WKU

Graduate Council
Agenda—November 13, 2014
3:00 pm - Academic Affairs Conference RM 239

Members Present: Kirk Atkinson, Phillip Coleman, Blake Ditto, Kristin Wilson, Marge Maxwell, Andrea Paganelli (alt.), Ferhan Atici, Paul Woosley (alt.), Lance Hahn, Niko Endres (alt. for Eric Reed), Shannon Vaughn, Dori Norman, Timothy Evans (alt.), Eve Main, Lauren Bland (alt.), Beverly Siegrist, Andrew Rosa, Molly Kerby, Kelsey Burton, Carl Fox

Members Absent: Minwoo Lee, Nielsen Pereira, David Kerr, Cheryl Davis, Robert Beverly, Angie Jerome, Eric Reed, Kurt Neelly, Emily Bouchard,

Guests Present: Colette Chelf, Julie Harris, Scott Gordon, Laura Upchurch, Danita Kelley, Janet Applin, Cathleen Webb, Sylvia Gaiko, Larry Snyder, Lynette Smith, Merrall Price, Michael Ann Williams, Michael Collyer (alt.)

I. Consideration of the October 9, 2014 minutes
   *Hahn/Main motion to approve; passed

II. Public Comment
   *Bland requested summary of retreat; Hahn stated disinterested in serving as chair next year and willing to step down as vice-chair if needed.

III. Reports
   a. Graduate Faculty Report
      *Main/Bland motion to approve; passed
   b. Research Grants Report (Pereira, Main, Vaughan)
      *Hahn questioned zero amounts awarded for specific students; Vaughan elaborated on student presentations, needs, and requests; Fox stated funding by committee based on merit and that budget constraints must be considered; Hahn stated students may not be able to graduate without funding; Kerby agreed and difficult to recruit good students without funding; Fox stated students could appeal to him for reconsideration and that he would reevaluate the budget; Atici suggested publishing the rubric for research grant approval; passed
   c. Policy Committee Report (Neelly, Davis, Kerby)
      *No report; Siegrist request the policy committee meet before the next Graduate Council meeting to address the structure and mission of the Graduate Council
   d. Dean's Report
      *Three information items distributed (attached hereto) regarding Graduate School revisions to alternate admission, research tool, and standardized exam requirements. Request to clarify "B" or better is required in research tool course for the 2014-2015 academic year and prior.

IV. Old Business
   a. Ad Hoc Committee Report - Graduate Council Mission (Atkinson, Reed, Kerby, Wilson, Siegrist, Hahn, Fox)
      *Atkinson stated he would share poll numbers regarding governance structure preferences with Graduate Council members.

V. New Business

   a. Curriculum Proposals

College of Health & Human Services	
Action	Proposal to Create a New Course NURS 507 Advanced Psychiatric Nurse Practitioner Assessment, Clinical Contact: Lynette Smith, lynette.smith@wku.edu, 745-3487; Beverly Siegrist, Beverly.siegrist@wku.edu, 745-3490 *Main/Bland motion to bundle and approve NURS 507, 511, 523, 524, 525, 526, 527; Fox questioned how special admission requirement to document (1) year experience was collected; Main clarified CV and form signed by supervisor or HR director; Hahn questioned if existing faculty available to teach these courses; Smith, yes; passed
Action	Proposal to Create a New Course NURS 511 Advanced Psychiatric Nurse Practitioner III Contact: Lynette Smith, lynette.smith@wku.edu, 745-3487; Beverly Siegrist, Beverly.siegrist@wku.edu, 745-3490
Action	Proposal to Create a New Course NURS 523 Advanced Psychiatric Nurse Practitioner I: Diagnosis and Management of Psychiatric Disorders in Adults and Elderly Contact: Lynette Smith, lynette.smith@wku.edu, 745-3487; Beverly Siegrist, Beverly.siegrist@wku.edu, 745-3490
Action	Proposal to Create a New Course NURS 524 Advanced Psychiatric Nurse Practitioner I Clinical Contact: Lynette Smith, lynette.smith@wku.edu, 745-3487; Beverly Siegrist, Beverly.siegrist@wku.edu, 745-3490
Action	Proposal to Create a New Course NURS 525 Advanced Psychiatric Nurse Practitioner II: Diagnosis and Management of Psychiatric Disorders in Children, Adolescents, and Young Adults Contact: Lynette Smith, lynette.smith@wku.edu, 745-3487; Beverly Siegrist, Beverly.siegrist@wku.edu, 745-3490
Action	Proposal to Create a New Course NURS 526 Advanced Psychiatric Nurse Practitioner II Clinical Contact: Lynette Smith, lynette.smith@wku.edu, 745-3487; Beverly Siegrist, Beverly.siegrist@wku.edu, 745-3490
Action	Proposal to Create a New Course NURS 527 Advanced Psychiatric Nurse Practitioner III Internship Contact: Lynette Smith, lynette.smith@wku.edu, 745-3487; Beverly Siegrist, Beverly.siegrist@wku.edu, 745-3490
Action	Create a New Course NURS 650 Emergence/Urgent Care I Contact: Beverly Siegrist, Beverly.siegrist@wku.edu, 745-3490; Eve Main, eve.main@wku.edu, 745-3489 *Bland/Coleman motion to bundle and approve NURS 650, 651, 652, 653; passed

Action	Create a New Course NURS 651Emergency/Urgent Care Clinical I Contact: Beverly Siegrist, Beverly.siegrist@wku.edu, 745-3490; Eve Main, eve.main@wku.edu, 745-3489
Action	Create a New Course NURS 652 Emergency/Urgent Care II Contact: Beverly Siegrist, Beverly.siegrist@wku.edu, 745-3490; Eve Main, eve.main@wku.edu, 745-3489
Action	Create a New Course NURS 653 Emergency/Urgent Care Clinical II Contact: Beverly Siegrist, Beverly.siegrist@wku.edu, 745-3490; Eve Main, eve.main@wku.edu, 745-3489
Action	Proposal to Revise a Program 149 Master of Science in Nursing-Psychiatric Nurse Practitioner Concentration Contact: Lynette Smith, lynette.smith@wku.edu, 745-3487; Beverly Siegrist, Beverly.siegrist@wku.edu, 745-3490 *Bland/Atkinson motion to approve; Hahn questioned omission of admission criteria; Main clarified that admission criteria is stated earlier in the program information and only UL information for this concentration is being deleted; passed
Action	Proposal to Create a New Certificate Program Post MSN Certificate-Psychiatric Mental Health Nurse Practitioner Contact: Lynette Smith, lynette.smith@wku.edu, 745-3487; Beverly Siegrist, Beverly.siegrist@wku.edu, 745-3490 *Atkinson/Wilson motion to approve; Hahn questioned if GA's would be needed; Smith, no; passed
Action	Proposal to Create a New Certificate Program Post MSN Certificate: Emergency Nurse Practitioner Contact: Beverly Siegrist, Beverly.siegrist@wku.edu, 745-3490; Eve Main, eve.main@wku.edu, 745-3489 *Main/Wilson motion to approve; Hahn questioned if GA's would be needed; Main, no; passed
Action	Proposal to Create a New Certificate Intercollegiate Athletic Administration Contact: Evelyn Oregon, Ph.D., evelyn.oregon@wku.edu, 745-2080 *Coleman/Main motion to approve; Hahn questioned if GA's would be needed; D. Kelley, no; passed
Potter College of Arts & Letters	

Action	Create a New Course FLK 587 Capstone Course in Public Folklore Contact: Michael Ann Williams, michael.williams@wku.edu, 5-5898 *Hahn/Atkinson motion to approve; Maxwell & Bland questioned ambiguity of proposal content; Williams elaborated on diversity of capstone projects across the university; passed
Action	Create a New Course FLK 588 Capstone in Historic Preservation Contact: Michael Ann Williams, michael.williams@wku.edu, 5-5898 *Hahn/Endres motion to approve; friendly amendment to change proposed course number 588 to available number 586; passed
Action	Revise a Program 069 Masters of Arts in Folk Studies Contact: Michael Ann Williams, michael.williams@wku.edu, 5-5898 *Hahn/Atkinson motion to approve; passed

Ogden College of Science & Engineering

Consent	Delete a Course BIOL 430G, Evolution: Theory & Process Contact Person: Michael Smith, michael.smith@wku.edu, 52405 *Coleman/Hahn motion to approve; passed
Consent	Reactivate a Suspended Course BIOL 464G, Endocrinology Contact Person: Noah Ashley, noah.ashley@wku.edu, 54268 *Pulled from agenda by Siegrist; proposal was approved on 4/14 agenda
Action	Create a New Course BIOL 534, Chemical Ecology Contact Person: Bruce Schulte, bruce.schulte@wku.edu, 55999 *Hahn/Main motion to approve; passed
Action	Create a New Course PHYS 799, Doctoral Research Contact Person: Vladimir Dobrokhotov, vladimir.dobrokhotov@wku.edu , 54357 *Hahn/Endres motion to approve; Wilson questioned with whom is the collaborative doctoral program; Webb clarified that no agreement exists, but attempting to collaborate with U.L. PhD students and faculty; Gaiko stated no current MOA; Coleman call for question; motion failed (unanimous)

University College

Action	Create a New Academic Degree Type Master of Philosophy Contact Person: Clay Motley, clay.motley@wku.edu, 745-3171 *Proposal pulled by proponent.
Action	Create a Course LEAD 560: Applied Research Methods in Organizational Leadership Contact person: John Baker, john.baker1@wku.edu, 745-5149 *Bland/Atkinson motion to approve; Hahn questioned who is teaching; Price explained existing faculty; passed
Action	Revise a Program Master of Arts in Organizational Leadership Contact person: John Baker, john.baker1@wku.edu, 745-5149 *Coleman/Main motion to approve; Hahn questioned why dropping the GRE; Price stated many students in program are non-traditional and the test is not useful for admission; passed

VI. Announcements/Adjourn
    *Hahn motion to adjourn.

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

Contact Person: Lynette Smith, lynette.smith@wku.edu, 745-3487; Beverly Siegrist, Beverly.siegrist@wku.edu, 745-3490

1. **Identification of proposed course:**
    1.1   Course prefix and number: NURS 507
    1.2   Course title: Advanced Psychiatric Nurse Practitioner Assessment, Clinical Interviewing Techniques, and Health Promotion/Maintenance Across the Lifespan
    1.3   Abbreviated course title: Adv. Psych NP Assessment
    1.4   Credit hours: 1   Variable credit (yes or no) No
    1.5   Grade type: Standard letter grade
    1.6   Prerequisites: Admission to graduate Psychiatric Mental Health Nurse Practitioner program, NURS 503/505
    1.7   Course description: Emphasis 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. The population focus approach utilizes the current Diagnostic and Statistical Manual for diagnosing psychopathology through case studies and experiential exercises. Includes the application of health behavior theories when assessing health promotion and/or maintenance in populations.

2. **Rationale:**
    2.1   Reason for developing the proposed course: NURS 507 Advanced Psychiatric Nurse Practitioner Assessment, Clinical Interviewing Techniques, and Health Promotion/Maintenance Across the Lifespan will be a required course for Western Kentucky University's (WKU's) Psychiatric Mental Health Nurse Practitioner (PMHNP) program. This course was previously transferred from the University of Louisville for WKU's PMHNP 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). 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 diagnosis for mental health problems and psychiatric disorders, along with demonstrating best practices of family approaches to care. This course will assist students in developing advanced psychiatric assessment skills to determine the mental health status of patients throughout the lifespan.
    2.2   Projected enrollment in the proposed course: 12 students annually.
    2.3   Relationship of the proposed course to courses now offered by the department: Students will take NURS 503 Advanced Health Assessment, which includes one psychiatric lecture. However, the emphasis of NURS 507 is the role of the PMHNP in patient assessments using diagnostic skills, interviewing techniques, and health promotion/maintenance outcomes for patients with mental health problems and psychiatric disorders.

2.4   Relationship of the proposed course to courses offered in other departments: PSY 552 Advanced Introduction to Social Psychology, PH 587 Health Behavior, PSY 660 Assessment of Personality and Socio-Emotive Functioning, includes some content that is covered in the introduction of this course. The focus of this course is specific to APRN practice and the role of the PMHNP in patient assessments using diagnostic skills, interviewing techniques, and health promotion/maintenance outcomes for mental health problems and psychiatric disorders.

2.5   Relationship of the proposed course to courses offered in other institutions: A review of WKU benchmark and regional universities found that the following universities offered a PMHNP program:

- University of Louisville – MSN, DNP
- University of Kentucky – As one option in their DNP program
- Vanderbilt University – MSN, DNP
- University of South Alabama – MSN, DNP
- University of South Mississippi – MSN
- Eastern Kentucky University – MSN
- Northern Kentucky University – Only offers post MSN program

All of the programs must include content related to advanced psychiatric assessment either through a course or integration of the content into courses.

