

WESTERN KENTUCKY UNIVERSITY UNIVERSITY SENATE

Call to Order

The regular meeting of the WKU University Senate was called to order Thursday, April 20, 2006, at 3:45 P.M. in the Kentucky Library by Chair Andrew McMichael. A quorum was present.

Minutes

The minutes of the March 16 meeting were submitted for approval by the Secretary, Douglas Clayton Smith. The minutes were approved as submitted.

Reports

Chair

Chair McMichael reported on that the parking committee met with faculty Wednesday, April 19, 2006. He also reported that he had received an email from the president concerning the KTRS/ORP issue that stated that the president was not taking the budget council's recommendation concerning WKU's contribution to KTRS for ORP retirees. He plans to keep the faculty and staff informed of any further developments concerning this issue.

Vice Chair

Vice Chair All reported on the results of the previous University Senate meeting election for seats on the Academic Complaint Committee. The faculty members elected were Drs. Holli Drummond and Jim Berger. Alternates were Drs. Louis G. Strolger and James Kanan. The student representative elected was Ms. Tiffany Cloud and her alternate is Ryan Graham.

Provost

The Provost was not present. There was no report from the Provost.

Faculty Regent

Faculty Regent Robert Dietle reported about the quarterly meeting of the Board of Regents at Elizabethtown on April 7, 2006.

The evaluation of the president's performance and salary was discussed at the meeting. The Regent was concerned by the abbreviated nature of the evaluation process. Having received neither the written comments of the other regents nor preliminary discussions of the salary raise in committee meetings, he raised objections and then voted against the salary increase.

The Regent also spoke to the increase in parking fees discussed at the aforementioned parking meeting. According to the Regent, part of this fee increase is slated to be used to renovate Parking Structure 1; however, he and Staff Regent Jordan remember that the Board of Regents passed a student fee increase that supposedly covered the renovation of Parking Structure 1. He is requesting more information concerning this from VP Gene Tice. The Regent also expressed concern that this fee will be used to cover 11 new positions in the Parking Department and that none of these new lines have passed through the Budget Council. There appears to be no real oversight by the Board of

Regents or any other body concerning how money should be spent or an evaluation of whether money was spent the way that it was intended.

Graduate Council

Dean Gray presented the report of the graduate council. (This report is appended to the minutes.) Dean Gray moved for approval of the Graduate Council report. No items were moved off the consent agenda to the action agenda. The motion to approve the consent agenda of the Graduate Council carried.

*University Curriculum
Committee*

Senator Shadoan presented the report of the University Curriculum Committee and moved its approval. (This report is appended to the minutes.) The Creation of the Bachelor of Science in Health Sciences was moved off the consent agenda to the action agenda by Senator Reed. The items remaining on the consent agenda were passed by the University Senate. The discussion continued for five minutes. After discussion, the motion to create a Bachelor of Science in Health Science program was also passed by the University Senate.

*Faculty Welfare and
Professional Responsibilities
Committee*

Senator Wolinski had no formal report as the last FWPR meeting did not have a quorum.

Old Business

MOTION

*Resolution on Faculty
Ombudsperson (2nd reading)*

(The motion is appended to the minutes.) The discussion on the motion continued for five minutes and was ended when Chair McMichael called the question. Motion carried.

MOTION

*Resolution on Altering
Tenure and Promotion
Guidelines (2nd reading)*

(The motion is appended to the minutes.) The discussion on the motion continued for one minute and was ended when Chair McMichael called the question. Motion carried.

MOTION

*Resolution on Amending the
Faculty Grievance Process
(2nd reading)*

(The motion is appended to the minutes.) The discussion on the motion continued for four minutes and was ended when Chair McMichael called the question. Motion carried.

MOTION

KTRS/ORP Resolution

(The motion is appended to the minutes.)

AMENDMENT

It was moved by Senator Myers that the motion be amended by striking “1996/97 fiscal year (% to Employee’s ORP Account=8.10 %), which was when the program originated.” and replace it with “the year in which the faculty member joined the ORP.” This amendment failed to carry.

MOTION <i>KTRS/ORP Resolution</i> (continued)	The discussion of this motion continued for 10 minutes and was ended when Chair McMichael called the question. Motion carried.
New Business	
MOTION	Senator X moved that the Executive Committee write a letter to the other senates in the state who are also have the KTRS/ORP issue to encourage them to look at this issue and to ask the president of their university to contact the state regarding this issue. Motion carried.
MOTION	Senator Wolinski moved a Resolution on Gene Harryman (The motion is appended to the minutes.) After ten minutes of discussion, the motion carried.
Adjournment	With no more new business, Chair McMichael adjourned the 2005-2006 Senate. He dismissed senators who were rotating off the senate with his thanks and reminded all 2005-2006 senators that their terms lasted until the beginning of August.
Convention of 2006-2007 Senate	Chair McMichael called the 2006-2007 Senators to order to elect their leadership.
<i>Chair Election</i>	Senator Reed nominated Michelle Hollis to serve as Chair of the University Senate. She was elected by acclamation.
<i>Vice Chair Election</i>	Senator X nominated John All to serve a second term as Vice Chair of the University Senate. He was elected by acclamation.
<i>Secretary Election</i>	Senators Heidi Pintner and Senator Patti Minter were nominated. After brief comments from both candidates, the senators voted by ballot. Heidi Pintner was elected.
Adjournment into College Caucuses	Chair McMichael then adjourned the convention into college caucuses so that the college might work out their committee assignments.

Graduate Studies and Research
Western Kentucky University
Office of the Dean
745-2446

REPORT TO THE UNIVERSITY SENATE

DATE: April 2006
FROM: Graduate Council

The Graduate Council submits the following items for consideration. Items marked with an asterisks [*] are information items. All other items are consent items:

I. One Time Only

COMM 540 – Seminar in Rhetoric and Public Address
COMM 531 - LEAD COMM ACROSS CULTURES
COMM 533 - ORGANIZATIONAL LEADERSHIP
CS 562 – Parallel and Distributed Computing
EDU 523 – Fundamentals of Classroom Assessment

IV. Create Course

GRST – 597 Contemporary Organizational Administration
FLK 445G – American Architectural History

V. Revise Program

041 – MA Administrative Dynamics

Proposal Date: 2/12/2006

Graduate Studies
Master of Arts in Administrative Dynamics
Proposal to Create a New Course
(Action Item)

Contact Person: Nevil Speer

e-mail: nevil.speer@wku.edu

Phone: 5-5959

1. Identification of proposed course

- 1.1. Prefix and number: GRST 597
- 1.2. Title: Contemporary Organizational Administration
- 1.3. Abbreviated title: Cont Org Admin
- 1.4. Credit hours and contact hours: 3.0
- 1.5. Type of course: R (Research)
- 1.6. Special Requirements:
Additional Special Requirements: To register for GRST 597, a student must be a degree candidate (Form D approved), preferably in the last term of enrollment in program courses, and must have permission of instructor.
- 1.7. Catalog course listing:
Course is designed for individual student analysis of a topic of interest relative to contemporary organizations. Project will be comprehensive and multidisciplinary in approach, thereby requiring integration of concepts from various disciplines included in the program.

2. Rationale

- 2.1. Reason for developing the proposed course:
Development serves the purpose of creating a meaningful capstone experience within the current program. Graduating students have regularly responded that the program lacks some means by which to synthesize course work. The proposed course addresses that need by providing opportunity for students to investigate and analyze issues of importance within contemporary organizations.
- 2.2. Projected enrollment in the proposed course:
Approximately 5 – 10 per semester
- 2.3. Relationship of the proposed course to courses now offered by the department:
Through the new course, the student will be required to aggregate concepts and principles from other program courses and relate them to contemporary administrative issues.
- 2.4. Relationship of the proposed course to courses offered in other departments:
Nearly every program track has instituted some type of capstone experience. Capstone experiences courses include: SWRK 661, Advanced Field Practicum II; BA 590, Strategic Business Concepts and Applications; LEAD 600, Capstone Leadership Experience; and IECE 524, Internship in IECE. Capstone courses pull together concepts and experiences of a particular program and likely are inappropriate for other programs.
- 2.5. Relationship of the proposed course to courses offered in other institutions:
Because the MAAD is unique to Western Kentucky University, similar capstone courses would not exist at other universities. However, the capstone experience is commonly used to satisfy accreditation expectations for interdisciplinary programs.

3. Discussion of proposed course
 - 3.1 Course objectives:

Students will synthesize concepts and principles from the various discipline courses included in MAAD.

To allow students to individually investigate a contemporary issue of special interest relating to organizational administration.
 - 3.2 Content outline:

Students will apply administrative knowledge to contemporary issues and problems.
 - 3.3 Student expectations and requirements:

Develop topic proposal outlining why issue is of special importance to organizations

Submit proposal for approval to program director

Identify a secondary faculty member on campus willing to serve as a committee member overseeing the project

Thoroughly research issue of interest

Prepare research paper, 15-20 pages in length (APA style)

Present and defend findings to director and faculty members
 - 3.4 Tentative texts and course materials: N/A
4. Resources
 - 4.1 Library resources:

Available through Library support for academic disciplines
 - 4.2 Computer resources:

Available through University Computing labs
5. Budget implications
 - 5.1 Proposed method of staffing:

Course will be staffed by program director with support of faculty teaching in the program.
 - 5.2 Special equipment needed:

N/A
 - 5.3 Expendable materials needed:

N/A
 - 5.4 Laboratory supplies needed:

N/A
6. Proposed term for implementation: e.g., Fall 2006

Dates of prior committee approvals:

Graduate Council
University Senate

3/09/2006

Potter College of Arts, Humanities and Social Science
Department of Folk Studies and Anthropology
Proposal to Create a New Course
(Action Item)

Contact Person: Timothy H. Evans

e-mail: tim.evans@wku.edu

Phone: Ext. 5897

1. Identification of proposed course

1.1 Prefix and number: FLK 445G

ART 445G (cross listed)

1.2 Title: American Architectural History

1.3 Abbreviated Title: American Architectural History

1.4 Credit hours: 3

1.5 Type of course: L

1.6 Prerequisites: none

1.7 Catalog course listing:

An interdisciplinary survey of American architectural history, including trends and styles, architect designed and manufactured structures and elements, and the social history of American architecture.

2. Rationale

2.1 Reason for developing the course:

A knowledge of American architectural trends, styles, elements, materials, interiors, exteriors, landscapes and ideologies is essential for anyone contemplating a career in historic preservation (one of the three tracks in the WKU Folk Studies graduate program), and useful for anyone planning a career in Art History, Art Education, Architecture, Planning, Landscape Design, Interior Design or American History.

2.2 Projected enrollment in the proposed course:

This class will be offered at both undergraduate and graduate levels. It will be required for graduate students in the Historic Preservation track of the Folk Studies Program. It would also attract students from Art (especially Art Education) and Interior Design. Eighteen students enrolled in this class when it was offered as a one time course during semester 2003. We anticipate at least that many students next time, including Folk Studies graduate students, Art Education students, undergraduate Folk Studies minors, and undergraduate and graduate students from other departments.

2.3 Relationship of the course to courses now offered by the department:

This course will complement but not duplicate FLK 464/464G, Vernacular Architecture. FLK 464/464G focuses on folk elements of the built environment, whereas FLK 445/445G will focus on architect designed and manufactured elements. The Department of Art offers a variety of Art History classes which include Architectural History. Non focus specifically on architecture or specifically on the United States.

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

The Department of Consumer and Family Sciences lists several related classes, including DMT 151, History of Architecture and Interior Design I, DMT 152, History of Architecture and Interior Design II, and DMT 346, Architecture and Culture. These classes focus on world architecture and interior design and would not duplicate FLK 445/445G. Indeed, when American Architectural History was offered as a one time class, several Interior Design students took it.

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

The WKU Folk Studies Program would be the only Folklore program or department to offer a class in American Architectural History; it is also the only Folklore program to offer a track in Historic Preservation. Several regional universities offer classes in American Architectural History, including the University of Kentucky, where is part of the Historic Preservation Program (HP 610 and HP 611), and Indiana University (FINA A348 and FINA A548), which also has one of the country's leading Folklore departments. Others offer classes on architectural history but not specifically on American architectural history" these include the University of Louisville, Vanderbilt University, Brea College and the University of Tennessee.

3. Discussion of proposed course

3.1 Course objectives:

This course will be an interdisciplinary survey of American architectural history. We will look at the history of forms and ideas, trends and styles of American architecture, while considering such topics as Old World precedents and influences, the "cannon" of important and influential American architects, the role of "manufactured" elements and structures, the changing natures of Architecture and Landscape Architecture as professions, relationships between exteriors and interiors, the social and political history of American architecture, and the relationship of Architectural History and Historic Preservation. The class will consist of lectures, guest lectures, discussions, A/V materials and field trips. Students will be required to conduct research both with buildings and with historical/ architectural records, and will be expected to know and recognize common architectural studies, forms and elements. Students should come out of the class with a broad background in American architectural history and an ability to interpret architect designed and manufactured elements in the built environment.

3.2 Content outline:

Introduction to the class
American architecture: concepts, themes, issues, definition of terms.
Colonial architecture and early architecture of the Republic.
Primary architectural resources.
Nineteenth century: architecture. Industry and manifest destiny.
Nineteenth century architecture continued: the Gilded Age.
Nineteenth and twentieth centuries: manufactured architecture.
Field trip: tour of Bowling Green architecture.
Twentieth century continued
Campus architecture and landscapes: tour of WKU.
Post-war architecture.
Guest lecture: architecture as a profession.
Post-modern and contemporary.

3.3 Student Expectations and Requirements:

Students must attend class regularly, participate, keep up with assignments including reading, writing, research and two exams. Students will be expected to complete several short assignments involving research with buildings or with historical resources, and write a term paper. Students will have a choice of several types of projects for term papers: 1) the architecture and history of a specific house or other property, 2) the career of a specific architect, or 3) a specific type of architecture (e.g., bungalows, Methodist

churches, elementary schools). Graduate students will have extra readings, higher expectations for term papers, and will give oral presentation based on their term papers.

3.4 Tentative texts and course materials:

Gelernter, Mark. *A History of American Architecture: Buildings in Their Cultural and Technological Context*. Boston: University Press of New England, 1999. McAlester, Virginia and Lee. *A Field Guide to American Houses*. New York: Knopf, 1998.

4. Resources

4.1 Library Resources:

Adequate. See attached library resources form and bibliography.

4.2 Computer Resources:

Instructional and technology equipment and architecture related CDs are available to meet the objectives of this course. In addition, the course will make use of architecture related web sites.

5. Budget implications

5.1 Proposed method of staffing:

Existing Folk Studies faculty will teach, with no reduction in load.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory supplies needed: None

6. Proposed term for implementation: Fall 2006

7. Dates of prior committee approvals:

Department of Folk Studies and Anthropology	12/12/05
Art Department	12/07/05
Potter College Curriculum Committee	2/2/06
Graduate Council	3/9/06
University Senate	

Proposal Date: 2/12/2006

Graduate Studies
Master of Arts in Administrative Dynamics
Proposal to Revise a Program
(Action Item)

Contact Person: Nevil Speer

e-mail: nevil.speer@wku.edu Phone: 5-5959

1. Identification of program
 - 1.1. Reference Number: 041
 - 1.2. Current Program Title: Master of Arts in Administrative Dynamics
 - 1.3. Credit hours: 33
2. Identification of the proposed changes:
 - Delete BA 592 from program core
 - Delete requirement for completion of comprehensive exam
 - Add GRST 597: Contemporary Organizational Administration

3. Detailed program description:

OLD	NEW
<u>BA 500</u> Management Dynamics	<u>BA 500</u> Management Dynamics
<u>BA 501</u> Survey of Economics	<u>BA 501</u> Survey of Economics
<u>COMM 461G</u> Organizational Communication	<u>COMM 461G</u> Organizational Communication
<u>PSY 512 or SOCL513</u> Experimental Design or Methods of Social Research	<u>PSY 512 or SOCL513</u> Experimental Design or Methods of Social Research
<u>PSY 551</u> Social Psychology of Organizations	<u>PSY 551</u> Social Psychology of Organizations
<u>LEAD 500</u> Leadership Perspectives	<u>LEAD 500</u> Leadership Perspectives
<u>PS 538</u> Ethics and Bureaucracy	<u>PS 538</u> Ethics and Bureaucracy
<u>BA 592</u> Special Topics in Business	<u>GRST 597</u> Contemporary Organizational Administration
9 hours elective	9 hours electives
Comp Exam	
Total: 33 hours	Total: 33 hours

4. Rationale for proposed program revisions:
 - A. Creation of GRST597: To create inclusion of capstone experience

B. Deletion of BA592: Course is entitled “Special Topics”. GRST597 most appropriately replaces BA592.

C. Deletion of Comp Exam: GRST597 requirements are in lieu of currently-required Comp Exam

5. Proposed term for implementation and special provisions:

Term: e.g., Fall 2006

Provisions, if applicable:

6. Dates of prior committee approvals:

Graduate Council

_____3/09/2006_____

University Senate

Attachments: Bibliography, Library Resources Form, Course Inventory Form

**UNIVERSITY CURRICULUM COMMITTEE
WESTERN KENTUCKY UNIVERSITY**

REPORT TO THE SENATE:

DATE: April 3, 2006

FROM: Julie Shadoan, Chair

The University Curriculum Committee submits the following items from the March 28, 2006, meeting for approval by the University Senate:

NOTE: Proposals marked with an asterisk were action items by the UCC, and are, therefore, consent items for the Senate. All other items are information items only.

A. Potter College of Arts, Humanities and Social Sciences:

1. Revision of Program:
MUS 583, Bachelor of Arts, major in Music*
MUS 593, Bachelor in Music*

B. Gordon Ford College of Business:

1. Revision of Program:
REF #706, Computer Information Systems*

C. Bowling Green Community College:

1. Proposal of New Course:
UCC 200C, Introduction to American Academic Culture*

D. Ogden College of Science and Engineering Curriculum Committee:

1. One-time Course Offering:
CS 239, Problem Solving with Computational Techniques
EE 425, Advanced Circuit Design
2. Revision of Course Prerequisites:
EE 460, Continuous Control Systems
3. Proposal of New Course:
ME 365, Thermal Sciences for Electrical Engineers*
CE 474, Civil Engineering Design Project*
GEOG 418, Internet Geographic Information Systems*
GEOG 432, Synoptic Meteorology*
4. Revision of Program:

REF #537, Electrical Engineering*

E. **College of Health and Human Services:**

1. One-Time Course Offering:

HCA 342, Human Resources Management for Healthcare Managers
CD 201, American Sign Language III

2. Proposal of New Course:

HCA 401, Fundamentals of Health Care Financial Management*
HCA 342, Human Resources Management for Healthcare Managers*
NURS 316, Mental Health Nursing: Health Alterations across the
Lifespan*
NURS 328, Medical-Surgical Nursing I: Health Alterations across the
Lifespan*
NURS 414, Nursing Care of Women, Infants and Children*
NURS 428, Medical-Surgical Nursing II: Health Alterations across the
Lifespan*
NURS 421, High Acuity Nursing*
NURS 422, Senior Practicum*
NURS 424, Cardiac and Hemodynamic Monitoring*
NURS 451, Gerontological Nursing*
AH 190, Introduction to Allied Health Professionals*

3. Proposal to Create New Major:

REF #____, Health Sciences*

4. Revision of Program:

REF #559, Health Care Administration*
REF#586, Baccalaureate Nursing*

Potter College of Arts, Humanities and Social Sciences
Western Kentucky University
Office of the Dean
745-2345

REPORT TO THE UNIVERSITY CURRICULUM COMMITTEE

Date: March 28, 2006

From: Potter College of Arts, Humanities and Social Sciences

The Potter College of Arts, Humanities and Social Sciences submits the following items for consideration:

Type of Item	Description of Item & Contact Information
Action	Create Course MUS 155 Performance Attendance Contact: Mitzi Groom Mitzi.Groom@wku.edu x 53751 OLD BUSINESS
Action	Revise Program MUS 583 Bachelor of Arts, major in Music (Liberal Arts) Contact: Mitzi Groom Mitzi.Groom@wku.edu X 53751
Action	Revise Program MUS 593 Bachelor Music Contact: Mitzi Groom Mitzi.Groom@wku.edu X 53751

**Potter College of Arts, Humanities and Social Sciences
Department of Music
Proposal to Create a New Course
(Action Item)**

Contact Person: **Dr. Mitzi Groom** e-mail mitzi.groom@wku.edu Phone: **745-3751**

1. Identification of proposed course

- 1.1 Prefix and number: **MUS 155**
- 1.2 Title: **Performance Attendance**
- 1.3 Abbreviated title: **Performance Attendance**
- 1.4 Credit hours and contact hours: **0 credit hours/ 15 contact hours**
- 1.5 Type of course: **Lab**
- 1.6 Prerequisites, corequisites and/or special requirements: **Restricted to majors in music.**
- 1.7 Catalog course listing: **Attendance at 14 recitals and/or concerts within one semester from a music department approved list.**

2. Rationale

- 2.1 Reason for developing the proposed course: **“Performance attendance requirements” are listed by our accrediting organization, the National Association of Schools of Music (NASM), as a mandatory aspect of all programs leading to a major in music in order to “develop the common body of knowledge and skills.” Many music units handle this requirement with a zero-credit lab course. Our current program structure links this requirement to Applied Music (private lessons, one-on-one or small group) and provides that students who fail to attend the minimum number of recitals/concerts must receive a grade of Incomplete (“X”) in Applied Music until such time as they complete the performance attendance requirements (within the first 12 weeks of the following semester). Tracking this requirement through a separate zero-credit pass/fail lab will allow students who fail to attend the required performances to receive a separate grade in Applied Music and to continue in that sequence the following semester. This structure was recommended by the Music Department’s Student Advisory Board and endorsed by the Applied Music faculty. The new course will more directly document Student Engagement through performance attendance and allow students and faculty to measure that engagement semester-by-semester.**
- 2.2 Projected enrollment in the proposed course: **All music majors currently enrolled in required Applied Music lessons - approximately 140 per semester.**
- 2.3 Relationship of the proposed course to courses now offered by the department: **This new structure simply moves the accounting and the accountability for the current requirement from Applied Music to the new pass/fail course number.**

2.4 Relationship of the proposed course to courses offered in other departments: **Other departments offer similar zero-credit labs.**

2.5 Relationship of the proposed course to courses offered in other institutions: **Many music units offer similar courses in order to track the performance attendance requirements” as specified by NASM.**

3. Discussion of proposed course

3.1 Course objectives: **Students in MUS 155 will: apply music knowledge and skills from applied music, theory, aural skill, music literature and history to attendance at 14 recitals/concerts within one semester from a music department approved list.**

3.2 Content outline:
Recital/concert attendance.

3.3 Student expectations and requirements:
attendance at 14 recitals/concerts within one semester from a music department approved list.

3.4 Tentative texts and course materials: **None**

4. Resources

4.1 Library resources: **Course will require no new library resources.**

4.2 Computer resources: **Course will require no new computer resources.**

5. Budget implications

5.1 Proposed method of staffing: **Existing staff, amended procedures**

5.2 Special equipment needed: **None.**

5.3 Expendable materials needed: **None**

5.4 Laboratory supplies needed: **None**

6. Proposed term for implementation: Fall 2006

7. Dates of prior committee approvals:

Music Department **September 19, 2005**

Potter College Curriculum Committee **November 3, 2005**

Professional Education Council **March 8, 2006**

University Curriculum Committee _____

Attachments: Course Inventory Form

(There is neither a Bibliography nor Library Resources Form with this proposal due to the nature of the course. Item 3.4 indicates that no materials or texts are necessary.)

Potter College of Arts, Humanities, and Social Sciences
Department of Music
Proposal to Revise a Program
(Action Item)

Contact Person: Dr. Mitzi Groom e-mail mitzi.groom@wku.edu Phone 745-3752

1. Identification of program

1. Reference Number: 583
2. Current Program Title: Bachelor of Arts, major in music
3. Credit Hours: 51

2. Identification of the proposed changes:

- Change record-keeping for the six-semester performance attendance requirements by adding MUS 155 Performance Attendance, as a zero-credit lab to be taken concurrently with applied music.

