia, South America, Europe, North Africa and the Middle East, and Sub-Saharan Africa.
- Research project

3.4 Student expectations and requirements: Students will be expected to complete exams, reflections, and a research project.

3.5 Tentative texts and course materials:

- Peer-reviewed journal articles from journals such as *Child Development*, *Young Children*, *Early Childhood Research Quarterly*, *Journal of Child and Family Studies*, and *Family Relations*.

**4. Resources:**

4.1 Library resources: The resources available at WKU library are adequate for the proposed course.

4.2 Computer resources: The Department of Family and Consumer Sciences has adequate resources to support students and faculty

**5. Budget implications:**

5.1 Proposed method of staffing: Current faculty members have the qualifications and expertise to implement the program. All have doctorate degrees in the areas of child studies, family studies, or related fields. Teaching loads of current faculty will be adjusted to allow them the flexibility to add 1-2 graduate courses per year. Initially this may be through offering fewer sections of some undergraduate courses each year/semester. It is anticipated that within the next year, a new tenured faculty member will be requested to assist with course loads, thus enabling current faculty to teach both undergraduate and graduate courses.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

**6. Proposed term for implementation:** Fall, 2014

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

Department/ Unit    Family and Consumer Sciences

9/13/2013

CHHS Graduate Curriculum Committee

Graduate Council

University Senate

**College Name**  
**Department Name**  
**Proposal to Create a New Course**  
**(Action Item)**

Contact Person: Jonghee Shim, [jonghee.shim@wku.edu](mailto:jonghee.shim@wku.edu), 745-4613

**1. Identification of proposed course:**

- 1.1 Course prefix and number: FACS 544
- 1.2 Course title: Issues in Child Care and Early Education
- 1.3 Abbreviated course title: Issues in Child Care & Early Ed
- 1.4 Credit hours: 3 credit hours                      Variable credit: No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: Comprehensive review and discussion of theory, research, practice, and public policy aspects of child care and early education within their cultural and historic contexts. Observation hours required.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: The proposed course will provide students and professionals working in their Master's degree in Child and Family Studies or related fields an overview of past societal responses to the need for child care and early education and prepare them to keep abreast of the current issues in child care and early education.
- 2.2 Projected enrollment in the proposed course: It is anticipated that the program will have an initial pool of 8-10 students, with a possibility of 20 students annually.
- 2.3 Relationship of the proposed course to courses now offered by the department: Currently, no similar courses that address this topic are being offered by the department.
- 2.4 Relationship of the proposed course to courses offered in other departments: Currently, no similar courses that address this topic are being offered in other departments at WKU.
- 2.5 Relationship of the proposed course to courses offered in other institutions: The benchmark university that offers a similar course includes:
  - Middle Tennessee State University (CDFS 5360: Day Care Perspectives)

Other universities that offer a similar course include:

- Purdue University (CDFS 62100: Children's Development in Child Care & School Settings).
- Florida State University (CHD5619: Child Care Issues and Advocacy)

**3. Discussion of proposed course:**

- 3.1 Schedule type: L (Lecture)

### 3.2 Learning Outcomes:

Upon successful completion of the proposed course, the students will be able to:

- Analyze how certain historic events, societal, demographic, and economic changes have influenced the shape and development of the field of child care and early education.
- Differentiate types of child care and early education programs and debate the distinctive issues arising in each setting.
- Analyze the state of child care and early education programs today by evaluating to what degree society is meeting the child care needs of children and their families.
- Decide the issue of what constitutes quality in child care and early education programs and bolstering the discussion with reference to relevant studies and reports.
- Evaluate developmental outcomes for children who have attended child care and early education programs.
- Appraise how educators, government, health/mental health professionals, business, the media, and child advocates have responded to child care and early education issues and decide future trends based on past and present conditions.
- Determine alternative child care and early education programs and policies, comparing the situation in the United States with programs and policies in other industrialized centuries in Europe and Asia.

### 3.3 Content outline:

- Historical perspective in child care issues
- State of child care today: Types of care
- State of child care today: How the system is working
- Child care quality: What constitutes quality and how to deliver it
- Issues arising from the impact of nonparental care on child outcomes, the parent, and caregiver
- Issues arising from the impact of nonparental care on public policy and financing child care
- Child care and early education alternatives in other industrialized countries
- Issues in child care and early education: A look to the future

### 3.4 Student expectations and requirements:

- Discussion
- Observation report based on the field experience
- Research Paper
- Presentation of the research paper

### 3.5 Tentative texts and course materials:

- Gormley, W. (1995). *Everybody's children: Child care as a public problem*. Washington, D.C.: The Brookings Institute.
- Helburn, S. W., & Bergmann, B. R. (2005). *America's child care problem: The way out*. New York: Palgrave Macmillan.
- Spodek, B., & Saracho, O. (1992). *Issues in child care*. New York: Teachers College Press.
- Zigler, E., Marsland, K., & Lord, H. (2010). *The tragedy of child care*



*in America*. New Haven, CT: Yale University Press.

- Course packet of relevant journal articles

**4. Resources:**

- 4.1 Library resources: Adequate
- 4.2 Computer resources: Adequate

**5. Budget implications:**

- 5.1 Proposed method of staffing: Current faculty members have the qualifications and expertise to implement the program. All have doctorate degrees in the areas of child studies, family studies, or related fields. Teaching loads of current faculty will be adjusted to allow them the flexibility to add 1-2 graduate courses per year. Initially this may be through offering fewer sections of some undergraduate courses each year/semester. It is anticipated that within the next year, a new tenured faculty member will be requested to assist with course loads, thus enabling current faculty to teach both undergraduate and graduate courses.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation: Fall 2014**

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

Family and Consumer Sciences Dept./Unit

CHHS Graduate Curriculum Committee

Graduate Council

University Senate

9/13/2013

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

Contact Person: Kathy Croxall, [Kathy.croxall@wku.edu](mailto:Kathy.croxall@wku.edu), 745-3997

**1. Identification of proposed course:**

- 1.1 Course prefix and number: FACS 550
- 1.2 Course title: Youth and Family Theory and Research
- 1.3 Abbreviated course title: Youth & Fam Theory & Research
- 1.4 Credit hours: 3 Variable credit No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: Analysis of theories and research relevant to the development of adolescents and family life. Prepare professionals to work with youth and families in various settings. Field work required.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Professionals working with families need background in developmental theories as they relate to youth populations and families. This course will prepare professionals to utilize research and theory as they work with youth and families.
- 2.2 Projected enrollment in the proposed course: It is anticipated that the course will have an initial pool of 8-10 students, with a possibility of 20 students annually.
- 2.3 Relationship of the proposed course to courses now offered by the department: The department offers a course in family relationships (FACS 311) but nothing dealing specifically with youth.
- 2.4 Relationship of the proposed course to courses offered in other departments:
  - PSY 421 G Psychology of Early Adolescence, PSY 422G Adolescent Psychology both discuss adolescence, but focus on the clinical psychology of this age group.
  - PSY 423G Psychology of Adult Life and Aging discusses adulthood but focuses on the clinical psychological processes.
  - SOCL 551 Sociology of the Family discusses the impact of culture on families.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
  - University of Kentucky: FAM 601, Family Processes, FAM 652, Readings in Family Theory and Research
  - The University of Southern Mississippi: CD 650, Theories in Child and Family Studies; FAM 650, Individual and Life Cycle Development; FAM 651, Adolescence and the Family System
  - University of North Carolina- Greensboro: HDF 653 Contemporary Research in Family Studies; HDF 655 Family Theory; HDF 651, Contemporary Research in Human Development; HDF 652, Theories of Human Development
  - University of North Carolina- Charlotte: CHFD 6220, Family Theory and Research
  - Ohio University: FCS 674, Advanced Family Development