The following universities include required course(s):

- Northern Kentucky University – NRP 662 Assessment and Diagnosis Across the Lifespan.
- Eastern Kentucky University – NSC 880 Psychiatric Mental Health Nurse Practitioner (PMHNP)
- University of Louisville – NURS 638 Adv. Psychiatric Assessment and Clinical Interview Techniques, NURS 657 Health Promotion and Illness Prevention, NURS 647 Clinical Decision Making: Psychopathology Across the Lifespan, NURS 649 Psychopharmacology
- Vanderbilt University – N350 Models and Theories of Psychiatric Mental Health Nursing, N351 Theoretical Foundations and Practicum for Psychiatric Mental Health Nursing Across the Lifespan
- University of South Alabama – CMN 548 Adv. Family Psych Nursing I, CMN 549 Adv. Family Psych Nursing Practicum I, CMN 551 Health Promotion/Disease Prevention and Issues for Family Psych Nursing
- University of Mississippi – N687-1 Clinical Assessment of Persons with Mental Health Problems I-Adult and Family, N686-1 Practicum in Clinical Assessment of Persons with Mental Health Problems I-Family

3.   **Discussion of proposed course:**

3.1   Schedule type: Lecture and Applied Learning

3.2   Learning Outcomes:

- Demonstrates ability to obtain comprehensive psychiatric assessments across the lifespan.
- Conducts thorough and appropriate psychiatric interviews demonstrating use of critical thinking in the use of therapeutic communication techniques.
- Applies health behavior theories in advanced psychiatric assessments to promote health promotion and/or maintenance in populations.

- Applies psychopathology using the current Diagnostic and Statistical Manual in advanced psychiatric assessments.

3.3   Content outline:
- Psychiatric interviewing/assessment techniques
- Types of screening instruments and evaluation tools
- Clinical guidelines
- Theoretical foundations of individual, group, and family approaches

3.4   Student expectations and requirements:
- Participation in class and online discussions
- Experiential learning of assessment and interviewing techniques though in class participation using case studies, lectures, group discussions, and student presentations.
- Experiential learning of health behavior theories and psychopathology using online communication tools such as discussion boards, podcasts, Tegrity, etc.
- Written paper demonstrating a psychiatric assessment that incorporates psychopathology and health behavior theory using a standardized case in the literature.

3.5   Tentative texts and course materials:
- American Psychiatric Association. (2013*). Diagnostic and statistical manual of mental disorders (5th ed.).* Washington, DC: American Psychiatric Publishing.
- Morrison, J. R. (2014). *DSM-5 made easy: The clinician's guide to diagnosis.* New York: The Gilford Press

4.   Resources:
4.1   Library resources: n/a
4.2   Computer resources: Adequate

5.   Budget implications:
5.1   Proposed method of staffing: Current Psychiatric Mental Health Nurse Practitioner (PMHNP) Faculty
5.2   Special equipment needed: n/a
5.3   Expendable materials needed: n/a
5.4   Laboratory materials needed: n/a

6.   Proposed term for implementation: Summer 2015

7.   Dates of prior committee approvals:

School of Nursing Graduate Committee	08/28/2014
CHHS Graduate Curriculum Committee	09/15/2014
Graduate Council	11/13/14
University Senate	

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

Contact Person: Lynette Smith, lynette.smith@wku.edu, 745-3487; Beverly Siegrist, Beverly.siegrist@wku.edu, 745-3490

1. **Identification of proposed course:**
    - 1.1   Course prefix and number: NURS 511
    - 1.2   Course title: Advanced Psychiatric Nurse Practitioner III
    - 1.3   Abbreviated course title: Adv. Psych NP III
    - 1.4   Credit hours: 1   Variable credit (yes or no) No
    - 1.5   Grade type: Standard letter grade
    - 1.6   Prerequisites/corequisites: Prerequisite: Admission to the Psychiatric Mental Health Nurse Practitioner program, or permission of instructor, NURS 525/526; Corequisite: NURS 527
    - 1.7   Course description: Emphasis 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 PMHNP practice.

2. **Rationale:**
    - 2.1   Reason for developing the proposed course: NURS 511 Advanced Psychiatric Nurse Practitioner III will be a required course for Western Kentucky University's (WKU's) the Psychiatric Mental Health Nurse Practitioner (PMHNP) program. This course was previously transferred from the University of Louisville for WKU's PMHNP 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). Independent Practice Competencies of the NONPF Psychiatric-Mental Health Nurse Practitioner Competencies requires that the PMHNP prepared nurse to analyze current PMHNP topics.
    - 2.2   Projected enrollment in the proposed course: 12 students annually.
    - 2.3   Relationship of the proposed course to courses now offered by the department: NURS 509 Practice Management for APNs includes some content that is covered in the introduction of this course. The focus of this course is specific to APRN practice and the role of the PMHNP in current PMHNP topics.
    - 2.4   Relationship of the proposed course to courses offered in other departments: PSY 542 Introduction to Professional Psychology and SWRK 695 Social Work in the Media includes some content that is covered in the introduction of this course. The focus of this course is specific to APRN practice and the role of the PMHNP in current PMHNP topics.
    - 2.5   Relationship of the proposed course to courses offered in other institutions: A review of WKU benchmark and regional universities found that the following universities offered a PMHNP program:
        - University of Louisville – MSN, DNP
        - University of Kentucky – As one option in their DNP program
        - Vanderbilt University – MSN, DNP

- University of South Alabama – MSN, DNP
- University of South Mississippi – MSN
- Eastern Kentucky University – MSN
- Northern Kentucky University – Only offers post MSN program

All of the 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 universities include required course(s):
- University of Kentucky – NUR 930 Problems in Clinical Nursing
- Vanderbilt University – N357 Population-based Mental Health Care Across the Lifespan
- University of South Alabama – CMN 557 Adv. Family Psychiatric Nursing IV

3. **Discussion of proposed course:**

3.1 Schedule type: Seminar

3.2 Learning Outcomes:
- Discusses, explores, analyzes current practice trends, medicolegal, ethical, business and other issues related to PMHNP practice.

3.3 Content outline:
- PMHNP current practice trends
- PMHNP medicolegal and ethical issues
- PMHNP business issues

3.4 Student expectations and requirements:
- Participation in class and online
- Group discussions on topics
- Presentations on topics

3.5 Tentative texts and course materials:
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: American Psychiatric Publishing.
- Buppert, C. (2015). *Nurse practitioner's business practice and legal guide* (5th ed.). Burlington, MA: Jones & Bartlett Learning.
- American Nurses Association, American Psychiatric Nurses Association, & International Society of Psychiatric-Mental Health Nurses. (2014). *Scope and standards of practice: Psychiatric mental health nursing* (2nd ed.). Silver Spring, MD: American Nurses Association.

4. **Resources:**

4.1 Library resources: n/a

4.2 Computer resources: Adequate

5. **Budget implications:**

5.1 Proposed method of staffing: Current Psychiatric Mental Health Nurse Practitioner (PMHNP) Faculty

5.2 Special equipment needed: n/a

5.3 Expendable materials needed: n/a

5.4   Laboratory materials needed: n/a

6.   Proposed term for implementation: Summer 2015

7.   Dates of prior committee approvals:

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

Contact Person: Lynette Smith, lynette.smith@wku.edu, 745-3487; Beverly Siegrist, Beverly.siegrist@wku.edu, 745-3490

1. **Identification of proposed course:**
    1.1   Course prefix and number: NURS 523
    1.2   Course title: Advanced Psychiatric Nurse Practitioner I: Diagnosis and Management of Psychiatric Disorders in Adults and Elderly
    1.3   Abbreviated course title: Adv. Psych NP I
    1.4   Credit hours: 3   Variable credit (yes or no) No
    1.5   Grade type: Standard letter grade
    1.6   Prerequisites/corequisites: Prerequisite: Admission to the Psychiatric Mental Health Nurse Practitioner program, or permission of instructor, NURS 507; Corequisite: NURS clinical 524
    1.7   Course description: Provides the student with opportunities to integrate and apply psychiatric frameworks, theories, and research findings related to common acute and chronic psychiatric disorders among adults and elderly patients. Emphasis is on the developmental issues of adult and elderly patients, psychotherapeutic modalities, psychopharmacology, psychoeducation, primary prevention, and evaluation of treatment.

2. **Rationale:**
    2.1   Reason for developing the proposed course: NURS 523 Advanced Psychiatric Nurse Practitioner I: Diagnosis and Management of Psychiatric Disorders in Adults and Elderly will be a required course for Western Kentucky University's (WKU's) Psychiatric Mental Health Nurse Practitioner (PMHNP) program. This course was previously transferred from the University of Louisville for WKU's PMHNP 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). 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. This course will assist students in diagnosing and developing age-appropriate treatment plans for adult and elderly patients with mental health problems and psychiatric disorders based on biopsychosocial theories, evidence-based standards of care, and practice guidelines.
    2.2   Projected enrollment in the proposed course: 12 students annually
    2.3   Relationship of the proposed course to courses now offered by the department: No other courses offer this content.
    2.4   Relationship of the proposed course to courses offered in other departments: SWRK 623 Clinical Assessment and Intervention includes some content that is covered in the introduction of this course. The focus of this course is specific to APRN practice and prescribing medications to treat patients with mental health diagnoses. Includes developmental issues of adult and elderly patients,

psychotherapeutic modalities, psychopharmacology, psychoeducation, primary prevention, and evaluation of treatment for adult and elderly populations with mental health problems and psychiatric disorders.

2.5   Relationship of the proposed course to courses offered in other institutions: A review of WKU benchmark and regional universities found that the following universities offered a PMHNP program:

- University of Louisville – MSN, DNP
- University of Kentucky – As one option in their DNP program
- Vanderbilt University – MSN, DNP
- University of South Alabama – MSN, DNP
- University of South Mississippi – MSN
- Eastern Kentucky University – MSN
- Northern Kentucky University – Only offers post MSN program

All of the programs must include content related to advanced psychiatric assessment either through a course or integration of the content into courses.

The following universities include required course(s):

- Northern Kentucky University – NRP 660 Psychopharmacology Across the Lifespan, NRP 661 Non-Pharmacology (Psychotherapy) Treatment Across the Lifespan, NRP 664 Management of Acute, Complex, and Chronic Psych Disorders
- Eastern Kentucky University – NSC 881 Applied Psychopharmacology, NSC 882 Psychiatric Mental Health Nurse Practitioner (PMHNP) II
- University of Louisville – NURS 641 Adv. Psychiatric Mental Health Practice I: PMH Nursing of Individuals, Families, Groups
- University of Kentucky –NUR 927 Focused Pharmacology, NUR 966 Diagnosis and Management of Psychiatric Disorders in Adults and Elderly
- Vanderbilt University – N352 Neuroscience for Mental Health Practitioners, N353 Psychopharmacology, N354 Theoretical Foundations of Psychiatric Mental Health Nursing with Groups and families
- University of South Alabama – CMN 552 Adv. Family Psychiatric Nursing II
- University of Mississippi – N687-2 Clinical Management of Individuals with Mental Health Problems II, N637-2 Adv. Physiology/Pathophysiology II, N666-2 Clinical Pharmacotherapeutics II

3.   Discussion of proposed course:

3.1   Schedule type: Lecture and Applied Learning

3.2   Learning Outcomes:

- Describe and analyze conceptual frameworks, theories, and research findings related to common acute and chronic psychiatric disorders among adults and elderly patients.
- Describe and analyze individual and family theories.
- Describe and analyze developmental issues of adult and elderly patients, psychotherapeutic modalities, psychopharmacology, psychoeducation, primary prevention, and evaluation of treatment.

3.3   Content outline:

- Mental health problems and psychiatric diagnoses in adult and elderly patient populations
- Psychotherapeutic modalities in adult and elderly patient populations
- Psychopharmacology in adult and elderly patient populations

- Psychoeducation, primary prevention, and evaluation of treatment in adult and elderly patient populations
- Integration of conceptual frameworks, theories, and research findings in adult and elderly patient populations

3.4   Student expectations and requirements:
- Participation in class and online discussions
- Experiential learning with case studies for the integration of mental health diagnoses, psychotherapy, psychopharmacology, psychoeducation, primary prevention, and evaluation using evidence-based practice guidelines.
- Experiential learning with case studies for the integration of conceptual frameworks, theories, and research findings.
- Examinations for demonstrating understanding of concepts, theories, and research on diagnosis and management of psychiatric disorders in the adult and elderly

3.5   Tentative texts and course materials:
- Tusaie, K. R. & Fitzpatrick, J. J. (2013). Advanced practice psychiatric nursing: Integrating psychotherapy, psychopharmacology, and complementary and alternative approaches. New York: Springer Publishing Company
- American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Washington, DC: American Psychiatric Publishing.
- Morrison, J. R. (2014). DSM-5 made easy: The clinician's guide to diagnosis. New York: The Gilford Press.

4.   Resources:

4.1   Library resources: n/a

4.2   Computer resources: Adequate

5.   Budget implications:

5.1   Proposed method of staffing: Current Psychiatric Mental Health Nurse Practitioner (PMHNP) Faculty

5.2   Special equipment needed: n/a

5.3   Expendable materials needed: n/a

5.4   Laboratory materials needed: n/a

6.   Proposed term for implementation: Summer 2015

7.   Dates of prior committee approvals:

School of Nursing Graduate Committee	08/28/2014
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College of Health and Human Services
School of Nursing
Proposal to Create a New Course
(Action Item)

Contact Person: Lynette Smith, lynette.smith@wku.edu, 745-3487; Beverly Siegrist, Beverly.siegrist@wku.edu, 745-3490

1. **Identification of proposed course:**
    1.1   Course prefix and number: NURS 524
    1.2   Course title: Advanced Psychiatric Nurse Practitioner I Clinical
    1.3   Abbreviated course title: Adv. Psych NP I Clinical
    1.4   Credit hours: 2   Variable credit (yes or no) No
    1.5   Grade type: Pass/Fail
    1.6   Prerequisites/corequisites: Prerequisites: Admission to the Psychiatric Mental Health Nurse Practitioner program, or permission of instructor, NURS 507; Corequisite: NURS 523
    1.7   Course description: During clinical experiences, foundational competencies for advanced psychiatric nursing practice will be addressed and practiced. Students will 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. A variety of settings across the healthcare continuum will be utilized. Multidisciplinary and interprofessional collaboration, a function of the Psychiatric Mental Health Nurse Practitioner (PMHNP), is integrated into clinical experiences. Course requires 12 hours per week clinical time.