3. Detailed program description:

<u>CURRENT PROGRAM:</u>		<u>PROPOSED PROGRAM:</u>	
#583 Bachelor of Arts, major in music		#583 Bachelor of Arts, major in music	
<u>Music Courses</u>	<u>Credit hrs.</u>	<u>Music Courses</u>	<u>Credit hrs.</u>
MUS 100 Theory I*	3 hrs.	MUS 100 Theory I*	3 hrs.
MUS 101 Theory II*	3 hrs.	MUS 101 Theory II*	3 hrs.
MUS 200 Theory III	3 hrs.	MUS 200 Theory III	3 hrs.
MUS 201 Theory IV	3 hrs.	MUS 201 Theory IV	3 hrs.
MUS 326 Music History I	3 hrs.	MUS 326 Music History I	3 hrs.
MUS 327 Music History II	3 hrs.	MUS 327 Music History II	3 hrs.
MUS 328 Music History III	3 hrs.	MUS 328 Music History III	3 hrs.
MUS 153 Applied Principal*	2 hrs.	MUS 153 Applied Principal*	2 hrs.
MUS 153 Applied Principal*	2 hrs.	MUS 155 Performance Attendance 0 hrs	
MUS 153 Applied Principal	2 hrs.	MUS 153 Applied Principal*	2 hrs.
MUS 153 Applied Principal	2 hrs.	MUS 155 Performance Attendance 0 hrs	
MUS 353 Applied Principal	2 hrs.	MUS 153 Applied Principal	2 hrs.
MUS 353 Applied Principal	2 hrs.	MUS 155 Performance Attendance 0 hrs	
MUS 160 Group Piano I	1 hr.	MUS 153 Applied Principal	2 hrs.
MUS 161 Group Piano II	1 hr.	MUS 155 Performance Attendance 0 hrs	
MUS 260 Group Piano III	1 hr.	MUS 353 Applied Principal	2 hrs.
MUS 261 Group Piano IV	1 hr.	MUS 155 Performance Attendance 0 hrs	
Ensemble (300 level)*	1 hr.	MUS 353 Applied Principal	2 hrs.
Ensemble (300 level)*	1 hr.	MUS 155 Performance Attendance 0 hrs	
Ensemble (300 level)	1 hr.	MUS 160 Group Piano I	1 hr.
Ensemble (300 level)	1 hr.	MUS 161 Group Piano II	1 hr.

Ensemble (300 level)	1 hr.	MUS 260 Group Piano III	1 hr.
Ensemble (300 level)	1 hr.	MUS 261 Group Piano IV	1 hr.
Electives in Theory/Composition, Conducting, History/Literature (upper division)	6hrs.	Ensemble (300 level)*	1 hr.
MUS 317 Conducting I	<u>2</u> hrs.	Ensemble (300 level)*	1 hr.
	TOTAL = 51 hrs.	Ensemble (300 level)	1 hr.
		Ensemble (300 level)	1 hr.
		Ensemble (300 level)	1 hr.
		Electives in Theory/Composition, Conducting, History/Literature (upper division)	6hrs.
		MUS 317 Conducting I	<u>2</u> hrs.
			TOTAL = 51 hrs.

Current Catalog listing:

The major in music (liberal arts) (reference number 583) requires 51 hours of music (at least 26 of these must be at the upper division 300 & 400 level) and leads to the bachelor of arts degree. This program allows for a strong liberal arts education, a second major or a minor along with a non-professional emphasis in music. No minor or second major is required.

Requirements:

Music Theory and Literature: MUS 100, 101, 200, 201, 326, 327, 328

Applied Music: 4 semesters (8 hours) in MUS 153, 2 semesters (4 hours) in MUS 353. MUS 160, 161, 260, 261.

Conducting: MUS 317

Ensembles: 6 semesters (6 hours) required

Music electives: 6 hours elected from theory/composition (MUS 203, 206, 402, 403, 405, 407 or Private Composition) or music history/literature (MUS 430).

General Education: Must include PHYS 130 (Acoustics) and 6 hours (two courses in the same language) in one of the following languages: French, German, Italian, Spanish.

Proposed Catalog listing:

The major in music (liberal arts) (reference number 583) requires 51 hours of music (at least 26 of these must be at the upper division 300 & 400 level) and leads to the bachelor of arts degree. This program allows for a strong liberal arts education, a second major or a minor along with a non-professional emphasis in music. No minor or second major is required.

Requirements:

Music Theory and Literature: MUS 100, 101, 200, 201, 326, 327, 328

Applied Music: 4 semesters (8 hours) in MUS 153, 2 semesters (4 hours) in MUS 353. **MUS 155: 6 semesters**, MUS 160, 161, 260, 261.

Conducting: MUS 317

Ensembles: 6 semesters (6 hours) required

Music electives: 6 hours elected from theory/composition (MUS 203, 206, 402, 403, 405, 407 or Private Composition) or music history/literature (MUS 430).

General Education: Must include PHYS 130 (Acoustics) and 6 hours (two courses in the same

language) in one of the following languages: French, German, Italian, Spanish.

4. Rationale

“Performance attendance requirements” are listed by our accrediting organization, the National Association of Schools of Music (NASM), as a mandatory aspect of all programs leading to a major in music in order to “develop the common body of knowledge and skills.” Many music units handle this requirement with a zero-credit lab course. Our current program structure links this requirement to Applied Music (private lessons, one-on-one or small group) and provides that students who fail to attend the minimum number of recitals/concerts must receive a grade of Incomplete (“X”) in Applied Music until such time as they complete the performance attendance requirements (within the first 12 weeks of the following semester). Tracking this requirement through a separate zero-credit pass/fail lab will allow students who fail to attend the required performances to receive a separate grade in Applied Music and to continue in that sequence the following semester. This structure was recommended by the Music Department’s Student Advisory Board and endorsed by the Applied Music faculty. The new course will more directly document Student Engagement through performance attendance and allow students and faculty to measure that engagement semester-by-semester.

5. **Proposed term for implementation:** Fall 2006

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

Music Department Curriculum Committee September 19, 2005

Potter College Curriculum Committee February 2, 2006

University Curriculum Committee _____

University Senate _____

Attachment: Program Inventory Form

Potter College of Arts, Humanities, and Social Sciences
Department of Music
Proposal to Revise a Program
(Action Item)

Contact Person: Dr. Mitzi Groom e-mail mitzi.groom@wku.edu Phone 745-3752

1. Identification of program

- 1.1 Reference Number: 593
- 1.2 Current Program Title: Bachelor of Music, with options in Music Education and Performance
- 1.3 Credit Hours:
option in Music Education 74 (music) and 22 (professional education)
option in Performance 73 (vocal) or 71 (instrumental)

2. Identification of the proposed changes:

- Change record-keeping for the seven (music education) or eight-semester (performance) performance attendance requirements by adding MUS 155 Performance Attendance, as a zero-credit lab to be taken concurrently with applied music.

See current and proposed curricula on following pages.

CURRENT PROGRAM:

#593 Music Ed. "Integrated" sequence

<u>Music Courses</u>	<u>Credit hrs.</u>
MUS 100 Theory I*	3 hrs.
MUS 101 Theory II*	3 hrs.
MUS 200 Theory III	3 hrs.
MUS 201 Theory IV	3 hrs.
MUS 203 Music Technology	2 hrs.
MUS 214 String Techniques	1 hr.
MUS 215 Brass Techniques	1 hr.
MUS 315 Clarinet/Sax Tech.	1 hr.
MUS 316 Flute/Double Reed Tech.	1 hr.
MUS 319 Percussion Techniques	1 hr.
MUS 312 Tchng Music Elementary	3 hrs.
MUS 412 Tchng Music Middle Scl	3 hrs.
MUS 415 Choral Methods	3 hrs.
MUS 416 Instrumental Methods	3 hrs.
MUS 414 Choral Materials	OR
MUS 417 Marching Band Tech.	2 hrs.
MUS 326 Music History I	3 hrs.
MUS 327 Music History II	3 hrs.
MUS 328 Music History III	3 hrs.
MUS 153 Applied Principal*	2 hrs.
MUS 153 Applied Principal*	2 hrs.
MUS 153 Applied Principal	2 hrs.
MUS 153 Applied Principal	2 hrs.
MUS 353 Applied Principal	2 hrs.
MUS 353 Applied Principal	2 hrs.
MUS 353 Applied Principal	2 hrs.
MUS 162 Grp. Voice or 152 Diction	1 hr.
MUS 160 Group Piano I	1 hr.
MUS 161 Group Piano II	1 hr.
MUS 260 Group Piano III	1 hr.
MUS 261 Group Piano IV	1 hr.
Ensemble (300 level)*	1 hr.
Ensemble (300 level)*	1 hr.
Ensemble (300 level)	1 hr.
Ensemble (300 level)	1 hr.
Ensemble (300 level)	1 hr.
Ensemble (300 level)	1 hr.
Ensemble (300 level)	1 hr.
Opposite Area Ensemble	1 hr.
Opposite Area Ensemble	1 hr.
MUS 317 Conducting I	2 hr.
MUS 318 Conducting II	2 hrs.
TOTAL = 74 hrs.	

<u>Professional Education</u>	<u>Credit hrs.</u>
EDU 250 Intro Teacher Ed. K-12	3 hrs.
EXED 330 Intro Special Ed.	3 hrs.
PSY 310 Ed. Psychology	3 hrs.
SEC 490 Music Student Teaching	10 hrs.
EDU 489 Student Teaching Seminar	3 hrs.
TOTAL = 22 hrs.	

PROPOSED PROGRAM:

NEW #593 Music Ed. "Integrated" sequence

<u>Music Courses</u>	<u>Credit hrs.</u>
MUS 100 Theory I*	3 hrs.
MUS 101 Theory II*	3 hrs.
MUS 200 Theory III	3 hrs.
MUS 201 Theory IV	3 hrs.
MUS 203 Music Technology	2 hrs.
MUS 214 String Techniques	1 hr.
MUS 215 Brass Techniques	1 hr.
MUS 315 Clarinet/Sax Tech.	1 hr.
MUS 316 Flute/Double Reed Tech.	1 hr.
MUS 319 Percussion Techniques	1 hr.
MUS 312 Tchng Music Elementary	3 hrs.
MUS 412 Tchng Music Middle Scl	3 hrs.
MUS 415 Choral Methods	3 hrs.
MUS 416 Instrumental Methods	3 hrs.
MUS 414 Choral Materials	OR
MUS 417 Marching Band Tech.	2 hrs.
MUS 326 Music History I	3 hrs.
MUS 327 Music History II	3 hrs.
MUS 328 Music History III	3 hrs.
MUS 153 Applied Principal*	2 hrs.
MUS 153 Applied Principal*	2 hrs.
MUS 153 Applied Principal	2 hrs.
MUS 153 Applied Principal	2 hrs.
MUS 353 Applied Principal	2 hrs.
MUS 353 Applied Principal	2 hrs.
MUS 353 Applied Principal	2 hrs.

7 Semesters of**MUS 155 Performance Attendance 0 hrs**

MUS 162 Grp. Voice or 152 Diction	1 hr.
MUS 160 Group Piano I	1 hr.
MUS 161 Group Piano II	1 hr.
MUS 260 Group Piano III	1 hr.
MUS 261 Group Piano IV	1 hr.
Ensemble (300 level)*	1 hr.
Ensemble (300 level)*	1 hr.
Ensemble (300 level)	1 hr.
Ensemble (300 level)	1 hr.
Ensemble (300 level)	1 hr.
Ensemble (300 level)	1 hr.
Ensemble (300 level)	1 hr.
Opposite Area Ensemble	1 hr.
Opposite Area Ensemble	1 hr.
MUS 317 Conducting I	2 hr.
MUS 318 Conducting II	2 hrs.

TOTAL = 74 hrs.

<u>Professional Education</u>	<u>Credit hrs.</u>
EDU 250 Intro Teacher Ed. K-12	3 hrs.
EXED 330 Intro Special Ed.	3 hrs.
PSY 310 Ed. Psychology	3 hrs.
SEC 490 Music Student Teaching	10 hrs.
EDU 489 Student Teaching Seminar	3 hrs.
TOTAL =	22 hrs.

CURRENT PROGRAM:

#593 Music Ed. "Instrumental" sequence

<u>Music Courses</u>	<u>Credit hrs.</u>
MUS 100 Theory I*	3 hrs.
MUS 101 Theory II*	3 hrs.
MUS 200 Theory III	3 hrs.
MUS 201 Theory IV	3 hrs.
MUS 203 Music Technology	2 hrs.
MUS 214 String Techniques	1 hr.
MUS 215 Brass Techniques	1 hr.
MUS 315 Clarinet/Sax Tech.	1 hr.
MUS 316 Flute/Double Reed Tech.	1 hr.
MUS 319 Percussion Techniques	1 hr.
MUS 312 Tchng Music Elementary	3 hrs.
MUS 412 Tchng Music Middle Scl	3 hrs.
MUS 416 Instrumental Methods	3 hrs.
MUS 417 Marching Band Tech.	2 hrs.
MUS 326 Music History I	3 hrs.
MUS 327 Music History II	3 hrs.
MUS 328 Music History III	3 hrs.
MUS 153 Applied Principal*	2 hrs.
MUS 154 Applied Principal*	2 hrs.
MUS 253 Applied Principal	2 hrs.
MUS 254 Applied Principal	2 hrs.
MUS 353 Applied Principal	2 hrs.
MUS 354 Applied Principal	2 hrs.
MUS 453 Applied Principal	2 hrs.
MUS 162 Group Voice MUS 140 Choir	1 hr.
MUS 160 Group Piano I	1 hr.
MUS 161 Group Piano II	1 hr.
MUS 260 Group Piano III	1 hr.
MUS 261 Group Piano IV	1 hr.
Ensemble (100 level)*	1 hr.
Ensemble (100 level)*	1 hr.
Ensemble (300 level)	1 hr.
Ensemble (300 level)	1 hr.
Ensemble (400 level)	1 hr.
Ensemble (400 level)	1 hr.
Ensemble (400 level)	1 hr.
MUS 317 Conducting I	2 hr.
MUS 318 Conducting II	2 hrs.

TOTAL = 69 hrs.

<u>Professional Education</u>	<u>Credit hrs.</u>
EDU 250 Intro Teacher Ed. K-12	3 hrs.
EXED 330 Intro Special Ed.	3 hrs.
PSY 310 Ed. Psychology	3 hrs.
SEC 490 Music Student Teaching	10 hrs.
EDU 489 Student Teaching Seminar	3 hrs.
TOTAL = 22 hrs.	

PROPOSED PROGRAM:

NEW #593 Music Ed. "Instrumental" sequence

<u>Music Courses</u>	<u>Credit hrs.</u>
MUS 100 Theory I*	3 hrs.
MUS 101 Theory II*	3 hrs.
MUS 200 Theory III	3 hrs.
MUS 201 Theory IV	3 hrs.
MUS 203 Music Technology	2 hrs.
MUS 214 String Techniques	1 hr.
MUS 215 Brass Techniques	1 hr.
MUS 315 Clarinet/Sax Tech.	1 hr.
MUS 316 Flute/Double Reed Tech.	1 hr.
MUS 319 Percussion Techniques	1 hr.
MUS 312 Tchng Music Elementary	3 hrs.
MUS 412 Tchng Music Middle Scl	3 hrs.
MUS 416 Instrumental Methods	3 hrs.
MUS 417 Marching Band Tech.	2 hrs.
MUS 326 Music History I	3 hrs.
MUS 327 Music History II	3 hrs.
MUS 328 Music History III	3 hrs.
MUS 153 Applied Principal*	2 hrs.
MUS 153 Applied Principal*	2 hrs.
MUS 153 Applied Principal	2 hrs.
MUS 153 Applied Principal	2 hrs.
MUS 353 Applied Principal	2 hrs.
MUS 353 Applied Principal	2 hrs.
MUS 353 Applied Principal	2 hrs.

7 Semesters of**MUS 155 Performance Attendance 0 hrs**

MUS 162 Group Voice	MUS 140 Choir	1 hr.
MUS 160 Group Piano I		1 hr.
MUS 161 Group Piano II		1 hr.
MUS 260 Group Piano III		1 hr.
MUS 261 Group Piano IV		1 hr.
Ensemble (300 level)*		1 hr.
Ensemble (300 level)*		1 hr.
Ensemble (300 level)		1 hr.
Ensemble (300 level)		1 hr.
Ensemble (300 level)		1 hr.
Ensemble (300 level)		1 hr.
Ensemble (300 level)		1 hr.
MUS 317 Conducting I		2 hr.
MUS 318 Conducting II		2 hrs.

TOTAL = 69 hrs.

<u>Professional Education</u>	<u>Credit hrs.</u>
EDU 250 Intro Teacher Ed. K-12	3 hrs.
EXED 330 Intro Special Ed.	3 hrs.
PSY 310 Ed. Psychology	3 hrs.
SEC 490 Music Student Teaching	10 hrs.
EDU 489 Student Teaching Seminar	3 hrs.
TOTAL = 22 hrs.	

CURRENT PROGRAM:

#593 Music Ed. "Vocal" sequence

<u>Music Courses</u>	<u>Credit hrs.</u>
MUS 100 Theory I*	3 hrs.
MUS 101 Theory II*	3 hrs.
MUS 200 Theory III	3 hrs.
MUS 201 Theory IV	3 hrs.
MUS 203 Music Technology	2 hrs.
MUS 214 String Techniques	1 hr.
MUS 349 Accompanying	1 hr.
Guided Elective Techniques Course	1 hr.
MUS 312 Tchng Music Elementary	3 hrs.
MUS 412 Tchng Music Middle Scl	3 hrs.
MUS 415 Choral Methods	3 hrs.
MUS 414 Choral Materials	2 hrs.
MUS 326 Music History I	3 hrs.
MUS 327 Music History II	3 hrs.
MUS 328 Music History III	3 hrs.
MUS 153 Applied Principal*	2 hrs.
MUS 154 Applied Principal*	2 hrs.
MUS 253 Applied Principal	2 hrs.
MUS 254 Applied Principal	2 hrs.
MUS 353 Applied Principal	2 hrs.
MUS 354 Applied Principal	2 hrs.
MUS 453 Applied Principal	2 hrs.
MUS 152 Diction I	1 hr.
MUS 252 Diction II	1 hr.
MUS 166 Group Guitar I	1 hr.
MUS 160 Group Piano I	1 hr.
MUS 161 Group Piano II	1 hr.
MUS 260 Group Piano III	1 hr.
MUS 261 Group Piano IV	1 hr.
Ensemble (100 level)*	1 hr.
Ensemble (100 level)*	1 hr.
Ensemble (300 level)	1 hr.
Ensemble (300 level)	1 hr.
Ensemble (400 level)	1 hr.
Ensemble (400 level)	1 hr.
Ensemble (400 level)	1 hr.
MUS 317 Conducting I	2 hr.
MUS 318 Conducting II	2 hrs.

TOTAL = 69 hrs.

<u>Professional Education</u>	<u>Credit hrs.</u>
EDU 250 Intro Teacher Ed. K-12	3 hrs.
EXED 330 Intro Special Ed.	3 hrs.
PSY 310 Ed. Psychology	3 hrs.
SEC 490 Music Student Teaching	10 hrs.
EDU 489 Student Teaching Seminar	3 hrs.
TOTAL = 22 hrs.	

PROPOSED PROGRAM:

NEW #593 Music Ed. "Vocal" sequence

<u>Music Courses</u>	<u>Credit hrs.</u>
MUS 100 Theory I*	3 hrs.
MUS 101 Theory II*	3 hrs.
MUS 200 Theory III	3 hrs.
MUS 201 Theory IV	3 hrs.
MUS 203 Music Technology	2 hrs.
MUS 214 String Techniques	1 hr.
MUS 349 Accompanying	1 hr.
Guided Elective Techniques Course	1 hr.
MUS 312 Tchng Music Elementary	3 hrs.
MUS 412 Tchng Music Middle Scl	3 hrs.
MUS 415 Choral Methods	3 hrs.
MUS 414 Choral Materials	2 hrs.
MUS 326 Music History I	3 hrs.
MUS 327 Music History II	3 hrs.
MUS 328 Music History III	3 hrs.
MUS 153 Applied Principal*	2 hrs.
MUS 153 Applied Principal*	2 hrs.
MUS 153 Applied Principal	2 hrs.
MUS 153 Applied Principal	2 hrs.
MUS 353 Applied Principal	2 hrs.
MUS 353 Applied Principal	2 hrs.
MUS 353 Applied Principal	2 hrs.

7 Semesters of**MUS 155 Performance Attendance 0 hrs**

MUS 152 Diction I	1 hr.
MUS 252 Diction II	1 hr.
MUS 166 Group Guitar I	1 hr.
MUS 160 Group Piano I	1 hr.
MUS 161 Group Piano II	1 hr.
MUS 260 Group Piano III	1 hr.
MUS 261 Group Piano IV	1 hr.
Ensemble (300 level)*	1 hr.
Ensemble (300 level)*	1 hr.
Ensemble (300 level)	1 hr.
Ensemble (300 level)	1 hr.
Ensemble (300 level)	1 hr.
Ensemble (300 level)	1 hr.
Ensemble (300 level)	1 hr.
MUS 317 Conducting I	2 hr.
MUS 318 Conducting II	2 hrs.

TOTAL = 69 hrs.

<u>Professional Education</u>	<u>Credit hrs.</u>
EDU 250 Intro Teacher Ed. K-12	3 hrs.
EXED 330 Intro Special Ed.	3 hrs.
PSY 310 Ed. Psychology	3 hrs.
SEC 490 Music Student Teaching	10 hrs.
EDU 489 Student Teaching Seminar	3 hrs.
TOTAL = 22 hrs.	