- Northern Illinois University: FCNS 584, Family Theories; FCNS 684, The Family with Adolescents
- East Carolina University: CDFR 6401, Family Theories and Issues; CDFR 6404/6406, Human Development within the Family, Part I & II; CDFR 6407, Family Systems Theories
- Central Michigan University: HDF 609, Applications of Theory and Research in Human Development; HDF 615, Applications of Theory and Research in Family Development

### 3. Discussion of proposed course:

#### 3.1 Schedule type: Lecture

Learning Outcomes: Students will be able to:

- Identify, compare, and contrast family and youth theories
- Differentiate theoretical perspectives to explain observed behavior
- Apply theoretical models to a variety of settings involving adolescents and adults
- Evaluate adolescent and adult experiences
- Explore intervention models used when working with youth and families

#### 3.2 Content outline:

- Family theories
  - Conflict theory
  - Family development theory
  - Family ecology theory
  - Family systems theory
  - Feminist perspective/ theory
  - Resource theory
  - Social exchange theory
  - Structural Functionalism theory
  - Symbolic interaction theory
- Family variations and transitions
- Adolescent/youth development
- Working with adolescents/youth
- Models available to assist youth and families

#### 3.3 Student expectations and requirements:

- Youth and family interviews
- Youth and family observation
- Application of theories and research to model, in context
- Case study analysis
- Research project
- Research/reflection paper
- Exams

#### 3.4 Tentative texts and materials:

- Fine, M. A. & Fincham, F. D. (Ed.). (2013). *Handbook of family theories: A content-based approach*. New York: Routledge.
- Bengtson, V. L., Acock, A. C., Allen, K. R., Dilworth-Anderson, P. & Klein, D. M. (2005). *Sourcebook of family theory & research*. Sage.
- White, J. M. & Klein, D. M. (2008). *Family theories*. Sage.

- Buchroth, I. & Parkin, C. (2010). *Using theory in youth and community work practice*. Sage.
- Hamilton, S. F. & Hamilton, M. A. (2004). *The youth development handbook*. Sage.

**4. Resources:**

- 4.1 Library resources: adequate
- 4.2 Computer resources: adequate

**5. Budget implications:**

- 5.1 Proposed method of staffing:  
Current faculty members have the qualifications and expertise to implement the program. All have doctorate degrees in the areas of child studies, family studies, or related fields. Teaching loads of current faculty will be adjusted to allow them the flexibility to add 1-2 graduate courses per year. Initially this may be through offering fewer sections of some undergraduate courses each year/semester. It is anticipated that within the next year, a new tenured faculty member will be requested to assist with course loads, thus enabling current faculty to teach both undergraduate and graduate courses.
- 5.5 Special equipment needed: none needed
- 5.6 Expendable materials needed: none needed
- 5.7 Laboratory materials needed: none needed

**6. Proposed term for implementation:** Fall 2014

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

Department/ Unit Family and Consumer Sciences	<u>9/13/2013</u>
CHHS Graduate Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

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

Contact Person: Kathy Croxall, [Kathy.croxall@wku.edu](mailto:Kathy.croxall@wku.edu), 745-3997

**1. Identification of proposed course:**

- 1.1 Course prefix and number: FACS 551
- 1.2 Course title: Community, Child, & Youth Program Development
- 1.3 Abbreviated course title: Child & Youth Program Develop
- 1.4 Credit hours: 3 Variable credit No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: Basic concepts in planning, conducting, administering, and evaluating community child and youth programs.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Professionals working with children, youth, and families need training and experience in developing, conducting, managing, and evaluating programs. This course will prepare professionals through participation in a community-based project involving the practical application of program design, implementation, and evaluation.
- 2.2 Projected enrollment in the proposed course: It is anticipated that the course will have an initial pool of 8-10 students, with a possibility of 20 students annually.
- 2.3 Relationship of the proposed course to courses now offered by the department: The department offers a course in family life education (FACS 493) that introduces program development but does not provide the depth needed for those in charge of running such programs on a continual basis.
- 2.4 Relationship of the proposed course to courses offered in other departments:
  - REC 424G Camp and Conference Center Administration—this course focuses on the facilities manager role.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
  - Illinois State University: FCS 380, organization and Administration of Vocational Cooperative Education Programs; FCS 382, Coordination Techniques of Cooperative Vocational Education Programs (Illinois State University uses course numbers from 300 up for graduate programs.)
  - Middle Tennessee State University: HSC 6530, Effective Program Management
  - Ball State University: EDAC 632, Organizing Adult and Community Education Program; EDAC 638, Program planning in Community and Adult Education
  - University of Kentucky: CLD 665, Program Development and Evaluation
  - New Mexico State University: AXED 515, Youth Program Development and Management; AXED 530, Teaching Adults in Nonformal Settings

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

#### **3.1 Schedule type: Lecture**

Learning Outcomes: Students will be able to:

- Apply underlying theory and methods in program design and evaluation
- Develop skills necessary for program development and implementation
- Evaluate community-based programs
- Select and apply appropriate methods of data analysis (qualitative and quantitative) for program reporting
- Interpret evaluation findings to inform program design, practice, and overall worth of a program
- Identify critical issues when working with volunteers
- Identify relevant issues in program design, implementation, and evaluation, including cultural awareness

#### **3.2 Content outline:**

- Theory and foundations of community-based child and youth programs
- Needs assessment creation and implementation
- Program development
- Program implementation
- Volunteer recruitment, training, and supervision
- Program evaluation, including data analysis
- Impact of community cultural issues

#### **3.3 Student expectations and requirements:**

- Creation, implementation, and evaluation of community-based child and youth program
- Development of needs assessment for community-based child and youth program
- Development of volunteer plan for community-based child and youth program
- Observations, interviews, and reflections of current community-based child and youth programs

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

- Weiss, C. A (1998). *Evaluation: Methods for Studying Programs and Policies* (2<sup>nd</sup> edition). Prentice-Hall: NJ (ISBN 0-13-309725-0)
- Chen, H. T. (2004). *Practical Program Evaluation*. Sage Publications
- Calley, N. G. (2010). *Program Development in the 21<sup>st</sup> Century: An evidence-Based Approach to Design, Implementation, and Evaluation*. Sage Publications
- Robinson, J. W. & Green, G. P. (2010). *Introduction to Community Development: Theory, Practice, and Service-Learning*. Sage Publications

### **4. Resources:**

#### **4.1 Library resources: adequate**

#### **4.2 Computer resources: adequate**

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

#### **5.1 Proposed method of staffing:**

Current faculty members have the qualifications and expertise to implement the program. All have doctorate degrees in the areas of child studies, family studies, or related fields. Teaching loads of current faculty will be adjusted to allow them the

flexibility to add 1-2 graduate courses per year. Initially this may be through offering fewer sections of some undergraduate courses each year/semester. It is anticipated that within the next year, a new tenured faculty member will be requested to assist with course loads, thus enabling current faculty to teach both undergraduate and graduate courses.

