

Agenda  
College of Health and Human Services  
Graduate Curriculum Meeting

Date: Monday, October 20, 2014

Location: AC 201D

Time: 10:30 AM

- I. Old business: Minutes from the September 15, 2014 meeting.
- II. New business:
  - a. Dr. Fox, Dean of the Graduate School
  - b. Agenda

Type of Item	Item Description and Contact Information
Action	Create a New Course NURS 650 Emergence/Urgent Care I Contact: Beverly Siegrist, <a href="mailto:Beverly.siegrist@wku.edu">Beverly.siegrist@wku.edu</a> , 745-3490; Eve Main, <a href="mailto:eve.main@wku.edu">eve.main@wku.edu</a> , 745-3489
Action	Create a New Course NURS 651 Emergency/Urgent Care Clinical I Contact: Beverly Siegrist, <a href="mailto:Beverly.siegrist@wku.edu">Beverly.siegrist@wku.edu</a> , 745-3490; Eve Main, <a href="mailto:eve.main@wku.edu">eve.main@wku.edu</a> , 745-3489
Action	Create a New Course NURS 652 Emergency/Urgent Care II Contact: Beverly Siegrist, <a href="mailto:Beverly.siegrist@wku.edu">Beverly.siegrist@wku.edu</a> , 745-3490; Eve Main, <a href="mailto:eve.main@wku.edu">eve.main@wku.edu</a> , 745-3489
Action	Create a New Course NURS 653 Emergency/Urgent Care Clinical II Contact: Beverly Siegrist, <a href="mailto:Beverly.siegrist@wku.edu">Beverly.siegrist@wku.edu</a> , 745-3490; Eve Main, <a href="mailto:eve.main@wku.edu">eve.main@wku.edu</a> , 745-3489
Action	Proposal to Revise a Program 149 Master of Science in Nursing-Psychiatric Nurse Practitioner Concentration Contact: Lynette Smith, <a href="mailto:lynette.smith@wku.edu">lynette.smith@wku.edu</a> , 745-3487; Beverly Siegrist, <a href="mailto:Beverly.siegrist@wku.edu">Beverly.siegrist@wku.edu</a> , 745-3490
Action	Proposal to Create a New Certificate Program Post MSN Certificate-Psychiatric Mental Health Nurse Practitioner Contact: Lynette Smith, <a href="mailto:lynette.smith@wku.edu">lynette.smith@wku.edu</a> , 745-3487; Beverly Siegrist, <a href="mailto:Beverly.siegrist@wku.edu">Beverly.siegrist@wku.edu</a> , 745-3490
Action	Proposal to Create a New Certificate Program Post MSN Certificate: Emergency Nurse Practitioner Contact: Beverly Siegrist, <a href="mailto:Beverly.siegrist@wku.edu">Beverly.siegrist@wku.edu</a> , 745-3490; Eve Main, <a href="mailto:eve.main@wku.edu">eve.main@wku.edu</a> , 745-3489
Action	Proposal to Create a New Program Master of Philosophy in Sports Science Contact: Dr. Clay Motley, <a href="mailto:clay.motley@wku.edu">clay.motley@wku.edu</a> , 270-745-2081

- I. Discussion items:

- II. Upcoming Meetings:
- a. Graduate Council for today's items: November 13, 2014 (**Proponents are required to attend.**) (note: items going to PEC may be delayed going to UCC and Senate)
  - b. *PEC- November. 12, 2014 (if needed)*
  - c. Senate Meeting: December, 2014

Course Title and Number: NURS 650 Emergency/Urgent Care I

Credit Hours: 2

Course Description This course is the first of two didactic courses intended to prepare the NP for beginning practice in emergency department/urgent care settings. Focus is on recognition and management strategies of health deviations, including acute and chronic exacerbation/maintenance of conditions from the lifespan perspective. The patient population is individuals and families who seek care in emergency/urgent care settings. Care is addressed from an interdisciplinary framework and includes legal/ethical factors.

Pre/Co- requisites: Concurrent or following completion of NURS 650.

Course Information: Supplements the theory and competencies provided in basic nurse practitioner programs by opportunities for development of specific skills and competencies related to the specialty practice of the nurse practitioner in the emergency department/urgent care setting. The content is taught in the clinical laboratory setting and includes, hands on practice and demonstration, simulations, and competency check offs. Content is based upon the core competencies identified for beginning emergency care for family, adult, and pediatric nurse practitioners by the National Organization of Nurse Practitioner Faculty (NONPF).

Content is specifically designed to assist the NP in preparation for the ANCC specialty certificate as an emergency nurse practitioner.

Faculty: TBA

Course Objectives: Upon completion of this course the student should be able to:

1. Analyze professional role of the nurse practitioner in emergency department/urgent care settings including legal and ethical factors.
2. Use current evidence-based knowledge to diagnose and manage illnesses, injuries, and health concerns of patients in the ED/UC settings.
3. Analyze the role of the NP in ED/UC settings in relation to selected patient/family situations:
  - a. Airway, and circulation
  - b. Skin and wound care

Content Outline:

- I. Professional Role
  - a. Direct provider of care, standards and competencies
  - b. Direct and clinical supervision of nurses and other professionals
  - c. Participates in disasters and pandemics
  - d. Patient Management and ethics: e.g. patient management, documentation, advanced directives, personal safety, workplace violence, Emergency Medical Treatment & Active Labor Act (EMTALA) etc.
- II. Management of Pt. Health/Illness Status
  - a. Triage
  - b. Responding to rapid changes in health status of ED/UC patients
  - c. Evidence-based knowledge specific to setting and population
  - d. Abuse/neglect
  - e. Forensic evidence and related situations
  - f. Palliative care
  - g. Appropriate interventions for violence, neglect, abuse, and psychiatric issues.
- III. Diagnoses and management of patients with Airway, Breathing, Circulation and Disability

- a. Emergency cardiac and airway situations
  - b. Advanced Circulatory assessment
  - c. Management of patients with disabilities (including neurologic)
- IV. Diagnosis and Management of skin and wound related conditions
  - a. Skin lesions
  - b. Decubitus
  - c. Wound, injuries

Evaluation Methods:

I: Participation in-class and on-line discussions, evaluated by rubric	30%
II. Paper-Comparison and analysis of current NP and emergent role in ED/UC setting. Evaluated by rubric. 100 pts.	20%
III. Midterm & Final Exams –100 pts. & 25% each	50%

Required Texts/Materials:

Campo, T.M. & Lafferty, K. (2010). Essential procedures for practitioners in emergency, urgent, and primary care settings: A clinical companion. NY: NY: Springer Publishing.

Cornell. D. (2014). The nurse practitioner acute care protocols and disease management: for family Practice, urgent care, and emergency medicine, 3r. Ed. Acute Care Horizens, LLC

Course Policies:

This course adheres to the policies identified in the WKU School of Nursing, Graduate Student Handbook and the WKU Graduate Catalog both available online.

# Office of the Registrar

## COURSE INVENTORY FORM

Check One ☒ Create New Course  
☐ Temporary Course Offering

- Has this course previously been offered on a temporary basis? ☐ Yes ☒ No If yes, indicate the term offered
- |              |               |  |
|--------------|---------------|--|
| Subject Area | Course Number | Course Title (as it should appear on the transcript; maximum of 30 letters & spaces) |
| NURS         | 650           | EMERGENCY/URGENT CARE I  |
- Term for Implementation (e.g., Spring 2012=201210, Fall 2012=201230)
- Official Course Title
- Offering Unit (See Table of Code Values.) College  Department
- Credit Hours Fixed Credit Hours:  Variable Credit Hours
- Repeat Limit (See instructions.)  Total Maximum Hours (See instructions.)
- Grading (Check all that apply.) ☒ Standard Letter Grading ☐ Pass/Fail Only ☐ No Grade  
☐ In Progress – IP (Course is intended to span more than one term.)
- Schedule Type (See Table of Schedule Types.)
- Corequisites (courses required to be taken concurrently with this course)

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
- Equivalent Courses (Include South Campus [C suffix] courses and other equivalent courses.)

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
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- Prerequisites (See instructions.)

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
- Course Attribute ☐ Other  ☐ Honors Course ☐ Developmental Course
- Course Restrictions ☐ Include/☐ Exclude College  College  Major  Major  Classification
- Course Description (Indicate exactly as it should appear in the University Catalog. Include pertinent special information, e.g., course fees, pass/fail grading, field trips, transportation requirements, etc.)

This course is the first of two didactic courses intended to prepare the NP for beginning practice in emergency department/urgent care settings. Focus is on recognition and management strategies of health deviations, including acute and chronic exacerbation/maintenance of conditions from the lifespan perspective. The patient population is individuals and families who seek care in emergency/urgent care settings. Care is addressed from an interdisciplinary framework and includes legal/ethical factors.
- Approvals for Temporary Course Only:

Department Head	_____	Date	_____
College Dean	_____	Date	_____
Graduate Dean	_____	Date	_____
Provost Office	_____	Date	_____

Office of the Registrar Use

Course Title and Number: NURS 651 Emergency/Urgent Care Clinical I

Credit Hours: 2 (120 contact hours of laboratory/clinical)

Course Description: This course is the first of two clinical courses intended to prepare the NP for beginning practice in the emergency department /urgent care settings. Focus is on the application of skills and competencies related to the didactic and theory taught in NURS 650 Emergency/Urgent Care I.