2. **Rationale:**
    2.1   Reason for developing the proposed course: NURS 524 Advanced Psychiatric Nurse Practitioner I Clinical will be a required course for Western Kentucky University's (WKU's) Psychiatric Mental Health Nurse Practitioner (PMHNP) program. This course was previously transferred from the University of Louisville for WKU's PMHNP 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). 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. This course will assist students in diagnosing and developing age-appropriate treatment plans for adult and elderly patients with mental health problems and psychiatric disorders based on biopsychosocial theories, evidence-based standards of care, and practice guidelines.
    2.2   Projected enrollment in the proposed course: 12 students annually.
    2.3   Relationship of the proposed course to courses now offered by the department: No other courses offer this content.

2.4 Relationship of the proposed course to courses offered in other departments: SWRK 660 Advanced Field Practicum I include some content that is covered in the introduction of this course. The focus of this course is specific to APRN practice and prescribing medications to treat patients with mental health diagnoses. Includes the role of the PMHNP in patient assessments using diagnostic skills, interviewing techniques, and health promotion/maintenance outcomes for mental health problems and psychiatric disorders.

2.5 Relationship of the proposed course to courses offered in other institutions: A review of WKU benchmark and regional universities found that the following universities offered a PMHNP program:

- University of Louisville – MSN, DNP
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- University of South Alabama – MSN, DNP
- University of South Mississippi – MSN
- Eastern Kentucky University – MSN
- Northern Kentucky University – Only offers post MSN program

All of the programs must include content related to advanced psychiatric assessment either through a course or integration of the content into courses.

3. **Discussion of proposed course:**

3.1 Schedule type: Clinical Practicum

3.2 Learning Outcomes:

- Assess psychiatric-mental health status of adult and elderly patients using appropriate advanced psychiatric examination skills.
- Collect and analyze patient information to generate differential diagnoses for adult and elderly patients experiencing common mental health problems and psychiatric disorders.
- Diagnose and manage common mental health problems and psychiatric disorders with the application of evidence-based psychotherapy and psychopharmacology practice guidelines.
- Implement health promotion and disease prevention education.
- Implement psychoeducation, and health promotion/disease prevention education.
- Collaborate with other healthcare professionals to coordinate services of available resources.

3.3 Content outline:

- This is a clinical application course.

3.4 Student expectations and requirements:

- Participation in class and online discussions
- Psychiatric case presentations
- Psychiatric SOAP notes
- Completion of clinical hours with documentation

3.5 Tentative texts and course materials:

- Tusaie, K. R. & Fitzpatrick, J. J. (2013). Advanced practice psychiatric nursing: Integrating psychotherapy, psychopharmacology, and complementary and alternative approaches. New York: Springer Publishing Company

- American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Washington, DC: American Psychiatric Publishing.
- Morrison, J. R. (2014). DSM-5 made easy: The clinician's guide to diagnosis. New York: The Gilford Press.

4. Resources:
   4.1   Library resources: n/a
   4.2   Computer resources: Adequate

5. Budget implications:
   5.1   Proposed method of staffing: Current Psychiatric Mental Health Nurse Practitioner (PMHNP) Faculty
   5.2   Special equipment needed: n/a
   5.3   Expendable materials needed: n/a
   5.4   Laboratory materials needed: n/a

6. Proposed term for implementation: Summer 2015

7. Dates of prior committee approvals:

   School of Nursing Graduate Committee   08/28/2014

   CHHS Graduate Curriculum Committee   09/15/2014

   Graduate Council   11/13/14

   University Senate

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

Contact Person: Lynette Smith, lynette.smith@wku.edu, 745-3487; Beverly Siegrist, Beverly.siegrist@wku.edu, 745-3490

1. **Identification of proposed course:**
    1.1   Course prefix and number: NURS 525
    1.2   Course title: Advanced Psychiatric Nurse Practitioner II: Diagnosis and Management of Psychiatric Disorders in Children, Adolescents, and Young Adults
    1.3   Abbreviated course title: Adv. Psych NP II
    1.4   Credit hours: 3   Variable credit (yes or no) No
    1.5   Grade type: Standard letter grade
    1.6   Prerequisites/corequisites: Prerequisites: Admission to the Psychiatric Mental Health Nurse Practitioner program, or permission of instructor, NURS 523/524; Corequisite: NURS 526
    1.7   Course description: Provides the student with opportunities to integrate and apply psychiatric frameworks, theories, and research findings related to common acute and chronic psychiatric disorders among child, adolescent, and young adult patients. Emphasis is on the developmental issues of child, adolescent, and young adult patients, psychotherapeutic modalities, psychopharmacology, psychoeducation, primary prevention, and evaluation of treatment.

2. **Rationale:**
    2.1   Reason for developing the proposed course: NURS 525 Advanced Psychiatric Nurse Practitioner II: Diagnosis and Management of Psychiatric Disorders in Children, Adolescents, and Young Adults will be a required course for Western Kentucky University's (WKU's) Psychiatric Mental Health Nurse Practitioner (PMHNP) program. This course was previously transferred from the University of Louisville for WKU's PMHNP 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). 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. This course will assist students in diagnosing and developing age-appropriate treatment plans for child, adolescent, and young adult patients with mental health problems and psychiatric disorders based on biopsychosocial theories, evidence-based standards of care, and practice guidelines.
    2.2   Projected enrollment in the proposed course: 12 students annually
    2.3   Relationship of the proposed course to courses now offered by the department: No other courses offer this content.

2.4   Relationship of the proposed course to courses offered in other departments: PSY 521 Adv. Child Developmental Psychology and SWRK 580 Partnership in Assessing Children and Families includes some content that is covered in the introduction of this course. The focus of this course is specific to APRN practice and prescribing medications to treat patients with mental health diagnoses. Includes developmental issues developmental issues of child, adolescent, and young adult patients, psychotherapeutic modalities, psychopharmacology, psychoeducation, primary prevention, and evaluation of treatment for of child, adolescent, and young adult populations with mental health problems and psychiatric disorders.

2.5   Relationship of the proposed course to courses offered in other institutions: A review of WKU benchmark and regional universities found that the following universities offered a PMHNP program:

- University of Louisville – MSN, DNP
- University of Kentucky – As one option in their DNP program
- Vanderbilt University – MSN, DNP
- University of South Alabama – MSN, DNP
- University of South Mississippi – MSN
- Eastern Kentucky University – MSN
- Northern Kentucky University – Only offers post MSN program

All of the programs must include content related to advanced psychiatric assessment either through a course or integration of the content into courses.

The following universities include required course(s):

- Northern Kentucky University – NRP 660 Psychopharmacology Across the Lifespan, NRP 661 Non-Pharmacology (Psychotherapy) Treatment Across the Lifespan, NRP 664 Management of Acute, Complex, and Chronic Psych Disorders
- Eastern Kentucky University – NSC 881 Applied Psychopharmacology, NSC 884 Psychiatric Mental Health Nurse Practitioner (PMHNP) III
- University of Louisville – NURS 642 Adv. Psychiatric Mental Health Practice II: PMH Nursing of Individuals, Families, Groups
- University of Kentucky –NUR 927 Focused Pharmacology, NUR 967 Diagnosis and Management of Psychiatric Disorders in Children Adolescents, and Young Adults
- Vanderbilt University – N352 Neuroscience for Mental Health Practitioners, N353 Psychopharmacology, N354 Theoretical Foundations of Psychiatric Mental Health Nursing with Groups and families
- University of South Alabama – CMN 554 Adv. Family Psychiatric Nursing III
- University of Mississippi – N686-3 Clinical Management of Families and Groups with Mental Health Problems III, N637-2 Adv. Physiology/Pathophysiology II, N666-2 Clinical Pharmacotherapeutics II

3. **Discussion of proposed course:**

     3.1   Schedule type: Lecture and Applied Learning

     3.2   Learning Outcomes:

- Describe and analyze conceptual frameworks, theories, and research findings related to common acute and chronic psychiatric disorders among child, adolescent, and young adult patients.

- Describe and analyze individual and family theories.
- Describe and analyze developmental issues of child, adolescent, and young adult patients, psychotherapeutic modalities, psychopharmacology, psychoeducation, primary prevention, and evaluation of treatment.

3.3 Content outline:
- Mental health problems and psychiatric diagnoses in child, adolescent, and young adult patient populations
- Psychotherapeutic modalities in child, adolescent, and young adult patient populations
- Psychopharmacology in child, adolescent, and young adult patient populations
- Psychoeducation, primary prevention, and evaluation of treatment in child, adolescent, and young adult patient populations
- Integration of conceptual frameworks, theories, and research findings in child, adolescent, and young adult patient populations

3.4 Student expectations and requirements:
- Participation in class and online discussions
- Experiential learning with case studies for the integration of mental health diagnoses, psychotherapy, psychopharmacology, psychoeducation, primary prevention, and evaluation using evidence-based practice guidelines.
- Experiential learning with case studies for the integration of conceptual frameworks, theories, and research findings.
- Examinations for demonstrating understanding of concepts, theories, and research on diagnosis and management of psychiatric disorders in the child, adolescent, and young adult patients

3.5 Tentative texts and course materials:
- Tusaie, K. R. & Fitzpatrick, J. J. (2013). Advanced practice psychiatric nursing: Integrating psychotherapy, psychopharmacology, and complementary and alternative approaches. New York: Springer Publishing Company
- American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Washington, DC: American Psychiatric Publishing.
- Morrison, J. R. (2014). DSM-5 made easy: The clinician's guide to diagnosis. New York: The Gilford Press.

4. Resources:

4.1 Library resources: n/a

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current Psychiatric Mental Health Nurse Practitioner (PMHNP) Faculty

5.2 Special equipment needed: n/a

5.3 Expendable materials needed: n/a

5.4 Laboratory materials needed: n/a

6. Proposed term for implementation: Summer 2015

7. Dates of prior committee approvals:

School of Nursing Graduate Committee	08/28/2014
CHHS Graduate Curriculum Committee	09/15/2014
Graduate Council	11/13/14
University Senate	

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

Contact Person: Lynette Smith, lynette.smith@wku.edu, 5-3487; Beverly Siegrist, Beverly.siegrist@wku.edu, 745-3490

1. **Identification of proposed course:**
    1.1   Course prefix and number: NURS 526
    1.2   Course title: Advanced Psychiatric Nurse Practitioner II Clinical
    1.3   Abbreviated course title: Adv. Psych NP II Clinical
    1.4   Credit hours: 2   Variable credit (yes or no) No
    1.5   Grade type: Pass/Fail
    1.6   Prerequisites/corequisites: Prerequisite: Admission to the Psychiatric Mental Health Nurse Practitioner program, or permission of instructor, NURS 523/524; Corequisite: NURS 525
    1.7   Course description: During clinical experiences, foundational competencies for advanced psychiatric nursing practice will be addressed and practiced. Students will 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. A variety of settings across the healthcare continuum will be utilized. Multidisciplinary and interprofessional collaboration, a function of the Psychiatric Mental Health Nurse Practitioner (PMHNP), is integrated into clinical experiences. Course requires 12 hours per week clinical time.

2. **Rationale:**
    2.1   Reason for developing the proposed course: NURS 526 Advanced Psychiatric Nurse Practitioner II Clinical will be a required course for Western Kentucky University's (WKU's) Psychiatric Mental Health Nurse Practitioner (PMHNP) program. This course was previously transferred from the University of Louisville for WKU's PMHNP 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). 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. This course will assist students in diagnosing and developing age-appropriate treatment plans for child, adolescent, and young adult patients with mental health problems and psychiatric disorders based on biopsychosocial theories, evidence-based standards of care, and practice guidelines.
    2.2   Projected enrollment in the proposed course: 12 students annually.

2.3   Relationship of the proposed course to courses now offered by the department: No other courses offer this content.

2.4   Relationship of the proposed course to courses offered in other departments: SWRK 660 Advanced Field Practicum I include some content that is covered in the introduction of this course. The focus of this course is specific to APRN practice and prescribing medications to treat patients with mental health diagnoses. Includes the role of the PMHNP in patient assessments using diagnostic skills, interviewing techniques, and health promotion/maintenance outcomes for mental health problems and psychiatric disorders.

2.5   Relationship of the proposed course to courses offered in other institutions: A review of WKU benchmark and regional universities found that the following universities offered a PMHNP program:

- University of Louisville – MSN, DNP
- University of Kentucky – As one option in their DNP program
- Vanderbilt University – MSN, DNP
- University of South Alabama – MSN, DNP
- University of South Mississippi – MSN
- Eastern Kentucky University – MSN
- Northern Kentucky University – Only offers post MSN program

All of the programs must include content related to advanced psychiatric assessment either through a course or integration of the content into courses.

3. **Discussion of proposed course:**

3.1   Schedule type: Clinical Practicum

3.2   Learning Outcomes:

- Assess psychiatric-mental health status of child, adolescent, and young adult patients using appropriate advanced psychiatric examination skills.
- Collect and analyze patient information to generate differential diagnoses for child, adolescent, and young adult patients experiencing common mental health problems and psychiatric disorders.
- Diagnose and manage common mental health problems and psychiatric disorders with the application of evidence-based psychotherapy and psychopharmacology practice guidelines.
- Implement health promotion and disease prevention education.
- Implement psychoeducation, and health promotion/disease prevention education.
- Collaborate with other healthcare professionals to coordinate services of available resources.

3.3   Content outline:

- This is a clinical application course.