CURRENT PROGRAM:

#593 option in Performance

<u>Music Courses</u>	<u>Credit hrs.</u>
MUS 100 Theory I*	3 hrs.
MUS 101 Theory II*	3 hrs.
MUS 200 Theory III	3 hrs.
MUS 201 Theory IV	3 hrs.
MUS 326 Music History I	3 hrs.
MUS 327 Music History II	3 hrs.
MUS 328 Music History III	3 hrs.
MUS 430 Music Literature	3 hrs.
MUS 153 Applied Principal*	2 hrs.
MUS 154 Applied Principal*	2 hrs.
MUS 253 Applied Principal	2 hrs.
MUS 254 Applied Principal	2 hrs.
MUS 356 Applied Major	3 hrs.
MUS 357 Applied Major	3 hrs.
MUS 456 Applied Major	3 hrs.
MUS 457 Applied Major	3 hrs.
MUS 160 Group Piano I	1 hr.
MUS 161 Group Piano II	1 hr.
MUS 260 Group Piano III	1 hr.
MUS 261 Group Piano IV	1 hr.
MUS 152 Diction I (vocal only)	1 hr.
MUS 252 Diction II (vocal only)	1 hr.
MUS 338 DIS (Recital program)	1 hr.
MUS 338 DIS (Recital program)	1 hr.
MUS 310 Pedagogy	3 hrs.
Music Theory/composition Elects.	6 hrs.
Ensemble (100 level)*	1 hr.
Ensemble (100 level)*	1 hr.
Ensemble (300 level)	1 hr.
Ensemble (300 level)	1 hr.
Ensemble (400 level)	1 hr.
Ensemble (400 level)	1 hr.
Ensemble (400 level)	1 hr.
Ensemble (400 level)	1 hr.
MUS 317 Conducting I	2 hr.
Elective Ensemble(400 level)	1 hr.
Elective Ensemble(400 level)	1 hr.
TOTAL = 73 hrs.	
(INST. = 71)	

PROPOSED PROGRAM:

#593 option in Performance

<u>Music Courses</u>	<u>Credit hrs.</u>
MUS 100 Theory I*	3 hrs.
MUS 101 Theory II*	3 hrs.
MUS 200 Theory III	3 hrs.
MUS 201 Theory IV	3 hrs.
MUS 326 Music History I	3 hrs.
MUS 327 Music History II	3 hrs.
MUS 328 Music History III	3 hrs.
MUS 430 Music Literature	3 hrs.
MUS 153 Applied Principal*	2 hrs.
MUS 153 Applied Principal*	2 hrs.
MUS 153 Applied Principal	2 hrs.
MUS 153 Applied Principal	2 hrs.
MUS 357 Applied Major	3 hrs.
MUS 357 Applied Major	3 hrs.
MUS 457 Applied Major	3 hrs.
MUS 457 Applied Major	3 hrs.
8 Semesters of	
MUS 155 Performance Attendance 0 hrs	
MUS 160 Group Piano I	1 hr.
MUS 161 Group Piano II	1 hr.
MUS 260 Group Piano III	1 hr.
MUS 261 Group Piano IV	1 hr.
MUS 152 Diction I (vocal only)	1 hr.
MUS 252 Diction II (vocal only)	1 hr.
MUS 338 DIS (Recital program)	1 hr.
MUS 338 DIS (Recital program)	1 hr.
MUS 310 Pedagogy	3 hrs.
Music Theory/composition Elects.	6 hrs.
Ensemble (300 level)*	1 hr.
Ensemble (300 level)*	1 hr.
Ensemble (300 level)	1 hr.
Ensemble (300 level)	1 hr.
Ensemble (300 level)	1 hr.
Ensemble (300 level)	1 hr.
Ensemble (300 level)	1 hr.
Ensemble (300 level)	1 hr.
MUS 317 Conducting I	2 hr.
Elective Ensemble(300 level)	1 hr.
Elective Ensemble(300 level)	1 hr.
TOTAL = 73 hrs.	
(INST. = 71)	

Current Catalog listing (2005-2007):

The Bachelor of Music in Music Education (reference number 593) has two Options: Music Education and Performance.

The Bachelor of Music option in Music Education (reference number 593) offers three sequences leading to three distinct teaching certifications:

- 1) Integrated sequence which leads to certification for Teaching Music P-12 and requires 74 hours in music
- 2) Instrumental sequence which leads to certification for Teaching Instrumental Music P-12 and requires 69 hours in music
- 3) Vocal sequence that leads to certification for Teaching Vocal Music P-12 and requires 69 hours in music.

All three sequences require 22 hours in professional education and certain additional classes prescribed within the general education component. No minor or second major is required.

The Performance Option has both an instrumental and a vocal track and leads to the Bachelor of Music degree. The instrumental track requires 71 hours in music and 130 total hours. The vocal track requires two additional courses in Diction—MUS 152 and 252—for 73 hours in music and 132 total hours. No minor or second major is required. This program provides preparation for graduate study for performance and studio teaching careers. The Performance Track is available in voice, piano, organ, classical guitar and many standard band and orchestral instruments.

Core Requirements (Music Education and Performance Options):

Music Theory and Literature: MUS 100, 101, 200, 201, 326, 327, 328
Applied Music: 4 semesters (8 hours) of MUS 153. MUS 160, 161, 260, 261.
Conducting: MUS 317
Ensembles: 7 semesters of appropriate major ensembles
General Education: Must include PHYS 130 (Acoustics).

Additional Requirements for the Music Education Option ALL Sequences (Integrated, Instrumental & Vocal):

Music Theory: MUS 203
Applied Music: 3 semesters (6 hours) MUS 353.
Conducting: MUS 318
Music Education: MUS 214, 312, 412,
Professional Education: EDU 250, EXC 330, PSY 310, EDU 489, SEC 490.
General Education: Must include PHYS 130 (Acoustics) and any additional requirements from Teacher Certification (see Teacher Education for current requirements).

Requirements specific to the Music Education Option INTEGRATED Sequence:

Applied Music: MUS 152 or 162.
Music Education: MUS 215, 315, 316, 319, 415, 416 and 414 or 417.
Ensembles: 2 “opposite area” ensembles. (see Additional Baccalaureate Degree Requirements)

Requirements specific to the Music Education Option INSTRUMENTAL Sequence:

Applied Music/Ensemble: MUS 162 or one semester of choral ensemble.

Music Education: MUS 215, 315, 316, 319, 416 and 417.

Requirements specific to the Music Education Option VOCAL Sequence:

Applied Music: MUS 152, 252, 166, and 349 Accompanying.

Music Education: MUS 414, 415, and a guided elective techniques course chosen from: MUS 215, 315, 316, and 319.

Additional Requirements for the Performance Option only:

Music Theory and Literature: MUS 430

Applied Music: 2 semesters (6 hours) of MUS 357 (one to include junior recital and MUS 338), 2 semesters (6 hours) of MUS 457 (one to include senior recital and MUS 338)

Ensembles: 1 additional semester of appropriate major ensemble and 2 semesters of elective ensembles.

Pedagogy: MUS 310

Music Electives: 6 hours selected from the theory/composition area, chosen from: MUS 203, 206, 402, 403, 405, 407 or Private Composition.

Vocal Track only: MUS 152, 252.

Electives: 12 hours.

General Education: Must include 6 hours of one foreign language chosen from: French, German, and Italian.

Proposed Catalog listing:

The Bachelor of Music in Music Education (reference number 593) has two Options: Music Education and Performance.

The Bachelor of Music option in Music Education (reference number 593) offers three sequences leading to three distinct teaching certifications:

- 1) Integrated sequence which leads to certification for Teaching Music P-12 and requires 74 hours in music
- 2) Instrumental sequence which leads to certification for Teaching Instrumental Music P-12 and requires 69 hours in music
- 3) Vocal sequence that leads to certification for Teaching Vocal Music P-12 and requires 69 hours in music.

All three sequences require 22 hours in professional education and certain additional classes prescribed within the general education component. No minor or second major is required.

The Performance Option has both an instrumental and a vocal track and leads to the Bachelor of Music degree. The instrumental track requires 71 hours in music and 130 total hours. The vocal track requires two additional courses in Diction—MUS 152 and 252—for 73 hours in music and 132 total hours. No minor or second major is required. This program provides preparation for graduate study for performance and studio teaching careers. The Performance Track is available in voice, piano, organ, classical guitar and many standard band and orchestral instruments.

Core Requirements (Music Education and Performance Options):

Music Theory and Literature: MUS 100, 101, 200, 201, 326, 327, 328

Applied Music: 4 semesters (8 hours) of MUS 153. **MUS 155: 4 semesters**, MUS 160, 161, 260, 261.

Conducting: MUS 317

Ensembles: 7 semesters of appropriate major ensembles

General Education: Must include PHYS 130 (Acoustics).

Additional Requirements for the Music Education Option ALL Sequences (Integrated, Instrumental & Vocal):

Music Theory: MUS 203

Applied Music: 3 semesters (6 hours) MUS 353. **MUS 155: 3 semesters**

Conducting: MUS 318

Music Education: MUS 214, 312, 412,

Professional Education: EDU 250, EXC 330, PSY 310, EDU 489, SEC 490.

General Education: Must include PHYS 130 (Acoustics) and any additional requirements from Teacher Certification (see Teacher Education for current requirements).

Requirements specific to the Music Education Option INTEGRATED Sequence:

Applied Music: MUS 152 or 162.

Music Education: MUS 215, 315, 316, 319, 415, 416 and 414 or 417.

Ensembles: 2 “opposite area” ensembles. (see Additional Baccalaureate Degree Requirements)

Requirements specific to the Music Education Option INSTRUMENTAL Sequence:

Applied Music/Ensemble: MUS 162 or one semester of choral ensemble.

Music Education: MUS 215, 315, 316, 319, 416 and 417.

Requirements specific to the Music Education Option VOCAL Sequence:

Applied Music: MUS 152, 252, 166, and 349 Accompanying.

Music Education: MUS 414, 415, and a guided elective techniques course chosen from: MUS 215, 315, 316, and 319.

Additional Requirements for the Performance Option only:

Music Theory and Literature: MUS 430

Applied Music: 2 semesters (6 hours) of MUS 357 (one to include junior recital and MUS 338), 2 semesters (6 hours) of MUS 457 (one to include senior recital and MUS 338), **MUS 155: 4 semesters**

Ensembles: 1 additional semester of appropriate major ensemble and 2 semesters of elective ensembles.

Pedagogy: MUS 310

Music Electives: 6 hours selected from the theory/composition area, chosen from: MUS 203, 206, 402, 403, 405, 407 or Private Composition.

Vocal Track only: MUS 152, 252.

Electives: 12 hours.

General Education: Must include 6 hours of one foreign language chosen from: French, German, and Italian.

4. Rationale

“Performance attendance requirements” are listed by our accrediting organization, the National Association of Schools of Music (NASM), as a mandatory aspect of all programs leading to a major in music in order to “develop the common body of knowledge and skills.” Many music units handle this requirement with a zero-credit lab course. Our current program structure links this requirement to Applied Music (private lessons, one-on-one or small group) and provides that students who fail to attend the minimum number of recitals/concerts must receive a grade of Incomplete (“X”) in Applied Music

until such time as they complete the performance attendance requirements (within the first 12 weeks of the following semester). Tracking this requirement through a separate zero-credit pass/fail lab will allow students who fail to attend the required performances to receive a separate grade in Applied Music and to continue in that sequence the following semester. This structure was recommended by the Music Department's Student Advisory Board and endorsed by the Applied Music faculty. The new course will more directly document Student Engagement through performance attendance and allow students and faculty to measure that engagement semester-by-semester.

5. Proposed term for implementation: Fall 2006

6. Dates of prior committee approvals:

Music Department Curriculum Committee September 19, 2005

Potter College Curriculum Committee February 2, 2006

Professional Education Council March 8, 2006

University Curriculum Committee _____

University Senate _____

Attachment: Program Inventory

Gordon Ford College of Business
Western Kentucky University
Office of the Dean
745-6311

REPORT TO THE UNIVERSITY CURRICULUM COMMITTEE

Date: March 28, 2006

FROM: Gordon Ford College of Business Curriculum Committee

The Gordon Ford College of Business Curriculum Committee submits the following items for consideration:

Type of Item	Description of Item and Contact Information
Action	Proposal to Revise a Program Ref # 706, Computer Information Systems (Program Admission Requirement) Contact: Dr. Thad Crews II Thad.crewsii@wku.edu Phone: 5-4643

**Gordon Ford College of Business
Department of Computer Information Systems
Proposal to Revise a Program
(Action Item)**

Contact Person: Thad Crews, Jr. e-mail: thad.crews@wku.edu Phone: 5-4643

1. Identification of program

- 1.1 Reference Number: 706
- 1.2 Current Program Title: Computer Information Systems
- 1.3 Credit hours: 128

2. Identification of the proposed changes:

The CIS program is changing its admissions requirement consistent with the Gordon Ford College of Business admissions requirement with respect to the business college admissions core.

3. Detailed program description:

Applicants seeking admission to the CIS program must: 1. Be admitted to Western Kentucky University. 2. Complete 60 hours of course work applicable to the baccalaureate degree with a minimum overall grade point average of 2.25. 3. Complete the following courses with a "C" or better in each course: ACCT 200, ACCT 201, ECON 202, ECON 203, ECON 206, CIS 226, MATH 116 or higher, COMM 161. 4. Submit an application to the Department of Computer Information Systems.	Applicants seeking admission to the CIS program must: 1. Be admitted to Western Kentucky University. 2. Complete a minimum of 60 hours of course work applicable to the baccalaureate degree with a minimum overall grade point average of 2.25. 3. Complete ACCT 200 and 201, CIS 141, ECON 202, 203, and 206, MATH 116 or higher, and COMM 161 with a minimum grade point average of 2.25 in the courses listed above.
Current Catalog Description	Proposed Catalog Description

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

The Gordon Ford College of Business has revised its admissions requirements with respect to the admissions core courses. The CIS program is modifying its admissions requirement to be fully consistent with the new college admissions requirement.

5. **Proposed term for implementation and special provisions:**

Term: Fall, 2006

Provisions, if applicable: none

6. Dates of prior committee approvals:

Computer Information Systems Department/Division 2/14/2006

Gordon Ford College of Business
Curriculum Committee 3/02/2006

University Curriculum Committee _____

University Senate _____

Attachment: Program Inventory Form

BOWLING GREEN COMMUNITY COLLEGE
of Western Kentucky University
Office of the Dean
780-2557

REPORT TO THE UNIVERSITY CURRICULUM COMMITTEE

DATE: 07 March 2006

FROM: The Curriculum Committee of the Bowling Green Community College

The Curriculum Committee of the Bowling Green Community College submits the following item for consideration:

Type of Item	Description of Item and Contact Information
Action	Proposal to Create a New Course UCC 200C Introduction to American Academic Culture Contact: Jean Nehm jean.nehm@wku.edu Phone: 780-2544

**Bowling Green Community College
Department of Academic Support
Proposal to Create a New Course
(Action Item)**

Contact Person: Jean Nehm e-mail: jean.nehm@wku.edu Phone: 0-2544

1. Identification of proposed course

- 1.1 Prefix and number: UCC 200C
- 1.2 Title: Introduction to American Academic Culture
- 1.3 Abbreviated title: Intro to Am Acad Cul
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L (Lecture)
- 1.6 Special Requirement: Open to international nonnative-English-speaking students with graduate student status; or with instructor permission
- 1.7 Catalog course listing:
A course for international nonnative-English-speaking graduate students to strengthen skills in academic English and to assist their acclimation to American academic culture. May not be applied toward completion of any graduate program.

2. Rationale

- 2.1 Reason for developing the proposed course:

The internationalization of Western's campus is an exciting and important part of Western Kentucky University's mission, including the attraction, retention, and graduation of diverse, academically-talented students from all over the world.

International students are admitted either by presenting an acceptable score on the TOEFL (Test of English as a Foreign Language) exam taken in their home countries or by graduating from ESLI (English as a Second Language International), an intensive English language institute housed in Cherry Hall. In addition, they must meet the admissions criteria expected of all applicants (e.g., qualifying ACT or GAP scores).

Being officially proficient on paper, however, is often quite different from the reality of a fast-paced, interactive classroom and the demands of academic writing. If the student is an undergraduate, he or she will receive additional support from taking University Experience (UC 175) to help with the adjustment to college life and from Introduction to College Writing (English 100). However, if the student is a graduate student, there is no comparable support. Data from a six-year period ending in Spring, 2005 illustrate the unfortunate results of the lack of support. During that time, over 500 ESLI graduates were granted conditional admission to a graduate program. Some were not able to meet other admissions requirements to be fully admitted, and of those who were fully admitted to a graduate program, only 72 have completed a master's degree, while another 65 are still enrolled.

The proposed course is designed to offer vital support through a blend of University Experience (with emphasis on adjusting to American academic culture) and English 100 (with emphasis on writing research papers).

Both Graduate Studies and the Office of International Programs have requested a "bridge

course” to improve skills and thereby improve retention and graduation rates of these international students. Accordingly, a course similar to the proposed course is being offered in Spring, 2006 as a one-time only course. As it appears to be meeting at least some of the identified needs of the international graduate student population, Academic Support faculty decided to propose the creation of a permanent course.

2.2 Projected enrollment in the proposed course: 15 per semester, fall and spring

Initially, the Office of International Programs will require graduates of ESLI to enroll in this course (unless they have already passed the GRE or GMAT). Later, faculty in other departments whose students need extra support may encourage enrollment in this bridge course.

2.3 Relationship of the proposed course to courses now offered by the department:

Introduction to American Academic Culture complements the entire University Experience mission of preparing students for college life. International students who come from teacher-centered cultures, however, need unique skills (participating in class, sharing opinions, interacting with professors and advisors, and giving oral presentations) not taught in traditional sections of the course.

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

Currently, no course exists at Western Kentucky University with a specific focus on assisting international graduate students in their transition to American academic culture.

The proposed course is a unique but logical addition to the Academic Support Division of Bowling Green Community College. Although all other academic support courses are for undergraduates, underprepared graduate students are simply another constituency needing skills and encouragement to succeed in their academic pursuits. Providing that support is the mission of the Academic Support Division.

The proposed course also complements the English as a Second Language course (ENG 051 / DENG 051C) in that it builds on the sentence, paragraph, and essay skills and emphasizes more advanced research skills.

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

Although numerous benchmark and other universities in the Commonwealth concur that acclimation to American academic culture is a universal problem, none offer a specific course to address the need. Most simply recommend that the students visit the campus writing center for help with their papers.

Indiana University Purdue University Indianapolis and Georgia State University offer two courses, Reading and Writing for Academic Purposes and a course for their teaching assistants, Listening and Speaking.

The University of Michigan offers a myriad of courses (Academic Writing, Lecture Comprehension, Pronunciation, Academic Speaking, Vocabulary Acquisition, and many more).

Ohio State University offers a two-month summer course to prepare students for their entrance into graduate school in the fall. The course covers pronunciation, discussion skills, presentation skills, academic writing skills, and dealing with extensive reading assignments.

3. Discussion of proposed course

3.1 Course objectives:

Students successfully completing this course will be able to

- Revise and edit their drafts for standard American English.
- Demonstrate understanding of academic integrity by correctly documenting all quotations, paraphrases, and summaries from research sources.
- Take effective classroom notes and demonstrate comprehension of lecture material.
- Demonstrate expanded vocabulary and improved reading comprehension
- Prepare and deliver oral presentations.
- Interact appropriately with academic advisors concerning majors, registration for courses, degree programs, and other important policies.
- Interact comfortably with English-speaking peers and professors, both inside and outside the classroom setting.
- Think and respond critically to issues in this course, in their majors, and in the current news.

3.2 Content outline:

Understanding the contrast of pedagogical approaches

- Teacher-centered approach, common overseas
- Learner-centered approach, common in most American colleges and universities

Interacting and Participating in the Academic Community

- Critical importance of the advisor
- Initiating contact with American peers
- Communicating with professors
- Participating in class discussions
 - Strategies in discussions
 - Exchanging opinions

Academic listening strategies

- Lecture culture
- Understanding lecture organizational structure
- Characteristics of spoken English
- Note-taking strategies

Becoming familiar with the library

- Tour of the library
- Introduction to specific research sources according to majors
- Critically evaluating web resources

Contrastive rhetoric: Understanding the American style (direct, linear)

Writing for academic purposes

- General to specific

Data commentary
Writing summaries
Writing critiques
Research
Editing for standard American English

Academic integrity

Understanding the concept of intellectual property/ownership of knowledge
Understanding the consequences of plagiarism
Developing skills in quoting, paraphrasing, and summarizing
Documenting sources with in-text citations and a final list of sources
Understanding documentation styles
 Modern Language Association (MLA)
 American Psychological Association (APA)
 Chicago Manual (CM)
 Council of Science Editors (CSE)

3.3 Student expectations and requirements:

Student learning will be evaluated by participation in class activities and evidence of participation in graduate classes
Essays
Culminating portfolio demonstrating excellent writing skills, an understanding of American academic culture, and strategies for positioning oneself as a successful member of the academic community

3.4 Tentative texts and course materials:

Texts such as the following, all designed for non-native speakers, may be used:

Longman Dictionary of American English, Now with Thesaurus. U.S.A.: Longman, 2004.

Madden, Carolyn G., and Theresa N. Rholck. *Discussion and Interaction in the Academic Community.* Ann Arbor, MI: U of Michigan P, 1997.

Oxford Dictionary of American English. Oxford: Oxford UP, 2005.

Reinhart, Susan M. *Giving Academic Presentations.* Ann Arbor, MI: U of Michigan P, 2002.

Salehzadeh, Julia. *Academic Listening Strategies: A Guide to Understanding Lectures.* Ann Arbor, MI: U of Michigan P, 2006.

Swales, John M., and Christine B. Feak. *Academic Writing for Graduate Students.* Ann Arbor, MI: U of Michigan P, 2004.

4. **Resources**

4.1 Library resources:

Library resources are adequate, as shown on the attached bibliography.

- 4.2 Computer resources:
Existing computer labs on the main campus and at South Campus are adequate.
5. Budget implications
 - 5.1 Proposed method of staffing:
The course will be taught by a full-time English faculty member with ESL certification.
 - 5.2 Special equipment needed:
None
 - 5.3 Expendable materials needed:
None
 - 5.4 Laboratory supplies needed:
None
6. Proposed term for implementation: Fall, 2006

Dates of prior committee approvals:

Academic Support Department/Division	<u>February 28, 2006</u>
BGCC College Curriculum Committee	<u>March 2, 2006</u>
University Curriculum Committee	March 28, 2006
University Senate	_____

Attachments: Bibliography, Library Resources Form, Course Inventory Form

OGDEN COLLEGE OF SCIENCE AND ENGINEERING
OFFICE OF THE DEAN
745-6371

REPORT TO THE UNIVERSITY CURRICULUM COMMITTEE

DATE: March 28, 2006

FROM: OGDEN COLLEGE OF SCIENCE AND ENGINEERING CURRICULUM COMMITTEE

The Ogden College of Science and Engineering submits the following items for consideration:

Type of Item	Description of Item
Information	One-Time Course Offering CS 239, Problem Solving with Computational Techniques Contact: Dr. Uta Ziegler Uta.ziegler@wku.edu 5-4642
Information	One-Time Course Offering EE 425, Advanced Circuit Design Contact: Dr. John Reis John.Reis@wku.edu 5-2461
Consent	Revise Course Prerequisites/Corequisites EE 460, Continuous Control Systems Contact: Dr. Stacy Wilson Stacy.wilson@wku.edu 5-5848
Action	Proposal to Revise an Academic Policy Electrical Engineering Program Contact: Dr. Stacy Wilson Stacy.wilson@wku.edu 5-5848
Action	New Course Proposal ME 365, Thermal Sciences for Electrical Engineers Contact: Dr. Robert Choate Robert.choate@wku.edu 5-8852
Action	Proposal to Revise a Program Electrical Engineering #537 Contact: Dr. Stacy Wilson Stacy.wilson@wku.edu 5-5848
Action	New Course Proposal CE 474, Civil Engineering Design Project Contact: Dr. Matthew Dettman Matthew.dettman@wku.edu 5-2462
Action	New Course Proposal GEOG 418, Internet Geographic Information Systems Contact: Dr. Kevin Cary Kevin.cary@wku.edu 5-2981
Action	New Course Proposal GEOG 432, Synoptic Meteorology Contact: Dr. Greg Goodrich Gregory.goodrich@wku.edu 5-5986

Proposal Date: 1/20/2006

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

Contact Person: Stacy Wilson email: stacy.wilson@wku.edu Phone 55848

1. Identification of course

- 1.1 Course prefix (subject area) and number: EE 460**
- 1.2 Course title: Continuous Control Systems**
- 1.3 Credit hours: 4**

2. Current pre-requisites:

Prerequisite: EE 420

3. Proposed pre-requisites:

Prerequisite: EE 420 with a grade of C or better

4. Rationale for the revision of course prerequisites:

The EE program had a requirement of a minimum grade of "C" or better in all required and technical elective courses for the major in order to graduate. The faculty decided to remove this requirement because the expected results of the rule were not achieved. The faculty believes that a more effective solution is to require a minimum grade in certain foundational classes before students may advance further into the curriculum.

5. Effect on completion of major/minor sequence: This change will not effect the completion of the major sequence as long as a student earns the minimum grade.

6. Proposed term for implementation: Fall 2006

7. Dates of prior committee approvals:

Engineering Department 2/4/06

OSCE Curriculum Committee 3/2/06

University Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

**Ogden College of Science and Engineering
Department of Engineering
Proposal to Revise an Academic Policy
(Action Item)**

Contact Person: Stacy Wilson email: stacy.wilson@wku.edu phone: 55848

1. Identification of proposed policy revision:

Remove the requirement of a minimum grade of “C” in all required and technical elective courses in the major.