Pre/Co- requisites: Concurrent or following completion of NURS 650.

Course Information: Supplements the theory and competencies provided in basic nurse practitioner programs by opportunities for development of specific skills and competencies related to the specialty practice of the nurse practitioner in the emergency department/urgent care setting. The content is taught in the clinical laboratory setting and includes, hands on practice and demonstration, simulations, and competency check offs. Content is based upon the core competencies identified for beginning emergency care for family, adult, and pediatric nurse practitioners by the National Organization of Nurse Practitioner Faculty (NONPF).

Content is specifically designed to assist the NP in preparation for the ANCC specialty certificate as an emergency nurse practitioner.

Faculty: TBA

Course Objectives: Upon completion of this course the student should be able to:

4. Analyze professional role of the nurse practitioner in emergency department/urgent care settings including legal and ethical factors.
5. Use current evidence-based knowledge to diagnose and manage illnesses, injuries, and health concerns of patients in the ED/UC settings.
6. Demonstrate competency in selected skills and practice management protocols related to :
  - a. Airway, and circulation management
  - b. Treatment of selected skin procedures and wound care

Content Outline:

- I. Management of patient health/illness needs/problems in selected areas, e.g.
  - a. Triage patient's health needs/problems
  - b. Completes EMTALA- specific screening
  - c. Specifically assesses and initiates appropriate interventions for violence, neglect, and abuse (e.g. physical, psychological, sexual, substance)
  - d. Recognizes, collects and preserves evidence as indicated (e.g. forensic evidence)
  - e. Role in mass casualty, emergencies, disasters, etc.
- II. Airway, breathing, circulation, and disability procedures
  - a. Patient arrest situations
  - b. Infant, child, adult resuscitation
  - c. EKG interpretation
  - d. Neurologic emergencies and assessment
  - e. Management of sedation (selected)
- III. Head, eye, ear, nose and throat procedures
  - a. Dilates eyes
  - b. Performs fluorescein staining
  - c. Performs tonometry to assess intraocular pressure

- d. Performs Slit Lamp Examination
- e. Performs cerumen impaction curettage.
- f. Controls epistaxis
- IV. Skin & Wound
  - a. Performs ultraviolet exam of skin and secretions (Wood Lamp)
  - b. Treats skin lesions (foot callus, skin tag, plantar lesion, decubitus care)
  - c. Injects local anesthetics
  - d. Performs nail trephination
  - e. Removes the toe nail(s)
  - f. Performs a nail bed closure
  - g. Performs closures (single layer, multiple, staples, adhesive)

Evaluation Methods:

Competency evaluation based upon skills rubric. Grading is pass/fail.

Required Texts/Materials:

Campo, T.M. & Lafferty, K. (2010). Essential procedures for practitioners in emergency, urgent, and primary care settings: A clinical companion. NY: NY: Springer Publishing.

Cornell, D. (2014). The nurse practitioner acute care protocols and disease management: for family Practice, urgent care, and emergency medicine, 3rd Ed. Acute Care Horizons, LLC

Students required to enroll in Meditrax, clinical record management system.

Course Policies:

This course adheres to the policies identified in the WKU School of Nursing, Graduate Student Handbook and the WKU Graduate Catalog both available online.

Course Title and Number: NURS 652 Emergency/Urgent Care II

Credit Hours: 2

Course Description: This course is the second of two didactic courses intended to prepare the NP for beginning practice in emergency department/urgent care settings. Focus is on recognition and management strategies of health deviations, including acute and chronic exacerbation/maintenance of conditions from the lifespan perspective. The patient population is individuals and families who seek care in emergency/urgent care settings. Care is addressed from an interdisciplinary framework and includes legal/ethical factors.

Pre/Co- requisites: Completion of a MSN/DNP nurse practitioner program and a national certification as a family, adult, or pediatric NP or permission of instructor.

Course Information: Supplements the theory and competencies provided in basic nurse practitioner programs by providing content specific to advanced nursing practice in the emergency/urgent care setting. Content is based upon the core competencies identified for beginning emergency care for family, adult, and pediatric nurse practitioners by the National Organization of Nurse Practitioner Faculty (NONPF).

Content is specifically designed to assist the NP in preparation for the ANCC specialty certificate as an emergency nurse practitioner.

Faculty: TBA

Course Objectives: Upon completion of this course the student should be able to:

7. Analyze professional role of the nurse practitioner in emergency department/urgent care settings including legal and ethical factors including family issues.
8. Use current evidence-based knowledge to diagnose and manage patient injuries, illnesses and health conditions in the ED/UC settings.
9. Analyze the role of the NP in ED/UC settings in relation to selected patient/family situations:
  - a. Chest and abdomen
  - b. Neck/Back and Spine
  - c. Gynecologic, Genitourinary and rectal conditions
  - d. Other

#### Content Outline:

- V. Professional Role
  - a. Direct provider of care, standards and competencies
  - b. Patient Management and ethics: e.g. issues specific to families
- VI. Diagnose and manage the care of patients with head, ear, nose, eye and throat conditions.
  - a. Treatment of common and emergent conditions
  - b. Referral
- VII. Diagnose and manage the care of patients with injuries and conditions of the chest and abdomen
  - a. Assessing, Identifying and treating life threatening situations, eg. tension pneumothorax, injuries, wounds
  - b. Evaluating nutritional needs and treatment of patients experiencing difficulty with feeding devices
- VIII. Diagnose and manage the care of patients with orthopedic injuries
  - a. Clinical assessment, management and referral for neck, back, and spinal injuries.
  - b. Musculoskeletal injuries, acute and casted joints.
- IX. Diagnose and manage the care of patients with GYN, GU, and rectal Injuries and conditions
  - a. Imminent childbirth and post-delivery emergencies
  - b. GYN issues
  - c. Rectal issues
  - d. GU Issues

#### Evaluation Methods:

I: Participation in-class and on-line discussions, evaluated by provided rubric	40%
II. Paper: Analysis of family issues and role of the NP in ED/UC setting. Evaluated by provided rubric. 100 pts.	20%
III. Midterm & Final Exams –100 pts. & 25% each	50%

#### Required Texts/Materials:

Campo, T.M. & Lafferty, K. (2010). Essential procedures for practitioners in emergency, urgent, and primary care settings: A clinical companion. NY: NY: Springer Publishing.

Cornell, D. (2014). The nurse practitioner acute care protocols and disease management: for family Practice, urgent care, and emergency medicine, 3r. Ed. Acute Care Horizons, LLC



**Course Policies:**

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# Office of the Registrar

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3. Term for Implementation (e.g., Spring 2012=201210, Fall 2012=201230)
4. Official Course Title
5. Offering Unit (See Table of Code Values.) College  Department
6. Credit Hours Fixed Credit Hours:  Variable Credit Hours
7. Repeat Limit (See instructions.)  Total Maximum Hours (See instructions.)
8. Grading (Check all that apply.) ☒ Standard Letter Grading ☐ Pass/Fail Only ☐ No Grade  
☐ In Progress – IP (Course is intended to span more than one term.)
9. Schedule Type (See Table of Schedule Types.)
10. Corequisites (courses required to be taken concurrently with this course)  

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11. Equivalent Courses (Include South Campus [C suffix] courses and other equivalent courses.)  

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12. Prerequisites (See instructions.)  

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
<input type="text" value="NURS"/>	<input type="text" value="650"/>	<input type="text" value="NURS"/>	<input type="text" value="651"/>	<input type="text"/>	<input type="text"/>
13. Course Attribute ☐ Other  ☐ Honors Course ☐ Developmental Course
14. Course Restrictions ☐ Include/☐ Exclude College  College  Major  Major  Classification
15. Course Description (Indicate exactly as it should appear in the University Catalog. Include pertinent special information, e.g., course fees, pass/fail grading, field trips, transportation requirements, etc.)
16. Approvals for Temporary Course Only: Department Head \_\_\_\_\_ Date \_\_\_\_\_  
College Dean \_\_\_\_\_ Date \_\_\_\_\_  
Graduate Dean \_\_\_\_\_ Date \_\_\_\_\_  
Provost Office \_\_\_\_\_ Date \_\_\_\_\_

Office of the Registrar Use

UCC \_\_\_\_\_ University Senate \_\_\_\_\_ CIP \_\_\_\_\_ Course Desc \_\_\_\_\_

Course Title and Number: NURS 652 Emergency/Urgent Care II

Credit Hours: 2

Course Description: This course is the second of two didactic courses intended to prepare the NP for beginning practice in emergency department/urgent care settings. Focus is on recognition and management strategies of health deviations, including acute and chronic exacerbation/maintenance of conditions from the lifespan perspective. The patient population is individuals and families who seek care in emergency/urgent care settings. Care is addressed from an interdisciplinary framework and includes legal/ethical factors.