3.4   Student expectations and requirements:

- Participation in class and online discussions
- Psychiatric case presentations
- Psychiatric SOAP notes
- Completion of clinical hours with documentation

3.5   Tentative texts and course materials:

- Tusaie, K. R. & Fitzpatrick, J. J. (2013). Advanced practice psychiatric nursing: Integrating psychotherapy, psychopharmacology, and complementary and alternative approaches. New York: Springer Publishing Company
- American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Washington, DC: American Psychiatric Publishing.
- Morrison, J. R. (2014). DSM-5 made easy: The clinician's guide to diagnosis. New York: The Gilford Press.

4. Resources:
    4.1   Library resources: n/a
    4.2   Computer resources: Adequate

5. Budget implications:
    5.1   Proposed method of staffing: Current Psychiatric Mental Health Nurse Practitioner (PMHNP) Faculty
    5.2   Special equipment needed: n/a
    5.3   Expendable materials needed: n/a
    5.4   Laboratory materials needed: n/a

6. Proposed term for implementation: Summer 2015

7. Dates of prior committee approvals:

School of Nursing Graduate Committee	08/28/2014
CHHS Graduate Curriculum Committee	09/15/2014
Graduate Council	11/13/14
University Senate	

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

Contact Person: Lynette Smith, lynette.smith@wku.edu, 745-3487; Beverly Siegrist, Beverly.siegrist@wku.edu, 745-3490

1. **Identification of proposed course:**
    1.1   Course prefix and number: NURS 527
    1.2   Course title: Advanced Psychiatric Nurse Practitioner III Internship
    1.3   Abbreviated course title: Adv. Psych NP III Internship
    1.4   Credit hours: 5   Variable credit (yes or no) No
    1.5   Grade type: Pass/Fail
    1.6   Prerequisites/corequisites: Prerequisite: Admission to the Psychiatric Mental Health Nurse Practitioner program, or permission of instructor, NURS 525/526; Corequisite: NURS 511
    1.7   Course description: This is the culminating clinical experience where students demonstrate theories and roles, along with competencies for advanced psychiatric nursing practice. Students will 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. A variety of settings across the healthcare continuum will be utilized. Multidisciplinary and interprofessional collaboration, a function of the Psychiatric Mental Health Nurse Practitioner (PMHNP), is integrated into clinical experiences. Course requires 20-25 hours per week clinical time.

2. **Rationale:**
    2.1   Reason for developing the proposed course: NURS 527 Advanced Psychiatric Nurse Practitioner III Internship will be a required course for Western Kentucky University's (WKU's) Psychiatric Mental Health Nurse Practitioner (PMHNP) program. This course was previously transferred from the University of Louisville for WKU's PMHNP 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). 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. This course will assist students in diagnosing and developing age-appropriate treatment plans for patients throughout the lifespan with mental health problems and psychiatric disorders based on biopsychosocial theories, evidence-based standards of care, and practice guidelines.
    2.2   Projected enrollment in the proposed course: 12 students annually.

2.3　Relationship of the proposed course to courses now offered by the department: No other courses offer this content.

2.4　Relationship of the proposed course to courses offered in other departments: PSY 592 Psychology Internship includes some content that is covered in the introduction of this course. The focus of this course is specific to APRN practice and prescribing medications to treat patients with mental health diagnoses. Includes the role of the PMHNP in patient assessments using diagnostic skills, interviewing techniques, and health promotion/maintenance outcomes for mental health problems and psychiatric disorders.

2.5　Relationship of the proposed course to courses offered in other institutions: A review of WKU benchmark and regional universities found that the following universities offered a PMHNP program:

- University of Louisville – MSN, DNP
- University of Kentucky – As one option in their DNP program
- Vanderbilt University – MSN, DNP
- University of South Alabama – MSN, DNP
- University of South Mississippi – MSN
- Eastern Kentucky University – MSN
- Northern Kentucky University – Only offers post MSN program

All of the programs must include content related to advanced psychiatric assessment either through a course or integration of the content into courses.
The following universities include required course(s):

- Eastern Kentucky University – NSC 886 Psychiatric Mental Health Nurse Practitioner (PMHNP) Internship
- Vanderbilt University – 358A Psychiatric Mental Health Nurse Practitioner Preceptorship
- University of South Alabama – CMN 556 Adv. Family Psychiatric Nursing Practicum

3. **Discussion of proposed course:**

   3.1　Schedule type: Internship

   3.2　Learning Outcomes:
   - Assess psychiatric-mental health status of patients across the lifespan using appropriate advanced psychiatric examination skills.
   - Collect and analyze patient information to generate differential diagnoses for patients across the lifespan experiencing common mental health problems and psychiatric disorders.
   - Diagnose and manage common mental health problems and psychiatric disorders with the application of evidence-based psychotherapy and psychopharmacology practice guidelines.
   - Implement health promotion and disease prevention education.
   - Implement psychoeducation, and health promotion/disease prevention education.
   - Collaborate with other healthcare professionals to coordinate services of available resources.

   3.3　Content outline:

- This is a clinical application course.
3.4 Student expectations and requirements:
  - Participation in class and online discussions
  - Psychiatric case presentations
  - Psychiatric SOAP notes
  - Completion of clinical hours with documentation
3.5 Tentative texts and course materials:
  - Tusaie, K. R. & Fitzpatrick, J. J. (2013). Advanced practice psychiatric nursing: Integrating psychotherapy, psychopharmacology, and complementary and alternative approaches. New York: Springer Publishing Company
  - American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Washington, DC: American Psychiatric Publishing.
  - Morrison, J. R. (2014). DSM-5 made easy: The clinician's guide to diagnosis. New York: The Gilford Press.

4. Resources:
4.1 Library resources: n/a
4.2 Computer resources: Adequate

5. Budget implications:
5.1 Proposed method of staffing: Current Psychiatric Mental Health Nurse Practitioner (PMHNP) Faculty
5.2 Special equipment needed: n/a
5.3 Expendable materials needed: n/a
5.4 Laboratory materials needed: n/a

6. Proposed term for implementation: Summer 2015

7. Dates of prior committee approvals:

School of Nursing Graduate Committee	08/28/2014
CHHS Graduate Curriculum Committee	09/15/2014
Graduate Council	11/13/14
University Senate	

NURS 650
Emergency/Urgent Care I
Fall 2015

Course Number and Title: 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.

Prerequisites: Admission to the Emergency/Urgent Care Certificate Program or permission of instructor.

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. Content is specifically designed to assist the NP in preparation for the American Nurses Credentialing Center specialty certificate as an emergency nurse practitioner.

Location: MCHC Room XXXX

Faculty: Dr. X
    Office Number: MCHC XXXX
    Phone Number: XXX-XXX-XXXX
    Cell Number: XXX-XXX-XXXX
        Office Hours: Monday through Thursday 8 am to 12 noon or by appointment.

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. Utilize current evidence-based knowledge to diagnose and manage illnesses, injuries, and health concerns of patients in the ED/UC settings.
3. Develop theoretical knowledge of the role of the NP in ED/UC settings to diagnose and manage common conditions in the following conditions:
    a. Airway, breathing, and circulation
    b. Disabilities
    c. 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:
Participation in-class and on-line discussions, evaluated by rubric   30%
Paper-Comparison and analysis of current NP and emergent role in ED/UC setting.
Evaluated by rubric.   20%
Midterm & Final Exams   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: Attendance is mandatory. 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**

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)
NURS	650	EMERGENCY/URGENT CARE I

3. **Term for Implementation** (e.g., Spring 2012=201210, Fall 2012=201230)   201530

4. **Official Course Title**   EMERGENCY/URGENT CARE I

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

6. **Credit Hours**   Fixed Credit Hours: 2.00   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.)   L [ ] [ ]

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

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number

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

12. **Prerequisites** (See instructions.)

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number

   [ ] Other Admission to the Emergency/Urgent Care Certificate Program or permission of instructor.

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.)

   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.

16. **Approvals for Temporary Course Only:**

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

Office of the Registrar Use

NURS 651
Emergency/Urgent Care Clinical I
Fall 2015

Course Number and Title: 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: Prerequisite or co-requisite of NURS 650 or permission of instructor.

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.

Location: MCHC Room XXXX

Faculty: Dr. X
    Office Number: MCHC XXXX
    Phone Number: XXX-XXX-XXXX
    Cell Number: XXX-XXX-XXXX
        Office Hours: Monday through Thursday 8 am to 12 noon or by appointment.

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. 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. Triages 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 causality, 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 an 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/fall.
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: Attendance is mandatory in this course**.** This course adheres to the policies identified in the WKU School of Nursing, Graduate Student Handbook and the WKU Graduate Catalog both available online.

<div align="center">

Student Accessibility Resource Center
</div>

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in the first floor of the Downing Student Union, Room 1074. The phone number is 270.745.5004 and the email address is sarc@wku.edu. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

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)
   NURS   651   EMERGENCY/URGENT CARE CLIN I

3. **Term for Implementation** (e.g., Spring 2012=201210, Fall 2012=201230)   201530

4. **Official Course Title**   EMERGENCY/URGENT CARE CLINICAL I

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

6. **Credit Hours**   Fixed Credit Hours: 2.00   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.)   H [　] [　]

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

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
NURS	650				

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

12. **Prerequisites** (See instructions.)

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
NURS	650 [　]				

   OR Other permission of instructor.

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.)

   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.

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 _____
_____

NURS 652
Emergency/Urgent Care II
Spring 2015

Course Number and Title: 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.

Prerequisites: NURS 650 and NURS 651 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. Content is specifically designed to assist the NP in preparation for the American Nurses Credentialing Center specialty certificate as an emergency nurse practitioner.

Location: MCHC Room XXXX

Faculty: Dr. X
    Office Number: MCHC XXXX
    Phone Number: XXX-XXX-XXXX
    Cell Number: XXX-XXX-XXXX
        Office Hours: Monday through Thursday 8 am to 12 noon or by appointment.

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 including family issues.
2. Utilize current evidence-based knowledge to diagnose and manage patient injuries, illnesses and health conditions in the ED/UC settings.
3. Develop theoretical knowledge of the role of the NP in ED/UC settings to diagnose and manage common conditions in the following conditions:
    a. Chest and abdomen
    b. Neck/Back and Spine
    c. Gynecologic, genitourinary and rectal
    d. Other

Content Outline:
I.   Professional Role
      a. Direct provider of care, standards and competencies
      b. Patient Management and ethics: e.g. issues specific to families
II.   Diagnose and manage the care of patients with head, ear, nose, eye and throat conditions.
      a. Treatment of common and emergent conditions
      b. Referral

III.   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
IV.   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.
V.   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:

Participation in-class and on-line discussions, evaluated by provided rubric   40%
Paper: Analysis of family issues and role of the NP in ED/UC setting.   20%
Evaluated by provided rubric.
Midterm & Final Exams (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: Attendance is mandatory. This course adheres to the policies identified in the WKU School of Nursing, Graduate Student Handbook and the WKU Graduate Catalog, both are available online.

Student Accessibility Resource Center

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in the first floor of the Downing Student Union, Room 1074. The phone number is 270.745.5004 and the email address is sarc@wku.edu. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

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)
NURS	652	EMERGENCY/URGENT CARE II

3. Term for Implementation (e.g., Spring 2012=201210, Fall 2012=201230)   201530

4. Official Course Title   EMERGENCY/URGENT CARE II

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

6. Credit Hours   Fixed Credit Hours: 2.00   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.)   L ☐ ☐

10. Corequisites (courses required to be taken **concurrently** with this course)
Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
☐	☐	☐	☐	☐	☐

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
☐	☐	☐	☐	☐	☐

12. Prerequisites (See instructions.)
Subject Area	Course Number		Subject Area	Course Number		Subject Area	Course Number
NURS	650	☐	NURS	651	☐	☐	☐

    OR Other   permission of instructor.

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.)
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.

16. Approvals for Temporary Course Only:
    Department Head_____ Date _____
    College Dean_____ Date _____
    Graduate Dean_____ Date _____
    Provost Office_____ Date _____

NURS 653
Emergency/Urgent Care Clinical II
Spring 2016

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

Pre/Co- requisites: Prerequisites: NURS 650 and NURS 651. Corequisite: NURS 652 or permission of instructor.

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.

Location: MCHC Room XXXX

Faculty: Dr. X
    Office Number: MCHC XXXX
    Phone Number: XXX-XXX-XXXX
    Cell Number: XXX-XXX-XXXX
        Office Hours: Monday through Thursday 8 am to 12 noon or by appointment.

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. 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.   Chest & Abdomen procedures
    a. Needle thoracostomy (emergency situations, e.g. tension pneumothorax)
    b. Replaces gastrostomy tube
II.   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.
III. 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

   IV. 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/fall.

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

<center>**Student Accessibility Resource Center**</center>
In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in the first floor of the Downing Student Union, Room 1074. The phone number is 270.745.5004 and the email address is sarc@wku.edu. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

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)
NURS	653	EMERGENCY/URGENT CARE CLIN II

3. Term for Implementation (e.g., Spring 2012=201210, Fall 2012=201230)   201530

4. Official Course Title   EMERGENCY/URGENT CARE CLINICAL II

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

6. Credit Hours   Fixed Credit Hours: 2.00   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.)   H ☐   ☐

10. Corequisites (courses required to be taken **concurrently** with this course)
Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
NURS	652				

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

12. Prerequisites (See instructions.)
Subject Area	Course Number		Subject Area	Course Number		Subject Area	Course Number
NURS	650	☐	NURS	651	☐		

OR Other   permission of instructor.

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.)

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 652 Emergency/Urgent Care II.