- 5.8 Special equipment needed: none needed
- 5.9 Expendable materials needed: none needed
- 5.10 Laboratory materials needed: none needed

**6. Proposed term for implementation:** Fall 2014

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

Department/ Unit Family and Consumer Sciences  
CHHS Graduate Curriculum Committee  
Graduate Council  
University Senate

9/13/2013

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Contact Person: Adam R. West, [adam.west@wku.edu](mailto:adam.west@wku.edu), 270-745-5138

**1. Identification of proposed course:**

- 1.8 Course prefix and number: FACS 560
- 1.1 Course title: Family Diversity
- 1.2 Abbreviated course title: Family Diversity
- Credit hours: 3 Variable credit No
- 1.3 Grade type: Standard letter grade
- 1.4 Prerequisites/corequisites: None.
- 1.5 Course description: Examination of the multiple meanings of family. Particular focus includes the history, demographics, and cultural variations of traditionally marginalized groups and relationships.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Professionals working with individuals and families need a foundation and understanding of the many diverse family forms such as same-sex relationships, mixed-race families, age-different marriages, and stay-at-home-fathers. This understanding can help better meet the social and cultural needs of the families they work with. This course will provide a theoretical foundation and practice of complex nature of the families and prepare students to work directly with individuals and families in a family-centered environment.
- 2.2 Projected enrollment in the proposed course: It is anticipated that the program will have an initial pool of 8-10 students, with a possibility of 20 students annually.
- 2.3 Relationship of the proposed course to courses now offered by the department: The Department of Family and Consumer Sciences does not currently offer a specific course that is focused solely on varied family forms. A number of undergraduate courses discuss family formations, including Family Relations (FACS 311), Adoption Theory and Research (FACS 396), Parenting Strategies (FACS 494), Family and Relationship Violence (FACS 495), Family Policy Analysis (FACS 499).
- 2.4 Relationship of the proposed course to courses offered in other departments:
  - CNS 555, Social and Cultural Diversity, focuses on the education and counseling settings. The proposed graduate course focuses on the varied family forms in a variety of contexts.
  - PSY 520, Individual Differences and Human Diversity, focuses on the psychological and cognitive aspects of individuals. The proposed graduate course focuses on the family unit and the many varied family forms.



- SWRK 510, Human Behavior in the Social Environment, focuses on behaviors in the context of a variety of groups including the family. The proposed graduate course focuses primarily on the family and specifically traditionally understudied and disenfranchised family groups.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
- Appalachian State University: CI/SPE 5045 Advanced Topics in Diversity
  - Middle Tennessee State University: CDFS 5340 The Contemporary Family
  - Ohio University: CFS 5600 Children, Families, and Diversity
- 3. Discussion of proposed course:**
- 3.1 Schedule type: L—Lecture
- 3.2 Learning Outcomes:
- Upon successful completion of the course, students will be able to:
- Demonstrate familiarity with the historical and cultural heritage of families throughout history, with particular attention to the families within the United States.
  - Analyze variations in development and functioning that arise from cultural processes, race and ethnicity, gender, sexual orientation, disability, and socioeconomic status.
  - Synthesize and apply strategies for helping families and discriminated groups in a professional setting.
  - Report on self-awareness and the professional use of self in culturally competent, diverse, and ethical work with families.
- 3.3 Content outline:
- Definitions of family
  - History of family in the United States
  - Discrimination of families from past to present
  - Romantic relationship processes
  - Parenting relationships
  - Women and their place in family and in society
  - Men and their place in family and society
  - Same-sex relationships in society
  - Interracial relationships and families
- 3.4 Student expectations and requirements:
- Case study analyses
  - Individual introspective paper
  - Family interview and immersion paper
  - Weekly questions/query
  - Exams
- 3.5 Tentative texts and course materials:
- Course readings packet of recent peer-reviewed papers and edited book chapters
  - Zinn, M. B., Eitzen, D. S., & Wells, B. (2011). *Diversity in Families* (9<sup>th</sup> Edition), Boston: Pearson.
  - Ferguson, S. J. (2012). *Shifting the Center: Understanding Contemporary Families* (4<sup>th</sup> Edition). New York: McGraw Hill.

**4. Resources:**

- 4.1 Library resources: Current library resources are adequate.
- 4.2 Computer resources: Current departmental and college computer resources are adequate.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Current faculty members have the qualifications and expertise to implement the program. All have doctorate degrees in the areas of child studies, family studies, or related fields. Teaching loads of current faculty will be adjusted to allow them the flexibility to add 1-2 graduate courses per year. Initially this may be through offering fewer sections of some undergraduate courses each year/semester. It is anticipated that within the next year, a new tenured faculty member will be requested to assist with course loads, thus enabling current faculty to teach both undergraduate and graduate courses.
- 5.2 Special equipment needed: None.
- 5.3 Expendable materials needed: None.
- 5.4 Laboratory materials needed: None.

**6. Proposed term for implementation:** Fall 2014

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

Department of Family and Consumer Sciences

CHHS Graduate Curriculum Committee

Graduate Council

University Senate

9/13/2013

---

---

---

---

**1. Identification of proposed course:**

- ## 2. Rationale:

- 35

- GERO 501, Perspectives on Aging, focuses on adults in a sociological and political science context. The proposed course would focus on an interdisciplinary study of adult development by including other fields in addition to sociology and political sciences (e.g., human development and biology).
- 2.5 Relationship of the proposed course to courses offered in other institutions:
- East Carolina University: CDFR 5411 Counseling Elders and Their Families
  - Middle Tennessee State University: CDFS 5390 Families in Later Life
  - Middle Tennessee State University: CDFS 5391 Aging Health and Development
  - Ohio University: CFS 5660 Transitions in Development: Middle and Later Life
  - Ohio University: CFS 6890 Self, Aging, and Society
  - University of Southern Mississippi: FAM 653 Adulthood and Aging in the Family System

### 3. Discussion of proposed course:

- 3.1 Schedule type: L—Lecture
- 3.2 Learning Outcomes:

Upon successful completion of the course, students will be able to:

- Describe the adult developmental processes, life cycle changes, and aging in the context of the family.
- Differentiate the various biological, psychosocial, and cultural theoretical perspectives of adult development from young to late adulthood.
- Analyze multiple perspectives and theories on adult development.
- Reflect on personal development as it applies to theories and perspectives of adult development and lifelong learning.

- 3.3 Content outline:
- Theories of Adult Development
  - Health and Physical changes in adulthood
  - Mental health
  - Death and Bereavement
  - Work and Retirement
  - Memory and Cognition
  - Leisure
  - Marriage and Relationships in Adulthood
  - Parenting throughout the life course
- 3.4 Student expectations and requirements:
- Case study analyses
  - Individual research application paper
  - Weekly questions/query
  - Exams

- 3.5 Tentative texts and course materials:
- Whitbourne, S.K., & Sliwinski, M.J. (2012). *The Wiley-Blackwell Handbook of Adulthood and Aging*. Oxford: Wiley-Blackwell.
  - Erber, J.T. (2013). *Aging and Older Adulthood (3<sup>rd</sup> Edition)*. Oxford: Wiley-Blackwell.