Pre/Co- requisites: Completion of a MSN/DNP nurse practitioner program and a national certification as a family, adult, or pediatric NP or permission of instructor.

Course Information: Supplements the theory and competencies provided in basic nurse practitioner programs by providing content specific to advanced nursing practice in the emergency/urgent care setting. Content is based upon the core competencies identified for beginning emergency care for family, adult, and pediatric nurse practitioners by the National Organization of Nurse Practitioner Faculty (NONPF).

Content is specifically designed to assist the NP in preparation for the ANCC specialty certificate as an emergency nurse practitioner.

Faculty: TBA

Course Objectives: Upon completion of this course the student should be able to:

10. Analyze professional role of the nurse practitioner in emergency department/urgent care settings including legal and ethical factors including family issues.
11. Use current evidence-based knowledge to diagnose and manage patient injuries, illnesses and health conditions in the ED/UC settings.
12. Analyze the role of the NP in ED/UC settings in relation to selected patient/family situations:
  - a. Chest and abdomen
  - b. Neck/Back and Spine
  - c. Gynecologic, Genitourinary and rectal conditions
  - d. Other

Content Outline:

- X. Professional Role
  - a. Direct provider of care, standards and competencies
  - b. Patient Management and ethics: e.g. issues specific to families
- XI. Diagnose and manage the care of patients with head, ear, nose, eye and throat conditions.
  - a. Treatment of common and emergent conditions
  - b. Referral
- XII. Diagnose and manage the care of patients with injuries and conditions of the chest and abdomen
  - a. Assessing, Identifying and treating life threatening situations, eg. tension pneumothorax, injuries, wounds
  - b. Evaluating nutritional needs and treatment of patients experiencing difficulty with feeding devices
- XIII. Diagnose and manage the care of patients with orthopedic injuries
  - a. Clinical assessment, management and referral for neck, back, and spinal injuries.
  - b. Musculoskeletal injuries, acute and casted joints.

- XIV. Diagnose and manage the care of patients with GYN, GU, and rectal Injuries and conditions
- a. Imminent childbirth and post-delivery emergencies
  - b. GYN issues
  - c. Rectal issues
  - d. GU Issues

Evaluation Methods:

I: Participation in-class and on-line discussions, evaluated by provided rubric	40%
II. Paper: Analysis of family issues and role of the NP in ED/UC setting. Evaluated by provided rubric. 100 pts.	20%
III. Midterm & Final Exams –100 pts. & 25% each	50%

Required Texts/Materials:

Campo, T.M. & Lafferty, K. (2010). Essential procedures for practitioners in emergency, urgent, and primary care settings: A clinical companion. NY: NY: Springer Publishing.

Cornell, D. (2014). The nurse practitioner acute care protocols and disease management: for family Practice, urgent care, and emergency medicine, 3r. Ed. Acute Care Horizons, LLC

Course Policies:

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# Office of the Registrar

## COURSE INVENTORY FORM

Check One ☒ Create New Course  
☐ Temporary Course Offering

1. Has this course previously been offered on a temporary basis? ☐ Yes ☒ No If yes, indicate the term offered

2. Subject Area  Course Number  Course Title (as it should appear on the transcript; maximum of 30 letters & spaces)

3. Term for Implementation (e.g., Spring 2012=201210, Fall 2012=201230)

4. Official Course Title

5. Offering Unit (See Table of Code Values.) College  Department

6. Credit Hours Fixed Credit Hours:  Variable Credit Hours

7. Repeat Limit (See instructions.)  Total Maximum Hours (See instructions.)

8. Grading (Check all that apply.) ☒ Standard Letter Grading ☐ Pass/Fail Only ☐ No Grade  
☐ In Progress – IP (Course is intended to span more than one term.)

9. Schedule Type (See Table of Schedule Types.)

10. Corequisites (courses required to be taken concurrently with this course)

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

11. Equivalent Courses (Include South Campus [C suffix] courses and other equivalent courses.)

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

12. Prerequisites (See instructions.)

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
<input type="text" value="NURS"/>	<input type="text" value="650"/>	<input type="text" value="NURS"/>	<input type="text" value="651"/>	<input type="text"/>	<input type="text"/>

13. Course Attribute ☐ Other  ☐ Honors Course ☐ Developmental Course

14. Course Restrictions ☐ Include/ ☐ Exclude College  College  Major  Major  Classification

15. Course Description (Indicate exactly as it should appear in the University Catalog. Include pertinent special information, e.g., course fees, pass/fail grading, field trips, transportation requirements, etc.)

16. Approvals for Temporary Course Only:

Department Head	_____	Date	_____
College Dean	_____	Date	_____
Graduate Dean	_____	Date	_____
Provost Office	_____	Date	_____

Office of the Registrar Use

Course Title and Number: NURS 653 Emergency/Urgent Care Clinical II

Credit Hours: 2 (120 contact hours of laboratory/clinical)

Course Description: This course is the second of two clinical courses intended to prepare the NP for beginning practice in the emergency department /urgent care settings. Focus is on the application of skills and competencies related to the didactic and theory taught in NURS 650 Emergency/Urgent Care I.

Pre/Co- requisites: completion of NURS 650, 651. May be taken following or concurrent with NURS 652.

Course Information: Supplements the theory and competencies provided in basic nurse practitioner programs by opportunities for development of specific skills and competencies related to the specialty practice of the nurse practitioner in the emergency department/urgent care setting. The content is taught in the clinical laboratory setting and includes, hands on practice and demonstration, simulations, and competency check offs. Content is based upon the core competencies identified for beginning emergency care for family, adult, and pediatric nurse practitioners by the National Organization of Nurse Practitioner Faculty (NONPF).

Content is specifically designed to assist the NP in preparation for the ANCC specialty certificate as an emergency nurse practitioner.

Faculty: TBA

Course Objectives: Upon completion of this course the student should be able to:

13. Analyze professional role of the nurse practitioner in emergency department/urgent care settings including legal and ethical factors.
14. Use current evidence-based knowledge to diagnose and manage illnesses, injuries, and health concerns of patients in the ED/UC settings.
15. Demonstrate competency in selected skills and practice management protocols related to :
  - a. Airway, and circulation management
  - b. Treatment of selected skin procedures and wound care

Content Outline:

- V. Chest & Abdomen procedures
  - a. Needle thorocostomy (emergency situations, e.g. tension phenumothorax)
  - b. Replaces gastrostomy tube
- VI. Neck, back, and spine procedures
  - a. Clinically assesses and manages cervical spine injuries
  - b. Performs lumbar puncture
  - c. Bivalves and removes casts
  - d. Performs arthrocentesis (knee & elbow)
  - e. Measures compartment pressure.
- VII. Gynecologic, genitourinary, and rectal procedures
  - a. Incises and drains Bartholin's cyst
  - b. Assists with imminent childbirth, and post-delivery care
  - c. Removes fecal impactions
  - d. Incises thrombosed hemorrhoids
  - e. Performs sexual assault examination
- VIII. Other:
  - a. Interprets patient diagnostics (e.g. 12 lead ECGs)
  - b. Removes foreign bodies (e.g. soft tissues and orifices)

Evaluation Methods:

Competency evaluation based upon skills rubric. Grading is pass/fail.

Required Texts/Materials:

Campo, T.M. & Lafferty, K. (2010). Essential procedures for practitioners in emergency, urgent, and primary care settings: A clinical companion. NY: NY: Springer Publishing.

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Course Policies:

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12. Prerequisites (See instructions.)  

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
<input type="text" value="NURS"/>	<input type="text" value="650"/>	<input type="text" value="NURS"/>	<input type="text" value="651"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Other <input type="text"/>				
13. Course Attribute ☐ Honors Course ☐ Developmental Course
14. Course Restrictions ☐ Include/ ☐ Exclude College  College  Major  Major  Classification
15. Course Description (Indicate exactly as it should appear in the University Catalog. Include pertinent special information, e.g., course fees, pass/fail grading, field trips, transportation requirements, etc.)
16. Approvals for Temporary Course Only:

Department Head	_____	Date	_____
College Dean	_____	Date	_____
Graduate Dean	_____	Date	_____
Provost Office	_____	Date	_____

Office of the Registrar Use

UCC \_\_\_\_\_ University Senate \_\_\_\_\_ CIP \_\_\_\_\_ Course Desc \_\_\_\_\_



**College of Health and Human Services  
School of Nursing  
Proposal to Revise A Program – MSN Psychiatric  
Nurse Practitioner (MSNS) Concentration  
(Action Item)**

Contact Person: Lynette Smith, [lynette.smith@wku.edu](mailto:lynette.smith@wku.edu), 5-3487; Beverly Siegrist, [Beverly.siegrist@wku.edu](mailto:Beverly.siegrist@wku.edu), 5-3490

**1. Identification of program:**

- 1.1 Current program reference number: 149
- 1.2 Current program title: Masters of Science in Nursing (MSN) – Psychiatric Nurse Practitioner (MSNS) Concentration
- 1.3 Credit hours: 43 hrs.