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, 5-3487; Beverly Siegrist, 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 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
        - Add NURS 508
        - Add NURS 511
        - Add NURS 523
        - Add NURS 524
        - Add NURS 525
        - Add NURS 526
        - Add NURS 527
    - 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
~~Psychiatric Nurse Practitioner Concentration~~	**Psychiatric Mental Health Nurse Practitioner Concentration**
~~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.~~ Special Admission Requirements:	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.

~~Applicants must meet admission criteria for both the University of Louisville and WKU. University of Louisville School of Nursing will admit the student as non-degree seeking for the specialty courses. Psychiatric Mental Nursing specialty courses will be transferred to WKU allowing graduates to complete content required to sit for national certification as a psychiatric nurse practitioner. The MSN degree will be awarded from WKU.~~ *~~WKU Admission Requirements~~* 1. ~~Be a graduate of an ACEN (formerly NLNAC) or CCNE accredited BSN program with a cumulative undergraduate GPA of 3.0 on a 4.0 scale.~~ 2. ~~Submit an WKU application for admission to the Graduate College with appropriate fee.~~ 3. ~~Provide official transcripts of all undergraduate & higher education coursework.~~ 4. ~~Hold RN licensure or have applied for RN licensure in Kentucky or a nursing compact state.~~ 5. ~~Submit 3 professional references on form provided. If BSN graduated within three years, one reference must be from a program faculty.~~ 6. ~~Submit a typed, 1-2 page statement of goals.~~ 7. ~~Submit a resume.~~ 8. ~~Successfully complete an interview with graduate faculty (scheduled upon completion of above.)~~ ~~University of Louisville Admission Requirements~~ 1. ~~Submit U of L Graduate School Application and fee.~~ 2. ~~Submit transcripts of all college coursework including one verifying completion of an accredited (by ACEN (formerly NLNAC) or CCNE) baccalaureate program in nursing, with a cumulative grade point average of at least 3.0 on a 4.0 scale.~~ 3. ~~Submit at least two letters of reference from individuals who can speak of academic and/or~~	==Special Admission Requirements:== ==Document at least one (1) year of experience working with people with psychiatric-mental health conditions.==

		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	43 (45)*		Totals		**Credit Hours**	**43**

*The graduate catalog states that the current program provided in collaboration with U of L is 43 credit hours; however, the total course hours total 45 credit hours.

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.

- o 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.
- o 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.
- o 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	10/20/2014
Graduate Council	11/13/14
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, 5-3487; Beverly Siegrist, 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 NONFP 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.
   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 Master 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:
Applicants for the post-master's certificate must meet the following admission requirements
1. MSN degree from a CCNE or ACEN accredited nursing program.
2. GPA – 3.0 on a 4.0 scale.
The following application materials needs to be submitted to the Graduate School:
3. Submit a copy of your professional license(s):
   Current and unencumbered APRN and RN license in Kentucky or compact state.
4. If applicant has an undergraduate degree from an international university outside of the U.S. or if English is the applicant's second language, submit appropriate TOFEL scores (policy established by the Graduate School).
5. Submit a WKU application for admission with appropriate fee.

6. Provide official transcripts of all undergraduate and higher education coursework.
7. Provide three (3) professional references. If graduated from a BSN program within three (3) years of application, one (1) reference must be from a faculty of your program.
8. Submit a typed, 1-2 page goal statement.
9. Submit a resume highlighting past education, relevant clinical experience, scholarly endeavors and professional service.
   (a) Document one (1) year of full time RN and/or APRN clinical experience.
   (b) Document at least one (1) year of experience working with people with psychiatric-mental health conditions.
10. Successfully complete an interview with graduate faculty (scheduled upon completion of above.)

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	10/09/2014
CHHS Graduate Curriculum Committee	10/20/2014
Graduate Council	11/13/14
University Senate	
Board of Regents	

<div align="center">

Certificate Program - Create New
(Action)

</div>

Date: September 17, 2014
College: CHHS
Department: School of Nursing
Contact Person: Beverly Siegrist   beverly.siegrist@wku.edu 53490
Eve Main   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 NONFP 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:**
   - Submission of admission materials to include a current resume, goal statements, three references on form provided.
   - 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	9/18/2014
CHHS Graduate Curriculum Committee	10/20-14
Graduate Council	11/13/14
University Senate	
Board of Regents	

College of Health and Human Services
Department of Kinesiology, Recreation, and Sport
Proposal to Create a New Certificate Program
(Action Item)

Contact Persons: Evelyn Oregon, Ph.D., evelyn.oregon@wku.edu, (270) 745-2080

1. **Identification of program:**
   1.1   Program title: Intercollegiate Athletic Administration
   1.2   Required hours in program: 12 hours
   1.3   Special information: This graduate certificate is intended for students desiring to enhance their skills and experiences related to the administration of intercollegiate athletic programs.
   1.4   Catalog description: This graduate certificate is focused on the essential skills and knowledge needed for employment in the dynamic field of intercollegiate athletic administration. This 12-credit hour certificate requires the completion of the following courses: RSA 538 Facility and Event Security Management, RSA 554 Student-Athlete Development, RSA 556 Governance in Intercollegiate Athletics, and RSA 558 Compliance in Intercollegiate Athletics.
   Admission Requirements: Please refer to the university admission requirements for graduate students found in the Graduate Admission section of this catalog.

2. **Objectives of the proposed certificate program:** Professionals with qualifications and skills related to the administration of intercollegiate athletics programs are extremely employable. Intercollegiate athletics professionals are experiencing an increased emphasis on continuing education and training. This certificate will be extremely attractive for students who are beginning or continuing careers in the intercollegiate athletics discipline. The 100% online program format will allow the Department of Kinesiology, Recreation, and Sport to reach out to this potential student population and strengthen one of the largest graduate programs at WKU.

   Certificate Objectives:
   - Conceptualize the history of intercollegiate athletics and governing bodies.
   - Describe and analyze the broad scope of the Constitution and Operating Bylaws of the National Intercollegiate Athletic Association (NCAA).
   - Demonstrate competency related to the general principles governing the ethical conduct, recruiting, amateurism, eligibility (academic and general requirements) of intercollegiate athletics and the National Collegiate Athletic Association (NCAA).
   - Analyze developmental, academic, and multicultural issues associated with collegiate student-athletes
   - Assess the social, legal, ethical, economic, political and educational influence of governmental bodies on intercollegiate athletics
   - Describe and analyze the core competencies necessary to develop an ethical, integrity-based, compliant, intercollegiate athletic program.
   - Analyze the structural organization of intercollegiate athletics within the framework of higher education.
   - Demonstrate multiple ways to enhance event and facility management at the collegiate level.

3. **Rationale:**

    3.7   Reason for developing the proposed certificate program: The Bureau of Labor Statistics' Office of Occupational Statistics and Employment predicts employment of postsecondary athletic administrators to grow by 19 percent from 2012 to 2022, much faster than the average for all occupations. The proposed certificate in Intercollegiate Athletic Administration is designed in response to industry standards, trends, and needs. This certificate provides a mechanism for more specialized training for entry-level and experienced professionals alike. The certificate courses in facilities/events, student-athlete development, governance, and compliance are specifically focused on unique job competencies that will allow graduates to be more competitive in a dynamic, diverse, and competitive job market. This certificate program will provide distance-learning opportunities for both full and part-time students.

    3.8   Relationship of the proposed certificate program to other programs now offered by the department: The certificate program courses are already offered as part of the online Master of Science in Recreation and Sport Administration with a concentration in Intercollegiate Athletic Administration. The degree program and certificate will be supported by an external agreement with the National Association for Collegiate Directors of Athletics (NACDA) and the National Association of Athletic Compliance (NAAC). This certificate is modeled after the extremely successful certificate in Facility and Event Management that was created in partnership with the International Association of Venue Managers (IAVM) in 2011.

    3.9   Relationship of the proposed certificate program to certificate programs offered in other departments: There are no similar certificate programs offered by other departments at WKU.

    3.10   Projected enrollment in the proposed certificate program: 20-25 students in the initial cohort in Fall 2015

    3.11   Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): This graduate certificate program is truly cutting edge and unique. We could find no evidence of similar certificates at another university.

    3.12   Relationship of the proposed certificate program to the university mission and objectives: The purpose of this certificate program is to create more marketable professionals with qualifications and skills in intercollegiate athletic administration. These certificate courses adhere to the values and priorities of our two partnering organizations, the National Association for Collegiate Directors of Athletics (NACDA) and the National Association of Athletic Compliance (NAAC). Students pursuing the certificate will automatically become associate-student members of those organizations and will be eligible for the NAAC Compliance Education Certification program. Other benefits of membership include exceptional professional development opportunities and a vast network of intercollegiate athletics professionals. The proposed certificate aligns with the WKU Strategic Plan by creating highly skilled and engaged graduates that can compete for the best jobs in their fields around the globe. Online course delivery will allow for local, regional, national, and international marketing. The certificate will be attractive to past, current, and future students and will, therefore, positively impact graduate enrollment at WKU.

4. **Curriculum:** The 12-credit hour certificate will include the following four courses:

RSA 538 - Facility and Event Security Management (3 credits)
RSA 554 - Student-Athlete Development (3 credits)
RSA 556 – Governance in Intercollegiate Athletics (3 credits)
RSA 558 – Compliance in Intercollegiate Athletics (3 credits)

5. **Budget implications:** None. This certificate program will be operated through WKU's Division of Extended Learning and Outreach (DELO) and supported by an external agreement with the National Association for Collegiate Directors of Athletics (NACDA) and the National Association of Athletic Compliance (NAAC).

6. **Proposed term for implementation:** Fall 2015

7. Dates of prior committee approvals:

KRS Department   _____2/10/14_____

CHHS Grad Curriculum Committee   _____09/15/2014_____

Graduate Council   __11/13/14_____

University Senate   _____

Attachment: Program Inventory Form

Potter College of Arts & Letters
Department of Folk Studies and Anthropology
Proposal to Create a New Course
(Action Item)

Contact Person: Michael Ann Williams, michael.williams@wku, 745-5898

1. **Identification of proposed course:**
   1.1 Course prefix (subject area) and number: FLK 587
   1.2 Course title: Capstone Course in Public Folklore
   1.3 Abbreviated course title: Capstone Public Folklore
             (maximum of 30 characters or spaces)
   1.4 Credit hours: 1-3 hours variable credit
   1.5 Grade type: standard letter grade
   1.6 Prerequisites/corequisites: FLK 572 and permission of instructor
   1.7 Course description: Capstone course for students seeking careers in public folklore. Application of acquired theory and practice in developing a single project in public folklore.

2. **Rationale:**
   2.1 Reason for developing the proposed course: Students in the public folklore plan of the MA in Folk Studies currently have the option of a traditional thesis or an internship. Certain students, such as those with previous public folklore work experience, would benefit more from developing a single public folklore project or product rather than a supervised work situation or thesis project.
   2.2 Projected enrollment in the proposed course: 1-3 per semester
   2.3 Relationship of the proposed course to courses now offered by the department: FLK 589 Internship involves a supervised work situation. In FLK 587, the student, working under faculty direction, would independently develop a project such as a festival, exhibit, or media product.
   2.4 Relationship of the proposed course to courses offered in other departments: Courses serving as capstones exist in a number of other graduate programs such as TCHL 560 Action Research Capstone for Teacher Leaders, SPED 595 Advanced Preparation Capstone for Special Education, KIN 598 Capstone Research Experience in Exercise Physiology, PH 588 Public Health Capstone, LEAD 600 Capstone Leadership Experience, MUS 625 Graduate Capstone Project.
   2.5   Relationship of the proposed course to courses offered in other institutions: WKU is a leader in training students for careers in public folklore. No other institution offers such a course.

3. **Discussion of proposed course:**
   3.6   Schedule type: A
   3.7   Learning Outcomes: Students completing FLK 587 will
   - Demonstrate a knowledge of the practice of public folklore through the planning and implementation of a capstone project
   - Acquire professional skills and accomplishments relevant to their professional goals in public folklore

- Present a web-based summary of the skills and knowledge acquired in the capstone, emphasizing their relevance to public folklore, and give a public presentation of the results.

    3.8   Content outline: n/a

    3.9   Student expectations and requirements: Student's final project will be evaluated by a committee of three faculty members.

    3.10   Tentative texts and course materials: n/a

4.   Resources:

    4.3   Library resources: no new resources needed

    4.4   Computer resources: no new resources needed

5.   Budget implications:

    5.5   Proposed method of staffing: Current staffing adequate

    5.6   Special equipment needed: none

    5.7   Expendable materials needed: none

    5.8   Laboratory materials needed: none

6.   Proposed term for implementation: Summer 2015

7.   Dates of prior committee approvals:

Department of Folk Studies and Anthropology   September 22, 2014

Potter College Curriculum Committee   **October 9, 2014**

Graduate Council   11/13/14

University Senate

Potter College of Arts & Letters
Department of Folk Studies and Anthropology
Proposal to Create a New Course
(Action Item)

Contact Person: Michael Ann Williams, michael.williams@wku, 745-5898

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: FLK 586
    1.2   Course title: Capstone Course in Historic Preservation
    1.3   Abbreviated course title: Capstone Historic Preservation
           (maximum of 30 characters or spaces)
    1.4   Credit hours: 1-3 hours variable credit
    1.5   Grade type: standard letter grade
    1.6   Prerequisites/corequisites: Permission of instructor
    1.7   Course description: Capstone course for students seeking careers in historic preservation/museum work. Application of acquired theory and practice in developing a single project in historic preservation or museum work.