2. Catalog statement of existing policy:

A minimum grade of “C” is required in all required and technical elective courses in the major.

3. Catalog statement of proposed policy:

{There will be no catalog statement about the revised policy since it will be incorporated into course pre-requisite requirements.}

4. Rationale of proposed policy revision:

The Electrical Engineering Program is a joint program with the University of Louisville. The WKU EE faculty along with the U of L EE faculty recommends revising the C or better requirement for all classes in the first major block of the degree program for several reasons. We have found that a student can earn a D in a lower level class and choose not to retake that class until close to graduation. Students can progress through the program with a D until they decide to retake the class.

We have decided that strengthening the requirements is a better solution for our program. This will be achieved by removing the “C or better” policy for graduation and requiring a grade of “C” in classes that are foundational classes before advancing in the EE program. This includes the following requirements:

- Students must earn a minimum grade of C in EE 210 before taking EE 211 (effective January 24, 2006).
- Students must earn a minimum grade of C in EE 210 before taking EE 220 (effective January 24, 2006).
- Students must earn a minimum grade of C in EE 211 before taking EE 330 (effective January 24, 2006).
- Students must earn a minimum grade of C in EE 211 before taking EE 420 (effective January 24, 2006).
- Students must earn a minimum grade of C in EE 420 before taking EE 460 (effective August 2006).
- The math and/or physics prerequisites and corequisites for EE 211, 220, 330, and 420 have not changed.

The students must still meet the same requirements for filing a degree program. These requirements are:

- Completion of the University core component:
 - English 100 (3 hrs)
 - Comm 145 or 161 (3 hrs)
 - History 119 or 120 (3 hrs)
 - UC 175 or EE 175 (2 hrs)
 - Math 126 (4.5 hrs)
- Completion of the EE core component
 - EE 101 (1hr) or EE 175 (2 hrs)
 - EE 180 (4 hrs)
 - CS 245 (1.5 hrs)
 - Math 126 (4.5 hrs)
 - Math 227 (4.5 hrs)
 - Physics 250/251 (4 hrs)
 - Physics 260/261 (4 hrs)
- Achieve a GPA of 2.5 in both the University and EE cores with a grade of "C" or better in all courses of the EE core component.

5. Impact of proposed policy revision on existing academic or non-academic policies:

The new policy strengthens the existing policy so that students are not allowed to advance through the program without earning a grade of “C” in specific courses.

6. Proposed tem of implementation: Spring 2006

7. Dates of prior committee approvals:

Department of Engineering	2/4/06
OSCE Curriculum Committee	3/2/06
University Curriculum Committee	
University Senate	

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

Contact Person: Robert E. Choate, robert.choate@wku.edu, 745-8852

1 Identification of proposed course

- 1.1 Prefix and number: ME 365
- 1.2 Title: Thermal Sciences for Electrical Engineers
- 1.3 Abbreviated title: Thermal Sciences for Electrical Engineers
- 1.4 Credit Hours and Contact Hours: 3 credit hours, 3 contact hours
- 1.5 Type of Course: L, lecture
- 1.6 Prerequisites: MATH 331 and PHYS 260
- 1.7 Catalog course listing: Theoretical background and analysis methods required to predict the thermal behavior of electronic components and systems. Topics include design and analysis methods of forced and buoyancy-driven systems, as well as conduction, natural and forced convection, and radiation heat transfer. (This course is not for mechanical engineering majors.)

2. **Rationale**

2.1 Reason for developing the course

This course is being developed as a thermal fluid sciences course for the electrical engineering program. It will provide a fundamental background in the thermal fluid sciences with specific applications for the practicing electrical engineer. It will address the growing demand of various industries for electrical engineers trained to solve complex thermal management problems.

2.2 Projected enrollment in the proposed course:

The projected enrollment for this course is 15 - 20 electrical engineering undergraduate students and potentially members of the community during each offering.

2.3 Relationship of the course to other courses of the program

Some overlap exists between this course and ME 330 (Fluid Mechanics), ME 325 (Heat Transfer) and PHYS 270 (University Physics III). However, the application area of thermal management of electronic systems is unique for the electrical engineering student constituents.

2.4 Relationship of the course to courses offered in other departments

No other department offers a course with this topical coverage suitable for the electrical engineering program.

2.5 Relationship of the course to courses offered elsewhere

Relatively few electrical engineering programs at other institutions offer similar undergraduate courses. However, it has been documented that over 50 percent of electronic system failures are thermally related. This course represents an opportunity for the engineering department at WKU to produce undergraduate electrical engineers who have the necessary background to address these design-related shortcomings from a unique perspective.

3. Description of proposed course

3.1 Course Objective

To develop within the student a basic understanding of thermal management, design, and control of electronic systems by exposure to the fundamental engineering sciences of fluid mechanics and heat transfer and their associated application to waste heat removal in electronic systems in order to ensure reliable product performance.

3.2 Course Outline

Thermal Considerations in the Design of Electronic Equipment
Why Thermal Management?
Reliability and Temperature
Thermal Design Considerations and Conceptual Formulation
Fundamentals of Heat Transfer and Fluid Mechanics
Conduction – Steady State
Convection – Natural and Forced
Radiation
Evaporation, Boiling and Condensation
Thermal Interface Resistance
Fluid Handling, Fans and Pumps
Dimensional Analysis and The Correlation of Test Data
Thermal Management and Control Techniques
Direct Air Cooling
Extended Surfaces and Extrusion (Heat Sinks)
Heat Exchangers and Cold Plates
Immersion Cooling
Heat Pipes
Thermoelectric Coolers

3.3 Student expectations and requirements

Students are required to attend class, and complete homework, examinations, and projects. The students' grades will be based upon their performance on the above assignments.

3.4 Tentative texts and course materials:

The anticipated text for this course will be:

Thermal Management of Microelectronic Equipment, Heat Transfer Theory, Analysis Methods and Design Practices, by Lian-Tuu Yeh and Richard C. Chu, ASME Press, 1st Edition, 2002, ISBN: 00791801683.

Additional material will be developed as course handouts to supplement the above text.

4. Resources

4.1 Library resources:

The resources available at the WKU Library are adequate for the proposed course. See attached library approval form.

4.2 Computing Resources:

No computing resources beyond what is currently available in the Department of Engineering will be required.

5. Budget implications:

5.1 Proposed method of staffing

Faculty of the department with credentials in the appropriate discipline will teach this course.

5.2 Special equipment needed

The Department of Engineering has a sufficient inventory of equipment to deliver this course.

5.3 Expendable materials needed

No expendable materials needed.

5.4 Laboratory supplies needed

No laboratory supplies needed.

6. Proposed term for implementation

Fall 2006

7. Dates of prior committee approvals

Department of Engineering 2/4/06

Ogden College Curriculum Committee 3/2/06

University Senate Curriculum Committee _____

University Senate _____

Proposal Date: 1/27/2006

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

Contact Person: Stacy Wilson email: stacy.wilson@wku.edu phone: 55848

1. Identification of program

- 1.1 Reference Number: 537**
- 1.2 Current Program Title: Electrical Engineering**
- 1.3 Credit Hours: 134.5-139.5**

2. Identification of proposed changes

ME 365

Students will take ME 365 (3 hours) instead of ME 362 (4 hours).

Science Elective

Students will be allowed to choose one science elective from a list of approved electives determined by the EE faculty instead of being required to take Chem120/106 (4 hours).

Hours in Program

The total number of hours is changed from 134.5-139.5 to 132.5-137.5.

3. Detailed program description:

<u>Current Program</u>		<u>Proposed Program</u>	
EE175 University Experience - EE	2	EE175 University Experience - EE	2
Or		Or	
UC 175 Freshman Seminar* , and	[2]	UC 175 Freshman Seminar* , and	[2]
EE 101 Design I	[1]	EE 101 Design I	[1]
EE180 Digital Circuits	4	EE180 Digital Circuits	4
EE200 Design II	1	EE200 Design II	1
<i>EE210 Circuits & Networks I</i>	<i>4</i>	<i>EE210 Circuits & Networks I</i>	<i>4</i>
EE211 Circuits & Networks II	3	EE211 Circuits & Networks II	3
EE220 Intro. to Electronics	4	EE220 Intro. to Electronics	4
<i>EE285 Intro. to Ind. Automation</i>	<i>2</i>	<i>EE285 Intro. to Ind. Automation</i>	<i>2</i>
EE300 Design III	1	EE300 Design III	1
EE330 Intro. to Power Systems	4	EE330 Intro. to Power Systems	4
EE380 Microprocessors	4	EE380 Microprocessors	4
<i>EE400 Design IV</i>	<i>1</i>	<i>EE400 Design IV</i>	<i>1</i>
EE401 Senior Design	3	EE401 Senior Design	3

EE420 Signals & Linear Systems	3	EE420 Signals & Linear Systems	3
EE450 Digital Signal Proc.	3	EE450 Digital Signal Proc.	3
<i>EE451 Digital Signal Proc. Lab</i>	<i>3</i>	<i>EE451 Digital Signal Proc. Lab</i>	<i>3</i>
EE460 Cont. Control Systems	4	EE460 Cont. Control Systems	4
EE470 Communications	3	EE470 Communications	3
EE475 Communications Lab	1	EE475 Communications Lab	1
<i>EE Technical Elective I</i>	<i>4</i>	<i>EE Technical Elective I</i>	<i>4</i>
EE Technical Elective II	3	EE Technical Elective II	3
<i>EM221 Statics</i>	<i>3</i>	<i>EM221 Statics</i>	<i>3</i>
ME362 Thermal/Fluid Sciences	4	ME 365 Thermal Science for EE	3
Tech. Course Total:	64-66	Tech. Course Total:	63-65
Category A		Category A	
ENG100 Freshman English	3	ENG100 Freshman English	3
ENG300 Junior English	3	ENG300 Junior English	3
A-II Foreign Language	3	A-II Foreign Language	3
COMM161 Public Speaking	3	COMM161 Public Speaking	3
<u>Category B</u>		<u>Category B</u>	
ENG200 Introduction to Literature	3	ENG200 Introduction to Literature	3
B-II Humanities Elective	3	B-II Humanities Elective	3
B-II Humanities Elective	3	B-II Humanities Elective	3
<u>Category C</u>		<u>Category C</u>	
HIST Western Civ.	3	HIST Western Civ.	3
ECON202 Prin. Of Econ (micro)	3	ECON202 Prin. Of Econ (micro)	3
Category C Elective	3	Category C Elective	3

<u>Category D</u>		<u>Category D</u>	
CHEM120 College Chemistry I	3		
CHEM106 College Chemistry I Lab	1	<i>Science Elective**</i>	3
PHYS250 University Physics I	3	PHYS250 University Physics I	3
PHYS251 University Physics I Lab	1	PHYS251 University Physics I Lab	1
MATH126 Calculus I	4.5	MATH126 Calculus I	4.5
<u>Category E</u>		<u>Category E</u>	
Category E World Cultures	3	Category E World Cultures	3
<u>Category F</u>		<u>Category F</u>	
Category F Health Elective	1	Category F Health Elective	1
Category F Health Elective	1	Category F Health Elective	1
<u>Other Requirements</u>		<u>Other Requirements</u>	
MATH227 Calculus II	4.5	MATH227 Calculus II	4.5
MATH327 Multivariable Calculus	4	MATH327 Multivariable Calculus	4
MATH331 Differential Equations	3	MATH331 Differential Equations	3
MATH350 Advanced Engr. Math	3	MATH350 Advanced Engr. Math	3
or		or	
MATH307 Intro. Linear Algebra, and	[3]	MATH307 Intro. Linear Algebra, and	[3]
MATH450 Complex Variables	[3]	MATH450 Complex Variables	[3]
STAT301 Probability & Statistics	3	STAT301 Probability & Statistics	3
PHYS260 University Physics II	3	PHYS260 University Physics II	3
PHYS261 University Physics II Lab	1	PHYS261 University Physics II Lab	1
<i>Intro to Programming 1.5</i>		<i>Intro to Programming 1.5</i>	
CS245		CS245	
	134.5-139.5		
Total Hours:		Total Hours:	132.5-137.5

*not required for transfer students with at least 24 hours

** **Science Electives:** See EE Student Handbook.

4. Rationale of proposed program revisions:

ME 365

Students were required to take ME 362. This course was developed for EE and CE students. The Mechanical Engineering Faculty created ME 365 to better meet the needs of EE students.

Science Elective

Our accreditation agency, ABET (Accreditation Board for Engineering and Technology) does not require a specific science course for EE students. EE students can benefit from a wide range of science courses especially in light of emerging technologies in biomedical engineering, natural resources and power, and so on.

Hours in Program:

The preceding adjustments create a change in the number of hours from 134.5-139.5 to 132.5-139.5.

5. Proposed term for implementation and special provisions:

Term: Fall 2006

Provisions, if applicable:

6. Dates of prior committee approvals:

Department of Engineering	<u>2/4/06</u>
OSCE Curriculum Committee	<u>3/2/06</u>
University Curriculum Committee	<u> </u>
University Senate	<u> </u>

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

Contact Person: Matthew Dettman e-mail: matthew.dettman@wku.edu Phone: 5-2462

1. Identification of proposed course
 - 1.1 Prefix and number: CE 474
 - 1.2 Title: Civil Engineering Design Project
 - 1.3 Abbreviated title: CE Design Project
 - 1.4 Credit hours and contact hours: 1 to 3 (variable)
 - 1.5 Type of course: C (Lecture/Lab)
 - 1.6 Special Requirement: Permission of Instructor
Additional Special Requirements: None
 - 1.7 Catalog course listing:

An independent study course in which students complete an engineering design project of their choice under the guidance of a faculty advisor. May be repeated for a maximum of 3 hours.
2. Rationale
 - 2.1 Reason for developing the proposed course:

This course will serve as a technical elective delivered by WKU faculty in the Civil Engineering program. In the project-based curriculum, students are encouraged to develop and complete design projects. This course will give them the opportunity to gain course credit for smaller projects that do not warrant 3 hours of credit. It will also provide them more flexibility in fulfilling their 9 hour technical elective requirement as well as expanding the range in the type and scope of projects.
 - 2.2 Projected enrollment in the proposed course:

The course will be offered on demand and will enroll approximately 5 to 10 students per year based on a history of requests from civil engineering majors.
 - 2.3 Relationship of the proposed course to courses now offered by the department:

This course will build upon topics in the current CE curriculum. It is similar to CE 475; however it provides for topics and projects of smaller scope.
 - 2.4 Relationship of the proposed course to courses offered in other departments:

This course has no known topical overlap with courses offered in other departments. It is similar to selected topics courses such as MATH 475 and PHYS 475, but with fewer credits.
 - 2.5 Relationship of the proposed course to courses offered in other institutions:

Special topics courses are commonly taught in Civil Engineering programs, such as CE 599 at the University of Kentucky.
3. Discussion of proposed course
 - 3.1 Course objectives:

This course will provide an advanced Civil Engineering (CE) design experience to add breadth and depth to the CE program.
 - 3.2 Content outline:

The topical content will be appropriate for an upper-division technical elective and will be specified by the instructor. Possible topics include pavement design, transportation facilities design, and hydraulic engineering.

3.3 Student expectations and requirements:

Students will be evaluated with performance indicators such as exams and projects, with expectations specified by the instructor and approved by the Engineering Department Head.

3.4 Tentative texts and course materials:

To be specified by the instructor.

4. Resources

4.1 Library resources:

Current library resources are adequate. Additional resources required will be provided as needed by the Engineering Department.

4.2 Computer resources:

Current resources are adequate.

5. Budget implications

5.1 Proposed method of staffing:

Faculty of the WKU Engineering Department will deliver the course as needed as a technical elective course. The normal teaching load for CE faculty includes the expectation that they will deliver technical electives.

5.2 Special equipment needed:

Project and topic dependent. Will be provided from CE Foundation support.

5.3 Expendable materials needed:

Project and topic dependent. Will be provided from CE Foundation support.

5.4 Laboratory supplies needed:

Project and topic dependent. Will be provided from CE Foundation support.

6. Proposed term for implementation: Spring 2006

7. Dates of prior committee approvals:

Engineering Department/Division 2-3-06

College Curriculum Committee 3-2-06

University Curriculum Committee _____

University Senate _____

Attachments: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Kevin Cary e-mail: kevin.cary@wku.edu Phone: 5-2981

1. Identification of proposed course
 - 1.1 Prefix and number: GEOG 418
 - 1.2 Title: Internet Geographic Information Systems
 - 1.3 Abbreviated title: Internet GIS
 - 1.4 Credit hours and contact hours: 3
 - 1.5 Type of course: L (Lecture)
 - 1.6 Prerequisites: CS 230 and GEOG 417; or permission of instructor
 - 1.7 Catalog course listing:

Understanding and utilizing different techniques for creating, analyzing, and disseminating GIS data and services via the internet. Course fee required.
2. Rationale
 - 2.1 Reason for developing the proposed course:

Geographic Information Systems technology has expanded rapidly over the past decade. Students need more comprehensive exposure to the various techniques, opportunities, and career paths in GIS. The proposed course supports the WKU mission statement to “produce nationally and globally competitive graduates” by providing advanced training in Internet GIS.
 - 2.2 Projected enrollment in the proposed course:

The projected enrollment for this course is 10-15 per course offering, consisting mainly of students from the Department of Geography and Geology and GIS professionals within WKU’s service area.
 - 2.3 Relationship of the proposed course to courses now offered by the department:

This course builds on the existing courses that provide general training in geographic information systems, complements many other topical and technique courses, and supports advanced courses in planning, environment, and geoscience.
 - 2.4 Relationship of the proposed course to courses offered in other departments:

There are no courses offered at Western that are similar to or related to Internet GIS. Courses in the CIS program address information technologies such as the internet, but do not address GIS specifically. Similarly, courses in the CS program address all manner of programming for the internet,, but do not address GIS specifically. This course may be appropriate for students in the Computer Science or Computer Information Systems departments.
 - 2.5 Relationship of the proposed course to courses offered in other institutions:

A few institutions with GIS programs have a course comparable to this course at the senior level, including San Diego State University, UC Santa Barbara, and the University of Oregon. However, this is a cutting-edge area of study that few GIS programs have yet to address. WKU will have the first such course in the Commonwealth.
3. Discussion of proposed course
 - 3.1 Course objectives:
 - Develop familiarity with the theory of, and design for, Internet GIS.

- Develop an understanding of issues and steps involved in implementing and managing an Internet GIS.
- Develop competency using various technologies for creating, disseminating, and analyzing GIS data and services via the internet.

3.2 Content outline:

Fundamentals of Internet GIS Technologies.

- Static and Dynamic Web Mapping
- Network Environments
- Client/Server Computing
- Web Servers, Middleware, and Mapping Servers
- Geographic Markup Language

Internet GIS Applications

- Data-centric and Service-centric GIS
- Web Mapping Programs
- Mobile GIS
- Data Warehousing and Data Sharing
- Quality and Security Issues

3.3 Student expectations and requirements:

Students will be expected to demonstrate proficiency through assignments, examinations, and special projects. Project assignments will require a presentation and a written report. Students will be introduced to and become competent with ArcIMS software.

3.4 Tentative texts and course materials:

The anticipated text for the course will be:

"Internet GIS: Distributed Geographic Information Services for the Internet and Wireless Networks," Zhong-Ren Peng and Ming-Hsiang Tsou, Wiley, 2003.

Additional material will be developed as a course handout to supplement the above text.

4. Resources

4.1 Library resources:

See attached library resource form and bibliography.

4.2 Computer resources:

The resources available at the WKU Department of Geography & Geology are adequate for the proposed course

5. Budget implications

5.1 Proposed method of staffing:

The course will be delivered by existing faculty. The course will be an elective for the GIS program and will not require staffing beyond that presently in place.

5.2 Special equipment needed:

The Geography and Geology Department is committed to securing and maintaining for this course the necessary state-of-the-art GIS software, which will carry a campus-wide license and be available to students in the GIS labs.

5.3 Expendable materials needed:

Course fee covers materials required for map printing and other GIS-related materials.

5.4 Laboratory supplies needed:

Course fee covers any supplies needed.

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

7. Dates of prior committee approvals:

Geography and Geology Department/Division _____ 2/14/2006

College Curriculum Committee _____

University Curriculum Committee _____

University Senate _____

Attachments: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Greg Goodrich e-mail: gregory.goodrich@wku.edu Phone: 5-5986

1. Identification of proposed course
 - 1.1 Prefix and number: GEOG 432
 - 1.2 Title: Synoptic Meteorology
 - 1.3 Abbreviated title: Synoptic Meteorology
 - 1.4 Credit hours and contact hours: 3 hrs
 - 1.5 Type of course: L (Lecture)
 - 1.6 Prerequisites: GEOG 121, and MATH 122; or permission of instructor
 - 1.7 Catalog course listing:

Addresses the analysis and prediction of large-scale weather systems, such as extratropical cyclones and their associated fronts and jet streams.
2. Rationale
 - 2.1 Reason for developing the proposed course:

Both government and commercial weather forecasting agencies require upper-division coursework in synoptic meteorology for purposes of employment. Synoptic meteorology provides a foundation for the study of large-scale atmospheric motions that lead to the development of mid-latitude cyclones. This course serves as a bridge between the theory of dynamic meteorology and the applied nature of weather analysis and forecasting.
 - 2.2 Projected enrollment in the proposed course:

15-20 students based on previous enrollment in other upper division meteorology courses.
 - 2.3 Relationship of the proposed course to courses now offered by the department:

Synoptic Meteorology will bridge the gap between current offerings in Dynamic Meteorology (GEOG 431), which is a theoretical course, and Weather Analysis and Forecasting (GEOG 424), which is an applied course.
 - 2.4 Relationship of the proposed course to courses offered in other departments:

There are no courses offered at Western that are similar to or related to Synoptic Meteorology. This course may be appropriate for students in the Agriculture and Biology Departments as a supporting elective.
 - 2.5 Relationship of the proposed course to courses offered in other institutions:

Ball State University, Valparaiso University, and Arizona State University are examples of Geography departments that offer a Meteorology track. All offer a similar Synoptic Meteorology course that bridges the theoretical curriculum of Dynamic Meteorology and the applied curriculum of Weather Analysis.
3. Discussion of proposed course
 - 3.1 Course objectives:

Synoptic Meteorology will build on physical and dynamical processes to enable students to understand real-world atmospheric behavior of mid-latitude weather systems.

3.2 Content outline:

Section One: Tools for Meteorological Analysis

- Surface Analyses
- Upper Air Analyses
- Soundings and Stability

Section Two: Mid-latitude Weather Systems.

- Fronts and Frontal Dynamics
- Middle Latitude Cyclone Structure and Dynamics
- Thermal Wind and Jets
- Isentropic Analyses and Conveyer Belts
- Isentropic Potential Vorticity

Section Three: Regional Weather Systems

- Severe Thunderstorms
- Flooding Events
- Cold Air Damming and Ice Storms
- Tropical Systems and Hurricanes
- Lee Cyclogenesis and Colorado Lows
- Explosive Cyclogenesis and Nor'easters

Section Four: Applied Weather Analysis: Prelude to Forecasting

- Introduction to Forecasting

3.3 Student expectations and requirements:

Exams based on textbook readings and lecture material. Periodic assignments that apply discussion material in lecture to case studies. Daily map discussions of synoptic conditions over central United States.

3.4 Tentative texts and course materials:

Djuric, D., 1994: Weather analysis. Prentice Hall, 304 pp.

Stull, R. B., 1999: Meteorology for Scientists and Engineers. Brooks-Cole, 490 pp.

Vasquez, T., 2002: Weather Forecasting Handbook. Weather Graphics Technologies, 204 pp.

Coursepack materials relating to case studies

4. Resources

4.1 Library resources:

See attached library resource form and bibliography.

4.2 Computer resources:

No new additional resources required.

5. Budget implications

5.1 Proposed method of staffing:

Existing faculty will teach this course.

5.2 Special equipment needed:

None.