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

**Propose a program name change:**

- Change Psychiatric Nurse Practitioner (MSNS) Concentration to Psychiatric Mental Health Nurse Practitioner Concentration

**• Propose addition of the following WKU courses to replace the University of Louisville Courses:**

- Add NURS 507 to PMHNP concentration of MSN program
- Add NURS 508 to PMHNP concentration of MSN program
- Add NURS 511 to PMHNP concentration of MSN program
- Add NURS 523 to PMHNP concentration of MSN program
- Add NURS 524 to PMHNP concentration of MSN program
- Add NURS 525 to PMHNP concentration of MSN program
- Add NURS 526 to PMHNP concentration of MSN program
- Add NURS 527 to PMHNP concentration of MSN program
- Delete PH 587, as NURS 507 includes health behaviors didactic content specific to Psychiatric Nurse Practitioners

**3. Detailed program description:**

Current Program Description	Proposed Program Description
<p><b>Psychiatric Nurse Practitioner Concentration (MSNS) Concentration</b></p> <p>The Psychiatric Nurse Practitioner is prepared at the graduate level to diagnose, prescribe and treat a wide range of mental health clients. The graduate must complete a program of study from an accredited graduate program built upon essential competencies identified by the National Organization of Nurse Practitioner Faculty. The program is 43 credit hours.</p>	<p><b>Psychiatric Mental Health Nurse Practitioner Concentration</b></p> <p>The Psychiatric Mental Health Nurse Practitioner is prepared at the graduate level to diagnose, prescribe, and treat psychiatric illnesses and mental health conditions across the lifespan. This concentration prepares the graduate to sit for certification as a Psychiatric Mental Health Nurse Practitioner (across the lifespan). Program is 43 credit hours.</p>

Current Program					Proposed Program			
Prefix	#	Course Title	Hrs		Prefix	#	Course Title	Hrs.
NURS	500	Adv. Physiological and Pathophysiological Concepts	4		NURS	500	Advanced Physiological and Pathophysiological Concepts	4
NURS	501	Health Policy & Politics	2		NURS	501	Health Policy & Politics	2
NURS	503	Adv. Health Assess.	2		NURS	503	Adv. Health Assess.	2
NURS	504	Advanced Nsg. Theory	3		NURS	504	Advanced Nsg. Theory	3
NURS	505	Adv. Health Assessment clinical	1		NURS	505	Adv. Health Assessment clinical	1
NURS	506	Transition to Adv. Pract.	1		NURS	506	Transition to Adv. Pract.	1
					NURS	508	Professional Issues	1
NURS	510	Adv. Nursing Research	3		NURS	510	Adv. Nursing Research	3
NURS	512	Research Applications	2		NURS	512	Research Applications	2
NURS	515	Advanced Pharmacology	4		NURS	515	Advanced Pharmacology	4
PH	587	Health Behaviors	3					
NURS	638	Adv. Psych Assessment and Clinical Interview (U of L)	1		NURS	507	Adv. Psych NP Assessment	1
NURS	641	Adv. Psych/Mental Health Theory I (U of L)	3		NURS	523	Adv. Psych NP I	3
NURS	645	Clinical Adv. Practice Psych Clinical (U of L)	3		NURS	524	Adv. Psych NP I Clinical	2
NURS	642	Adv. Psych/Mental Health Theory II (U of L)	3		NURS	525	Adv. Psych NP II	3
NURS	646	Practice Psych Clinical II (U of L)	4		NURS	526	Adv. Psych NP II Clinical	2
NURS	647	Psychopathology (U of L)	2		NURS	511	Adv. Psych NP III Seminar	1
NURS	649	Psychopharmacology (U of L)	1		NURS	527	Adv. Psych NP III Internship	5
		Graduate Stats	3				Graduate Stats	3
Totals		Credit Hours	45		Totals		Credit Hours	43

#### 4. Rationale for the proposed program change:

- Change Psychiatric Nurse Practitioner (MSNS) Concentration to Psychiatric Mental Health Nurse Practitioner Concentration to be in align with the National Organization of Nurse Practitioner Faculty (NONPF) and our accrediting body, the Commission on Collegiate Nursing Education (CCNE).
- The Psychiatric Nurse Practitioner program is currently provided in collaboration with the University of Louisville (U of L). This collaborative program was developed to meet the needs of Western Kentucky University's (WKU's) graduate nursing student population. This program has grown successfully to a level where it is time to bring this program's specialty courses back to WKU School of Nursing.
- This revised program will assist students by reducing their travel to U of L.
- WKU School of Nursing has adequate faculty who can teach Psychiatric Mental Health Nurse Practitioner specialty courses.

- Newly admitted student who are admitted beginning Summer 2015 will follow the revised Psychiatric Mental Health Nurse Practitioner program.
- The curriculum for this program is established by the National Organization of Nurse Practitioner Faculty (NONPF) and endorsed by our accrediting body, the Commission on Collegiate Nursing Education (CCNE). All Psychiatric Mental Health Nurse Practitioner programs must include content related to Psychiatric Mental Health Nurse Practitioner curriculum either through a course or integration of the content into courses. The following course revisions were necessary to meet NONPF and CCNE curriculum guidelines:
  - Delete PH 587, as NURS 507 includes health behaviors didactic content specific to PMHNPs.
  - Delete NURS 647 and NURS 649, as NURS 523 and 525 includes psychopathology and psychopharmacology didactic content specific to Psychiatric Mental Health Nurse Practitioners.
  - Add NURS 507, as the emphasis of this didactic course is on the advanced psychiatric assessment and techniques of interviewing including health promotion/disease prevention skills utilized by the advanced psychiatric mental health nurse practitioner.
  - Add NURS 508, as the emphasis of this didactic course is on analysis and synthesis of content from NURS501/506 and new content regarding political, legal, socioeconomic, and technological.
  - Add NURS 511, as the emphasis of this seminar course is on exploration, discussion, and analysis of current advanced psychiatric-mental health nurse practitioner topics. Includes current practice trends, medicolegal, ethical, business and other issues related to Psychiatric Mental Health Nurse Practitioner practice.
  - Add NURS 523, as the emphasis of this didactic course is on the developmental issues of adult and elderly patients, psychotherapeutic modalities, psychopharmacology, psychoeducation, primary prevention, and evaluation of treatment.
  - Add NURS 524, as the emphasis of this clinical course is to conduct comprehensive and systematic psychiatric assessments, diagnose common psychiatric illnesses, implement pharmacologic and psychosocial interventions, and evaluate treatment outcomes for adult and elderly patients with mental health problems and psychiatric disorders.
  - Add NURS 525, as the emphasis of this didactic course is on the developmental issues of child, adolescent, and young adult patients, psychotherapeutic modalities, psychopharmacology, psychoeducation, primary prevention, and evaluation of treatment.
  - Add NURS 526, as the emphasis of this clinical course is to conduct comprehensive and systematic psychiatric assessments, diagnose common psychiatric illnesses, implement pharmacologic and psychosocial interventions, and evaluate treatment outcomes for child, adolescent, and young adult patients with mental health problems and psychiatric disorders.
  - Add NURS 527, as the emphasis of this internship course is to conduct comprehensive and systematic psychiatric assessments, diagnose common acute and chronic psychiatric illnesses, implement pharmacologic and

psychosocial interventions, and evaluate treatment outcomes across the lifespan for patients with mental health problems and psychiatric disorders.

- The graduate catalogue states that the current program provided in collaboration with U of L is 43 credit hours; however, the total course hours add up to 45 credit hours.