2. **Rationale:**
    2.1   Reason for developing the proposed course: Students in the historic preservation plan of the MA in Folk Studies currently have the option of a traditional thesis or an internship. Certain students, such as those with previous preservation or museum work experience, would benefit more from developing a single project or product rather than a supervised work situation or thesis project.
    2.2   Projected enrollment in the proposed course: 1-3 per semester
    2.3   Relationship of the proposed course to courses now offered by the department: FLK 589 Internship involves a supervised work situation. In FLK 586, the student, working under faculty direction, would independently develop a project such as an exhibit, public program, National Register nomination or media product.
    2.4   Relationship of the proposed course to courses offered in other departments: Courses serving as capstones exist in a number of other graduate programs such as TCHL 560 Action Research Capstone for Teacher Leaders, SPED 595 Advanced Preparation Capstone for Special Education, KIN 598 Capstone Research Experience in Exercise Physiology, PH 588 Public Health Capstone, LEAD 600 Capstone Leadership Experience, MUS 625 Graduate Capstone Project.
    2.5   Relationship of the proposed course to courses offered in other institutions: A number of graduate programs in historic preservation have capstone projects, including: University of Utah, University of Colorado, Roger Williams University, and Texas A&M.

3. **Discussion of proposed course:**
    3.1   Schedule type: A
    3.2   Learning Outcomes: Students completing FLK 586 will
           • Demonstrate a knowledge of the practice of historic preservation/museum work through the planning and implementation of a capstone project

- Acquire professional skills and accomplishments relevant to their professional goals in historic preservation
- Present a web-based summary of the skills and knowledge acquired in the capstone, emphasizing their relevance to historic preservation, and give a public presentation of the results.

    3.3   Content outline: n/a

    3.4   Student expectations and requirements: Student's final project will be evaluated by a committee of three faculty members.

    3.5   Tentative texts and course materials: n/a

4.   Resources:

    4.1   Library resources: no new resources needed

    4.2   Computer resources: no new resources needed

5.   Budget implications:

    5.1   Proposed method of staffing: Current staffing adequate

    5.2   Special equipment needed: none

    5.3   Expendable materials needed: none

    5.4   Laboratory materials needed: none

6.   Proposed term for implementation: Summer 2015

7.   Dates of prior committee approvals:

Department of Folk Studies and Anthropology   <u>September 22, 2014</u>

Potter College Curriculum Committee   **<u>October 9, 2014</u>**

Graduate Council   11/13/14

University Senate

Potter College of Arts & Letters
Department of Folk Studies and Anthropology
Proposal to Revise A Program
(Action Item)

Contact Person: Michael Ann Williams, michael.williams@wku.edu, 745-5898

1. **Identification of program:**
    1.1   Current program reference number: 069
    1.2   Current program title: Masters of Arts in Folk Studies
    1.3   Credit hours: 36

2. **Identification of the proposed program changes:**
    - Include the option of completing a capstone project (FLK 587) instead of an internship in the requirements for the Public Folklore Plan, non-thesis track.
    - Include the option of completing a capstone project (FLK 586) instead of an internship in the requirements for the Historic Preservation Plan, non-thesis track.

3. **Detailed program description:**

Plan A (Thesis Option) Degree Requirements—36 hours	Plan A (Thesis Option) Degree Requirements—36 hours

Required Courses—18 hours
The following three courses must be taken in the first year:
    FLK 577 Folklore Theory
    FLK 578 Folklore Fieldwork
    FLK 569 Folklore Genres
 Two of the following genre courses:
    FLK 561 Folk Arts and Technology
    FLK 571 Folk Narrative
    FLK 575 Folk Belief
    FLK 576 American Traditional Music
    FLK 580 Folklore Conversation and Communication
One of the following applied course:
    FLK 470G Museum Procedures and Preservation Techniques
    FLK 560 Cultural Conservation
    FLK 562 Folklore and Education
    FLK 572 Public Folklore
 	
Electives—12 hours
	Required Courses—18 hours
	The following three courses must be taken in the first year:
	    FLK 577 Folklore Theory
	    FLK 578 Folklore Fieldwork
	    FLK 569 Folklore Genres
	 Two of the following genre courses:
	    FLK 561 Folk Arts and Technology
	    FLK 571 Folk Narrative
	    FLK 575 Folk Belief
	    FLK 576 American Traditional Music
	    FLK 580 Folklore Conversation and Communication
	One of the following applied course:
	    FLK 470G Museum Procedures and Preservation Techniques
	    FLK 560 Cultural Conservation
	    FLK 562 Folklore and Education
	    FLK 572 Public Folklore
	
	Electives—12 hours

Selected with approval of advisor
 	
Thesis – 6 hours
    FLK 599 Thesis Research and Writing
 	
Exam
The student must also pass a comprehensive written examination based on course work and a program reading list.
	Selected with approval of advisor
	
	Thesis – 6 hours
	    FLK 599 Thesis Research and Writing
	
	Exam
	The student must also pass a comprehensive written examination based on course work and a program reading list.

Plan B (Public Folklore Option) Degree Requirements---36 hours
 	
Required Courses—21 hours
The following three courses must be taken in the first year:
    FLK 577 Folklore Theory
    FLK 578 Folklore Fieldwork
    FLK 569 Folklore Genres
 Two of the following genre courses:
    FLK 561 Folk Arts and Technology
    FLK 571 Folk Narrative
    FLK 575 Folk Belief
    FLK 576 American Traditional Music
    FLK 580 Folklore Conversation and Communication
These courses are required:
    FLK 562 Folklore and Education
    FLK 572 Public Folklore
 	
Choice of thesis or non-thesis track:
 	
Thesis track—15 hours
    FLK 599 Thesis Research and Writing
    9 hours of electives chosen with advisor's approval
 	
Non-thesis track—15 hours
    FLK 589 Internship (minimum 1 hour)
    14 hours of electives chosen with advisor's approval
     portfolio of professional-level work
 	
Exam
	Plan B (Public Folklore Option) Degree Requirements---36 hours
	
	Required Courses—21 hours
	The following three courses must be taken in the first year:
	    FLK 577 Folklore Theory
	    FLK 578 Folklore Fieldwork
	    FLK 569 Folklore Genres
	 Two of the following genre courses:
	    FLK 561 Folk Arts and Technology
	    FLK 571 Folk Narrative
	    FLK 575 Folk Belief
	    FLK 576 American Traditional Music
	    FLK 580 Folklore Conversation and Communication
	These courses are required:
	    FLK 562 Folklore and Education
	    FLK 572 Public Folklore
	
	Choice of thesis or non-thesis track:
	
	Thesis track—15 hours
	    FLK 599 Thesis Research and Writing
	    9 hours of electives chosen with advisor's approval
	
	Non-thesis track—15 hours
	    One of the following:
	    FLK 589 Internship (minimum 1 hour)
	    FLK 587 Capstone Public Folklore (minimum 1 hour)
	
	    14 hours of electives chosen with advisor's approval

The student must also pass a comprehensive written examination based on course work and a program reading list.	portfolio of professional-level work *Exam* The student must also pass a comprehensive written examination based on course work and a program reading list.
Plan C (Historic Preservation Option) Degree Requirements—36 hours *Required Courses—21 hours* The following three courses must be taken in the first year: FLK 577 Folklore Theory FLK 578 Folklore Fieldwork FLK 569 Folklore Genres Two of the following genre courses: FLK 561 Folk Arts and Technology FLK 571 Folk Narrative FLK 575 Folk Belief FLK 576 American Traditional Music FLK 580 Folklore Conversation and Communication Two of the following courses are required: FLK 470G Museum Procedures and Preservation Techniques FLK 464G Vernacular Architecture FLK 560 Cultural Conservation Choice of thesis or non-thesis track: *Thesis track—15 hours* FLK 599 Thesis Research and Writing 9 hours of electives chosen with advisor's approval *Non-thesis track—15 hours* FLK 589 Internship (minimum 1 hour) 14 hours of electives chosen with advisor's approval portfolio of professional-level work *Exam*	Plan C (Historic Preservation Option) Degree Requirements—36 hours *Required Courses—21 hours* The following three courses must be taken in the first year: FLK 577 Folklore Theory FLK 578 Folklore Fieldwork FLK 569 Folklore Genres Two of the following genre courses: FLK 561 Folk Arts and Technology FLK 571 Folk Narrative FLK 575 Folk Belief FLK 576 American Traditional Music FLK 580 Folklore Conversation and Communication Two of the following courses are required: FLK 470G Museum Procedures and Preservation Techniques FLK 464G Vernacular Architecture FLK 560 Cultural Conservation Choice of thesis or non-thesis track: *Thesis track—15 hours* FLK 599 Thesis Research and Writing 9 hours of electives chosen with advisor's approval *Non-thesis track—15 hours* **One of the following:** FLK 589 Internship (minimum 1 hour) **FLK 586 Capstone Historic Preservation (minimum 1 hour)** 14 hours of electives chosen with advisor's approval

The student must also pass a comprehensive written examination based on course work and a program reading list.	portfolio of professional-level work *Exam* The student must also pass a comprehensive written examination based on course work and a program reading list.

4.   **Rationale for the proposed program change:** Students in the public folklore and historic preservation plans of the MA in Folk Studies currently have the option of a traditional thesis or an internship. Certain students, such as those with previous public folklore or preservation work experience, would benefit more from developing a single preservation project or product rather than a supervised work situation or thesis project.

5. **Proposed term for implementation and special provisions (if applicable):** Summer 2015

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

      Department of Folk Studies and Anthropology   **September 22, 2014**

      Potter College Curriculum Committee   **October 9, 2014**

      Graduate Council   11/13/14

      University Senate

Office of the Registrar

COURSE INVENTORY FORM

Check One
- ☐ **Suspend Course**
- ☒ **Delete Course**
- ☐ **Reactivate Suspended Course**

1. | **Subject Area** | **Course Number** | **Course Title** |
    |---|---|---|
    | BIOL | 430G | EVOLUTION: THEORY & PROCESS |

2. **Effective Term for Course Suspension, Deletion, or Reactivation** (e.g. Spring 2012=201210, Fall 2012=201230)   201510

3. **Offering Unit** (See Table of Code Values.)   College SC   Department BIOL

General Instructions

The University Course Inventory is updated and maintained by the Office of the Registrar. The purpose of this form is to provide data necessary for deleting, suspending, or reactivating suspended courses from the inventory. The form will be prepared by the originating department and accompany course materials submitted to the Undergraduate Curriculum Committee (UCC) or Graduate Council for action. Following approval by the UCC or Graduate Council, University Senate, and Provost, course information will be entered into the Banner student information system.

Question 3   Table of Code Values

AR   Arts & Letters
99AR	Interdisciplinary/Undeclared
ART	Art
COMM	Communication
ENG	English
FLKA	Folk Studies and Anthropology
GOVT	Political Science
HIST	History
INT	International Programs
JOUR	School of Journalism and Broadcasting
MLNG	Modern Languages
MUS	Music
PHIL	Philosophy and Religion
SOCL	Sociology
THEA	Theatre and Dance

BU   Gordon Ford College of Business
99BU	Interdisciplinary/Undeclared
ACCT	Accounting
BA	Business Administration
CIS	Computer Information Systems
ECON	Economics
FIN	Finance
MGT	Management
MKT	Marketing and Sales

ED   Education & Behavioral Sciences
99ED	Interdisciplinary/Undeclared
CNSA	Counseling and Student Affairs
EALR	Educational Adm., Leadership and Research
MIL	Military Science
PSY	Psychology
TCH	School of Teacher Education

EX   Exploratory Studies
ACAD	Academic Advising and Retention
ND	Non Degree

HH   Health & Human Services
99HH	Interdisciplinary/Undeclared
ALHL	Allied Health
CD	Communication Sciences and Disorders
CFS	Family and Consumer Sciences
NURS	School of Nursing
PHY	Kinesiology, Recreation, and Sport
PUBH	Public Health
SWRK	Social Work

IS   University College
99IS	Dean's Office
AS	Academic Support
DCS	Diversity and Community Studies
GS	Liberal Arts and Sciences
HON	Honors Academy
PRST	School of Professional Studies

SC   Science & Engineering
99SC	Interdisciplinary/Undeclared
AGRI	Agriculture
AMS	Architectural and Manufacturing Sciences
BIOL	Biology
CHEM	Chemistry
CS	Computer Science
ENGR	Engineering
GEO	Geography and Geology
MATH	Mathematics
PHYA	Physics and Astronomy

October 2013

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) |
   |---|---|---|
   | BIOL | 534 | CHEMICAL ECOLOGY |

3. **Term for Implementation** (e.g., Spring 2012=201210, Fall 2012=201230)   201520

4. **Official Course Title**   CHEMICAL ECOLOGY

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

6. **Credit Hours**   Fixed Credit Hours: 3.00   Variable Credit Hours [ ] [ ] [ ]

7. **Repeat Limit** (See instructions.) 0   **Total Maximum Hours** (See instructions.) 3.00

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.)   C [ ] [ ]

10. **Corequisites** (courses required to be taken **concurrently** with this course)
Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

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
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

12. **Prerequisites** (See instructions.)
Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
[ ]	[ ] [ ]	[ ]	[ ] [ ]	[ ]	[ ]

    [ ] Other [ ]

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.)
    The study of chemical ecology emphasizes the concepts and evolution of chemical signals, the methods for identification, the mechanisms by which such signals act, their functions and applications.