**4. Resources:**

- 4.1 Library resources: Current library resources are adequate.
- 4.2 Computer resources: Current departmental and college computer resources are adequate.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Current faculty members have the qualifications and expertise to implement the program. All have doctorate degrees in the areas of child studies, family studies, or related fields. Teaching loads of current faculty will be adjusted to allow them the flexibility to add 1-2 graduate courses per year. Initially this may be through offering fewer sections of some undergraduate courses each year/semester. It is anticipated that within the next year, a new tenured faculty member will be requested to assist with course loads, thus enabling current faculty to teach both undergraduate and graduate courses.
- 5.2 Special equipment needed: None.
- 5.3 Expendable materials needed: None.
- 5.4 Laboratory materials needed: None.

**6. Proposed term for implementation: Fall 2013**

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

Department of Family and Consumer Sciences

CHHS Graduate Curriculum Committee

Graduate Council

University Senate

9/13/2013

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Contact Person: Kathy Croxall, [Kathy.croxall@wku.edu](mailto:Kathy.croxall@wku.edu), 745-3997

**1. Identification of proposed course:**

- 1.1 Course prefix and number: FACS 562
- 1.2 Course title: Advanced Family Resource Management
- 1.3 Abbreviated course title: Adv Family Resource Management
- 1.4 Credit hours: 3 Variable credit No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: Advanced study and application of consumerism as it relates to families.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Professionals working with families need advanced background in the management of the multiple resources families deal with, including money, time, energy, and work. These resources interconnect and are often exchanged one for another so they should be studied as a group. This course will prepare professionals in the synergistic nature of these resources and how they can guide families in the process of resource management.
- 2.2 Projected enrollment in the proposed course: It is anticipated that the course will have an initial pool of 8-10 students, with a possibility of 20 students annually.
- 2.3 Relationship of the proposed course to courses now offered by the department: The department offers FACS 310, Management of Family Resources, an undergraduate course in resource management. The proposed course will be an advanced course building on and augmenting those concepts.
- 2.4 Relationship of the proposed course to courses offered in other departments:
  - BA 544 (same course) Labor & Human Resource Economics discusses business models of supply and demand relating to personnel
  - BA 560 Contemporary Human Resources Management discusses information critical for human resources personnel
  - PSY 711 Human Resources Management and Personnel Decisions for Organizational Leaders focuses on managing human resources in organizations, not families
- 2.5 Relationship of the proposed course to courses offered in other institutions:
  - University of Kentucky: FAM 668, Allocation of Family Resources
  - Northern Illinois University: FCNS 545, Management of Human and Family Resources
  - Middle Tennessee State University: HSC 5410, Consumer Economics; HSC 5420, Personal and Family Management; HSC 5430, Resource Management

- Illinois State University: FCS 330, Decision-Making for Consumers (Illinois State University uses course numbers from 300 up for graduate programs.)

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

- 3.1 Schedule type: Lecture
- 3.2 Learning Outcomes: Students will be able to:
  - Identify and utilize various resources available to assist in achieving family and personal goals
  - Apply basic principles of time management to organize and schedule personal time
  - Apply basic principles of money management for the individual and family
  - Identify and evaluate sources of information to assist in resource management
  - Implement the decision making process in problem solving
  - Apply basic principles to manage stress, fatigue, and work as individuals and family members
  - Develop skills in the conservation of resources such as time, energy, food, and money
- 3.3 Content outline:
  - Complexity of family resource management
  - Family definition and theory
  - Management processes and decision making
  - Family needs and wants
  - Applying values, attitudes and behaviors to resource management
  - Identifying family resources (time, money, energy, people, etc.)
  - Economic principles and family application
  - Implementing and evaluating decisions in the family
  - Planning for the future
- 3.4 Student expectations and requirements:
  - Time management study
  - Comparison of “scratch” and ready-made items for the home
  - Work simplification activity
  - Journal entries
  - Case study analysis
  - Exams
- 3.5 Tentative texts and course materials:
  - Moore, T. J. & Asay, S. M. (2013). *Family Resource Management*. Thousand Oaks, CA: Sage Publications
  - Goldsmith, E. B. (2012) *Resource Management for Individuals and Families* (5<sup>th</sup> Edition). Upper Saddle River, NJ: Prentice Hall

### **4. Resources:**

- 4.1 Library resources: adequate
- 4.2 Computer resources: adequate

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

- 5.1 Proposed method of staffing:  
Current faculty members have the qualifications and expertise to implement the program. All have doctorate degrees in the areas of child studies, family studies, or

related fields. Teaching loads of current faculty will be adjusted to allow them the flexibility to add 1-2 graduate courses per year. Initially this may be through offering fewer sections of some undergraduate courses each year/semester. It is anticipated that within the next year, a new tenured faculty member will be requested to assist with course loads, thus enabling current faculty to teach both undergraduate and graduate courses.

- 5.5 Special equipment needed: none needed
- 5.6 Expendable materials needed: none needed
- 5.7 Laboratory materials needed: none needed

**6. Proposed term for implementation:** Fall 2014

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

Department/ Unit Family and Consumer Sciences  
CHHS Graduate Curriculum Committee  
Graduate Council  
University Senate

9/13/2013

---

---

---

---



**CHHS**  
**School of Nursing**  
**Proposal to Revise A Program**  
**(Action Item)**

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

**1. Identification of program:**

- 1.1 Current program reference number: 149
- 1.2 Current program title: MSN: Psychiatric NP
- 1.3 Credit hours: 45

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

This concentration is offered in partnership with the University of Louisville School of Nursing. The changes reflect curriculum revisions in required specialty courses and in admission requirements for students entering this specialty concentration in order to reflect changes made in the U of L curriculum.

- Decrease 1-credit hour in NURS 646 Advanced Clinical Practice II: Psychiatric Mental Health Nursing with Groups & Communities, from 4 credit hrs to 3 credit hrs
- Increase 1- credit hour in NURS 647 Clinical Decision Making: Psychopathology Across the Lifespan , from 1 credit hr to 2 credit hrs.
- Require that applicants document one year of Psychiatric/Mental Health nursing experience before starting clinical courses

**3. Detailed program description:**

Current Policy	New Policy
	<b>Applicants must document one year of Psychiatric/Mental Health nursing experience before starting clinical courses</b>

Current Curriculum			New Curriculum		
NURS 500	Adv Patho Concepts	4	NURS 500	Adv Patho Concepts	4
NURS 501	Nsg. Politics & Hlt Policy	2	NURS 501	Nsg. Politics & Hlt Policy	2
NURS 503	Adv Health Assessment	2	NURS 503	Adv Health Assessment	2
NURS 504	Theoretical Found Nsg	3	NURS 504	Theoretical Found Nsg	3
NURS 505	Adv. Hlt Assess Clinical	1	NURS 505	Adv. Hlt Assess Clinical	1
NURS 506	Transitions to ANP	1	NURS 506	Transitions to ANP	1
NURS 510	Grad Nsg Research	3	NURS 510	Grad Nsg Research	3
NURS 512	Research Applications	2	NURS 512	Research Applications	2
NURS 515	Adv Pharmacology	4	NURS 515	Adv Pharmacology	4
PH 520 /EDFN 501	Graduate Stats	3	PH 520 /EDFN 501	Graduate Stats	3
PH 587	Health Behavior	3	PH 587	Health Behavior	<b>3</b>
NURS 638	Adv Psy Assessment &	1	NURS 638	Adv Psy Assessment &	1