5. **Proposed term for implementation:** Summer 2015

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

School of Nursing Graduate Committee	08/28/2014
CHHS Graduate Curriculum Committee	
Graduate Council	
University Senate	

**College of Health and Human Services**  
**School of Nursing**  
**Proposal to Create a New Certificate Program – Post MSN Certificate – Psychiatric Mental Health**  
**Nurse Practitioner (PMHNP)**  
**(Action Item)**

Contact Person: Lynette Smith, [lynette.smith@wku.edu](mailto:lynette.smith@wku.edu), 5-3487; Beverly Siegrist, [Beverly.siegrist@wku.edu](mailto:Beverly.siegrist@wku.edu), 5-3490

**1. Identification of program:**

- 1.1 Program title: Post MSN Certificate: Psychiatric Mental Health Nurse Practitioner (PMHNP)
- 1.2 Required hours in program: 17
- 1.3 Special information: This certificate is intended to provide the master's or doctoral prepared Advance Practice Registered Nurse (APRN) with theory and practical applications related to the Psychiatric Mental Health Nurse Practitioner (PMHNP) specialty as identified by the National Organization of Nurse Practitioner Faculty (NONPF). The curriculum is built upon NONPF competencies and the American Nurses Credentialing Commission (ANCC) requirements for advanced specialty certification.
- 1.4 Catalog description: The Psychiatric Mental Health Nurse Practitioner (PMHNP) certificate is for Advance Practice Registered Nurses (APRNs) who have completed a master's degree or higher in nursing and desire to pursue a non-degree course of study that leads to eligibility to take a national Psychiatric Mental Health Nurse Practitioner (PMHNP) certification examination. The post-masters certificate is 17 credit hours. Before applying to this certificate please contact [Lynette.Smith@wku.edu](mailto:Lynette.Smith@wku.edu).
- 1.5 Classification of Instructional Program Code (CIP):

**2. Learning outcomes of the proposed certificate program:**

1. Conducts thorough and appropriate comprehensive psychiatric assessments demonstrating use of critical thinking to generate differential diagnoses for patients across the lifespan who are experiencing common mental health problems and psychiatric disorders.
2. Diagnoses and manages common acute and chronic mental health problems and psychiatric disorders with the application of evidence-based psychotherapy and psychopharmacology practice guidelines for patients across the lifespan.
3. Describes and analyzes developmental issues for patients across the lifespan, psychotherapeutic modalities, psychopharmacology, psychoeducation, primary prevention, and evaluation of treatments.

**3. Rationale:**

- 3.1 Reason for developing the proposed certificate program:  
PMHNPs require specialty preparation for evaluation and treatment of acute and chronic mental health problems and psychiatric disorders in patients across the lifespan. The focus of this certificate is specific to APRN practice and the role of the PMHNP that includes psychotherapeutic modalities, psychopharmacology, psychoeducation, primary prevention, and evaluation and maintenance of acute and chronic mental health problems and psychiatric disorders in patients across the lifespan.
  - The curriculum for this certificate is established by the National Organization of Nurse Practitioner Faculty (NONPF) and endorsed by our accrediting body, the Commission on Collegiate Nursing Education (CCNE). Independent Practice Competencies of the NONPF Psychiatric-Mental Health Nurse Practitioner

Competencies requires that the PMHNP prepared nurse assess the impact of acute and chronic medical problems, which includes differential diagnoses for mental health problems and psychiatric disorders, along with demonstrating best practices of family approaches to care.

- 3.2 Relationship of the proposed certificate program to other programs now offered by the department:
- This certificate does not duplicate other Post MSN certificates currently offered by the School of Nursing.
  - WKU School of Nursing currently offers a Masters of Science in Nursing (MSN) Psychiatric Mental Health Nurse Practitioner (PMHNP) concentration in conjunction with the University of Louisville (U of L). A recent program revision is in process to bring the PMHNP specialty courses back to WKU; therefore, specialty courses will be in place to offer the post-MSN PMHNP certificate at WKU.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: No other departments offer a post-masters certificate in PMHNP.
- 3.4 Projected enrollment in the proposed certificate program: 6-12 students annually.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): A review of WKU benchmark and regional universities found that the following universities offer a PMHNP certificate:
- University of Louisville
  - University of Kentucky
  - Vanderbilt University
  - University of South Alabama
  - University of South Mississippi
  - Eastern Kentucky University
  - Northern Kentucky University
- 3.6 Relationship of the proposed certificate program to the university mission and objectives: This certificate provides APRNs with an advanced specialty education to serve the Commonwealth and the nation, contribute to the WKU mission to "...provide lifelong learning opportunities for students, faculty, and other constituents." APRNs who complete this certificate will specialize in assessing, treating, and managing acute and chronic mental health problems and psychiatric disorders in patients across the lifespan; and be eligible to sit for PMHNP board certification.

**Admission Criteria:**

- Meets admission criteria as identified in the WKU Graduate Catalog.
- Completion of an MSN program.
- Hold an unencumbered APRN license in KY or state of residence.
- One year of experience in a psych related field.

**4. Curriculum:**

The curriculum for the PMHNP certificate consists of 17 hours of course work.

NURS 507 Adv. Psych NP Assessment – 1 credit hour  
NURS 523 Adv. Psych NP I – 3 credit hours  
NURS 524 Adv. Psych NP I Clinical – 2 credit hours  
NURS 525 Adv. Psych NP II – 3 credit hours  
NURS 526 Adv. Psych NP II Clinical – 2 credit hours  
NURS 511 Adv. Psych NP III – 1 credit hour  
NURS 527 Adv. Psych NP III Internship – 5 credit hours

5. **Budget implications:**  
Proposed method of staffing: Current Psychiatric Mental Health Nurse Practitioner (PMHNP)  
Faculty
6. **Proposed term for implementation:** Summer 2015
7. **Dates of prior committee approvals:**
- |                                      |                   |
|--------------------------------------|-------------------|
| School of Nursing Graduate Committee | <u>10/09/2014</u> |
| CHHS Graduate Curriculum Committee   | _____             |
| Graduate Council                     | _____             |
| University Senate                    | _____             |
| Board of Regents                     | _____             |

**Certificate Program - Create New  
(Action)**

Date: September 17, 2014

College: CHHS

Department: School of Nursing

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

**1. Identification of program:**

- 1.1 Program title: Post MSN Certificate: Emergency Nurse Practitioner
- 1.2 Required hours: 12
- 1.3 Program Description: This certificate is intended for family, adult, and pediatric nurse practitioners currently practicing in emergency departments, critical access hospitals, and urgent care settings, the opportunity to develop skills and competencies identified by the National Organization of Nurse Practitioner Faculty (NONPF) as essential for in these practice settings. The curriculum is built upon the NONPF competencies and the American Nurses Credentialing Commission (ANCC) requirements for advanced specialty certification.
- 1.4 Classification of Instructional Program Code (CIP):

**2. Learning outcomes of the proposed certificate program:**

- 1. Analyze professional role of the nurse practitioner (NP) in emergency department/urgent care settings including legal and ethical factors.
- 2. Use current evidence-based knowledge to diagnose and manage illnesses, injuries, and health concerns of patients in the ED/UC settings.
- 3. Safely perform skills and procedures to build competencies needed for the specialty of emergency nurse practitioner.

**3. Rationale:**

- 3.1 Reason for developing the proposed certificate program: Nurse practitioners (adult, child, family) practice in many settings. Basic education for NPs prepares the practitioner to diagnose and treat conditions in primary care settings related to the patient population focus. Emergency care is not a required content area advanced practice despite the reality that a primary practice setting for many NPs is the emergency department, critical access hospital, and urgent care setting. Until recently the additional skills required to safely diagnose and treat patients presenting for care in emergency/urgent care settings were added based upon the individual NPs job description. Three occurrences have resulted in the need for this certificate.
  - NONPF has adopted competencies for Emergency Nurse Practitioners as recommended for NPs in this practice area.
  - ANCC has introduced an Advanced Practice Specialty Certification: Emergency Nurse Practitioner designation for NPs in the areas of adult, child and family population foci who practice in these areas. This specialty credential requires specific education through a course(s) and/or continuing education related to the specialty plus 2000 practice hours in one of the specific settings.
  - The Kentucky Board of Nursing, issued a 2014 opinion statement limiting APRN practice related to certain procedures in the emergency/urgent care setting.
- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: This certificate does not duplicate other Post MSN Certificates currently offered by the School of Nursing. The curriculum includes one course currently taught in the FNP program, NURS 515 Advanced Pharmacology, all other courses are new and developed for this certificate.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: This certificate must be offered by nursing according to current



discipline specific educational requirements. There are no certificates such as this one in the School of Nursing.

- 3.4 Projected enrollment in the proposed certificate program: 10-15 per year
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): University of Kentucky and University of Louisville offer acute care nurse practitioner programs. This prepares nurses for all aspects of acute care practice and is based upon this and other competencies identified by the profession. Vanderbilt offers a post-masters certificate which focuses on emergency care in large trauma hospitals.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives: This certificate provides continued education for nurse practitioners serving the Commonwealth and the nation, contributing to the WKU mission to "...provide lifelong learning opportunities for students, faculty, and other constituents." The nurse practitioners who complete this certificate will increase career opportunities, and develop new skills needed to improve the health and well-being of the patients and families they serve.

**4. Admission Criteria:**

- Completion of MSN program with a specialty in Family Nurse, Pediatric, or Adult Nurse Practitioner.
- Proof of national certification in specialty
- Hold an unencumbered APRN license in KY or state of residence
- One year of experience as NP

**5. Curriculum:**

The curriculum consists of 12 hours of course work. The pharmacology course requirement may be transferred from an accredited nursing program if successfully completed within the past 6 years and provided documentation of update through continuing education.