5.3 Expendable materials needed:

None.

5.4 Laboratory supplies needed:

None.

6. Proposed term for implementation: **Fall, 2006**

7. Dates of prior committee approvals:

Geography & Geology Department 12/1/2005

College Curriculum Committee 3/2/2006

University Curriculum Committee _____

University Senate _____

Attachments: Bibliography, Library Resources Form, Course Inventory Form

College of Health and Human Services (CHHS)

Office of the Dean

5-8912

Report to the University Senate

Date: March 29, 2006

The following items are being forwarded for consideration at the April 20, 2006 meeting:

Type of Item	Description of Item and Contact Information
Information	One-Time-Only Course Offering HCA 342: Human Resources Management for Healthcare Managers Contact: Charles Wainright charles.wainright@wku.edu 5-5868
Information	One-Time-Only Course Offering CD 201: American Sign Language III Contact: Joyce Wilder joyce.wilder@wku.edu 5-2315
Action	Proposal to Create a New Course HCA 401: Fundamentals of Health Care Financial Management Contact: David Wyant david.wyant@wku.edu 5-6973
Action	Proposal to Create a New Course HCA 342: Human Resources Management for Healthcare Managers Contact: Charles Wainright charles.wainright@wku.edu 5-5868
Action	Proposal to Create a New Course NURS 316: Mental Health Nursing: Health Alterations across the Lifespan Contact: Donna Blackburn donna.blackburn@wku.edu 5-3579
Action	Proposal to Create a New Course NURS 328: Medical-Surgical Nursing I: Health Alterations Across the Lifespan Contact: Donna Blackburn donna.blackburn@wku.edu 5-3579

Action	<p>Proposal to Create a New Course NURS 414: Nursing Care of Women, Infants, and Children Contact: Donna Blackburn donna.blackburn@wku.edu 5-3579</p>
Action	<p>Proposal to Create a New Course NURS 428: Medical-Surgical Nursing II - Health Alterations Across the Lifespan Contact: Donna Blackburn donna.blackburn@wku.edu 5-3579</p>
Action	<p>Proposal to Create a New Course NURS 421: High Acuity Nursing Contact: Donna Blackburn donna.blackburn@wku.edu 5-3579</p>
Action	<p>Proposal to Create a New Course NURS 422: Senior Practicum Contact: Donna Blackburn donna.blackburn@wku.edu 5-3579</p>
Action	<p>Proposal to Create a New Course NURS 424: Cardiac and Hemodynamic Monitoring Contact: Donna Blackburn donna.blackburn@wku.edu 5-3579</p>
Action	<p>Proposal to Create a New Course NURS 451: Gerontological Nursing Contact: Cathy Abell cathy.abell@wku.edu 5-3499</p>
Action	<p>Proposal to Create a New Course AH 190: Introduction to Allied Health Professionals Contact: Lynn Austin lynn.austin@wku.edu 5-3827</p>
Action	<p>Proposal to Create a New Major Health Sciences Contact: Lynn Austin lynn.austin@wku.edu 5-3827</p>

Action	<p>Proposal to Revise a Program</p> <p>Ref. #559: Health Care Administration</p> <p>Contact: Charles Wainright charles.wainright@wku.edu 5-5868</p>
Action	<p>Proposal to Revise a Program</p> <p>Ref. # 586: Baccalaureate Nursing</p> <p>Contact: Donna Blackburn donna.blackburn@wku.edu 5-3579</p>

College of Health & Human Services
Department of Public Health
Proposal to Create a New Course
(Action Item)

Contact Person: David Wyant

david.wyant@wku.edu

270-745-6973

1. Identification of proposed course

- 1.1 Prefix and Number: HCA 401
- 1.2 Title: Fundamentals of Health Care Financial Management
- 1.3 Abbreviated title: Fund Health Financial Mgt
- 1.4 Credit hours and Contact Hours: 3 hours
- 1.5 Type of Course: Lecture
- 1.6 Prerequisites: HCA 340 or permission of instructor
- 1.7 Catalog course listing:
Principles of financial management for health care organizations. Financial ratios applicable to health providers and insurance companies; issues in the healthcare revenue cycle and value chain; recognizing sources of risk in reimbursement; and addressing risk in financial plans..

2. Rationale

- 2.1 Reason for developing the course:
Financial management is a critical competency for healthcare administrators. This course, which will be an elective course, will offer students the opportunity to go beyond the core courses to develop a more in depth understanding of financial management in health care settings.
- 2.2 Projected enrollment in the proposed course:
10-15 undergraduate students per semester based on current program enrollment and option choices between this course and other HCA electives. This course will be offered jointly with HCA401G with a projected enrollment of 5-10 students.
- 2.3 Relationship of the proposed course to courses now offered by the department:
The course complements HCA445. The courses offer different applications of fundamental financial management tools. For example, net present value is applied to capital budgeting in HCA445, and net present value is applied to valuation of a firm in HCA401; HCA445 addresses models that combine multiple financial ratios (Dupont, sustainable growth, cash conversion cycle), HCA401 addresses financial ratios for insurance companies and hospitals. HCA 445, which is the core course, contains the applications that would most often be expected by certification reviewers. Either course could be taken first.
- 2.4 Relationship of the course to courses offered in other departments:
While the Gordon College of business offers courses in financial management, for example FIN330 Principles of Financial Management, the courses are not focused on managing health care organizations.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Most undergraduate healthcare management programs have a course or courses that cover financial management in a health care setting.

3. Discussion of proposed course

3.1 Course objectives:

A. Students should acquire skills for

1. Asset valuation
2. Analyzing the financial condition of a not for profit health care organization
3. Analyzing the financial condition of an insurance company

B. Students should acquire knowledge of

1. The major measures of financial risk, including the Capital Asset Pricing Model
2. The major institutional features of financial markets
3. Principles of capital structure and cost of capital
4. Principles of financial accounting
5. The concepts of revenue cycle and value chain
6. The major stages of the life cycle of firms

3.2 Content outline:

Lectures will address a range of financial management tools for health care managers. The course will be structured as:

Module 1 Valuation Net Present Value, Basic Accounting Statements, Firm Valuation with NPV.

Module 2 Ratios Intro to Ratio Analysis, Ratios for Not for Profit Hospitals, Ratios for Insurance Companies

Module 3 Risk Risk Management and Insurance

Module 4 Topics in Long Term Finance Capital Structure and the Cost of Capital

Module 5 Revenue Cycle, Firm Life Cycle

3.3 Student expectations and requirements:

Students will engage in a variety of exercises, case studies and projects. These include discussion cases which each individual prepares but are not handed in; group cases, which each group prepares and hands in; a quiz over financial accounting terms; and critical reading assignments which are designed to better prepare students to critique sources of financial information. A significant percentage of the homework assignments and discussion cases will be represented with at least one question on the tests. The list of potential test questions will be shorter for HCA401 than for HCA401G. For example, both undergraduate and graduate students will do a group case where the value of a firm is estimated by a discounted cash flow analysis of projected financial statements, but only the graduate students will have a similar problem on their test. For the term project each student does a ratio analysis of an actual firm of their choice, which the students will hand in. The students will also present their analysis on the last day. For the term project undergraduate and graduate students each do a financial analysis of three years data, but the required analysis is more involved for graduate students, and graduate students are required to create pro forma projections for the next three years. All students will make at least two presentations of a discussion case or a group case to the class.

3.4 Tentative texts and course materials:

Gapenski, Cases in Healthcare in Finance, 2nd edition (Chicago, AUPHA) 2002

4. Resources

4.1 Library resources: The resources available at the WKU Library are adequate for the proposed course. The department will purchase additional readings that may be required beyond the WKU library holdings.

4.2 Computer resources: The computer resources are sufficient within the department and the university.

5. Budget Implications

5.1 Proposed method of staffing:

Present faculty members in the Public Health Department are sufficient to teach the proposed course.

5.2 Special equipment needed: None.

5.3 Expendable materials needed: None

5.4 Laboratory supplies needed: None

6. Proposed term for implementation: Summer 2006

7. Dates of prior committee approvals

Department of Public Health	<u>Feb 3 2006</u>
CHHS Undergraduate Curriculum Committee	<u>2/28/06</u>
University Curriculum Committee	<u>3/28/06</u>
University Senate	<u> </u>

Attachments: Bibliography, Library Resources Form, Course Inventory Form

**College of Health & Human Services
Department of Public Health
Proposal to Create a New Course
(Action Item)**

Contact Person: Charles F. Wainright, Ph.D. charles.wainright@wku.edu 270-745-5868

1. Identification of proposed course

- 1.1 Prefix and Number: HCA 342**
- 1.2 Title: Human Resources Management for Healthcare Managers**
- 1.3 Abbreviated title: HRM For Healthcare Managers**
- 1.4 Credit hours and Contact Hours: 3 hours**
- 1.5 Type of Course: Lecture**
- 1.6 Prerequisites: HCA 340 or Permission of the Instructor**
- 1.7 Catalog course listing:**

This course explores human resource management issues experienced by supervisors within healthcare organizations. Course topics include core human resources management functions and skills (job analysis, recruitment, retention, selection, placement, training/education, performance evaluation, and compensation) related to clinical, administrative, and paraprofessional employees within the healthcare setting.

2. Rationale

- 2.1 Reason for developing the course:**

Healthcare human resources management is a critical competency for healthcare administrators. This core course will fill an important skill in light of recent manager/supervisor requirements associated with core human resource functions in the health setting. In the past, the program had attempted to cover this information in other courses, but the management of physicians, nurses, and technical personnel in healthcare facilities has continued to increase in complexity, especially in light of specific regulations and laws which increase supervisor responsibilities related to employee management.
- 2.2 Projected enrollment in the proposed course:**

20-25 students per year based on current program enrollment and current projections of students entering the HCA Program each year.
- 2.3 Relationship of the proposed course to courses now offered by the department:**

The course complements both HCA 344 Institutional Management and HCA 442 Principles & Methods of Health Planning in that it helps the students plan and relate different core healthcare organizational activities with human resource management functions.
- 2.4 Relationship of the course to courses offered in other departments:**

It is similar to MGT 311 Human Resources Management in Gordon College of Business which offers general HRM functions and responsibilities. However, it differs substantially in the requirement for credentialing of healthcare providers, working with specific healthcare professions, and the application to specific healthcare institutional differences. Physicians as independent contractors as opposed to direct employees, management/employee relations related to potential bargaining units that apply to healthcare institutions, politics which affect personnel actions, compensation for healthcare clinicians (Stark law regulations), and specific healthcare regulatory agencies and laws (e.g. JACHO, NCQA, State Licensing Boards, and HIPAA) which greatly affect how employees are managed in the healthcare environment. Specific

healthcare cases are in this course to apply the human resources management functions to specific healthcare contexts.

- 2.5 Relationship of the proposed course to courses offered in other institutions:**
Many undergraduate healthcare management programs have or will have a healthcare course in HRM which covers much of the material in this course proposal. For example, much of the material in this course was covered in the undergraduate programs at Penn State University – HPA 460 – Human Resources Management in Healthcare Organizations, Idaho State University – HCA384 – Human Resources Management in Healthcare Organizations, Southwest Texas State -HA3329 Human Resources in Healthcare Management, University of Nevada at Las Vegas - HCA404 –Human Resources Management for Healthcare Organizations.

3. Discussion of proposed course

3.1 Course objectives:

Students should acquire the appropriate knowledge for healthcare supervisors in:

1. job analysis & design
2. recruitment & retention of all healthcare professionals (clinical & non-clinical)
3. selection & placement
4. training & education
5. performance evaluation
6. compensation & reward systems
7. management/employee relations
8. organizational health & safety requirements & regulations
9. credentialing & professional certification/licensure requirements
10. strategic human resources and workforce planning

3.2 Content outline:

Lectures will address a range of human healthcare management issues for health care managers to include the following topics:

1. job analysis & design
2. recruitment & retention of all healthcare professionals (clinical & non-clinical)
3. selection & placement
4. training & education
5. performance evaluation
6. compensation & reward systems
7. management/employee relations
8. organizational health & safety requirements & regulations
9. credentialing & professional certification/licensure requirements
10. strategic human resources and workforce planning

3.3 Student expectations and requirements:

Students will engage in a variety of exercises, case studies and projects. These include discussion of case studies, exercises, papers, presentations, and exams.

3.4 Tentative texts and course materials:

Shi, Leiyu (2006). Managing Human Resources in Health Care Organizations, 1st edition Jones and Bartlett.

4. Resources

4.1 Library resources: The resources available at the WKU Library are adequate for the proposed course. The department may purchase additional readings that may be required beyond the WKU library holdings.

4.2 Computer resources: The computer resources are sufficient within the department and the university.

5. Budget Implications

5.1 Proposed method of staffing:

Present faculty members in the Public Health Department and the Healthcare Administration Program are sufficient to teach the proposed course.

5.2 Special equipment needed: None.

5.3 Expendable materials needed: None

5.4 Laboratory supplies needed: None

6. Proposed term for implementation: Spring 2007

7. Dates of prior committee approvals

Healthcare Administration Program	February 7, 2006
Department of Public Health	February 10, 2006
CHHS Undergraduate Curriculum Committee	February 28, 2006
University Curriculum Committee	March 28, 2006
University Senate	_____

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 11/11/2005

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

Contact Person: Donna Blackburn e-mail: donna.blackburn@wku.edu Phone: 5-3579

1. Identification of proposed course

- 1.1 Prefix and number: NURS 316**
- 1.2 Title: Mental Health Nursing: Health Alterations Across the Lifespan**
- 1.3 Abbreviated title: Mental Health Nursing**
- 1.4 Credit hours and contact hours: 3 credit hours (2 lecture hours per week, and 3.0 clinical hours per week; three clinical hours = 1 credit hour)**
- 1.5 Type of course: C (Lecture/Lab)**
- 1.6 Prerequisites: NURS 325**
Additional : NURS 315, NURS 321, NURS 328
- 1.7 Catalog course listing:**
Application and integration of mental health concepts to provide holistic care to clients experiencing alterations in mental health.

2. Rationale

2.1 Reason for developing the proposed course:

The course is proposed in response to current nursing course evaluation (NURS 425). NURS 425 now contains three major nursing content areas (medical-surgical, psychiatric, and maternal-child nursing) thus making clinical placement difficult. Separating course content requires mastery of the mental health content. A separate course addressing mental health nursing content will also assist students who plan to transfer into the WKU Nursing Program. Because of the way that the current course, NURS 425 is structured, transfer students may have to take the 9 hour course when they only need one component of the course because they have completed separate courses in maternal-child nursing or medical-surgical nursing .

- 2.2 Projected enrollment in the proposed course:**
40 per semester

- 2.3 Relationship of the proposed course to courses now offered by the department:**
The mental health nursing content, currently included in NURS 425 will comprise the content for this proposed course.

- 2.4 Relationship of the proposed course to courses offered in other departments:**
The proposed course is not related to courses offered in other departments.

- 2.5 Relationship of the proposed course to courses offered in other institutions:**
Similar courses may be found in many departments or schools of nursing. A similar course, NURS 121, Psychosocial Nursing is offered at California State University, Fresno.

3. Discussion of proposed course

3.1 Course objectives:

At the completion of this course, in the context of mental health nursing, the student will be able to:

- 1) Integrate knowledge from other disciplines when providing holistic nursing care to individuals, families, and groups.**
- 2) Utilize the nursing process to provide professional nursing care.**

- 3) Demonstrate leadership skills in designing/managing holistic care of individuals, families, and groups.
- 4) Demonstrate critical thinking skills in clinical decision making.
- 5) Use effective communication skills with individuals, families, groups, and the health care team.
- 6) Demonstrate the role of teacher for individuals, families, and groups.
- 7) Apply nursing research findings to professional nursing practice.
- 8) Adhere to the nursing code of ethics and standards of professional nursing practice.
- 9) Function as an accountable member of the nursing profession.

3.2 Content outline:

Introduction to Mental Health Nursing:

Therapeutic Relationships and Communication

Conceptual Frameworks and Theories

Neuroscience and the Mental Health Client

Psychopharmacology

Nursing Care of Individuals, Families, and Groups Experiencing Alterations in

Mental Health Care of the Individual Experiencing Mental Health Alterations

Nursing Care of Clients Experiencing Alterations in Mental Health:

Mood Disorders

Thought Disorders

Substance Abuse

Eating Disorders

Personality Disorders

Cognitive Disorders

Nursing Care of Children, Adults, and Elders Experiencing Alterations in Mental Health

Domestic Violence

Crisis Intervention

3.3 Student expectations and requirements:

Students will be evaluated by three unit tests of 50 points each and a 100 point final. Weekly clinical assignments will focus on designing and managing care of patients having mental health alterations. Care plans are required weekly. Students are also required to analyze interpersonal communication with assigned patients. The student must successfully complete the lecture portion of the course with the grade of C or better in order to pass the course. The clinical course is graded as pass-fail. Students must achieve success in both components of the course to successfully pass the course and progress to the next level of nursing courses. If either the lecture or clinical component is not successfully completed, the student must retake both the lecture and clinical components of the course.

3.4 Tentative texts and course materials:

Mohr, W.K. (2006). Psychiatric-mental health nursing (6th ed.). Philadelphia: Lippincott, Williams, & Wilkins.

Pelzer, D. (1995). A child called "it". Deerfield Beach, FL: Health Communications, Inc.

4. Resources

4.1 Library resources:

Adequate. See attached.

4.2 Computer resources:

Students may access Blackboard through campus computer labs to obtain information pertinent to

class. The ACE lab computers also have software that would assist students with pharmacology as it relates to the mental health patient.

5. Budget implications

5.1 Proposed method of staffing:

The course will be taught by current budgeted faculty with expertise in psychiatric-mental health nursing.

5.2 Special equipment needed:

None

5.3 Expendable materials needed:

None

5.4 Laboratory supplies needed:

None

6. Proposed term for implementation: **The proposed program revision will be implemented in fall 2006, and this course will be offered for the first time in spring 2007.**

7. Dates of prior committee approvals:

Nursing Department/Baccalaureate Prelicensure Division	<u>2/06/06</u>
College Curriculum Committee	<u>2/28/06</u>
Professional Education Council	<u>N/A</u> (if applicable)
General Education Committee	<u>N/A</u> (if applicable)
University Curriculum Committee	<u>3/28/06</u>
University Senate	<u> </u>

Attachments: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Donna Blackburn e-mail: donna.blackburn@wku.edu Phone: 53579

1. Identification of proposed course

- 1.1 Prefix and number: NURS 328
- 1.2 Title: Medical-Surgical Nursing I: Health Alterations Across the Lifespan
- 1.3 Abbreviated title: Medical-Surgical Nursing I
- 1.4 Credit hours and contact hours: 6.0 credit hours (3.0 lecture hours per week; 9.0 clinical hours per week; Three clinical hours = 1 credit hour)
- 1.5 Type of course: C (Lecture/Lab)
- 1.6 Prerequisites: NURS 325

Additional : NURS 315, NURS 321, NURS 316

1.7 Catalog course listing:

Application of basic medical-surgical nursing concepts to provide holistic care to diverse individuals and families experiencing alterations in health.

2. Rationale

2.1 Reason for developing the proposed course:

The new course is proposed in response to evaluative data regarding the current course (NURS 326). NURS 326 contains two major nursing content areas (medical-surgical nursing and pediatric nursing). Separating course content will require mastery of the medical-surgical content. A separate medical-surgical nursing course will assist transfer students who wish to attend the WKU Nursing Program.

With the current course structure, transfer students would have to enroll in the 9 hour course when they only need the medical-surgical content or the pediatric nursing content.

2.2 Projected enrollment in the proposed course:

40

2.3 Relationship of the proposed course to courses now offered by the department:

The proposed course is the second medical-surgical course. It follows NURS 313 (Fundamentals of Professional Nursing), and precedes the proposed NURS 428 (Medical-Surgical Nursing II) and the proposed NURS 422 (Senior Practicum). The proposed course integrates concepts from NURS 300 (Concepts of Disease), NURS 309 (Health Assessment), and NURS 325 (Health Promotion).

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

The proposed course is not related to courses offered in other departments.

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

In the nursing programs of our benchmark universities, the proposed course is similar to Indiana State University NURS 224 (Nursing Care of Adults I) and to California State University-Fresno NURS 123 (Concepts of Acute Illness in Adults).

3. Discussion of proposed course

3.1 Course objectives:

At the completion of this course, in the context of medical-surgical nursing, the student will be able to:

- 1) Apply knowledge from other disciplines when providing holistic nursing care to individuals and families.
- 2) Utilize the nursing process to provide professional nursing care.
- 3) Demonstrate beginning leadership skills in designing/managing holistic care of individuals and families.
- 4) Demonstrate beginning critical thinking skills in clinical decision making.
- 5) Use effective communication skills with individuals, families and the healthcare team.
- 6) Demonstrate the role of teacher for individuals and families.
- 7) Discuss the impact of nursing research on professional nursing practice.
- 8) Adhere to the nursing code of ethics and standards of professional nursing practice.
- 9) Function as an accountable member of the nursing profession.

3.2 Content outline:

Alteration in Comfort: Acute and Chronic Pain
 Ineffective Airway Clearance, Ineffective Respiratory Pattern
 Assessing Clients with Respiratory Disorders
 Nursing Care of Clients with Upper Respiratory Disorders
 Nursing Care of Clients with Lower Respiratory Disorders
 Nursing Care of Clients having Surgery
 Imbalanced Nutrition: Less Than Body Requirements
 Assessing Clients with Nutritional and Gastrointestinal Disorders
 Nursing Care of Clients with Nutritional Disorders
 Nursing Care of Clients with Upper Gastrointestinal Disorders
 Nursing Care of Clients with Gallbladder, Liver, and Pancreatic Disorders
 Assessing Clients with Bowel Elimination Disorders
 Nursing Care of Clients with Bowel Disorders
 Fluid Volume Deficit, Fluid Volume Excess
 Nursing Care of Clients with Altered Fluid, Electrolyte, or Acid-Base Balance Risk for Infection
 Nursing Care of Clients with Infection
 Nursing Care of Clients with Altered Immunity
 Nursing Care of Clients with Cancer
 Impaired Skin Integrity, Impaired Tissue Integrity
 Assessing Clients with Integumentary Disorders
 Nursing Care of Clients with Integumentary Disorders
 Altered Urinary Elimination
 Assessing Clients with Urinary System Disorders
 Nursing Care of Clients with Urinary System Disorders
 Nursing Care of Clients with Kidney Disorders
 Assessing Clients with Eye and Ear Disorders
 Nursing Care of Clients with Eye and Ear Disorders
 HIV Infection

3.3 Student expectations and requirements:

The students will complete four 50-point multiple choice examinations and one 100-point comprehensive final examination. The student will develop and implement a clinical teaching project, and will write a clinical case study and nursing care plan. The student must successfully complete the lecture portion of the course with a grade of C or above. The student must also demonstrate performance of essential psychomotor skills and satisfactory completion of the clinical component. If a student fails to perform successfully in either the lecture or the clinical components of the course, the student must re-take the course, including both lecture and clinical components.

3.4 Tentative texts and course materials:

- Gulanick, M., Myers, J.L., Klopp, A., Gradishar, D., Gulanek, S., & Puzas, M.K., (2003). Nursing care plans: Nursing diagnosis and interventions (5th ed.). St. Louis: Mosby.
- Kee, J.L. (2002). Laboratory and diagnostic tests with nursing implications (6th ed.). Upper Saddle River, NJ: Pearson Education.
- Lemone, P., & Burke, K. (2004). Medical surgical nursing: Critical thinking in client care (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Wilson, B.A., Shannon, M.T., & Stang, C.L. (2005). Nurses's drug guide 2005. Upper Saddle River, NJ: Prentice Hall.

4. Resources

4.1 Library resources:

Adequate. See attached.

4.2 Computer resources:

Students may access computers in the ACE lab for course information posted on Blackboard.

5. Budget implications

5.1 Proposed method of staffing:

Current budgeted med-surg nursing faculty will teach the course.