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_____

Graduate Council _____   Provost _____   Banner Data _____   Evaluate_____

Chemical Ecology, Biology 534

Instructor: Dr. Bruce Schulte
Office: TCCW 359
Office Hours: By appointment (email first)
Email: bruce.schulte@wku.edu

Meeting Location	Biology
Meeting Time	TBA / Online
Prerequisites	Graduate Status
Course Description	The study of chemical ecology emphasizes the concepts and evolution of chemical signals, the methods for identification, the mechanisms by which such signals act, their functions, and applications.
Text & Other Readings	Wyatt, Tristram D. 2014. *Pheromones and Animal Behaviour: Chemical Signals and Signatures*. 2nd edition. Cambridge. Use of Text: The readings are required and may cover material not discussed during class lectures. Since the readings are required, this material may be present on the exams. Readings also will be drawn from the primary literature, websites and other authoritative sources.
Other	Web Site for the International Society of Chemical Ecology: http://www.chemecol.org/

Objectives: Students will
1) Be exposed to the subfields and theory in chemical ecology,
2) Examine the experimental study of chemical ecology,
3) Gain experience with discussing ideas and working on a presentation, &
4) Evaluate literature in the field of chemical ecology.

Learning Outcomes: from this class students should be able to
1) Explain the major concepts of chemical ecology,
2) Recognize the role of research and reading the primary literature in understanding chemical ecology, which by its nature is a cross-disciplinary field,
3) Discuss and write critically about scientific concepts in the realm of chemical ecology,
4) Formulate scientific questions and develop research approaches in chemical ecology, &
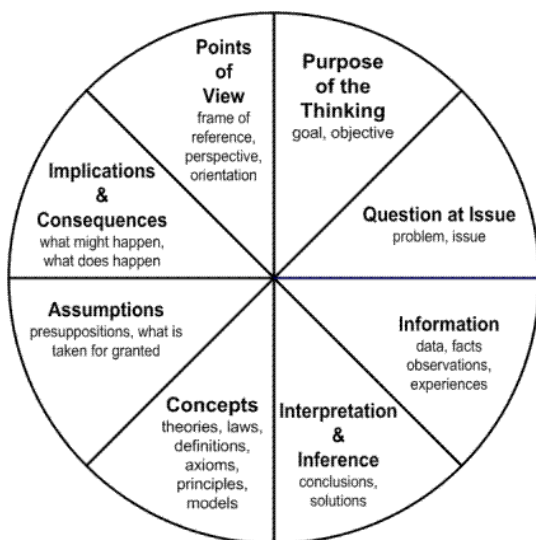5) Evaluate methods to study the behavioral aspects of chemical ecology.

Grading: 90.0 to 100% A; 80.0 to 89.9% B; 70.0 to 79.9% C; 60.0 to 69.9% D; <60.0% F

Exams	400 pts
Quizzes	100 pts
Participation in discussions/discussion boards	50 pts
Written Assignments	100 pts
Projects	100 pts
Evaluations of other student's work	50 pts
Total	800 pts

Course Information & Policies

Academic Honesty	Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure.
Engagement	Success in this course depends on regular participation and full engagement in all activities.
Civility	Students are expected to abide by the Code of Student Conduct http://wku.edu/judicialaffairs/?page_id=70
Disability	In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the: Office for Student Disability Services in Downing University Center A-200. The phone number is 745-5004; TTY is 745-3030. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the OFSDS.
Missed Exams or Assignments	Missed exams or assignments will be recorded as a grade of zero unless there is a documented emergency. If a case of documented emergency, the instructor will decide on any makeup work on a case-by-case basis.
The Learning Center	The mission of TLC is to promote student success, enhance student performance, and increase student retention at Western Kentucky University. TLC helps students enhance their academic performance and sharpen their skills to be successful Western Kentucky University graduates. See website for hours and resources: http://www.wku.edu/tlc/
Withdrawal Schedules	See Academic Calendar for summer 2014 session http://www.wku.edu/registrar/academic_calendars/

Critical Thinking Elemental Structures

When you read, think and plan a study, consider these structures and standards.

COURSE TOPICS
Overview and Terminology // Ubiquity - A Domain Level View
Humans & Chemical Signals
Functional roles for chemical signals
    Aggregation & Recruitment // Alarm Signals // Territoriality // Sexual Selection // Social Organization
Release and Detection
    Evolution // Morphological and Physiological Adaptations // Behavioral Components
Methods for Identifying and Studying Chemical Signals // Conducting a Chemical Ecology Study
Applications

PROJECTS
You will select a topic. You will delve into the primary literature (e.g., Journal of Chemical Ecology, Chemoecology, Animal Behaviour, Behavioral Ecology, Behavioral Ecology & Sociobiology, Behaviour, Ethology, Hormones & Behavior) and focus on a specific topic on which you will give a 15 minute (Tegrity) presentation with 15-25 Pptx slides. You will experimentally explore an aspect of this topic. You will discuss the basic theory involved, primary research questions / hypotheses, methods, results, and broader context. You also will discuss what research you would conduct in the system not yet completed. You will review the presentations by others.

General Framework of Power Point Presentation (each could be expanded for the 15-25 slides)
Slide 1: Title and your name, class name, semester, year
Slide 2: General introduction of topic (see what we covered in class and in relevant chapter in text)
Slide 3: More specific information on topic to lead into objective
Slide 4: Objective of study (presentation)
Slide 5: Explanation of methods
Slide 6: Further explanation of methods
Slide 7: Findings
Slide 8: More findings
Slide 9: Additional findings as needed or evaluation of process
Slide 10: Evaluation of process & recommendations
Slide 11: Applications if relevant
Slide 12: References (do not cite the text)

Strong Recommendations for a Talk
1) Memorize your talk, do not read it
2) Dress in a presentable manner & show yourself if done via Tegrity or other remote means
3) Do not distract the audience through bad posture, "playing with objects", using filler words ("ok", "uh")
4) Use pictures, video clips, or graphs (as relevant) on each slide
5) Do not write in sentences – use brief bulleted text; you want your audience to listen, not read
6) Use simple colors / backgrounds
7) Avoid "cute" phrasing / titles and too much animation

Rubric for Success
F – Fail to complete the assignment on time or done on time but very shoddily
D – A very wordy, not well rehearsed presentation with minimal content
C – Good content, nice use of bulleted text; not read. The talk is reasonably well organized and rehearsed
B – Very well constructed, minimal text, good use of pictures / graphs, data / primary literature evident
A – All of above, plus even less text, more data, smoothly organized and rehearsed – a pleasure to watch and
    to hear as well as scientifically sound, relevant and interesting. It will be obvious that the individual
    understands the material and enjoyed learning about it and presenting it. The overuse of animation
    (especially that of questionable "humor") and "glitter" detracts from such a presentation and would result
    in a lower grade. Individual answers questions clearly and intelligently.

University College
Honors Academy
Proposal to Create a New Academic Degree Type
(Action Item)

Contact Person: Clay Motley, clay.motley@wku.edu, 745-3171

1. **Identification Academic Degree Type:**
    1.8   Academic degree type name: Master of Philosophy
    1.9   Standard degree type abbreviation: M.Phil.
    1.10   Catalog description of academic degree type:
            The Master of Philosophy (M.Phil.) is intended for students in the Honors College at WKU who
            wish to earn a research-focused graduate degree concurrently with their bachelor's degree. It is
            designed to develop advanced skills in carrying out independent research through 30 hours of
            graduate coursework, including a six-hour thesis. The program is designed for students who
            intend to pursue advanced graduate or professional degrees after graduation.

2. **Rationale:**
    2.1   Reason for developing the proposed academic degree type:
       The M.Phil. degree type is intended to serve a relatively small number of Honors
            College students who will benefit from concentrated graduate coursework and research skills that
            are earned concurrently with their undergraduate degree, thus better preparing them for admission
            to and success in highly competitive graduate and professional programs. All M.Phil. programs
            will be initiated by a department or departments who wish to offer it and create an approved 30-
            hour JUMP.
            Honors College students demonstrate a strong likelihood to continue on to graduate or
            professional school after completing their baccalaureate at WKU, with 65% of 2014 graduates
            admitted to graduate or professional programs. Since 2011, Honors College graduates have been
            accepted to programs at Harvard University, Yale University, Oxford University, Cambridge
            University, Columbia University, Cornell University, MIT, University of Chicago, and many
            more. Thus, the M.Phil. addresses a specific interest and need for a subset of Honors College
            students who wish to gain graduate-level knowledge and skills while also completing their
            baccalaureate requirements.

            Further, many Honors students have the curricular flexibility that would allow them to complete
            the M.Phil. requirements concurrently with their baccalaureate degree. In Fall 2014, new students
            enrolling in the Honors College earned an average of 13 hours of college credit prior to starting
            their first semester at WKU. Some students earn many more; in fact, based on hours toward
            graduation, 13 first-time, first-year Honors students started the Fall 2014 semester as Juniors, and
            70 first-time, first-year Honors students started the Fall 2014 semester as Sophomores. We
            anticipate the M.Phil. appealing most to students with significant curriculum flexibility.
            While a single department may offer an M.Phil., multiple departments, even in different academic
            colleges, can collaborate to create an interdisciplinary M.Phil. program, thus increasing

interdisciplinary programs at WKU and increasing opportunities for interdisciplinary teaching and collaboration.

The M.Phil. will increase the number of students enrolled in WKU graduate courses and the number of graduate degrees conferred by WKU.

None of WKU's peer institutions and no universities in Kentucky offer a program similar to the one proposed. The opportunity to earn two degrees in four years and take more graduate courses as an undergraduate will be a distinctive recruiting advantage for WKU and the Honors College.

2.2   Document need for academic degree type for professional certification, program accreditation, licensure, career advancement, and/or higher education in the academic field:

The specific academic need for M.Phil. programs will vary depending on the department or departments choosing to offer the M.Phil. For example, the Department of Kinesiology, Recreation, and Sport is proposing an M.Phil. program in Sports Science to help prepare their graduates for admission to highly competitive Physical Therapy programs. Future departments designing an M.Phil. program will likely have different academic needs.

Generally, Honors College students have a strong need for preparation for admission to competitive graduate and professional programs, and many have the curricular flexibility and academic interests to pursue an M.Phil. degree while completing their baccalaureate degree (as detailed in 2.1). It is important to emphasize that the M.Phil. is not intended for all Honors College students; it is designed for a small subset of students with the curricular flexibility and academic desire to earn an M.Phil. concurrently with their baccalaureate degree. Some students may prefer to double or triple major, but some will prefer the depth of concentrated study and preparation an M.Phil. program would offer.

2.3   List other universities in Kentucky and other states (including programs at benchmark institutions) offering this academic degree type:

No other universities in Kentucky nor WKU's benchmark institutions offer an M.Phil. degree. In fact, only six universities in the United States offer an M.Phil. (College of the Atlantic, Columbia University, CUNY, University of Pennsylvania, University of Utah, and Yale University), and there is not a common curriculum or purpose for these differing graduate programs.

A strength of the M.Phil. is its distinctiveness as a JUMP program designed to be completed by Honors College students in four years, concurrently as they complete their baccalaureate requirements, with a focus on preparation for further graduate study. This should be a recruiting advantage for WKU and the Honors College, as well as a benefit to students.

2.4   Evidence that this academic degree type is recognized by relevant professional organization(s), regional accreditor (s), and/or the Department of Education:

The U.S. Department of Education lists the M.Phil. in its official list of Master's Degrees.

The M.Phil. degree is offered by several national universities (named above).

As cited in 2.3, there are currently six universities in the United States offering an M.Phil. degree. These universities do not each have the same purpose or curriculum for their M.Phil. degrees. However, at each university an M.Phil. is a graduate degree, often designating the recipient's intent for advanced graduate study.

2.5   Relationship of the proposed degree type to other academic degree types now offered by the university:

An M.Phil. degree program may be proposed by a department or set of departments. It must be approved by the dean(s) of the college(s), the Executive Director of the Honors College, the Dean of the Graduate School, the Graduate Council, the University Senate, and the Provost. A department, if it chooses, may offer the M.Phil. and a MA/MS; however, these are distinct

degrees, as the M.Phil. will always be a JUMP designed for Honors College undergraduates. The M.Phil. will increase the number of students taking graduate courses in a given department and increase the number of graduate degrees granted by WKU; it will provide a potential increase of highly qualified students for a department's graduate courses and faculty.

2.6   Current WKU major(s) qualifying for this degree type:

Any department or group of departments willing to create and make available the requisite number of graduate course needed to satisfy the requirements of the JUMP are eligible. Currently, the Department of Kinesiology, Recreation, and Sport has created a formal proposal for a Master of Philosophy degree in Sports Science.

2.7   Projected number of annual graduates in the proposed degree type:

Ten (10) annual graduates, although it will take several years to build up to this number. This number is based on the following: the Honors College graduated 168 students in AY 2013-14, and we anticipate graduating 200 students in AY 2014-15. Currently, about 45% of Honors graduates choose the Capstone Experience/Thesis option (CE/T), but we estimate the number will be at least 50% in a year. If 10% of students choose the M.Phil. option instead of the CE/T option, then there will be about 10 M.Phil. graduates annually.