	Clinical Interview Techniques (U of L)			Clinical Interview Techniques	
NURS 641	Adv PMH Practice I: PMH Nsg of Individuals, Families & Groups (U of L)	3	NURS 641	Adv PMH Practice I: PMH Nsg of Individuals, Families & Groups	3
NURS 642	Adv PMH Practice II: PMH Nsg of Individuals, Families & Groups (U of L)	3	NURS 642	Adv PMH Practice II: PMH Nsg of Individuals, Families & Groups	3
NURS 645	Adv Clinical PMH Practice I: PMH Nsg of Individuals, Families & Groups (U of L)	3	NURS 645	Adv Clinical PMH Practice I: PMH Nsg of Individuals, Families & Groups	3
<b>NURS 646</b>	<b>Adv Clinical PMH Practice II: PMH Nsg of Individuals, Families &amp; Groups (U of L)</b>	<b>4</b>	<b>NURS 646</b>	<b>Adv Clinical PMH Practice II: PMH Nsg of Individuals, Families &amp; Groups</b>	<b>3</b>
NURS 647	Clinical Decision Making: Psychopathology Across the Lifespan (U of L)	1	NURS 647	Clinical Decision Making: Psychopathology Across the Lifespan	2
NURS 649	Psychopharmacology (U of L)	1	NURS 649	Psychopharmacology	2
	Total Hours	45		Total Hours	45

4. **Rationale for the proposed program change:** To maintain curriculum alignment with changes already made by Uof L for this specialty concentration.

5. **Proposed term for implementation:** Spring 2014.

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

SON Graduate Committee

9/5/2013

CHHS Graduate Curriculum Committee

Graduate Council

University Senate

**College of Health and Human Services  
School of Nursing  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Beverly Siegrist [beverly.siegrist@wku.edu](mailto:beverly.siegrist@wku.edu) 53490

**1. Identification of program:**

- 1.1 Current program reference number: 149
- 1.2 Current program title: MSN
- 1.3 Credit hours: 33-45

**2. Identification of the proposed program changes: change admission criteria**

**3. Detailed program description:**

Current Program	Proposed Program
Program Description	New Program Description
<p>Applicants for the BSN to MSN program must meet the following requirements:</p> <ol style="list-style-type: none"> <li>1. Completion of a CCNE or NLN accredited BSN program with an undergraduate GPA of 3.0 on a 4.0 scale. Graduates of non-accredited programs are considered on an individual basis.</li> <li>2. Hold unencumbered or have applied for RN licensure in KY or compact state.</li> <li>3. <b>Applicants will be required to complete the GRE in the following instance:</b> <ol style="list-style-type: none"> <li>a. <b>Less than a 3.0 cumulative GPA</b></li> </ol> </li> <li>4. <b>One year of full-time nursing experience is required prior to enrolling (following acceptance) in clinical courses in the nurse practitioner option.</b></li> <li>5. Submission of:               <ol style="list-style-type: none"> <li>a. A written goal statement responding to questions on the webpage</li> <li>b. 3 professional references on form provided to include a manager or nurse administrator, and a nursing faculty if a recent BSN graduate.</li> <li>c. A professional resume.</li> </ol> </li> <li>6. All program admission materials must be</li> </ol>	<p><b>Admission to the MSN program is competitive and limited to available space. Following initial review, if applicant meets minimum admission standards, consideration is given to the applicant's professional work experience, statement of professional and personal goals, and professional references. An Interview may be requested following a review of admission materials but does not assure acceptance into the program.</b></p> <p><b>Minimum Admission Standards:</b></p> <ol style="list-style-type: none"> <li>1. Earned BSN degree from a nationally accredited nursing program.</li> <li>2. Hold unencumbered or have applied for RN licensure in KY or compact state.</li> <li>3. <b>Cumulative GPA of at least 3.0 on a 4.0 scale,</b></li> <li>4. <b>Applicants with a cumulative GPA of 2.75-2.99 in the BSN degree, will be considered for admission provided they have at least a 3.0 GPA in the last 60 hours of the BSN degree ; and have a satisfactory review of additional required admission materials (goal statement, resume, references); plus a positive interview. Admission if approved will be on a probationary status requiring that the student earn</b></li> <li>5. <b>Psychiatric NP applicants must document at least one year of RN experience in psychiatric- mental</b></li> </ol>

<p>received prior to the due date noted on the webpage. As interview may be offered following a review of admission materials. Completion of an interview and acceptance by Graduate Studies does not assure acceptance into the MSN program. Admission is competitive.</p> <p><b>7. Incomplete applications will not be considered for admission. Applicants must reapply to be considered for the next admission cycle by updating the Graduate Studies application, and submitting all required program materials.</b></p>	<p><b>health nursing before the start clinical courses in the program. Post-MSN FNP Certificate applicants must document a minimum of one year of RN experience prior to acceptance.</b></p> <p><b>Additional Required Application Materials:</b></p> <p><b>6. A written goal statement, (500-700 words in length, 12 pt. font, in Microsoft Word or RTF) describing your personal and professional career goals; your academic strengths and weaknesses; life modifications you will make to help you be successful in the program; and, your understanding of online or independent learning.</b></p> <p>7. Three professional references (on the form provided) – to include current nurse manager or administrator, and nurse faculty if a recent (&lt;3 yrs) BSN graduate.</p> <p>8. A professional resume.</p> <p>9. All program admission materials must be received prior to the due date noted on the webpage. As interview may be offered following a review of admission materials. Completion of an interview and acceptance by Graduate School does not assure acceptance into the MSN program. <b>Incomplete applications will not be considered for admission. Applicants must reapply to be considered for the next admission cycle by updating the Graduate School application, and submitting all required program materials.</b></p>
---	---

**4. Rationale for the proposed program change:** Current criteria does not accurately reflect admission of students admitted with a GPA below 3.0.

**5. Proposed term for implementation:** Spring 2014

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

School of Nursing Graduate Committee 9/4/2013

CHHS Graduate Curriculum Committee \_\_\_\_\_

Graduate Council \_\_\_\_\_

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

**College of Health and Human Services  
School of Nursing  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Beverly Siegrist [beverly.siegrist@wku.edu](mailto:beverly.siegrist@wku.edu) 53490

**1. Identification of program:**

- 1.1 Current program reference number: 172
- 1.2 Current program title: Post-MSN Certificate- Nurse Educator
- 1.3 Credit hours: 12

**2. Identification of the proposed program changes:** change general admission criteria to reflect specific requirements needed for admission to Post MSN Certificates in the School of Nursing.