NURS 515 Advanced Pharmacology - 4 credits  
NURS 650 Emergency/Urgent Care I – 2 credits  
NURS 651 Emergency/Urgent Care Clinical I – 2 credits  
NURS 652 Emergency/Urgent Care II – 2 credits  
NURS 653 Emergency/Urgent Care Clinical II – 2 credit hours

- 6. Budget implications:** May require the employment of part-time adjunct individuals for specialty content as appropriate. Current NP faculty may co-teach selected content.

**7. Term of implementation:** Fall 2015

**8. Dates of committee approvals:**

School of Nursing Graduate Committee	<u>9/18/2014</u>
CHHS Graduate Curriculum Committee	_____
Office of Academic Affairs (if ≥18 hour program)	_____
Graduate Council	_____
University Senate	_____
Board of Regents	_____

## PROPOSAL FOR NEW MASTER'S PROGRAM

### Western Kentucky University

Institution Submitting Proposal

### Master of Philosophy

Degree Designation as on Diploma

### Master of Philosophy in Sports Science

Title of Proposed Degree Program

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EEO Status	Compliant
CIP Code	30.9999
Academic Unit (e.g. Department, Division, School)	Department/School
Academic Unit Name	Honors Academy/Kinesiology, Recreation &
Sport	
Name of Program Director	Clay Motley
Intended Date of Implementation	Fall 2015
Anticipated Date for Granting First Degrees	May 2017
Date of Governing Board Approval	_____
Name, Title and Information of Contact Person	Clay Motley, Ph.D. clay.motley@wku.edu 270-745-2081 Honors Building

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Date of CPE Approval

\_\_\_\_\_

## Evaluation Criteria

All actions in the approval of new programs for public institutions are subject to a stipulation regarding the program's ability to attain specified goals that have been established by the institution and approved by the Council on Postsecondary Education (the Council). At the conclusion of an appropriate period of time, the program's performance shall be reviewed by Council staff following criteria established in the Council's Academic Programs Policy.

### A. Centrality to the Institution's Mission and Consistency with State's Goals

A program will adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's academic plan.

1. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.

To provide a focused, research-intensive, graduate-level education in Sports Science to well-prepared and highly motivated undergraduate students in WKU's Honors College. This will strengthen students' academic experience by allowing them to take more graduate courses and write a graduate thesis while still completing their bachelor's requirements. It will better prepare students for advanced graduate study in highly competitive graduate or professional programs, such as Physical Therapy, and it will increase the number of Kentucky students receiving graduate degrees.

2. Explain how the proposed program relates to the institutional mission and academic plan.

The availability of this degree to students in the Honors College is consistent with the Honors College's emphasis on original undergraduate research and preparing students for success in highly competitive graduate or professional schools. It is also fitting with Kinesiology, Recreation, and Sport's emphasis on clinical research. This degree program is an appropriate step in the university's current Action Plan, *Challenging the Spirit*, which calls for Promoting Research, Creative, and Scholarly Activities by Faculty and Students (Objective 1.4) and to Prepare Students for Lifelong Learning and Success (Objective 1.5).

3. Explain how the proposed program addresses the state's postsecondary education strategic agenda.

The proposed program addresses many points in the CPE's strategic agenda, "Stronger By Degrees, 2011-2015."

Strategy 4.3: "Increase the use of data, information, research, and technology to improve student learning and outcomes." The proposed program is a research-intensive program where undergraduates will learn advanced research skills in a laboratory setting, use contemporary clinical technology, develop their own research problems, and write a graduate thesis based on their original research.

Strategy 4.6: "Promote student engagement, undergraduate research, internships, and other educational opportunities that improve the quality of the student experience, develop

leaders, and lead to success after graduation.” The proposed program will be one of the most research-intensive experiences a Kentucky undergraduate can have, clearly engaging students beyond the classroom as they develop their own research and complete a graduate thesis. One of the primary purposes of the program is to give students the knowledge and skills uncommon for undergraduates in order to make them more competitive for highly selective graduate and professional programs, leading to their success after graduation.

Policy Objective 6: “Increase basic, applied, and translational research to create new knowledge and economic growth.” As every student in the proposed program will learn research methodology and skills in the field of Sports Science and write a graduate thesis, the program clearly supports the objective of increasing research and creating new knowledge. Further, it is doing so at the graduate level amongst a population of undergraduate students, enhancing the likelihood that these students will continue research-related careers and graduate study after completing the program.

Strategy 6.6: “Foster an innovative, creative, and entrepreneurial culture within the postsecondary education community.” The proposed program is the only one like it in the state of Kentucky for Sports Science students, and one of the few programs like it generally available to Kentucky undergraduates. It is clearly an innovative and entrepreneurial approach to education.

Strategy 7.3: “Maximize the impact of postsecondary education’s contribution to improving the health of Kentucky’s people.” With a Master of Philosophy degree in Sports Science, graduates will be well prepared to join a health-related field in Kentucky, whether directly after graduation or after further graduate or professional schooling. This program will allow more Kentuckians to be better prepared for the most competitive graduate and professional programs in health-related field, impacting the future health of Kentuckians in a positive way.

Policy Objective 8: “Increase academic productivity through program innovations.” The proposed program is a Joint Undergraduate Masters Program (JUMP), where approved undergraduate students in the Honors College use up to twelve hours of graduate credit in Sports Science toward both undergraduate and graduate degrees. Students completing the M.Phil. will earn two degrees from WKU, their bachelor’s degree and the M.Phil. degree in four years. This will increase the efficiency of students earning graduate degrees in Kentucky while maintaining very high academic standards.

4. Explain how the proposed program furthers the statewide implementation plan.

The statewide implementation plan, among other things, encourages universities to practice sound fiscal policies while maintaining the balance between quality and quantity. One of the strengths of the proposed program is that it operates within the current structure of Kinesiology, Recreation, and Health’s undergraduate and graduate programs, meaning that new courses do not have to be created, nor new faculty hired. This program will increase

the number of Kentucky students earning graduate degrees and better prepare them for further graduate or professional education, in a very cost-effective way (more budget details below). The program will provide very high quality graduate education to qualified undergraduates.

## **B. Program Quality and Student Success**

The curriculum should be structured to meet the stated objectives and student learning outcomes of the program.

1. List all student-learning outcomes of the program.
  - Demonstrate mastery of an area of focus within Sports Science;
  - Demonstrate advanced knowledge of human movement;
  - Examine and critique the scientific literature in the discipline, synthesize relevant information, and appropriately convey that information in scientific writing and oral communication;
  - Define a research problem and appropriate methodologies relevant to Sports Science;
  - Conduct graduate-level, original research in area of focus using statistical and clinical practices;
  - Write and successfully defend a thesis according to academic standards and practices of the discipline;
  - Understand and apply the principles of exercise testing and prescription to diverse populations at various developmental stages and under a range of health conditions
  - Able to pursue postgraduate study in an Allied Health field.
2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

This program will greatly benefit some of our highly-motivated students in Exercise Science as it will enable them to study a significant part of their major at the graduate level, which will better prepare them for graduate level education, especially in a clinical graduate program, which many of them pursue, such as physical therapy or occupational therapy. Also, with the courses they will take in the Recreation & Sport Administration program, they will gain a more holistic education by applying their education in kinesiology and physiology to various components of the sport and athletic realm. While a number of our students do choose to work in a clinical in-patient setting after graduate school, a majority of them pursuing a graduate clinical degree desire to work with athletes, either as a team employee or in an outpatient setting. Gaining a greater understanding of the sport and athletic industry will greatly strengthen and broaden their education. The outcomes of this program are designed to maximize the students' learning in these areas.

3. Highlight any distinctive qualities of this proposed program.

There are currently only six Joint Undergraduate Masters Programs (JUMP) at WKU, and this would be the first JUMP for WKU's College of Health and Human Services. Further, the proposed program is designed for students enrolled in the Honors College at WKU, making it one of the very few Honors-related degrees in the United States. Other JUMPs at WKU are

designed for student completion within five years, but the proposed program is designed to be completed within four years, meaning the student receives both the Bachelor's and Master's degrees concurrently, creating a distinctive and research-intensive undergraduate experience.

4. Will this program replace or enhance any existing program(s) or concentration(s) within an existing program?

a. Yes: It will enhance the Honors College curriculum, since Honors students will have the option of earning a graduate degree along with their undergraduate degree, thus mastering an area of academic focus.

b. Include the projected faculty/student in major ratio: 12:1

5. Is there a specialized accrediting agency related to this program?

No.

6. Attach the SACS Faculty Roster Form. Faculty resources shall be demonstrated to be adequate and appropriate for the proposed program. The number of faculty should meet external standards where appropriate. The qualifications of faculty will support the objectives and curriculum of the proposed program. Attached

7. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.

- a. Describe the library resources available to support this program. You may attach any documentation provided to SACS.

WKU Libraries currently have sufficient resources to support the proposed program. The Department of Kinesiology, Recreation, and Sport (KRS) already offers the M.S. in Recreation and Sports Administration and the M.S. in Kinesiology; the proposed M.Phil. program will draw upon the same library resources as these other programs. The sufficiency of WKU's current library resources has been established by Dan Forrest, KRS Library Faculty Subject Specialist.