5.2 Special equipment needed:

None

5.3 Expendable materials needed:

None

5.4 Laboratory supplies needed:

None

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

7. Dates of prior committee approvals:

Nursing Department/Baccalaureate Prelicensure Program	<u>2/6/06</u>
College Curriculum Committee	<u>2/28/06</u>
Professional Education Council	<u>N/A</u> (if applicable)
General Education Committee	<u>N/A</u> (if applicable)
University Curriculum Committee	<u>3/28/06</u>
University Senate	<u></u>

Attachments: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Donna Blackburn e-mail: donna.blackburn@wku.edu Phone: 5-3579

1. Identification of proposed course

- 1.1 Prefix and number: NURS 414
- 1.2 Title: Nursing Care of Women, Infants and Children
- 1.3 Abbreviated title: Women, Infants, Children
- 1.4 Credit hours and contact hours: 6.0 credit hours (4.0 lecture hours per week; 6 clinical hours per week) Three clinical hours = 1 credit hour.
- 1.5 Type of course: C (Lecture/Lab)
- 1.6 Prerequisites: Completion of all junior level nursing courses.
Additional : NURS 400, NURS 412, NURS 428
- 1.7 Catalog course listing:
Application and integration of nursing concepts to provide holistic care to diverse women, infants, and children experiencing alterations in health.

2. Rationale

2.1 Reason for developing the proposed course:

The proposed course separates content related to the nursing care of women, infants and children from current courses NURS 326 and NURS 425. NURS 326 includes both pediatric nursing content and medical-surgical content. NURS 425 included medical-surgical content, maternal-child nursing, and psychiatric nursing. Separation of content into one course to include nursing care of women, infants, and children improves content organization, and requires mastery of the content of focus. Transfer students will be able to more easily transition into the WKU Nursing Program because of content specific courses. Currently, transfer students may be required to complete nine-hour courses when only one nursing content area is needed for successful transition into the program of study at WKU.

2.2 Projected enrollment in the proposed course:

40

2.3 Relationship of the proposed course to courses now offered by the department:

The proposed course will be offered in the first semester of the senior year. Students will enter this course having a medical-surgical foundation from which to plan care for selected patients.

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

The proposed course is not related to courses offered in other departments.

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

In the nursing programs of our benchmark universities, the proposed course is similar to Indiana State University, NURS 330 (Nursing Care of the Childbearing Family, and NURS 328 (Nursing Care of the Child and Family. Similar courses to the proposed course can also be found at California State University, Fresno, NURS 131/131L (Nursing of the Childrearing Family) and NURS 132/132L (Nursing Care of the Childbearing Family).

3. Discussion of proposed course

3.1 Course objectives:

At the completion of this course, in the context of nursing care of women, infants, and children, the student will be able to:

- 1) Integrate knowledge from other disciplines when providing holistic nursing care to individuals, families and groups.
- 2) Utilize the nursing process to provide professional nursing care.
- 3) Demonstrate leadership skills in designing/managing holistic care of individuals, families and groups.
- 4) Demonstrate critical thinking skills in clinical decision making.
- 5) Use effective communication skills with individuals, families, groups, and the healthcare team.
- 6) Demonstrate the role of teacher for individuals, families and groups.
- 7) Apply nursing research finding to professional nursing practice.
- 8) Adhere to the nursing code of ethics and standards of professional nursing practice.
- 9) Function as an accountable member of the nursing profession.

3.2 Content outline:

Female reproductive system
Contraception and abortion
Conception and fetal development
Anatomy and physiology of pregnancy
Maternal and fetal nutrition
Nursing care during pregnancy
Labor and birth processes
Pain
Fetal assessment
Nursing care during labor
Postpartum physiology
Postpartum nursing care
Adaptations of the newborn
Nursing care of the newborn
Newborn nutrition and feeding
Problems in newborns
At risk pregnancies
Endocrine and metabolic disorders in pregnancy
Hypertensive disorders
Labor and birth complications
Postpartum complications
Antepartal hemorrhagic disorders
Nurse's role in pediatric assessment
Pain assessment and management
Infectious communicable diseases
Alterations in respiratory function
Nursing considerations of the hospitalized child
Alterations in gastrointestinal function
Social and environmental influences on the child
Alterations in musculoskeletal function
Alterations in cardiac function
Alterations in endocrine function
Alterations in neurological function

Alterations in hematologic or immunologic function
Alterations in skin integrity
Alterations in cerebral function
Alterations in ear, nose, and throat
Alterations in genitourinary function
Cancers in women
Common gynecological problems
Osteoporosis
Menopause
Cardiovascular health

3.3 Student expectations and requirements:

The student will complete four 50- point examinations and a 100-point final. A variety of teaching/learning strategies will be used in the classroom to include discussion, lecture, and small group work. Students will spend 6-hours per week in a health care agency to provide nursing care to women, infants, and children.

Students must successfully pass the lecture portion of the class with a grade of C or above, and they must also pass the clinical portion of the course. If a student is unsuccessful in either the lecture or clinical component of the course, the course must be repeated.

3.4 Tentative texts and course materials:

Lowdermilk, D., & Perry, S. (2004). Maternity and women's health care (8th ed.). St. Louis: Mosby.

Hockenberry, M., Wilson, D., & Winkelstein, M. (2005). Wong's essentials of pediatric nursing (7th ed.). St Louis: Mosby.

4. Resources

4.1 Library resources: Adequate. See attached.

4.2 Computer resources:

Students may gain computer access through computer labs on campus. No special software is required for this course.

5. Budget implications

5.1 Proposed method of staffing:

The course will be taught by current budgeted faculty.

5.2 Special equipment needed:

None

5.3 Expendable materials needed:

None

5.4 Laboratory supplies needed:

None

6. Proposed term for implementation: **The proposed program revision will be implemented in fall 2006, with this course being offered for the first time in fall 2007.**

7. Dates of prior committee approvals:

Nursing Department/Baccalaureate Prelicensure Division

2/06/06

College Curriculum Committee

2/28/06

Professional Education Council	<u> N/A </u> (if applicable)
General Education Committee	<u> N/A </u> (if applicable)
University Curriculum Committee	<u> 3/28/06 </u>
University Senate	<u> </u>

Attachments: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Donna Blackburn e-mail: donna.blackburn@wku.edu Phone: 5-3579

1. Identification of proposed course

- 1.1 Prefix and number: NURS 428
- 1.2 Title: Medical Surgical Nursing II: Health Alterations Across the Lifespan
- 1.3 Abbreviated title: Medical Surgical Nursing II
- 1.4 Credit hours and contact hours: 5.0 credit hours (3.0 lecture hours per week; 6.0 clinical hours per week) Three clinical hours = 1 credit hour
- 1.5 Type of course: C (Lecture/Lab)
- 1.6 Prerequisites: Completion of all junior level nursing courses.
Additional : NURS 400, NURS 412, and the proposed NURS 414
- 1.7 Catalog course listing:
Application and integration of advanced medical-surgical nursing concepts to provide holistic care to diverse individuals, families, and groups experiencing complex alterations in health

2. Rationale

2.1 Reason for developing the proposed course:

The new course is proposed in response to evaluative data regarding the current NURS 425 course. The current course, NURS 425 combines advanced medical-surgical nursing, psychiatric nursing, and maternal-child nursing content. Separating advanced medical-surgical nursing content will require student mastery of the content. With the current course structure, transfer students have to enroll in a nine-hour course when they may only need the medical-surgical content for a successful transition into the the WKU Nursing Program.

- 2.2 Projected enrollment in the proposed course:
40

2.3 Relationship of the proposed course to courses now offered by the department:

The proposed course is the third medical-surgical course. It follows NURS 313 (Fundamentals of Professional Nursing) and the proposed NURS 328 (Medical-Surgical Nursing I) and precedes the proposed NURS 421 (High Acuity) and NURS 422 (Practicum). It integrates the concepts from the junior year nursing courses.

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

The proposed new course is not related to courses offered in other departments.

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

In the nursing programs of our benchmark universities, the proposed course is similar to Indiana State University NURS 324 (Nursing Care of Adults II) and to California State University- Fresno NURS 140 (Concepts of Complex Clinical Nursing).

3. Discussion of proposed course

3.1 Course objectives:

At the completion of this course, in the context of medical-surgical nursing, the student will be able to:

- 1) Integrate knowledge from other disciplines when providing holistic nursing care to individuals, families and groups.

- 2) Utilize the nursing process to provide professional nursing care.
- 3) Demonstrate leadership skills in designing/managing holistic care of individuals, families and groups.
- 4) Demonstrate critical thinking skills in clinical decision making.
- 5) Use effective communication skills with individuals, families, groups, and the healthcare team.
- 6) Demonstrate the role of teacher for individuals, families and groups.
- 7) Apply nursing research finding to professional nursing practice.
- 8) Adhere to the nursing code of ethics and standards of professional nursing practice.
- 9) Function as an accountable member of the nursing profession.

3.2 Content outline:

Impaired Physical Mobility

Assessing Clients with Musculoskeletal Disorders

Nursing Care of Clients with Musculoskeletal Disorders

Osteoporosis, Paget's, Gout, Osteomalacia, Osteoarthritis, Muscular Dystrophy, Rheumatoid Arthritis

Nursing Care of Clients with Musculoskeletal Disorders

Systemic Lupus, Lyme Disease, Osteomyelitis, Bone Tumor, Scleroderma, Fibromyalgia, Spinal Deformities

Ineffective Peripheral Tissue Perfusion

Assessing Clients with Cardiac Disorders

Nursing Care of Clients with Coronary Heart Disease

Coronary Heart Disease, Myocardial Infarction

Nursing Care of Clients with Cardiac Disorders

Heart Failure, Pulmonary Edema

Inflammatory Heart Disorders, Disorders of Cardiac Structure

Nursing Care of Clients with Peripheral Vascular and Lymphatic Disorders

Hypertension

Activity Intolerance

Nursing Care of Clients with Peripheral Vascular and Lymphatic Disorders

Disorders of Venous and Arterial Circulation

Nursing Care of Clients with Diabetes Mellitus

Assessing Clients with Endocrine Disorders

Nursing Care of Clients with Endocrine Disorders

Hyperthyroidism, Hypothyroidism, Thyroid Cancer, Cushing's Syndrome, Addison's Disease, Pheochromocytoma,

Assessing Clients with Hematologic, Peripheral Vascular and Lymphatic Disorders

Nursing Care of Clients with Hematologic Disorders

Risk for Aspiration

Assessing Clients with Neurologic Disorders

Nursing Care of Clients with Cerebrovascular and Spinal Cord Disorders

Stroke, Herniated Disc

Risk for Injury

Nursing Care of Clients with Intracranial Disorders

Headache, Seizures

CNS infection, Brain Tumor

Nursing Care of Clients with Neurologic Disorders

Alzheimer, Multiple Sclerosis, Parkinson, Huntington, ALS, Myasthenia Gravis, Guillain Barre, Trigeminal Neuralgia, Bell's Palsy

3.3 Student expectations and requirements:

The students will complete four 50-point multiple choice examinations, six 5-point quizzes, and one 100-point comprehensive final examination. The students will develop and implement a clinical teaching project, and will write a clinical case study and nursing care plan for a complex patient. Students must pass the lecture component of the course with a grade of C or above. The students must also demonstrate performance of essential psychomotor skills and satisfactory completion of the clinical component. If a student is unsuccessful in either the lecture or the clinical component of the course, the student must retake the course, including lecture and clinical components.

3.4 Tentative texts and course materials:

American Nurses Association. (2004). Nursing: Scope & standards of practice.

Washington, DC: Author.

American Psychological Association. (2001). Publication manual of the

American psychological association (5th ed.). Washington, DC: Author.

Gulanick, M., Myers, J.L., Klopp, A., Gradishar, D., Gulanes, S., & Puzas, M.K.

(2003). Nursing care plans: Nursing diagnosis and intervention (5th ed.). St.

Louis: Mosby.

Kee, J. L. (2002). Laboratory and diagnostic tests with nursing implications (6th

ed.). Upper Saddle River, NJ: Pearson Education.

Lemone, P., & Burke, K. (2004). Medical surgical nursing: Critical thinking in

client care (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Wilson, B.A., Shannon, M.T., & Stang, C.L. (2005). Nurse's drug guide 2005.

Upper Saddle River, NJ: Prentice Hall.

4. Resources

4.1 Library resources: Adequate. See attached.

4.2 Computer resources:

Students may access Blackboard through campus computer labs to obtain pertinent class information. No additional or special software is needed.

5. Budget implications

5.1 Proposed method of staffing:

The course will be taught by current budgeted medical-surgical nursing faculty.

5.2 Special equipment needed:

None

5.3 Expendable materials needed:

None

5.4 Laboratory supplies needed:

None

6. Proposed term for implementation: **The proposed program revision will be implemented in fall 2006, and this course would be offered for the first time in fall 2007.**

7. Dates of prior committee approvals:

Nursing Department/ Baccalaureate Prelicensure/Division

2/06/06

College Curriculum Committee

2/28/06

Professional Education Council	<u> N/A </u> (if applicable)
General Education Committee	<u> N/A </u> (if applicable)
University Curriculum Committee	<u> 3/28/06 </u>
University Senate	<u> </u>

Attachments: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Donna Blackburn e-mail: donna.blackburn@wku.edu Phone: 5-3579

1. Identification of proposed course

- 1.1 Prefix and number: NURS 421
- 1.2 Title: High Acuity Nursing
- 1.3 Abbreviated title: High Acuity Nursing
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: L (Lecture)
- 1.6 : NURS 400, NURS 412, NURS 428, NURS 414
Additional : NURS 408, NURS 426, NURS 422
- 1.7 Catalog course listing:
Application and integration of advanced medical-surgical nursing concepts to provide holistic nursing care to the high-acuity patient.

2. Rationale

2.1 Reason for developing the proposed course:

The course is proposed in response to evaluative data of current courses and the current health care environment. High acuity patients are seen in various health care settings. A separate course of focus requires mastery of the content.

- 2.2 Projected enrollment in the proposed course:
40

2.3 Relationship of the proposed course to courses now offered by the department:

The proposed course would be the fourth medical-surgical course. It follows NURS 313 (Fundamentals of Nursing), the proposed NURS 328 (Medical-Surgical Nursing I), and the proposed NURS 428 (Medical-Surgical Nursing II). The course integrates concepts from previous medical-surgical nursing concepts into the study of high acuity nursing.

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

The proposed course is not related to courses offered in other departments.

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

In the nursing programs of our benchmark universities, the proposed course is similar to Indiana State University NURS 424 (Nursing Care of Adults III), and to California State University-Fresno NURS 142 (Critical Care Assessment).

3. Discussion of proposed course

3.1 Course objectives:

At the completion of this course, in the context of high acuity nursing, the student will be able to:

- 1) Integrate knowledge from other disciplines when providing holistic nursing care to individuals, families and groups.
- 2) Utilize the nursing process to provide professional nursing care.
- 3) Demonstrate leadership skills in designing/managing holistic care of individuals, families and groups.
- 4) Demonstrate critical thinking skills in clinical decision making.

- 5) Use effective communication skills with individuals, families, groups, and the healthcare team.
- 6) Demonstrate the role of teacher for individuals, families and groups.
- 7) Apply nursing research finding to professional nursing practice.
- 8) Adhere to the nursing code of ethics and standards of professional nursing practice.
- 9) Function as an accountable member of the nursing profession.

3.2 Content outline:

Caring for the High-Acuity Patient
 Acute Pain in the High-Acuity Patient
 Fluid and Electrolyte Balance in the High-Acuity Patient
 Determinants and Assessment of Pulmonary Gas Exchange
 Alterations in Pulmonary Gas Exchange
 Mechanical Ventilation
 Nursing Care of the Patient with Altered Gas Exchange
 Determinants and Assessment of Cardiac Output
 Hemodynamic Monitoring
 Electrocardiographic Monitoring and Conduction Abnormalities
 Alterations in Myocardial Tissue Perfusion
 Alterations in Cardiac Output
 Nursing Care of the Patient with Altered Myocardial Tissue Perfusion
 Oxygenation
 Shock States
 Multiple Organ Dysfunction Syndrome
 Nursing Care of the Patient with Impaired Oxygenation
 Determinants and Assessment of Cerebral Perfusion
 Alterations in Tissue Perfusion: Acute Brain Attack
 Decreased Adaptive Capacity: Closed Head Injury
 Sensory Perceptual Disorders
 Nursing Care of the Patient with Alteration in Cerebral Tissue Perfusion
 Metabolic Responses to Stress
 Acute Hematologic Dysfunction
 Altered Immune Function
 Organ Transplantation
 Altered Glucose Metabolism
 Acute Renal Dysfunction
 Nursing Care of the Patient with Altered Metabolic Function
 Acute Gastrointestinal Dysfunction
 Acute Hepatic Dysfunction
 Acute Pancreatic Dysfunction
 Nursing Care of the Patient with Acute Gastrointestinal Dysfunction
 Complex Wound Management
 Acute Burn Injury
 Trauma
 Nursing Care of the Patient with Multiple Injuries

3.3 Student expectations and requirements:

The student will complete thirteen 15-point examinations, completion of Take- Home-Cases that correspond to each textbook module, completion of case studies and problem-solving exercises, and completion of NCLEX type questions related to the course content.

3.4 Tentative texts and course materials:

Wagner, K.D., Johnson, K., & Kidd, P.S. (2006). High acuity nursing (4th ed.).

Upper Saddle River, NJ: Prentice Hall.

Wagner, K.D., Johnson, K., & Kidd, P.S. (2006) High acuity nursing online interactive study guide: Chapter objectives, NCLEX review questions, case studies, care plans, and media link applications.

4. Resources

4.1 Library resources:

Adequate. See attached.

4.2 Computer resources:

Students may gain computer access through computer labs on campus. No special software is required for this course.

5. Budget implications

5.1 Proposed method of staffing:

The course will be taught by existing budgeted nursing faculty.

5.2 Special equipment needed:

None

5.3 Expendable materials needed:

None

5.4 Laboratory supplies needed:

None

6. Proposed term for implementation: **The proposed curriculum revision would be implemented in Fall 2006, and this course would be offered for the first time in spring 2008.**

7. Dates of prior committee approvals:

Nursing Department/Division	<u>2/06/06</u>
College Curriculum Committee	<u>2/28/06</u>
Professional Education Council	<u>N/A</u> (if applicable)
General Education Committee	<u>N/A</u> (if applicable)
University Curriculum Committee	<u>3/28/06</u>
University Senate	<u> </u>

Attachments: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Donna Blackburn e-mail: donna.blackburn@wku.edu Phone: 5-3579

1. Identification of proposed course

- 1.1 Prefix and number: NURS 422
- 1.2 Title: Senior Practicum
- 1.3 Abbreviated title: Senior Practicum
- 1.4 Credit hours and contact hours: 3.0 credit hours; 135 contact hours
- 1.5 Type of course: P (Practicum)
- 1.6 Prerequisites: NURS 400, NURS 412, NURS 428, NURS 414
Additional : NURS 408, NURS 421, NURS 426
- 1.7 Catalog course listing:
Application and integration of previous knowledge and skills in the delivery of nursing care to multiple clients in a variety of health care settings.

2. Rationale

2.1 Reason for developing the proposed course:

The proposed course, NURS 422, is reflective of the newly mandated Kentucky Board of Nursing requirement for a 120 hour practicum to be offered in the final semester of the program. In addition to the 120 hour direct patient contact, students will spend an additional 15 hours in clinical placement preparation.

2.2 Projected enrollment in the proposed course:

40

2.3 Relationship of the proposed course to courses now offered by the department:

The proposed new course integrates knowledge from previous nursing courses as students provide nursing care to multiple clients in a variety of health care settings.

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

The proposed new course is not related to courses offered in other departments.

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

In the nursing programs of our benchmark institutions, the proposed new course is comparable to Indian State University NURS 484 (Reflective Nursing Practice) and to Southeast Missouri State NS 484 (Comprehensive Professional Practice).

3. Discussion of proposed course

3.1 Course objectives:

At the completion of the Senior Practicum, the student will be able to:

- 1) Synthesize prior knowledge and previously learned skills when providing nursing care to an assigned group of clients.
- 2) Utilize the nursing process when caring for a group of clients.
- 3) Collaborate with staff in the practice area.
- 4) Integrate the role of the teacher into own nursing practice.
- 5) Demonstrate ability to communicate appropriately with clients and staff.
- 6) Demonstrate beginning leadership and management skills in the practice setting.
- 7) Demonstrate accountability and self-direction in preparing for clinical experience.
- 8) Evaluate personal strengths and weaknesses to enhance learning.

9) Discuss applicability of research findings for clinical practice.

3.2 Content outline:

NURS 422 is a clinical practicum that incorporates knowledge and skills learned from all previous nursing courses for application in a health care setting.

3.3 Student expectations and requirements:

- 1) The student will perform a self-assessment to determine individual learning needs.
- 2) Using the course objectives, the student will develop individual learning objectives for the practicum experience, and review with faculty and preceptor.
- 3) The student will maintain weekly communication with course faculty through journaling and faculty-student conferences as needed.
- 4) The student will report to the clinical preceptor at scheduled clinical time. The student must notify the preceptor and the faculty if unable to report for duty.
- 5) The student will adhere to the nursing code of ethics and standards of professional nursing practice.
- 6) The student will seek feedback regarding clinical progress and performance from preceptors and nursing faculty.
- 7) The student will document achievement of clinical learning objectives, assignments and thoughts by keeping a journal.
- 8) The student will evaluate effectiveness of preceptor at the end of semester.
- 9) The student will achieve satisfactory evaluation on final clinical evaluation by instructor and preceptor.
- 10) The student will develop and implement a teaching plan for an appropriate group, i.e., patient group, staff, community group. The plan must be submitted to the instructor for approval prior to implementation. Teaching guidelines used in previous courses may be used.
- 11) The student will evaluate own performance using learning objectives developed at the beginning of the course.
- 12) The student will meet with faculty to discuss evaluation.

3.4 Tentative texts and course materials:

American Nurses Association. (2004). Nursing: Scope & standards of practice.

Washington, DC: Author.

American Psychological Association. (2001). Publication manual of the

American Psychological Association (5th ed.). Washington, DC: Author.

Gulanick, M., Myers, J.L., Klopp, A., Gradishar, D., Gulanes, S., & Puzas, M.K.

(2003). Nursing care plans: Nursing diagnosis and intervention (5th ed.). St.

Louis: Mosby.

Kee, J. L. (2002). Laboratory and diagnostic tests with nursing implications (6th

ed.). Upper Saddle River, NJ: Pearson Education.

Lemone, P., & Burke, K. (2004). Medical surgical nursing: Critical thinking in

client care (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Wilson, B.A., Shannon, M.T., & Stang, C.L. (2005). Nurse's drug guide 2005.

Upper Saddle River, NJ: Prentice Hall.

4. Resources

4.1 Library resources:

The library resources are adequate to meet the objectives of the course.

4.2 Computer resources:

Students may access computers in the ACE labs or other campus computer labs for posted Blackboard information, and submission of weekly journals and other required assignments.

5. Budget implications

5.1 Proposed method of staffing:

The proposed course will be taught by current budgeted nursing faculty.

5.2 Special equipment needed:

None

5.3 Expendable materials needed:

None

5.4 Laboratory supplies needed:

None

6. Proposed term for implementation: **The proposed program revision would be implemented in fall 2006, and this course would be offered for the first time in spring 2008.**

7. Dates of prior committee approvals:

Nursing Department/Baccalaureate Prelicensure Division	<u>2/06/06</u>
College Curriculum Committee	<u>2/28/06</u>
Professional Education Council	<u>N/A</u> (if applicable)
General Education Committee	<u>N/A</u> (if applicable)
University Curriculum Committee	<u>3/28/06</u>
University Senate	<u> </u>

Attachments: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Donna Blackburn e-mail: donna.blackburn@wku.edu Phone: 53133

1. Identification of proposed course

- 1.1 Prefix and number: NURS 424
- 1.2 Title: Cardiac and Hemodynamic Monitoring
- 1.3 Abbreviated title: Cardiac Monitoring
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: L (Lecture)
- 1.6 Prerequisites: Completion of all junior level nursing courses
Additional :
- 1.7 Catalog course listing:
Interpretation of basic cardiac dysrhythmias and hemodynamic waveforms, application of principles and techniques, and recommended interventions.