**3. Detailed program description:**

Current Program Program Description	Proposed Program New Program Description
<p><b>1. Completion of a CCNE or NLN accredited BSN program with an undergraduate GPA of 3.0 on a 4.0 scale. Graduates of non-accredited programs are considered on an individual basis.</b></p> <p>2. Hold unencumbered or have applied for RN licensure in KY or compact state.</p> <p><b>3. Applicants will be required to complete the GRE in the following instance:</b></p> <ul style="list-style-type: none"> <li>a. Less than a 3.0 cumulative GPA</li> </ul> <p><b>4. One year of full-time nursing experience is required prior to enrolling (following acceptance) in clinical courses in the nurse practitioner option.</b></p> <p>5. Submission of:</p> <ul style="list-style-type: none"> <li>a. A written goal statement responding to questions on the webpage</li> <li>b. 3 professional references on form provided to include a manager or nurse administrator, and a nursing faculty if a recent BSN graduate.</li> <li>c. A professional resume.</li> </ul> <p>6. All program admission materials must be</p>	<p><b>Admission to the Post MSN Certificates are competitive and limited to the availability of space, clinical sites, and clinical preceptors. Following initial review, if applicant meets minimum admission standards, consideration is given to the applicant's professional work experience, statement of professional and personal goals, and professional references. An Interview may be requested following a review of admission materials but does not assure acceptance into the program.</b></p> <p><b>Minimum Admission Standards:</b></p> <ul style="list-style-type: none"> <li>1. Earned MSN degree from a nationally accredited nursing program.</li> <li>2. Hold unencumbered or have applied for RN licensure in KY or compact state.</li> <li><b>3. Submission of official transcripts that document a cumulative MSN GPA of at least 3.0 on a 4.0 scale,</b></li> <li><b>4. One year of full-time clinical experience as a registered nurse in a setting supporting primary care practice such as acute care, long term care, home health, etc.</b></li> </ul> <p><b>Additional Required Application Materials:</b></p> <ul style="list-style-type: none"> <li><b>5. A written goal statement, (500-700 words in length, 12 pt. font, in Microsoft Word or RTF) describing</b></li> </ul>

<p>received prior to the due date noted on the webpage. As interview may be offered following a review of admission materials. Completion of an interview and acceptance by Graduate Studies does not assure acceptance into the MSN program. Admission is competitive.</p> <p>7. Incomplete applications will not be considered for admission. Applicants must reapply to be considered for the next admission cycle by updating the Graduate Studies application, and submitting all required program materials.</p>	<p><b>your personal and professional career goals; your academic strengths and weaknesses; planned location of clinical practicum experiences and potential clinical preceptors; and role change anticipated following completion of certification.</b></p> <p>6. Three professional references (on the form provided) – to include current nurse manager or administrator, and nurse faculty if a recent (&lt;3 yrs) <b>MSN</b> graduate.</p> <p>7. A professional resume.</p> <p>8. All program admission materials must be received prior to the due date noted on the webpage. As interview may be offered following a review of admission materials. Completion of an interview and acceptance by Graduate School does not assure acceptance into <b>the certificate program</b>. Incomplete applications will not be considered for admission. Applicants must reapply to be considered for the next admission cycle by updating the Graduate School application, and submitting all required program materials.</p>
--	--

4. **Rationale for the proposed program change:** current criteria does not accurately reflect admission of students to the Post-MSN Certificate programs. Criteria speak to BSN graduates only. This revision specifies requirements for applicants with earned MSN seeking a second specialty through the Post MSN Certificate option.

5. **Proposed term for implementation:** Spring 2014

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

School of Nursing Graduate Committee 9/4/2013

CHHS Graduate Curriculum Committee \_\_\_\_\_

Graduate Council \_\_\_\_\_

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

**College of Health and Human Services  
School of Nursing  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Beverly Siegrist [beverly.siegrist@wku.edu](mailto:beverly.siegrist@wku.edu) 53490

**1. Identification of program:**

- 1.1 Current program reference number: 0420
- 1.2 Current program title: Post-MSN Certificate- Nurse Administrator
- 1.3 Credit hours: 19

**2. Identification of the proposed program changes:** change general admission criteria to reflect specific requirements needed for admission to Post MSN Certificates in the School of Nursing.

**3. Detailed program description:**

Current Program Program Description	Proposed Program New Program Description
<ul style="list-style-type: none"> <li>1. Completion of a CCNE or NLN accredited BSN program with an undergraduate GPA of 3.0 on a 4.0 scale. Graduates of non-accredited programs are considered on an individual basis.</li> <li>2. Hold unencumbered or have applied for RN licensure in KY or compact state.</li> <li>3. Applicants will be required to complete the GRE in the following instance:               <ul style="list-style-type: none"> <li>a. Less than a 3.0 cumulative GPA</li> </ul> </li> <li>4. One year of full-time nursing experience is required prior to enrolling (following acceptance) in clinical courses in the nurse practitioner option.</li> <li>5. Submission of:               <ul style="list-style-type: none"> <li>a. A written goal statement responding to questions on the webpage</li> <li>b. 3 professional references on form provided to include a manager or nurse administrator, and a nursing</li> </ul> </li> </ul>	<p><b>Admission to the Post MSN Certificates are competitive and limited to the availability of space, clinical sites, and clinical preceptors. Following initial review, if applicant meets minimum admission standards, consideration is given to the applicant's professional work experience, statement of professional and personal goals, and professional references. An Interview may be requested following a review of admission materials but does not assure acceptance into the program.</b></p> <p><b>Minimum Admission Standards:</b></p> <ul style="list-style-type: none"> <li>1. Earned MSN degree from a nationally accredited nursing program.</li> <li>2. Hold unencumbered or have applied for RN licensure in KY or compact state.</li> <li>3. Submission of official transcripts that document a cumulative MSN GPA of at least 3.0 on a 4.0 scale,</li> <li>4. One year of full-time clinical experience as a registered nurse in a setting supporting primary care practice such as acute care, long term care, home health, etc.</li> </ul> <p><b>Additional Required Application Materials:</b></p> <ul style="list-style-type: none"> <li>5. A written goal statement, (500-700 words in length, 12 pt. font, in Microsoft Word or RTF) describing</li> </ul>

<p><b>faculty if a recent BSN graduate.</b></p> <p>c. A professional resume.</p> <p>6. All program admission materials must be received prior to the due date noted on the webpage. As interview may be offered following a review of admission materials. <b>Completion of an interview and acceptance by Graduate Studies does not assure acceptance into the MSN program. Admission is competitive.</b></p> <p>7. <b>Incomplete applications will not be considered for admission. Applicants must reapply to be considered for the next admission cycle by updating the Graduate Studies application, and submitting all required program materials.</b></p>	<p><b>your personal and professional career goals; your academic strengths and weaknesses; planned location of clinical practicum experiences and potential clinical preceptors; and role change anticipated following completion of certification.</b></p> <p>6. <b>Three professional references (on the form provided) – to include current nurse manager or administrator, and nurse faculty if a recent (&lt;3 yrs) MSN graduate.</b></p> <p>7. A professional resume.</p> <p>8. <b>All program admission materials must be received prior to the due date noted on the webpage. As interview may be offered following a review of admission materials. Completion of an interview and acceptance by Graduate School does not assure acceptance into the certificate program. Incomplete applications will not be considered for admission. Applicants must reapply to be considered for the next admission cycle by updating the Graduate School application, and submitting all required program materials.</b></p>
--	--

4. **Rationale for the proposed program change:** Current criteria does not accurately reflect admission of students to the Post-MSN Certificate programs. Criteria speak to BSN graduates only. This revision specifies requirements for applicants with earned MSN seeking a second specialty through the Post MSN Certificate option.