Specifically, some library resources available to students in the proposed program include EBSCOhost, which contains a number of databases such as Academic Source Complete, SportDiscus, CINAHL Online, and other education, health, and psychology related sources. The libraries subscribe to around 170 databases in total, which index over 49,000 journals.

Journals that the libraries have either online or print access include titles such as:

- Archives of Exercise in Health and Disease
- Biology of Exercise
- Comparative Exercise Physiology

- International Journal of Applied Exercise Physiology
- Journal of Applied Physiology
- Journal of Exercise Rehabilitation
- Pediatric Exercise Science

Additionally, a search of the libraries' electronic journal finder shows over 200 journals for the subjects exercise, physical therapy, recreation, and sport. A similar search of the libraries' online catalog finds several hundred books (including many e-books) on these topics.

- b. Describe the physical facilities and instructional equipment available to support this program.

Faculty in the School of Kinesiology, Recreation & Sport will teach all courses. Classrooms and laboratories are located in Smith Stadium. Classrooms are equipped with the most current technology and are within the campus Wi-Fi network. The Exercise Physiology laboratory has six stationary cycles, including one specifically designed for anaerobic power testing, three treadmills, a metabolic analysis system, an exercise EKG system that may be interfaced with a treadmill and metabolic analysis for simultaneous testing, as well as other standard equipment for strength testing, flexibility testing, and body composition analysis. The Exercise Biochemistry laboratory has a flow cytometer, a micro plate reader, high performance liquid chromatography, a -80\* freezer for sample storage, centrifuges, as well as other small wares necessary for testing. The Exercise Biomechanics laboratory contains two force plates, four mounted high-speed cameras, and a motion analysis system.

8. Clearly state the admission, retention, and completion standards designed to encourage high quality.

- Only students in good standing with the Honors College at WKU who are also majoring in Kinesiology will be eligible to apply for the proposed program. The 2014 Honors College entering class had a composite ACT average of 30, ranking its students in the 95<sup>th</sup> percentile nationally.
- At the time of application, a student must be in good standing in the Honors College, demonstrate the ability to complete a 33-hour Honors College curriculum, and to graduate with their baccalaureate degree concurrently with his or her M.Phil.
- Eligible students may apply to the M.Phil. program as early as two years, but no later than one year, prior to completion of baccalaureate degree requirements.
- A student must obtain the consent of his/her faculty director at the time of application. The faculty director must have graduate faculty status.
- The GRE is *not* required for admission to this program.
- International students must be issued a new I-20 for their graduate program and must submit new financial documents, the same as if they were going from undergraduate to graduate school at WKU without the combined program. To accomplish this, they should see the international graduate admissions office within the first two weeks of the semester in which they will officially switch from an undergraduate to a graduate student.
- Once admitted, students work with their faculty director to prepare a program of study. The student's faculty director, the Honors College's Academic Director, and the Graduate School must approve the Program of Study (PoS). Only graduate courses taken at WKU are eligible.

- To complete the program, students must maintain a minimum 3.2 GPA, and complete the program course curriculum, including a six-hour Master's thesis, according to the Graduate School's thesis policies.
9. Clearly state the degree completion requirements for the program.
- Students in the proposed program must complete 30 hours of graduate. Specific course details are listed under Question #12.
  - 12 hours of coursework count toward both the undergraduate major and M.Phil. requirements. The 12-hour limit is imposed by the JUMP program criteria. All graduate coursework taken in this category may be used for Honors credit.
  - 12 hours of graduate course count only toward the M.Phil. requirements.
  - 6 hours of the M.Phil. thesis credit.
10. Provide the following information for the program and for each concentration (some categories may not apply to all programs):
- Total number of hours required for degree: 30
  - Number of hours in degree program core: 30
  - Number of hours in concentration: 0
  - Number of hours in guided electives: 0
  - Number of hours in free electives: 0
11. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.
- As the proposed program is a JUMP limited to students in good standing with the Honors College at WKU, it is not intended to articulate with other state programs. Only graduate credit earned at WKU is eligible for the proposed program.
12. List courses under the appropriate curricular headings.

<b>Core Courses</b>				
Prefix & Number	Course Title	Course Description	Credit Hours	New
KIN 504	Advanced Exercise Physiology		3	N
KIN 514	Lab Methods		3	N
KIN 522	Advanced Exercise Testing & Prescription		3	N
KIN 524	Applied Biomechanics		3	N
<b>The courses above</b>	<b>count toward</b>	<b>both major and</b>	<b>M.Phil.</b>	<b>requirements</b>



The courses below	count only	toward	M.Phil.	requirements
RSA 515	Sports Facility Development		3	N
RSA 517	Legal Issues in Sport		3	N
RSA 519	Fiscal Practices in Sport		3	N
RSA 521	Public Relations in Sport		3	N
MPHL 599	Thesis		3	Y
MPHL 599	Thesis		3	Y

12. Describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency, better address student educational and workforce needs, and maximize student success, for both traditional and non-traditional students.

As a Joint Undergraduate Masters Program (JUMP), the proposed program significantly accelerates the time toward earning a graduate degree, allowing students to concurrently complete both the Bachelor's and Master's degrees. Therefore, an increased number of students will have an accelerated path to admission to highly competitive graduate or professional programs, ultimately improving Kentucky's sports and health related workforce.

The courses that count only toward the M.Phil. degree may be offered as online courses; the courses that count toward both the Bachelor's and Master's degrees must be offered as an on-campus course, since they also count toward Honors credit, and the Honors College has a policy that Honors courses cannot be online.

### C. Program Demand/Unnecessary Duplication

Proposed programs must respond to the needs of the academy and to larger economic and social environments. Thus, the institution must demonstrate demand for the proposed program. All proposed programs must address student demand. Programs must also address either employer demand or academic disciplinary needs.

1. Student Demand: Clearly describe all evidence of student demand, typically in the form of surveys of potential students and/or enrollments in related programs at the institution.
  - a. Provide evidence of student demand at the regional, state, and national levels.

A primary purpose of the proposed program is to help prepare students for admission to highly competitive graduate and professional programs, such as Physical Therapy or Occupational Therapy. These are some of the most competitive graduate programs in the nation, so it is highly likely that eligible students will take advantage of the opportunity to increase their competitiveness for admission to these programs. According to 2012 data from the Commission on Accreditation in Physical Therapy Education (CAPTE), only 20% of applicants were offered a place in a physical therapy class nationwide. Acceptance rates for Occupational Therapy are similar; depending on the school, it could be as high as 25% or as low as 5%. While the WKU Exercise Science program has had excellent success (the actual number is unknown, but it is over 40%) over the last ten years in having its graduates accepted to physical therapy programs, this program will strengthen further our students' attractiveness to top physical therapy and occupational therapy programs.

Further, the proposed program is available only to students in good standing with the Honors College at WKU. This is a student population that is very likely to attend graduate or professional school after graduation, and thus will be highly likely to find the proposed program attractive, since it will help make them more competitive for graduation or professional school admission. In 2014, 65% of Honors College graduates enrolled in a graduate or professional program directly after earning their baccalaureate. In the last four years, Honors College graduates were accepted to highly competitive graduate or professional programs at Oxford University, Cambridge University, Harvard University, Yale University, Princeton University, Cornell University, MIT, University of Chicago, Stanford University, Duke University, Vanderbilt University, Emory University, and many more. Thus, the M.Phil. serves an undergraduate student population that is very likely to benefit from advanced preparation for graduate or professional school and has a demonstrated demand for graduate-level education.

Additionally, virtually all Honors students majoring in Exercise Science proceed to graduate school after completing their baccalaureate, making this subset of the Honors College population even more likely to attend graduate or professional school than the average Honors College graduate, meaning that this is a student population particularly likely to find the proposed program beneficial.

b. Identify the applicant pool and how they will be reached.

There are approximately 500 students in the Exercise Science undergraduate program at WKU, nearly 10% of those students are also Honors College students. Therefore, the applicant pool is about 50 students, although it could grow in the near future due to several factors. First, the number of Honors College students majoring in the Department of Kinesiology, Recreation, and Sport has increased 137% over the last four years (since Fall 2011), so there is a strong likelihood that the applicant pool will remain strong and even expand.

- c. Describe the student recruitment and selection process.

As the proposed program is a Joint Undergraduate Masters Program (JUMP), students will not enroll until typically the start of their junior year, meaning the Honors College and the Department of Kinesiology, Recreation, and Sport (KRS) will have a significant amount of time to recruit and enroll students. Students meeting the admissions criteria (good standing in the Honors College and majoring in Exercise Science) will be notified of the program and its benefits by advising and literature from both the Honors College and KRS Department.