2. Rationale

2.1 Reason for developing the proposed course:

The proposed course is a nursing elective that prepares the student who is interested in working in a critical care unit with an in-depth study of cardiac and hemodynamic monitoring.

- 2.2 Projected enrollment in the proposed course:
20

2.3 Relationship of the proposed course to courses now offered by the department:

The proposed NURS 428 (Medical Surgical Nursing II), and the proposed NURS 421 (High Acuity Nursing) introduce the basic cardiac rhythms, and the proposed NURS 421 (High Acuity Nursing) introduces the concept of hemodynamic monitoring, and reviews the pressures in the chambers of the heart. The proposed NURS 424 (Cardiac and Hemodynamic Monitoring) will add the study of pulmonary artery catheters, techniques for obtaining the pulmonary artery pressures, and interpretation of hemodynamic waveforms, as well as the study of the 12-lead electrocardiogram, and more extensive practice in the interpretation of cardiac rhythms, and hemodynamic waveforms.

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

The proposed course is not related to courses offered in other departments.

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

In the nursing programs of our benchmark institutions, the proposed course may be similar to Indiana State University NURS 400 (Topics in Nursing), which addresses selected nursing topics related to current practices in nursing and may have a clinical component, and to California State University-Fresno NURS 288T (Seminar Topics in Advanced Clinical Nursing) which discusses selected topics in specialized domains, such as cardiovascular nursing.

3. Discussion of proposed course

3.1 Course objectives:

At the completion of this course, the student will be able to

- 1) Interpret basic cardiac dysrhythmias

- 2) Identify signs and symptoms and recommended interventions for each dysrhythmia
- 3) Interpret basic hemodynamic waveforms
- 4) Identify signs and symptoms and recommended interventions for each abnormal hemodynamic waveform
- 5) Demonstrate the appropriate techniques for obtaining cardiac output, mixed venous oxygen saturation, central venous pressure, pulmonary artery pressure, and pulmonary capillary wedge pressure.
- 6) Interpret 12-lead electrocardiograms

3.2 Content outline:

Cardiac Dysrhythmias
 Sinus Rhythm, Sinus Bradycardia, Sinus Arrhythmia
 Atrial Tachycardia, Atrial Fibrillation, Atrial Flutter
 Supraventricular Tachycardia
 Premature Atrial Contractions
 Junctional bradycardia, Junctional Rhythm, Accelerated Junctional Rhythm,
 Junctional tachycardia, Premature Junctional Contractions
 Ideoventricular Rhythm, Ventricular Tachycardia, Ventricular Fibrillation
 Premature Ventricular Contractions, Torsades de Pointe
 Pulseless Electrical Activity, Asystole
 Cardiac Pacemakers
 Hemodynamic Waveforms
 Pulmonary Artery Catheter
 Central Venous Pressure
 Right Ventricular Pressure
 Pulmonary Artery Pressure
 Pulmonary Capillary Wedge Pressure
 Cardiac Output
 Mixed Venous Oxygen Saturation
 12 Lead Electrocardiogram

3.3 Student expectations and requirements:

Completion of workbook exercises in cardiac rhythm interpretation
 Completion of workbook exercises in hemodynamic waveform interpretation
 Submission of 5 annotated bibliographies of journal articles related to cardiac and hemodynamic monitoring
 Completion of an 8-10 case study related to a patient with cardiac and hemodynamic monitoring
 Small group discussion of the annotated bibliographies and the case study

3.4 Tentative texts and course materials:

Aehlert, B. (2002). ECGs made easy (2nd ed.). St Louis: Mosby.

Daily, E.K. & Schroeder, J.S. (1994). Techniques in hemodynamic monitoring (5th ed.). St Louis: Mosby

4. Resources

4.1 Library resources:

Adequate. See attached.

4.2 Computer resources:

Students may access Blackboard information via University computer labs.

5. Budget implications

5.1 Proposed method of staffing:

The course will be taught by existing faculty.

5.2 Special equipment needed:

None.

5.3 Expendable materials needed:

None.

5.4 Laboratory supplies needed:

None.

6. Proposed term for implementation: **Fall 2006.**

7. Dates of prior committee approvals:

Nursing Department/Baccalaureate Prelicensure Division	<u>2/06/06</u>
College Curriculum Committee	<u>2/28/06</u>
Professional Education Council	<u>N/A</u> (if applicable)
General Education Committee	<u>N/A</u> (if applicable)
University Curriculum Committee	<u>3/28/06</u>
University Senate	<u> </u>

Attachments: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Cathy Abell e-mail: cathy.abell@wku.edu Phone: 5-3499

1. Identification of proposed course

- 1.1 Prefix and number: NURS 451
- 1.2 Title: Gerontological Nursing
- 1.3 Abbreviated title: Gerontological Nursing
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: L (Lecture)
- 1.6 Special Requirements:

Additional Prerequisites: Prelicensure: Admission to the prelicensure program and N300.

Post-RN: Admission to the post-RN nursing program or with permission of instructor.

1.7 Catalog course listing:

This course focuses on the nursing care of older adults. Emphasis is placed on theories of aging, pathophysiological processes, and normal variations specific to the aging population, and use of the nursing process to enhance positive outcomes.

2. Rationale

2.1 Reason for developing the proposed course:

The aging population has a direct impact on the delivery of nursing care. Thirty-five million people are 65 years of age and older. According to the 2000 census, the number of people aged 45 to 64 years increased 34% since 1990. These people will reach the age of 65 soon. The number of centenarians increased by 35% between 1900 and 2000 (Miller, 2004). Although information regarding care of the older adults is integrated throughout the nursing curriculum, this course will give students additional information to enhance care provided to the aging population.

2.2 Projected enrollment in the proposed course:

20 per semester

2.3 Relationship of the proposed course to courses now offered by the department:

This course does not duplicate content in any other nursing courses, but expands knowledge and skills in caring for the aging population.

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

There are courses in other departments which address gerontological issues. These include PH 443: Health Problems of the Aged, SOCL 342: Aging in Society; PSY 423: Psychology of Adult Life and Aging, PHIL 426: Philosophy and Old Age, and BIOL 344: Biology of Aging. However, this course is unique in that it focuses on the use of the nursing process to enhance positive outcomes in the aging population.

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

Some institutions offer course specific to gerontological nursing, whereas some have integration of gerontologic nursing principles throughout the program. Upon review of course catalogs from UofL, Murray, and ECU no specific course similar to this was noted. The catalog from Northern Kentucky University list an elective nursing course similar to the proposed course. It is NURS 413: Aging in Today's Society.

3. Discussion of proposed course

3.1 Course objectives:

1. Explore theories of aging.
2. Describe the continuum of nursing care for older adults.
3. Describe specific pathophysiological processes that specifically relate to the aging process and identify functional consequences.
4. Describe normal assessment variations that are specific to the aging population and common abnormalities.
5. Identify nursing interventions related to medications and the aging population.
6. Analyze issues related to the caregiver.
7. Discuss psychosocial function in older adults.
8. Discuss the use of the nursing process to enhance positive outcomes in the aging population.

3.2 Content outline:

1. Continuum of Older Adulthood and the Phenomenon of Aging
2. Gerontological Nursing
 - a. Health Promotion
 - b. Continuum of Care for Older Adults
3. Use of the nursing process to promote positive cognitive and psychological function
4. Communication
5. Pathophysiological processes, normal variations and implementing the nursing process to enhance positive outcomes in relation to digestion and nutrition, urinary function, cardiovascular function, and respiratory function
6. Medications and older adults
7. Implementation of standards of nursing care with regards to elder abuse and neglect

3.3 Student expectations and requirements:

Student evaluation methods will include examinations, movie analyses, papers, and class activities.

3.4 Tentative texts and course materials:

Miller, C. A. (2003) Nursing for wellness in older adults: Theory and practice (4th ed.). Philadelphia: Lippincott Williams & Wilkins.

4. Resources

4.1 Library resources:

This course will use periodical references that pertain to gerontological nursing.

4.2 Computer resources:

The ACE computer lab in the College of Health and Human Services as well as WKU Computer Labs at the Extended Campuses are sufficient for use in this course.

5. Budget implications

5.1 Proposed method of staffing:

Current faculty will teach the proposed course class as part of regular teaching load or during J-term or summer terms.

5.2 Special equipment needed:

It is not expected that special equipment will be needed.

5.3 Expendable materials needed:

It is not expected that expendable material will be required for this class.

5.4 Laboratory supplies needed:

It is not expected that laboratory supplies will be required for this class.

6. Proposed term for implementation: **Fall 2006**

7. Dates of prior committee approvals:

Nursing Department/Division	<u>November 11, 2005</u>
College Curriculum Committee	<u>2/28/06</u>
Professional Education Council	<u>N/A</u> (if applicable)
General Education Committee	<u>N/A</u> (if applicable)
University Curriculum Committee	<u>3/28/06</u>
University Senate	<u></u>

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

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

Contact Person: Lynn Austin e-mail: lynn.austin@wku.edu Phone: 5-3827

1. Identification of proposed course

1.1 Prefix and number: AH 190

1.2 Title: Introduction to Allied Health Professions

1.3 Abbreviated title: Intr AH Prof

1.4 Credit hours and contact hours: 2

1.5 Type of course: C (Lecture/Lab)

1.6 Prerequisites: none

Additional : <use this field if you want, for instance, pre-reqs and co-reqs>

1.7 Catalog course listing:

This course provides an overview of the history, current practice, and wellness issues, and future potential for allied health practitioners. Legal, ethical, and interpersonal aspects of patient care are introduced. Educational requirements, credentialing procedures, and career opportunities are outlined. Observation of an allied health professional is required.

2. Rationale

2.1 Reason for developing the proposed course:

As part of the proposed Bachelor of Science in Health Sciences, a course is necessary to introduce students to the various professions within Allied Health. Students who will receive their Bachelor of Science in Health Sciences will benefit from an exposure to the various Allied Health disciplines.

2.2 Projected enrollment in the proposed course:

It is anticipated that this Bachelor's degree will attract those students with a non-specific interest in the Health Sciences. Additionally, those students not enrolled in one of the selective admission programs may look at this degree as an option within the Health Sciences. Over 100 students per year are denied admission to a specific major and, therefore, could potentially opt for the BS in Health Sciences.

2.3 Relationship of the proposed course to courses now offered by the department:

No similar course exists.

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

No similar course exists.

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

A number of other institutions offer an Introduction to Allied Health Professions as part of their Allied Health Department.

3. Discussion of proposed course

3.1 Course objectives:

At the completion of this course, students will be able to:

- 1) Identify educational requirements of various health professions.
- 2) Identify credentialing procedures of various health professions.

- 3) Describe career opportunities of various health professions.
- 4) Demonstrate an understanding of factors that enhance health, well-being, and quality of life.

3.2 Content outline:

Each health professional will discuss relations between their professions and society. Specifically, how professionals in their respective fields impact individual wellness will be discussed. Various aspects of their positions including employment outlook, salary, current issues, and licensing/certification requirements will also be covered. Health professions will include:

- A) Nursing
- B) Physician Assistant
- C) Dental Hygiene
- D) Health Care Administration/Education/Community Health
- E) Physical Therapy
- F) Nurse Practitioner
- G) Pharmacy Technician
- I) Social Work
- J) Communication Disorders
- K) Dietetics
- L) Occupational Therapy
- M) Respiratory Therapist
- N) Exercise Science

3.3 Student expectations and requirements:

It is expected that students enrolled in this course will have a basic understanding of various health professions. Students will be required to take examinations and submit papers on the various disciplines. A computer search on and observation of a specific health occupation will also be required.

3.4 Tentative texts and course materials:

Introduction to the Health Professions, Stanfield, P.S., Hui, Y.H., Jones and Bartlett Publishers, 4th ed.

4. Resources

4.1 Library resources:

Attached

4.2 Computer resources:

N/A

5. Budget implications

5.1 Proposed method of staffing:

Existing faculty

5.2 Special equipment needed:

none

5.3 Expendable materials needed:

none

5.4 Laboratory supplies needed:

none

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

7. Dates of prior committee approvals:

Allied Health Department/Division	<u>1-18-06</u>
College Curriculum Committee	<u>2/28/06</u>
Professional Education Council	<u>N/A</u> (if applicable)
General Education Committee	<u>N/A</u> (if applicable)
University Curriculum Committee	<u>3/28/06</u>
University Senate	<u></u>

Attachments: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Lynn Austin e-mail: lynn.austin@wku.edu Phone: 5-3827

1. Identification of proposed major program

- 1.1 Title: Health Sciences (HS)
- 1.2 Degree: Bachelor of Science in Health Sciences
- 1.3 Classification of Instructional Program (CIP) Code: 51
- 1.4 Required hours in the proposed major program: The major will require 65- 67 core Health Sciences credit hours, including a required concentration ranging from 21-22 credit hours.
- 1.5 Special information: The program is an interdisciplinary program that allows students with a general interest in Health Sciences to pursue a Bachelor of Science, students with a A.S. to continue their education, and others to prepare for post-graduate or professional health sciences degree programs.
- 1.6 Program admission requirements: Good standing academically with a 2.5 or above GPA.
- 1.7 Catalog description: The Bachelor of Science in Health Sciences is designed for students who are interested in pursuing a health and human sciences related career. The program is an interdisciplinary program with three primary purposes: 1) allowing students with a general interest in Health Sciences to pursue a B.S. while obtaining a concentration in a specific area of study, 2) providing an option for students with a Health related A.S. who wish to continue their education, and 3) permitting students to prepare for post-graduate or professional health sciences programs. The major in Health Sciences leads to a Bachelor of Science degree. The major will require 65- 67 core Health Sciences credit hours, including a required concentration ranging from 21-22 credit hours. Students pursuing the major are required to select one of the following concentrations: Environmental Health Science, General Wellness Studies, Gerontology, Health Promotions, Health Services, Social Services, or an Associate of Science Degree in a Health field (approved by the Health Sciences Advisor).
Required courses for the Health Sciences core are: CFS 111, PSY 199, BIO 120/121, BIO 131, CHEM 304, AH 190, AH 290, PHYS 231/232, PE 311, PH 381, PH 383 or SOCL 300, PH 447 or PHIL 322, HCA 340, and HCA 446/447 or CIS 343.
One of the below mentioned concentrations is required.
Environmental Health Science (22 hrs.), required courses include ENV 280, 375, 380, PH 385, ENV 480 OR 460, and 7 hours of electives.
General Wellness Studies (22 hrs), required courses include PE 122, 211, 212, 221, 222, 310, 312, 313, 324. At least two credit hours of the open electives need to be upper division.
Gerontology (21 hrs), required courses include BIOL 344, PSY 423, PH 443, SOC 342. In addition, nine hours of electives must be chosen with approval of the academic advisor from the following (six credit hours of electives must be upper division): GERO 100, CFS 311, CFS 495, ECON 365, CD 489, FIN 261, HCA 345, HCA 440, HCA 471, PH 444, PH 463, PH 464, PHIL 426 or SWK 326.
Health Promotions (22 hrs), required courses are SFTY 171, PH 261, 365, 384, 402, 461, 467, and 469.
Health Services (21 hrs), required courses are HCA 344, 440, 441, and 442; and HCA 345 or 346, MGMT 310, and ECON 202.

Social Services (21 hrs), required courses include SWRK 101, 205, 330, 331, 395. Students are also required to take two social work electives (6 credit hours) in consultation with their social work advisor.

An **Associate Degree in a focused Health Area** would also be acceptable and needs to be approved by an academic advisor (students in this area will need a maximum of 19 of their open elective credit hours to be upper division courses).

Students must earn a “C” or better in each course in the major. Additionally, in accordance with university policy, an overall grade point average of 2.0 or better must be attained upon completion of required curriculum.

2. Rationale

2.1 Reasons for developing the proposed major program:

The development of the Health Sciences program at Western Kentucky University was initiated in direct response to the needs of students and professionals throughout the service region and the state. Numerous students leave WKU after successfully completing two years of coursework due to restricted admissions into certain programs within the college. Austere accreditation and academic standards restrict the number of students admitted into these programs each year, leaving numerous students without a home, and ultimately, forcing them to leave WKU and higher education. Below is a table that documents students “seeking admissions” by major with potential retention loss numbers based on student acceptance each year.

Seeking Admission Programs	Enrollment # 2004	# Accepted each year	Number of Potential Students Lost
Dental Hygiene, A.S. & B.S.	69	24	45
Communication Disorders	55	30	25
Nursing	377	80	297
Total	501	134	367

Note: Total potential students lost for 2004 was 367, and for 2003 it was 371.

It is difficult to track each of the students. Below, however, are the records available through the Office of Institutional Research of students enrolled in a pre-major during the academic year listed, and their status after 2 years in “pre-major” status. The data for 2004 reflect students after only one year in the “pre-major” status.

	2002	2003	2004
Nursing – Pre-majors	289	395	378
Enrolled	71	54	27*
Left WKU	111	141	120*
Dental Hygiene Pre-majors	25	28	51
Enrolled	4	3	4*
Left WKU	9	7	15*
Total Left WKU	120	148	135

NOTE: * is after one year in pre-major status, other data is for 2 years.

In addition, employed individuals holding an Associate of Science in a health-related field have very limited options with respect to promotion or transferring to 4-year institutions and continuing their field of study. Both the individual and the employers would benefit from the employees pursuing additional higher education. The following table depicts the number of Associate degrees granted in a Health field from WKU the last three years:

WKU Associate Degrees	2002	2003	2004
Dental Hygiene, A.S.	19	18	18
Health Care Information, A.S.	7	16	16
Nursing, A.S.	71	76	96
Paramedicine, A.A.S.	3	0	4
TOTAL	100	110	134

The above numbers do not reflect the numerous current health professionals desiring to improve their employment status who would qualify for this Health Science degree. Additionally, there are other institutions in this region that offer only Associate degrees; these potential students would benefit from a Bachelor of Science in Health Sciences. For example, the Director of the Radiography Program at Owensboro Community and Technical College is in need of a Bachelor of Science degree for his A.S. students because he “believes licensure for his graduates will require a Bachelor’s Degree in the next two to three years.” There is potential for substantial collaboration with the Kentucky Community and Technical College System (KCTCS). The proposed Health Sciences program is build as a 2+2 to allow for a smooth transition for KCTCS students.

There are also pre-professional health related programs that require a Master’s degree for entry. Students completing the Health Sciences Bachelor’s degree at Western Kentucky University would have the opportunity to continue their studies. The Bachelor of Science in Health Sciences provides many excellent opportunities for students to continue their education as well as meeting the demands for health professionals throughout the state of Kentucky.

Workforce Data to Support the need for the program:

The Bureau of Economic Analysis estimates that 83 percent of the American workforce will be in the services sector by 2025. The shift to services is even more pronounced when we look at individual occupations. Service-providing industries are expected to account for approximately 20.8 million of the 21.6 million new wage and salary jobs generated over the 2002-2012 period. The education and health services industry sector is projected to grow the fastest, 31.8 percent, with 1 out of every 4 new jobs created in the U.S. economy in either the healthcare and social assistance or private educational services sectors. The second fastest growing segment is healthcare and social assistance, which will grow 32.4 percent and add 4.4 million new jobs. In Kentucky, the Health Support occupations are projected to grow a very fast 28.8% because of the need to care for aging Kentuckians due to a longer life expectancy. New jobs are only a part of the story; job openings also occur when workers leave an occupation or retire, as well as for numerous other reasons. The health sciences job openings in Kentucky almost directly mirror the national outlook, with projections for growth well into the future.

The job openings in health services professions will even more dramatically affect the demand for educated individuals in these areas. The health sciences industry presents exciting opportunities for individuals to progress in their respective areas if they have the appropriate education and certifications.

What Opportunities exist for Program Graduates?

The proposed Health Sciences Major is composed of 44-45 hours of core courses, with a required concentration in a specific area: Health related Associate Degree, Environmental Health Science, General Wellness Studies, Gerontology, Health Promotions, Health Services, or Social Services. The career opportunities available are based on the area of concentration discussed below.

Students who enter this program with a **Associate Degree in Health**, and complete the Bachelor of Science in Health Sciences will position themselves for professional advancements in their respective field.

Students completing the **Environmental Health Science** concentration will gain an awareness of environmental hazards and risks, and will be prepared for an entry level position directed by an environmental professional.

Students with a concentration in **General Wellness Studies** will be prepared to develop, implement, and coordinate exercise and health promotion programs for persons of all ages and in a variety of private or public settings. Certification may be necessary for entry level employment. At least two credit hours of the open electives need to be upper division.

Students with a concentration in **Gerontology** will be prepared for employment opportunities in caring for the fastest growing age group in America and Kentucky. The American population will increase by almost 50% from 1995 to 2050, while the 65+ age group will increase by 135%. Kentucky is experiencing the same types of group, ranking 25th in the percentage of adults over 65 years of age but the older adult population will increase significantly and Kentucky will rank 14th by 2020. Career opportunities in this field will continue to grow as the population increases.

Students with a concentration in **Health Promotions** will have an awareness of issues and methods in Health Education (not Teacher Education).

Students with a concentration in **Health Services** will have an awareness of management issues in health care facilities.

Students with a concentration in **Social Services*** will be able to obtain entry level positions in the health sciences field that emphasize the social services, including, but not limited to, medical and home health services, aging services, disability services, and mental health. The health sciences major and social services concentration would also be excellent preparation for graduate education in social work.

*The social services concentration does not qualify the student as a professional social worker, as a member of the professional organization, for licensure by the state of Kentucky, for advanced standing in a graduate school of social work, nor for social work practice in an employment situation.

NOTE: These concentrations may afford students the opportunity to further their education beyond the Baccalaureate degree. Graduate school requirements will vary by program. Students interested in graduate school are advised to investigate specific requirements.

2.2 Projected enrollment in the proposed major program:

Feedback from programs throughout the nation suggests strong demand for this program. Current staffing and resource levels will allow the admission of approximately 30 students per year into the Bachelor of Science in Health Sciences degree.

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

The Health Sciences degree will be one of two majors offered and administered by the Department of Allied Health in the College of Health and Human Services. The two programs share common health and science core curricula. The Health Science degree is a general health sciences degree and requires a professional core of 44-45 credit hours in various health sciences topics. The program also requires a concentration with credit hours ranging from 21 – 22 credit hours.

2.4 Relationship of proposed major program to other university programs:

The core health and sciences courses mirror many requirements for CHHS “Pre” majors, while having numerous overlaps with other majors in the College of Health and Human Services. For example, overlaps exist with courses in nutrition, anatomy and physiology, chemistry, psychology, statistics, medical terminology, biology, college algebra. While the Health related A.S. related students will bring an area of emphasis and the following courses; nutrition, psychology, anatomy and physiology, chemistry, medical terminology and computer information systems.

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

Benchmark institutions that offer B.S. in Health Sciences:

WKU Benchmark Institutions (5/05)	Name of General Health Programs	Focus of Program
Ball State University (IN)	Health Sciences	Health Educators, Core classes + minor
Oakland University (MI)	No	Health Professions (pre-PT, Pharmacy, etc.)
Stephen F. Austin State University (TX)	Health Science	Community Health and Education Focus
Towson University (MD)	Health Science	Mgmt, Community, Chemical Dependency B.S. Health Science M.S.
Western Illinois University (IL)	No	Health Services Mgmt.
Wichita State University (KS)	Health Service Mgmt & Community Development	
Youngstown State University (OH)	Allied Health	A.S. Paramedical pre-entry, M.S. in Health & Human Services

None of the Kentucky colleges/universities offer a B.S. in Health Sciences:

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

The proposed Health Science degree supports several Western Kentucky University strategic goals:

Goal 1: Increase Student Learning – Students with a Health related A.S. degree will have the opportunity to enhance their education beyond the associate degree level, and advance in their respective fields. Pre-nursing, dental hygiene, and communication disorders not accepted into special admissions programs will have the opportunity to continue their education at WKU and receive a B.S. in a health related field. Specifically, this program will prepare professionals for careers in a field with numerous opportunities.