5. **Proposed term for implementation:** Spring 2014

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

School of Nursing Graduate Committee 9/4/2013

CHHS Graduate Curriculum Committee \_\_\_\_\_

Graduate Council \_\_\_\_\_

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



**College of Health and Human Services  
School of Nursing  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Beverly Siegrist [beverly.siegrist@wku.edu](mailto:beverly.siegrist@wku.edu) 53490

**1. Identification of program:**

- 1.1 Current program reference number: 0449
- 1.2 Current program title: Post-MSN Certificate- Family Nurse Practitioner
- 1.3 Credit hours: 12

**2. Identification of the proposed program changes:** change general admission criteria to reflect specific requirements needed for admission to Post MSN Certificates in the School of Nursing.

**3. Detailed program description:**

Current Program Program Description	Proposed Program New Program Description
<ol style="list-style-type: none"> <li><b>1. Completion of a CCNE or NLN accredited BSN program with an undergraduate GPA of 3.0 on a 4.0 scale. Graduates of non-accredited programs are considered on an individual basis.</b></li> <li>2. Hold unencumbered or have applied for RN licensure in KY or compact state.</li> <li><b>3. Applicants will be required to complete the GRE in the following instance:</b> <ol style="list-style-type: none"> <li><b>a. Less than a 3.0 cumulative GPA</b></li> </ol> </li> <li><b>4. One year of full-time nursing experience is required prior to enrolling (following acceptance) in clinical courses in the nurse practitioner option.</b></li> <li>5. Submission of:           <ol style="list-style-type: none"> <li>a. A written goal statement responding to questions on the webpage</li> <li><b>b. 3 professional references on form provided to include a manager or nurse administrator, and a nursing faculty if a recent BSN graduate.</b></li> <li>d. A professional resume.</li> </ol> </li> </ol>	<p><b>Admission to the Post MSN Certificates are competitive and limited to the availability of space, clinical sites, and clinical preceptors. Following initial review, if applicant meets minimum admission standards, consideration is given to the applicant's professional work experience, statement of professional and personal goals, and professional references. An Interview may be requested following a review of admission materials but does not assure acceptance into the program.</b></p> <p><b>Minimum Admission Standards:</b></p> <ol style="list-style-type: none"> <li>8. Earned MSN degree from a nationally accredited nursing program.</li> <li>9. Hold unencumbered or have applied for RN licensure in KY or compact state.</li> <li><b>10. Submission of official transcripts that document a cumulative MSN GPA of at least 3.0 on a 4.0 scale,</b></li> <li><b>11. One year of full-time clinical experience as a registered nurse in a setting supporting primary care practice such as acute care, long term care, home health, etc.</b></li> </ol> <p style="text-align: center;"><b>Additional Required Application Materials:</b></p> <ol style="list-style-type: none"> <li><b>12. A written goal statement, (500-700 words in length, 12 pt. font, in Microsoft Word or RTF) describing</b></li> </ol>

<p>6. All program admission materials must be received prior to the due date noted on the webpage. As interview may be offered following a review of admission materials. <b>Completion of an interview and acceptance by Graduate Studies does not assure acceptance into the MSN program. Admission is competitive.</b></p> <p>7. Incomplete applications will not be considered for admission. Applicants must reapply to be considered for the next admission cycle by updating the Graduate Studies application, and submitting all required program materials.</p>	<p><b>your personal and professional career goals; your academic strengths and weaknesses; planned location of clinical practicum experiences and potential clinical preceptors; and role change anticipated following completion of certification.</b></p> <p>13. Three professional references (on the form provided) – to include current nurse manager or administrator, and nurse faculty if a recent (&lt;3 yrs) MSN graduate.</p> <p>14. A professional resume.</p> <p>15. All program admission materials must be received prior to the due date noted on the webpage. As interview may be offered following a review of admission materials. <b>Completion of an interview and acceptance by Graduate School does not assure acceptance into the certificate program.</b> Incomplete applications will not be considered for admission. Applicants must reapply to be considered for the next admission cycle by updating the Graduate School application, and submitting all required program materials.</p>
--	--

4. **Rationale for the proposed program change:** Current criteria does not accurately reflect admission of students to the Post-MSN Certificate programs. Criteria speak to BSN graduates only. This revision specifies requirements for applicants with earned MSN seeking a second specialty through the Post MSN Certificate option.

5. **Proposed term for implementation:** Spring 2014

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

School of Nursing Graduate Committee 9/4/2013

CHHS Graduate Curriculum Committee \_\_\_\_\_

Graduate Council \_\_\_\_\_

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

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

Contact Person: Kathy Croxall, [Kathy.croxall@wku.edu](mailto:Kathy.croxall@wku.edu), 745-3997, Jonghee Shim, [jonghee.shim@wku.edu](mailto:jonghee.shim@wku.edu), 745-4613

**1. Identification of program:**

- 1.1 Program title: Child and Family Studies
- 1.2 Degree Type: Master of Science
- 1.3 Classification of Instructional Program Code (CIP):
- 1.4 Required hours in proposed major program: 30 credit hours
- 1.5 Special information: The program will be offered through online delivery.
- 1.6 Program admission requirements:
  - An overall GPA of at least 2.75 (on a 4.0 scale) for all hours earned past the first 60-semester or 90-quarter hours of the baccalaureate degree.
  - A 2-3 page letter of professional intent describing professional interests and career goals. It should adhere to the following guidelines:

The letter of professional intent should be a measure of an applicant's writing style and writing ability. It should be 2-3 pages in length and is expected to be well organized, free of typing and grammatical errors, and clearly written. It should have an introduction, clearly stated purpose, and contents that demonstrate the best impression of the applicant's writing.
  - The letter of professional intent should articulate and demonstrate your specific qualifications for the program of study. We are interested in an applicant's reasoning for their intended course of study. Therefore, each of the following points must be addressed.
    - Why do you want to pursue this degree?
    - What are your career goals once you complete the program?
    - Describe an impactful situation or experience you have had working with children, youth, and/or families.
    - Describe the most important characteristics and qualities needed by professionals in working with children, youth, and/or families and where you stand relative to developing them.
  - The letter of professional intent should be emailed to [graduate.studies@wku.edu](mailto:graduate.studies@wku.edu) to be included with the graduate application.
  - Three letters of reference from previous instructors, colleagues, or supervisors indicating the applicant's ability to succeed in graduate classes.
- 1.7 Catalog description:

This program is designed to provide advanced study in the growth and development of the individual and family. The program builds competence in human development, integration of theory into practice, program development, and research—preparing

graduates to critically evaluate and synthesize issues related to children, youth, and families. Fieldwork is incorporated in the curriculum.