For the selection process:

- At the time of application, a student must be in good standing in the Honors College, demonstrate the ability to complete a 33-hour Honors College curriculum, and to graduate with their baccalaureate degree concurrently with his or her M.Phil.
- Eligible students may apply to the M.Phil. program as early as two years, but no later than one year, prior to completion of baccalaureate degree requirements.
- A student must obtain the consent of his/her faculty director at the time of application. The faculty director must have graduate faculty status.
- The GRE is *not* required for admission to this program.
- International students must be issued a new I-20 for their graduate program and must submit new financial documents, the same as if they were going from undergraduate to graduate school at WKU without the combined program. To accomplish this, they should see the international graduate admissions office within the first two weeks of the semester in which they will officially switch from an undergraduate to a graduate student.

- d. Identify the primary feeders for the program.

The proposed program is limited to students in good standing in the Honors College who are Exercise Science majors. Currently, this is a population of about 50 students.

- e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.

We anticipate the proposed program will have a relatively modest enrollment and thus will not significantly affect the overall campus enrollment. The proposed program will clearly be a recruiting tool for Kinesiology, Recreation, and Sport (KRS), particularly as it is designed to increase student competitive for admission to graduation and professional schools. Therefore, in the future KRS may have a noticeable increase in the size and quality of its majors, we do not anticipate this single program significantly impacting the overall campus enrollment.

- f. Project estimated student demand for the first five years of the program.

Given that the proposed program will require extensive research and the completion of a Master's thesis, the best indicator for future enrollment is the rate by which Honors College students generally and Honors/Exercise Science students specifically currently demonstrate an interest in extensive undergraduate research experiences. This is achieved through analyzing Honors students' Capstone Experience/Thesis (CE/T) completion rate.

The current percentage of Honors College students completing a CE/T is 45%, compared to 50% of Honors students majoring in Exercise Science completing the CE/T. Approximately eight Honors students annually graduate from Exercise Science, meaning about four Exercise science students annually complete the CE/T. We estimate, therefore, that eventually we will annually attract and graduate a similar number of students to the M.Phil. program as are currently choosing to complete a CE/T. This number may be higher if the enrollment of Honors students in Exercise Science continues to increase, as it has done over the last four years (increasing 137% since 2011).

<b>Academic Year</b>	<b>Degrees Conferred</b>	<b>Majors (Headcount) – Fall Semester</b>
2015		1
2016		3
2017	1	4
2018	2	5
2019	2	5

2. **Employer Demand:** Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program.

A primary purpose of the proposed program is to help prepare students for admission to highly competitive graduate and professional programs, such as Physical Therapy or Occupational Therapy. These are some of the most competitive graduate programs in the nation. As stated in section C.1.a., national acceptance rates for both physical therapy and occupational therapy are about 20%. WKU's Exercise Science graduates have been accepted at a rate more than twice this number. This proposed program will be yet another benefit for our students that will strengthen their application and make them even more competitive. By taking substantial graduate coursework, gaining research skills, and completing a Master's thesis, concurrently with their Bachelor's degree, students will be better prepared and credentialed for acceptance into these highly competitive graduate programs.

The demand for physical therapists and occupational therapists continues to grow. According to a recent study conducted by CNN/Money Magazine, physical therapist ranked #4 and occupational therapist ranked #19 on the list of "best jobs in America," based on job availability, growth, upward mobility, salary, quality of life, etc. The demand for these types

of jobs will continue well into the 21<sup>st</sup> century, due largely to the aging of our population (including the very large baby boom generation reaching retirement age) and to the obesity crisis. There are still approximately 2/3 of the American population who are classified as clinically overweight or obese. This presents many health issues such as bone/joint problems, increased risk for falling/injury, cardiovascular disease, certain types of cancer, diabetes, and other metabolic disorders. All of these will require some type of therapy for those afflicted.

- a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.

Students enrolling in the proposed program will likely pursue admission to a graduate Physical Therapy program. Nationally and in Kentucky, admission to graduate Physical Therapy programs have become extremely competitive, and increasingly students at WKU wishing to continue on to a Physical Therapy program are choosing Exercise Science as their undergraduate major. The Physical Therapy Centralized Application Service (PTCAS) identifies Exercise Science and related majors (at other schools, it may be called Kinesiology, Exercise Physiology, Human Performance, etc.) as the far and away preferred major for those being accepted to physical therapy schools over the past ten years. Indeed, according to their data, over half of those students accepted nationally over the past several years have come from one of these programs. According to the Bureau of Labor Statistics, the salary outlook for graduates of these programs is quite robust, with a national median yearly income of \$81,000. The lowest observed mean annual wage for physical therapists by geographic area was \$68,000, and this is in an area with a very low cost of living.

3. Academic Disciplinary Needs: Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons.

One of the primary purposes of the Honors College at WKU is to support undergraduate research and to prepare students for success in highly competitive graduate and professional schools. Honors College students at WKU are exceptionally high-achieving students (with the 2014 entering class testing in the 95<sup>th</sup> percentile on the ACT), and they have demonstrated strong interest and success in pursuing graduate study, with 65% of the 2014 graduating class enrolling in a graduate or professional program the following semester.

Further, Honors students are increasingly choosing the Exercise Science major at WKU, with the number of Honors students enrolled in the department of Kinesiology, Recreation, and Sport (KRS) increasing 137% since Fall 2011 to approximately 50 students, or 10% of their overall majors. Honors students majoring in Exercise Science are more likely to attend graduate or professional school (nearly 100%) than the overall Honors average.

Therefore, the proposed program will provide an avenue for high-achieving students in the Honors College who are majoring in Exercise Science to take more graduate coursework, gain additional knowledge and research skills, as well as write a Master's thesis, academically strengthening their WKU experience and better preparing them for further graduate or professional programs, such as Physical Therapy.

4. Similar programs: A new program may serve the same potential student population, the proposed program must be sufficiently different from existing programs in the state or access to existing programs must be sufficiently limited to warrant initiation of a new program.
  - a. Identify similar programs in other Southern Regional Education Board (SREB) states and in the nation.

We are not aware of any existing program that is a Joint Undergraduate Masters Program (JUMP) that is designed for Honors students in the field of Sports Science. Clearly, numerous universities, in Kentucky and beyond, have Master's programs in Exercise or Sports Science, but none are designed for as a JUMP for Honors College students.

#### **D. Cost and Funding of the Proposed Program**

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution's overall need for funds.

1. Will this program require additional resources?
  - a. If yes, provide a brief summary of additional resources that will be needed to implement this program over the next five years.

There will be no additional resources required for the Department of Kinesiology, Recreation, and Sport (KRS) or the College of Health and Human Services. Administrative and advising responsibilities will be provided by the Honors College. Further, the courses that compose the program's curriculum are already being taught, meaning new faculty do not have to be hired to teach the program's courses. Program enrollment will not be to the level to require additional sections to be taught, meaning current faculty staffing levels are sufficient.

The Honors College will provide compensation for thesis directors in recognition of their time and Increased workload. The specific funding model for this expense is being finalized and will be included in the CPE Pre-Proposal Form for review.

2. Will this program impact existing programs and/or organizational units within your institution?
  - a. If yes, please describe the impact.
3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

#### **Cost/Funding Explanation**

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs. \*The total funding and expenses in the table should be the same, or explain sources(s) of additional funding for the proposed program.

No table is provided, as information was provided at the pre-proposal stage.

## **E. Program Review and Assessment**

Describe program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

Every six years, major programs at both the undergraduate and graduate level undergo a process of comprehensive academic program review. Program Coordinators and Program faculty prepare structured self-studies addressing programs' contributions to academic quality and student learning, as well as broader institutional and statewide educational priorities. Self-studies are reviewed by a standing committee of faculty established by the Provost and Vice President for Academic Affairs, which includes representatives from each of the academic colleges and University Libraries. The findings and recommendations of the review committee are shared with program coordinators and faculty, the department head and college dean, the Provost and Vice-President for Academic Affairs, and the Council for Postsecondary Education (CPE).

Academic Program Review (APR) builds upon the annual process of student learning outcomes assessment. In addition, it provides academic programs the opportunity to analyze and reflect upon data trends in enrollment, student success, resourcing, and other quantitative and qualitative performance measures. The objective is continuous improvement of academic programs, and APR is a key element of WKU's institutional effectiveness processes.

Some key assessment metrics for the M.Phil. program are:

- Average actual time to degree
- Success of program graduates in admission to advanced graduate/professional programs, particularly highly competitive ones
- Student completion rate
- Number of enrollments
- Number of graduates
- Faculty contributing to the program
- Thesis that are published, in part or completely, in academic venues

Further, to complete the M.Phil. degree, all students must write and successfully defend to a committee of graduate faculty a graduate thesis that demonstrates the learning outcomes of the program. The program's learning objects will be the primary criteria by which all M.Phil. theses are judged. As part of WKU's cycle of program assessment, the Honors College will engage in annual program assessment to ensure that M.Phil. theses demonstrate the stated learning outcomes that is reported to Academic Affairs.