Goal 2: Develop the student population – The Health Sciences degree is designed to retain qualified students at WKU, by developing an option for students denied entrance into a professional health program, while enhancing opportunities for students with an Associates Degree, and preparing students for graduate study.

Goals 4: Enhance responsiveness to constituents – In Kentucky, the Health Support occupations are projected to grow a very fast 28.8% because of the need to care for aging Kentuckians due to a longer life expectancy. However new jobs are only a part of the story, health related job openings are also occurring due to many “baby-boomers” retiring, others leaving the field for new opportunities, and for numerous other reasons. Professionally educated individuals are needed to fill these important careers.

3. Objectives of the proposed major program:

Below are Program specific objectives:

- Prepare student for career advancement, professional and graduate school opportunities.
- Expand the opportunity for existing students and increase the number of students who wish to fulfill career aspirations.

- Leverage existing course offerings, and create new health sciences courses as needed.
- Create a unique WKU program that breaks ground with a cross discipline health sciences concentration.

Educational objectives are:

- To apply biological, chemical, and biophysical, psychological, social aspects to health and human services issues.
- Identify and analyze ethical issues as they relate to the world of health.
- Be familiar with future and current health and human services related issues.
- Examine the educational principles involved in sharing health recommendations, emphasizing the importance of health research and reliable sources of health information.
- Critically read and evaluate scientific literature pertinent to the area of health.
- Become familiar with major factors that shape management and delivery of health and human services.
- Identify and become familiar with one specific area in Health and Human Services.
- Develop an overall understanding of the health service arena and the relationships between its different disciplines.

4. Program description

4.1 Curriculum:

The B.S. health sciences curriculum is composed of 44-45 credit hours core Health Sciences courses, a required concentration consisting of 21-22 credit hours unduplicated courses in a Health Sciences field, meeting all university general education requirements, and leaving 21 – 22 credit hours of open electives depending on the concentration selected. Following is a breakdown by major area:

Health Sciences Core (44 - 45)

CFS 111 (3 hrs) – Human Nutrition
 PSY 199 (3 hrs) – Developmental Psychology
 BIO 120/121 (4 hrs) - Biological Concepts: Cells, Metabolism, and Genetics
 BIO 131 (4 hrs) – Anatomy and Physiology
 CHEM 304 (4 hrs) – Biochemistry
 AH 190 (2 hrs) – Introduction to Allied Health Professions
 AH 290 (2 hrs) – Medical Terminology
 PHYS 231/232 (4 hrs) – Physics and Biophysics and Laboratory
 PE 311 (3 hrs) – Exercise Physiology
 PH 381 (3 hrs) – Community Health
 PH 383 (3 hrs) – Biostatistics in the Health Sciences **OR** SOCL 300 (3 hrs) Using Statistics in Sociology
 PH 447 (3 hrs) – Human Values and the Health Sciences **OR** PHIL 322 (3 hrs) Biomedical Ethics
 HCA 340 (3 hours) – Health Care Organization and Management
 HCA 446/447 (4 hrs) – Health Care Informatics and Laboratory **OR** CIS 343 (3 hrs) Principles of MIS

Required Concentration Options:

Environmental Health Science (22 hrs.), required courses include ENV 280, 375, 380, PH 385, ENV 480 OR 460, and 7 hours of electives.

General Wellness Studies (22 hrs), required courses include PE 122, 211, 212, 221, 222, 310, 312, 313, 324. At least two credit hours of the open electives need to be upper division.

Gerontology (21 hrs), required courses include BIOL 344, PSY 423, PH 443, SOC 342. In addition, nine hours of electives must be chosen with approval of the academic advisor from the following (six credit hours of electives must be upper division): GERO 100, CFS 311, CFS 495, ECON

365, CD 489, FIN 261, HCA 345, HCA 440, HCA 471, PH 444, PH 463, PH 464, PHIL 426 or SWK 326.

Health Promotions (22 hrs), required courses are SFTY 171, PH 261, 365, 384, 402, 461, 467, and 469.

Health Services (21 hrs), requirements are HCA 344, 440, 441, 442, HCA 345 or 346, MGMT 310, and ECON 202.

Social Services (21 hrs), required courses include SWRK 101, 205, 330, 331, 395. Students are also required to take two social work electives (6 credit hours) in consultation with their social work advisor.

An **Associate Degree in a focused Health Area** would also be acceptable, but needs to be approved by an academic advisor (students in this area will need a maximum of 19 of their open elective credit hours to be upper division courses).

4.2 Accreditation, certification, and/or licensure:

There is currently no accreditation program for a Bachelor in Health Sciences degrees.

4.3 Program delivery:

On-campus lecture/laboratory with internship/practicum experiences required.

5. Resources

5.1 Faculty: None requested Existing faculty are well qualified to teach these courses. Moreover, Institutional Research has provided data that support the availability of seats in the required classes.

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

5.3 Facilities and equipment: none requested

6. Proposed term for implementation: Fall 2006

7. Dates of prior committee approvals:

Allied Health Department/Division	<u>1-18-06</u>
CHHS College Curriculum Committee	<u>2/28/06</u>
University Curriculum Committee	<u>3/28/06</u>
University Senate	<u> </u>
WKU Board of Regents	<u> </u>

Attachments: Program Inventory Form

**College of Health and Human Services
Department of Public Health
Proposal to Revise a Program
(Action Item)**

charles.wainright@wku.edu,

Phone: 5-5868

Contact Person: Charles Wainright, Ph.D.

1. Identification of program

- 1.1 Reference number: 559
- 1.2 Current program title: Health Care Administration
- 1.3 Credit hours: 73

2. Identification of the proposed changes:

Required Courses added to the Program:

- HCA 342 Human Resources Management for Healthcare Managers

Discretionary Required Course Changed to Required Courses:

- HCA 345 Long-Term Care Administration
- HCA 346 Ambulatory Care Administration

Required Courses changed to Elective Courses:

- PH 381 Community Health
- MKT 320 Basic Marketing Concepts

Required Non-Program Prerequisite Added:

- ENG 306 Business Writing

Required Prerequisites Deleted:

- CIS 141 Basic Computer Literacy

3. Detailed program description:

Current Program				Proposed Program			
ACCT	200	Intro. Accounting – Fin.	3	ACCT	200	Intro. Accounting – Fin.	3
ACCT	201	Intro. Accounting – Mgr	3	ACCT	201	Intro. Accounting – Mgr	3
FIN	330	Fund. of Finance	3	FIN	330	Fund. Of Finance	3
MGT	310	Org. & Management	3	MGT	310	Org. & Management	3
MKT	320	Basic Mkt Concepts	3			(Optional Elective)	
PH	381	Community Health	3			(Optional Elective)	
PH	383	Biostatistics	3	PH	383	Biostatistics	3
HCA	383	Statistical App. in HC	1	HCA	383	Statistical App. in HC	1
PH	384	Intro to Epidemiology	3	PH	384	Intro. To Epidemiology	3
PH	447	Human Values	3	PH	447	Human Values	3
AH	290	Medical Terminology	2	AH	290	Medical Terminology	2
HCA	340	HC Org & Mgt	3	HCA	340	HC Org. & Mgt.	3
				HCA	342	HRM for HC Managers	3
HCA	343	Quality Mgt. for HC	3	HCA	343	Quality Mgt. for HC	3

HCA	344	Health Care Systems	3	HCA	344	Health Care Systems	3
HCA	345/346	Long Term Care or Amb. Care	3	HCA	345	Long Term Care	3
				HCA	346	Ambulatory Care	3
HCA	440	Health Economics	3	HCA	440	Health Economics	3
HCA	441	Legal Aspects of HC	3	HCA	441	Legal Aspects of HC	3
HCA	442	Prin. & Meth. of HC Planning	3	HCA	442	Prin. & Meth. of HC Planning	3
HCA	445	Health Care Finance	3	HCA	445	Health Care Finance	3
HCA	446	Healthcare Informatics	3	HCA	446	Healthcare Informatics	3
HCA	447	HSIM – Lab	1	HCA	447	HSIM – Lab	1
HCA	448	HC Analysis & Evaluation	3	HCA	448	HC Analysis & Evaluation	3
		Two 3- hour electives ^a	6			Two 3- hour electives ^a	6
HCA	449	Internship in HCA	6	HCA	449	Internship in HCA	6
Total Hours: 73				Total Hours: 73			

Removal of CIS 141 as prerequisite. Addition of ENG 306 with grade of C or better as prerequisite. New list of Program prerequisites for admission to the Healthcare Administration Program (559) are: MATH 116, ECON 202, BIOL 131, COMM 145 or 161, and PH 100 with a grade of C or higher. Attain a grade of C or higher for ENG 306, a required non-program prerequisite to be taken prior to attaining the HCA degree.

^aSuggested electives include: PH 443, HCIS 252C, PH 456 PH 381, or other course(s) approved by advisor.

4. Rationale for proposed program revisions:

Based on Association of University Programs in Health Administration (AUPHA) certification criteria and demonstrated needs in preceptor and faculty evaluations of students, several improvements were needed in the Healthcare Administration Program.

The elimination of CIS 141 as a prerequisite stems from the observation that most students coming to WKU have learned computer software & hardware skills from high school, thus the added value obtained from CIS 141 is minimal to HCA students. In addition, the HCA program already includes both a healthcare information management course and lab course (HCA 446 & HCA 447). The addition of ENG 306 Business Writing stems from the concerns of preceptors and faculty evaluations of students which revealed that student writing skills need significant improvement. The English Department Head was contacted and indicated willingness to handle our additional students into ENG 306. This would be a required non-program prerequisite that a student need to take with a grade of C or better prior to attaining the HCA degree.

The addition of a new course HCA 342 – Human Resources Management for Healthcare Managers will fill an important skill in light of recent manager/supervisor requirements associated with core human resource functions in the healthcare setting. In the past, the program had attempted to cover this information in other courses, but it has been insufficient due to the management of physicians, nurses, and technical personnel in healthcare facilities has continued to increase in complexity, especially in light of specific regulations and laws which increase supervisor responsibilities related to employee management. The new HCA 342 course is specifically designed to solve many of these issues.

Requiring both HCA 345 Long Term Care and HCA 346 Ambulatory Care as core courses (currently a student has an option to choose one or the other as a core class) was based on the fact that students need information in both of these areas. Both classes are essential to help students make an informed decision on which healthcare setting will best suit their career aspirations. Healthcare management has continuously changed from focusing on hospital management to an integrated system which includes ambulatory care, long term care, and acute care management. The healthcare industry of the future expects managers to work in organizations that are multifaceted integrated delivery systems which cross all settings. Therefore it is essential that healthcare students receive preparation in all three settings (acute, ambulatory, and long term care).

The elimination of PH 381 Community Health as a core and moved to an optional elective is due to the fact that most of this information is adequately covered in HCA 340 –Health Care Organization and Management, HCA 440 – Health Care Economics, HCA 442 – Principles & Methods of Health Planning, and PH 384 – Introduction of Epidemiology.

The elimination of MKT 320 Introduction to Marketing as a core course was decided in view of the greater need for other healthcare specific courses to be added to the Program. Furthermore, specific marketing concepts and issues are covered in HCA 442 - Principles & Methods of Health Planning. Removing MKT 320 as a core course coupled with the other proposed changes will allow the HCA Program remains 73 hours (which includes two 3-hour electives), which is critical to maintaining an appropriate size curriculum for the major.

5. Proposed term for implementation and special provisions: Fall, 2006.

6. Dates of prior committee approvals:

HCA Committee	February 7, 2006
Department of Public Health	February 10, 2006
CHHS Undergraduate Committee	February 28, 2006
University Curriculum Committee	March 28, 2006
University Senate	_____

Attachment: Program Inventory Form

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

Contact Person: Donna Blackburn e-mail: donna.blackburn@wku.edu Phone: 5-3579

1. Identification of program

- 1.1 Reference Number: 586
- 1.2 Current Program Title: Bachelor of Science in Nursing, Prelicensure
- 1.3 Credit hours: 130

2. Identification of the proposed changes:

Program revision proposal includes eight new courses:

- NURS 328 Medical-surgical Nursing I
- NURS 316 Psychiatric Nursing concepts,
- NURS 428 Medical-surgical Nursing II
- NURS 414 Nursing care of Women, Infants, and Children
- NURS 421 High Acuity Nursing
- NURS 422 Senior Practicum
- NURS 424 Cardiac and Hemodynamic Monitoring (new elective)
- NURS 451 Gerontological Nursing (new elective)

NURS 405 Nursing Informatics will no longer be a requirement of the prelicensure program curriculum beginning with the fall 2006 class.

At the time that the proposed curriculum is fully implemented (spring 2008), the following courses will be deleted:

- NURS 326 Health Alterations I Across the Lifespan (offered for the last time, fall 2006)
- NURS 425 Health Alterations II Across the Lifespan (offered for the last time, spring 2007)
- NURS 409 Nursing Practicum (offered for the last time, fall 2007)

3. Detailed program description:

Current Curriculum	Proposed Curriculum
Freshman: Fall Semester	Freshman: Fall Semester
English 100 3 hours	Eng 100 3 hours
Biol 131 4 hours	Biol 131 4 hours
Psy 100 3 hours	Psy 100 3 hours
Math 116 3 hours	Math 116 3 hours
UC 175 2 hours	UC 175 2 hours
<i>Total Credits: 15</i>	<i>Total Credits: 15</i>
Freshman: Spring Semester	Freshman: Spring Semester
History 119 or 120 3 hours	History 119 or 120 3 hours
Biol 231 4 hours	Biol 231 4 hours
Psych 199 3 hours	Psych 199 3 hours
CFS 111 3 hours	CFS 111 3 hours
Foreign Language 3 hours	Foreign Language 3 hours
<i>Total Credits: 16</i>	<i>Total Credits: 16</i>
Sophomore: Fall Semester	Sophomore: Fall Semester
Eng 200 3 hours	Eng 200 3 hours
Cat B II 3 hours	Cat B II 3 hours

Biol 207/208 4 hours Cat E 3 hours Phil 320/322 3 hours <i>Total Credits: 16</i>	Biol 207/208 4 hours Cat E 3 hours Phil 320/322 3 hours <i>Total Credits: 16</i>
Sophomore: Spring Semester Soc 100 3 hours Stats 3 hours Econ 150/202 3 hours Chem 109 4 hours Public Speaking 3 hours <i>Total Credits: 16</i>	Sophomore: Spring Semester Soc 100 3 hours Stats/ENG 300 3 hours Econ 150/202 3 hours Chem 109 4 hours Public Speaking 3 hours <i>Total Credits: 16</i>
Junior: Fall Semester NURS 300 3 hours NURS 309 3 hours NURS 313 5 hours NURS 325 5 hours <i>Total Credits: 16</i>	Junior: Fall Semester NURS 300 3 hours NURS 309 3 hours NURS 313 5 hours NURS 325 5 hours <i>Total Credits: 16</i>
Junior: Spring Semester NURS 315 3 hours NURS 321 2 hours NURS 326 9 hours Eng 300 3 hours <i>Total Credits: 17</i>	Junior: Spring Semester NURS 315 3 hours NURS 321 2 hours NURS 328 (M/S I) 6 hours NURS 316 (Psy) 3 hours Eng 300/Stats 3 hours <i>Total Credits: 17</i>
Senior: Fall Semester NURS 400 3 hours NURS 405 2 hours NURS 412 3 hours NURS 425 9 hours <i>Total Credits: 17</i>	Senior: Fall Semester NURS 400 3 hours NURS 412 3 hours NURS 428 (M/S II) 5 hours NURS 414 (OB/PEDS) 6 hours <i>Total Credits: 17</i>
Senior: Spring Semester Nursing Elective 3 hours NURS 408 3 hours NURS 409 6 hours NURS 426 5 hours <i>Total Credits: 17</i>	Senior: Spring Semester Nursing Elective 3 hours NURS 408 3 hours NURS 422 3 hours NURS 421 (Complex) 3 hours NURS 426 5 hours <i>Total Credits: 17</i>

4. Rationale for proposed program revisions:

- The current organization of course material into large credit hour courses has resulted in fragmented presentation of material, difficulty with student clinical placement, and performance difficulty for some students. In the current curriculum students are required to learn material from multiple specialty areas within a single course.

In the proposed curriculum, students are required to master one specialty area within a course. With the proposed curriculum transfer students can more easily transition into the WKU nursing program.

5. Proposed term for implementation and special provisions:

Term: Fall 2006

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Provisions, if applicable:

6. Dates of prior committee approvals:

Baccalaureate Nursing Department/Division	<u>2/6/06</u>
Curriculum Committee	<u>2/28/06</u>
Professional Education Council	<u>N/A</u> (if applicable)
General Education Committee	<u>N/A</u> (if applicable)
University Curriculum Committee	<u>3/28/06</u>
University Senate	<u></u>

Attachment: Program Inventory Form

**Faculty Welfare and Professional Responsibilities University Senate
subcommittee resolution on a faculty ombudsperson.**

Whereas:

Faculty do not have a reliable, confidential information referral source on campus.

Whereas:

There is no informal mediator to resolve faculty complaints in lieu of a formal grievance procedure.

Whereas:

Faculty do not have unbiased representation in formal grievance procedures

Be it hereby resolved:

Western Kentucky University establishes the position of a faculty ombudsperson that meets the following qualifications and fulfills the outlined role.

Qualifications:

The ombudsperson will be a tenured faculty member with 10 years experience at WKU who must be familiar with university policies and procedures, especially those pertaining to academic issues.

He or she should be a person of integrity with an understanding of the principles of simple justice and academic due process, must command the respect of colleagues and be able to respect the private and confidential nature of issues brought to his/her attention. The individual must be willing to participate in conflict resolution training.

The ombudsperson will be appointed by the university senate executive committee through a nomination and application process. The term of the appointment will be 2 years, with possible renewal of additional terms. The university senate executive committee holds the right to dismiss the ombudsperson should he or she violate the responsibilities or ethical duties outlined in the position.

Compensation

The ombudsperson will receive a 3 hour course load reduction for each semester of the appointment.

Role

The ombudsperson will be a reliable and confidential and informal source of information and will direct parties to the appropriate office, department or organization even if the Ombudsperson does not become directly involved in the matter.

Informally assists in resolving concerns or problems related to issues of faculty rights and responsibilities.

Neutral agency in faculty disputes

When called upon will conduct informal reviews with the full cooperation of University personnel and recommend appropriate action

Exclusions and limitations:

The ombudsperson will not decide which process the disputants will utilize

The ombudsperson will not assign sanctions or penalties.

Resolution from the Faculty Welfare and Professional Responsibilities Senate Sub-Committee to alter tenure and promotion guidelines to accommodate family care responsibilities during the probationary period.

Whereas:

The Family and Medical Leave Act of 1993 provides protection to employees from job loss during periods of family care responsibilities. Likewise, tenure and promotion should be protected for these same reasons.

Whereas:

Family care takes different forms at different ages and different family constellations; this policy takes these differences into account.

Whereas:

Childbearing and the demands of a tenure track position coincide. The results of these competing demands are differences in tenure achievement among those faculty who have children and those who do not, the so called, “baby gap.” There is a gap of 24% in tenure achievement between men and women who have an “early baby,” defined as one who joins the household prior to five years after his/her parent completes the Ph.D. and those who do not have an early baby (Mason and Goulden 2002).

Whereas:

Similar policies for stopping the tenure clock for family care reasons are common in academia, including WKU’s benchmark schools.

Be it hereby resolved,

The following paragraphs be added to the faculty handbook page 34, item 1.

The tenure clock will be stopped for 1 year upon the written request of the faculty member to the department head each time he or she experiences one of the following:

The birth of a child;

The adoption or foster placement of a child;

Substantial caregiver responsibility for someone with whom the tenure track faculty member has an important relationship, including family and household.

Requests should be made within one year of the event.

The clock will be extended whether or not the faculty member takes a leave of absence for such events.

A maximum of a two year extension will be allowed, one year for each qualifying event.

Should the faculty member desire to undergo tenure and promotion review prior to the end of the extended probationary period, he or she may do so.

Faculty Welfare and Professional Responsibilities Committee

Resolution on amending the Faculty grievance process

Whereas:

Faculty members who may have a grievance may not always feel comfortable filing their complaint with their department head, and,

Whereas:

Other parts of this policy allow for “conversation with the department head, college dean, or Provost,”

Be it Resolved:

That the following changes be made to the Faculty Handbook;

Faculty Grievance Procedure

C. Appeal Through Administrative Channels –

- Formal Grievance – If the matter cannot be resolved informally, the faculty member may file a formal grievance, in writing, with the department head within ninety days of alleged violation. If the grievance cannot be resolved at the nearest administrative level a faculty member may request review at successively higher administrative levels – college dean and Provost and Vice president for Academic Affairs. If the faculty member feels uncomfortable filing a formal complaint with the department head, the faculty member may initiate the complaint at the next administrative level.

RESOLUTION CONCERNING MONIES SENT TO KTRS FROM ORP RETIREES ACCOUNTS

Whereas WKU acknowledges that an inequity currently exists in the contributions to retirement accounts of KTRS and ORP employees, and

Whereas that inequity stems from an agreement WKU entered into with the Commonwealth and KTRS, and

Whereas the year-to-year contribution to the retirement account fluctuates according to a scale not under the control of ORP members or WKU, and

Whereas that rate has more than doubled in the last five years, and

Whereas WKU acknowledges the hardship to faculty in its "White Paper," saying that "the current ORP contribution required by KTRS (8.18%) is a significant burden on ORP participants," and that the proposed 2006-2007 rate "is even a greater disadvantage," and

Whereas the reduction in retirement account money is likely to cause a loss of quality faculty at WKU, and

Whereas the reduction in retirement account money will affect future hiring,

Be it therefore resolved that

The Western Kentucky University Senate demands that until the inequity is solved either through the expiration of the agreement, through legislative means, or by a lawsuit brought either by WKU or third parties, that Western Kentucky University make up the difference in money diverted that would bring the ORP-to-KTRS contribution in line with a rate equal to that of the 1996-1997 fiscal year (% to Employee's ORP Account=8.10 %), which was when the program originated.

Resolution on Gene Harryman

Whereas:

The Faculty Grievance Committee concluded that Gene Harryman's activities in PHAC do not appear to have been inappropriate, that he helped develop the Preston Center, that his activities were not disruptive, that no attempt was made to resolve the personnel conflicts in a collegial manner, that Harryman's action were subject to inappropriate surveillance, that Harryman was never notified to cease his activities in PHAC operational matters,

Whereas:

It does not appear that the Grievance Committee's conclusions have been taken into account in the administration's decision to ban Dr. Harryman from the Preston Center.

Be it hereby resolved,

That the President reconsider the Grievance Committee's findings on their own merit.

These consist of their finding that there is no documentation that Dr. Harryman was informed of any allegation against him or was given an opportunity to respond to the allegation, that the decision to bar Harryman from the PC appears to be punitive in nature, and that he was also denied employment as a part-time instructor.

We urge the administration to follow the recommendations of the Faculty Grievance committee:

The University should award Dr. Harryman back pay for lost wages in the Fall 2004 and Spring 2005 semesters.

Dr. Harryman should be allowed to reenter the PHAC to teach his classes.

If hostility continues to prevent Dr. Harryman from conducting his class, he be compensated with front pay.

The University should guarantee that Dr. Harryman will not face retaliation for this complaint.

If Dr. Harryman agrees to follow the rules of the PHAC [including not using the computers and offices of the PHAC], his membership and privileges should be restored.