## **2. Rationale:**

2.1 Reason for developing the proposed major program:  
Professional growth and development is critical for those employed in the fields of child and family studies. Professionals employed through the Extension Service are required to have a master's degree within five years of employment. Those working in the western part of the state have difficulty finding an accessible program that meets their needs. Based on recent legislation, administrators and teaching staff in Head Start and other facilities that work with children are now required to have advanced degrees in their field. (H.R. 1429, (2007) Sec. 17; Public Law 110-134, (2007) Sec. 13 & 19) This program will prepare professionals for improved employment in specialized fields that have substantial growth potential as the need for qualified professionals in child and family studies continues to grow. The Occupational Outlook Handbook (<http://www.bls.gov/ooh/home.htm>) published in March 2012 indicates that these fields will grow from 10 % to 27% (child, and family workers, 25% growth, preschool and child care center directors, 25% growth, community services managers, 27% growth). While professionals in these fields may be hired with a Bachelor's degree, advancement and/or retention is frequently tied to completion of a Master's degree. Graduates of this degree will be better prepared to meet the needs of families, youth, and children in a variety of settings.

- Community agencies and non-profit organizations serving families
- Cooperative Extension Service
- State agencies focusing on older adults or youth and their families
- Residential treatment facilities
- Foster and/or adoptive care organizations
- Early childhood education
- Academic institutions
- Corporations
- Research
- Advocacy and social policy

Graduates of our undergraduate programs have been requesting this particular master's program for the past several years (we have some just waiting for it to become available now). There has also been positive communication with University of Kentucky about the benefit of a program for Extension personnel, especially in the western part of the state. Courses offered as part of this program may benefit students enrolled in other graduate programs at WKU. Students completing a Teacher Leader Master's program will have the option of taking one course that is considered 'content' within the program they design. Courses in this degree will be especially attractive to those completing the minor in FCS.

- 2.2 Projected enrollment in the proposed major program: It is anticipated that the program will have an initial pool of 8-10 students, with a possibility of 20 students annually.
- 2.3 Relationship of the proposed major program to other programs now offered by the department: The department currently offers no graduate programs. The department currently offers a minor concentration in Family and Consumer Sciences Education in conjunction with the Teacher Leader graduate degree offered in the College of Education. The department also offers a Graduate Certificate in Dietetic Practice.
- 2.4 Relationship of the proposed major program to other university programs: There are courses in other master's degree programs at WKU related to human development but none are specific to child and family studies. These may be found in Social Work, Education, Counseling, and Psychology. The program in Education is specific to those in K-12 classrooms; the programs in Social Work, Counseling, and Psychology focus more on clinical settings. None of these programs are specific to child and family studies.
- 2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

There are currently two similar master's programs offered in the Commonwealth of Kentucky:

- Murray State University: Human Development and Leadership (M.S.)—Online program
- University of Kentucky: Family Sciences (M.S.)

Additional Benchmark Institutions with similar programs:

- Appalachian State University: Child Development: Birth-Kindergarten (Applied Professions for Children and Families concentration)—Online Program
- Ball State University: Family and Consumer Sciences (M.S. or M.A.) Adult and Community Education (M.A.)
- Central Michigan University: Human Development and Family Studies (M.S.)—This degree (the MS in HDFS program) is on Moratorium as of now
- East Carolina University: Child Development and Family Relations (M.S.)
- Illinois State University: Human Development and Family Resources (M.S. or M.A.)
- Middle Tennessee State University: Human Sciences (M.S. with Child Development and Family Studies concentration). This degree is being phased out: The Fall 2010 semester was the last semester that students were admitted into the program.
- Northern Illinois University: Applied Family and Child Studies (M.S.) Family and Consumer Sciences (M.S.)
- Ohio University: Child and Family Studies (M.S.)

- Towson University: Child Life, Administration and Family Collaboration (M.S. in the Department of Family Studies and Community Development)
- University of North Carolina-Charlotte: Child and Family Studies (M.Ed.)
- University of North Carolina-Greensboro: Human Development and Family Studies (M.S.)
- University of Southern Mississippi: Child and Family Studies (M.S.) —Online Program

2.6 Relationship of the proposed major program to the university mission and objectives: The program is supportive of the WKU 2012/13 through 2016/17 Strategic Plan, goals 1 and 3.

The Family and Consumer Sciences Department views the family, in all its diverse forms, as the cornerstone of a healthy society. Our mission is to improve the well-being of the family through programs that educate, influence public policy, and help families put research-based knowledge to work in their lives.

One of the Core Values of WKU is to positively influence the Quality of Life of the residents of Kentucky, especially those in our immediate area. This is a goal of our Child and Family Studies program.

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

Graduates of the Master of Child and Family Studies program will be able to:

- Critique, interpret, and apply current theory and research in child and family studies.
- Propose and demonstrate practical resolutions for legal and ethical issues they may encounter in a variety of child and family work settings.
- Develop job specific programs of work and curriculum.
- Model leadership skills in a range of settings serving individuals and families.

### 4. Program description:

4.1 Curriculum:

Course Number	Course Title	Credit Hours
	<b>FACS Core (6 Credits)</b>	
FACS 510	Professional Development in Family and Consumer Sciences	3
EDFN 500	Research Methods	3
	<b>Choose One (3 Credits)</b>	
FACS 577 <b>OR</b>	Child Development Theory & Research	3
FACS 550	Youth and Family Theory & Research	3
	<b>Choose One (3 Credits)</b>	
FACS 580 <b>OR</b>	Internship (for non-thesis option)	3-6
FACS 599	Thesis (for thesis option)	3-6

	<b>Specialization (18 Credits)</b> (Courses selected in consultation with advisor)	
FACS 598	Special Topics	1-6
FACS 575	Independent Study in Family and Consumer Sciences	3
FACS 540	Infant & Toddler Development & Research	3
FACS 560	Family Diversity	3
FACS 551	Community Child & Youth Program Development	3
FACS 561	Adulthood & Aging in Families	3
FACS 541	Home Based Positive Behavioral Supports	3
FACS 542	Stress & Coping in Children	3
FACS 543	Global Perspectives of Child & Family	3
FACS 511	Grant Writing	3
FACS 562	Advanced Family Resource Management	3
FACS 544	Issues in Child Care & Early Education	3
EDFN 603	Qualitative Research in Education	3
EDFN 501	Educational Statistics	3
FACS 600	Matriculation	1-6
	Total required hours (minimum)	30

4.2 Accreditation, certification, approval, and/or licensure: Not applicable

4.3 Program delivery: The primary course delivery method for the program will be online.

## 5. Resources:

### 5.2 Faculty:

Current faculty members have the qualifications and expertise to implement the program. All have doctorate degrees in the areas of child studies, family studies, or related fields. Teaching loads of current faculty will be adjusted to allow them the flexibility to add 1-2 graduate courses per year. Initially this may be through offering fewer sections of some undergraduate courses each year/semester. It is anticipated that within the next year, a new tenured faculty member will be requested to assist with course loads, thus enabling current faculty to teach both undergraduate and graduate courses.

5.3 Technological and electronic informational resources (e.g., databases, e-journals)  
Current resources are adequate. Please see the attached Library Resource document prepared by Carol Watwood, Health Science Librarian.

5.4 Facilities and equipment:

Current facilities and equipment will be adequate for the proposed program. Faculty have adequate computer hardware and software for class delivery and IT support and training is available.

**6. Proposed term for implementation:** Fall 2014

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

Family and Consumer Sciences Department:	<u>9/13/2013</u>
CHHS Graduate Curriculum Committee	_____
Contact with Office of Academic Affairs re: CPE Posting	_____
Graduate Council	_____
University Senate	_____