3. Proposed term for implementation: Fall 2015

4. Dates of prior committee approvals:

Honors Academy	September 10, 2014
University College Curriculum Committee	October 24, 2014
Consultation with CPE through Provost's Office	
Undergraduate Curriculum Committee (if applicable)	
Graduate Council (if applicable)	**PULLED**
University Senate	
Board of Regents	

Revise A Program
(Action)

Date: October 9, 2014
College: University College
Department: School of Professional Studies
Contact Person: John Baker, john.baker1@wku.edu, 745-5149

1. Identification of program:
     1.1   Reference number: 467
     1.2   Program title: Master of Arts in Organizational Leadership

2. Proposed changes:
     2.1 ☐ title:

     2.2 X admission criteria: revise to WKU Graduate School admission

          requirements and add alternative admission requirements

     2.3 X curriculum: increase core from 15 to 18 credit hours; add class

         options
               Course added to the core options:
                    LEAD 540
                    LEAD 550
                    LEAD 560
               Courses added to electives:
                    COMM 531
                    EDFN 500
                    LEAD 540
                    a) LEAD 550
                    LEAD 560
                    LEAD 575
                    LEAD 598
                    PS 520
                    SOCL 513
     2.4 ☐ other:

    3.   **Detailed program description:**

Current Core Requirements of the MA in Organizational Leadership	Proposed Core Requirements of the MA in Organizational Leadership
Core of required courses – 15 hours	**Core of required courses – 18 hours**
LEAD 500 Effective Leadership Studies (3)	LEAD 500 Effective Leadership Studies (3)
LEAD 525 Leadership Ethics (3)	LEAD 525 Leadership Ethics (3)
EDFN 500 Research Methods (3) OR SOCL 513 Methods of Social Research (3)	EDFN 500 Research Methods (3) OR SOCL 513 Methods of Social Research (3) **OR** **LEAD 560 Applied Research Methods in** **Organizational Leadership (3)**

COMM 531 Global Leadership
          Communication (3)
 OR
 PS 520 Elements of Public Administration (3)
 OR
 LEAD 575 Special Topics in Leadership (3)
	Select two of the following (6):
	 COMM 531 Global Leadership (3)
	          Communication
	 PS 520 Elements of Public Administration (3)
	 LEAD 575 Special Topics in Leadership (3)
	 LEAD 540 Leading Teams (3)
	 LEAD 550 Leadership in Global Contexts (3)

LEAD 600 Capstone Leadership Experience (3)	LEAD 600 Capstone Leadership Experience (3)
	With the approval of the instructor and based on prior academic experience, career aspirations, and/or matriculation concerns, students may select other electives.

Electives in the MA Organizational Leadership
General Electives (12hours – decreased by three hours)
ADED 611 Adult Development and Learning AMS 520 Resource Management AMS 671 Quality Management BA 505 Survey of Accounting Principles BA 592 Special Topics In Business CNS 555 Social and Cultural Diversity CNS 585 Leadership and Administration in Student Affairs COMM 561 Multinational Business Communication COMM 565 Communication and Conflict **COMM 531 Global Leadership Communication** COMM 587 Mediation and Negotiation in Intercultural Settings **EDFN 500 Research Methods** GEOG 525 Seminar in Political Geography GERO 501 Interdisciplinary Perspectives on Aging GERO 503 Policy Foundations of Aging Services HCA 540 Health Care Organization and Administration **LEAD 540 Leading Teams** **LEAD 550 Leadership in Global Contexts** **LEAD 575 Special Topics in Leadership** **LEAD 560 Applied Research Methods in Organizational Leadership** **LEAD 598 Independent Study in Organizational Leadership** **PS520 Elements of Public Administration** PS 538 Ethics and Bureaucracy PS 541 Public Personnel Administration GWS 625 Women and Leadership **SOCL 513 Methods of Social Research** **With the approval of the instructor and based on prior academic experience, career aspirations, and/or matriculation concerns, students may select other electives.**

Current Admission Requirements	**Proposed Admission Requirements**
Students seeking admission to the MA in Leadership Studies have several options: 1. Submit GRE scores and meet GAP requirements; 2. Submit GMAT scores of at least 400 and an overall undergraduate grade point average	**Students seeking admission to the MA in Organizational Leadership must have a baccalaureate degree from a regionally accredited university or college and a 2.75 overall GPA.**

of 2.75/4.0; 3. Seek alternative admission through successful completion of 12 hours of class work associated with completion of the Graduate Leadership Certificate (GRE or GMAT required if within three years of completing undergraduate degree); 4. GRE requirement waived for students more than three years out from undergraduate degree - admission based on documentation of completion of bachelor's degree from an accredited institution with cumulative undergraduate GPA of 2.75 AND 3.0 GPA in the last 30 hours of course work (counting all course work, undergraduate and graduate) along with: (a) Letter of intent; (b) Three (3) letters of reference.	**Students who have a baccalaureate degree from a regionally accredited university or college and an overall GPA of 2.5 to 2.74 may apply for an alternative admission. The alternative admission occurs through a holistic evaluation of the candidate's body of academic and professional experiences. Candidates who apply for an alternative admission must submit a resume and any other credentials that verify their professional experiences. Students admitted under the alternative admission requirements are conditionally admitted and must achieve a 3.0 GPA in the first six credits of graduate courses.**

4. **Rationale for the proposed program change:** Increasing the core from 15 to 18 hours is a natural progression from program growth and curricular development. Leadership Studies now has curricula for a stronger LEAD core that will better serve students by ensuring course availability, decreasing degree completion time, increasing retention, and pedagogically strengthening the degree. Adding COMM 531, EDFN 500, LEAD 540, LEAD 550, LEAD 575, LEAD 560 LEAD 598 and PS 520 increases elective options that complement core classes. LEAD 598 (available Spring 2015) and LEAD 560 (available Fall, 2015) are new courses. The revised admission requirements reflect WKU's Graduate School admission requirements and better serve the non-traditional student population.

5. **Proposed term for implementation:** Winter, 2015

6. **Dates of committee approvals:**

    School of Professional Studies   October 9, 2014

    UC Graduate Curriculum Cmte   October 24, 2014

    Graduate Council   ___11/13/14_____

    University Senate   _____

<p style="text-align:center;">**Create a New Course**
(Action)</p>

Date: October 10, 2014
College, Department: University College, School of Professional Studies
Contact Person: John Baker, john.baker1@wku.edu, 745-5149

1. Proposed Course:
1.1 Course prefix (subject area) and number: LEAD 560
1.2 Course title: Applied Research Methods in Organizational Leadership
1.3 Abbreviated course title: Applied Res Meth in Org Lead
1.4 Credit hours: 3
1.5 Variable credit (no)
1.6 Repeatable (no)
1.7 Grade type: standard letter grade
1.8 Prerequisites: none.
1.9 Corequisites: none
1.10 Course description: This course examines applied research methods used to develop solutions to questions and issues faced by leaders in organizations.
1.11. Course equivalency: none

2. Rationale:
2.1 Reason for developing the proposed course:

There is currently a void in the Organizational Leadership curriculum in the area of research methods. Courses presently used for this requirement are from other departments and the availability, modality, and content are not always well suited to Organizational Leadership students. Students in Organizational Leadership would be best suited by a course that teaches both qualitative and quantitative methods from a more applied perspective. Additionally, the proposed course would focus on researching questions generated by leaders within leadership contexts. This course supports WKU's mission to prepare students to be socially responsible citizen-leaders as it focuses on providing leaders needed tools to make better-informed decisions. The proposed course supports the strategic goals of fostering academic excellence by promoting research, creativity and scholarly activity. The projected enrollment is 25 to 30 per semester based upon current and projected Organizational Leadership program enrollments.

2.2 Relationship of the proposed course to other courses at WKU:

There are other research methods courses at WKU that focus on providing the needed methodologies for their specific programs. Examples include EDFN 500, Research Methods (for educators), SOCL 513, Quantitative Methods in Social Research, and AMS 571, Research Methods in Technology Management. This proposed research methods course provides Organizational Leadership students with methodologies, techniques, and practices better suited to help leaders make decisions building upon program content. In addition, other universities that have Organizational Leadership programs have program-specific research methods courses. Examples include:

University of San Diego: LEAD 549, Research Methods
Gonzaga University: ORGL 501, Methods of Organizational Research
Regent University: LMOL 603, Organizational Research, Analysis & Problem Solving

3. Discussion of proposed course:
3.1 Schedule type: L
3.2 Learning outcomes:

- Understand and develop skills retrieving information from electronic and non-electronic sources;
- Understand how to retrieve and analyze data from an existing database or create a database;
- Develop practical research strategies and conduct qualitative and quantitative research related to organizational problems;
- Understand how to use electronic spreadsheets for research;
- Understand ethical issues related to conducting research;
- Understand the role of research to support a leader's effectiveness.

3.3 Content outline:
- Overview of research in Organizational Leadership
- Introduction to research design for Organizational Leadership
- Reviewing the Organizational Leadership literature
- The role and use of theory in Organizational Leadership
- Spreadsheet modeling and data analysis for Leadership research
- Research methods for Leadership
  - o Survey and observational studies
  - o Experimental (and quasi experimental) design
  - o Identification and analysis of secondary data
  - o Qualitative research
- Writing research reports and papers
- Ethical issues in applied research

3.4 Student expectations and requirements: Student expectations may include reading assigned academic journal articles and text materials, participating actively in class discussions, leading class discussions on assigned topics, completing research projects using data to answer organizational leadership questions, completing written reviews of literature, and conducting analyses of organizational leadership case studies. A midterm, final exam and term research project may assess student understanding of course content.
3.5 Tentative texts and course materials:
Cresswell, J. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: Sage Publications.
Schwab, D.P. (2005). *Research Methods for Organizational Studies*. Lawrence Erlbaum: Bingham, NY.

Klein, K.J., & Kozlowski, S.W. (2000). *Multilevel Theory, Research, and Methods in Organizations: Foundations, Extensions, and New Directions.* San Francisco: Jossey-Bass.
Cassell, C. & Symon, G. (2004). *Essential Guide to Qualitative Methods in Organizational Research*. Thousand Oaks, CA: Sage.

4. Budget Implications:
4.1 Proposed method of staffing: this class will be taught by current Organizational Leadership faculty.
4.2 Special equipment, materials, or library resources: none.

5. Term for implementation: Fall 2015

6. Dates of committee approvals:

Department	October 10, 2014
University College Curriculum Committee	October 24, 2014
Graduate Council	11/13/14
University Senate	

The Graduate School
Catalog Revision
(Information Item)

Contact Person: Carl Fox, carl.fox@wku.edu , 5x2446

1. **Identification of catalog revision: Alternate Admission**

2. **Catalog statement existing:**
   Alternate Admission
   Applicants who do not meet admission requirements may pursue alternate admission. In that process, the admission decision may be based upon consideration of accomplishments and qualifications as evidenced by a professional portfolio consisting of the record of vocational attainment and recognition; a statement of goals indicating commitment to pursue graduate education; letters of support from instructors, co-workers, or work supervisors; scholarly papers and/or projects; and any other supportive materials. This additional information is considered by an academic college alternate admission committee and may result in one of three recommendations: full admission to the Graduate School; conditional admission (full admission to be based upon performance in specified undergraduate/graduate course work); or denial of admission. Some departments may have more specific guidelines on alternate admission materials.

   Appeal requests for admission requirements for the specialist or doctoral degree program should follow the procedure outlined above for the master's program.

3. **Catalog statement proposed:**
   Alternate Admission
   Applicants who do not meet admission requirements may request alternate admission whereby background and experience are considered by the academic program and Graduate School. Academic departments may have more specific guidelines on alternate admission requirements.

4. **Rationale for revision:**
   Minimize detail to allow alternate admission requirements to be defined by the academic programs.

5. **Impact of revision on existing academic or non-academic policies:**
   None

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

The Graduate School
Catalog Revision
(Information Item)

Contact Person: Carl Fox, carl.fox@wku.edu , 5x2446

1. **Identification of catalog revision: Research Tool Requirement**

2. **Catalog statement existing:**
    Research Tool Requirement
    For those students who choose programs that allow course work in lieu of the foreign language requirement, a minimum grade of B must be attained for the research tool. The research tool is included in the grade point average. Research tool requirements must be met prior to attaining admission to candidacy. The research tool should be completed within the first 15 hours of the graduate program.
    Students may choose to complete the research tool requirement by taking a foreign language examination. The foreign language application must be filed and approved prior to the completion of the examination. Applications for the foreign language examination are available at www.wku.edu/graduate/documents, in the Graduate School, or in the Department of Modern Languages & Intercultural Studies.

3. **Catalog statement proposed:**
    Research Requirement
    All graduate programs must ensure student engagement in research and/or appropriate professional practice and training experience. This requirement is defined by the individual academic programs and may include such experiences as completion of a research tool course, successful completion a foreign language examination, publication of a thesis, professional practice experience, etc.
    * *For the 2014-2015 academic year and prior, students enrolled in a degree program which defines a specific course as the research tool requirement must earn a grade of "B" or better in that course.*

4. **Rationale for proposed revision:**
    Align with SACSCOC Standard 3.6.2 which states, "The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences."

5. **Impact of proposed revision on existing academic or non-academic policies:**
    Research requirement may now be defined by the programs in multiple ways rather than requiring programs to specify an individual course as a research tool.

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

The Graduate School
Catalog Revision
(Information Item)

Contact Person: Carl Fox, carl.fox@wku.edu , 5x2446

1. **Identification of catalog revision: Standardized Examination Scores**

2. **Catalog statement existing:**

Standardized Examination Scores
Individual programs may have more stringent requirements than the Graduate School, but all students must meet the minimum Graduate School requirements to be considered for admission. Any program with established, Graduate Council approved admission guidelines that rely on other metrics may continue to utilize them.
Registration materials for the GRE and GMAT are available at the Counseling and Testing Center, the Graduate School, [http://www.gre.org], or [http://www.mba.com/], or by calling 1 (800) 473-2255.

Graduate Record Examination (GRE)
The GRE General Test measures the verbal and quantitative reasoning, critical thinking and analytical writing skills. If required by the program the student is applying to, standardized test scores must be received by the Graduate School prior to admission. In these cases, the admission decision will be based upon the undergraduate transcript, the GRE score, and other materials required by the program to which the student is applying.
If a student has a master's degree from an accredited institution in a field of study related to the desired program, the student may request that the completed master's degree be considered as a substitute for the GRE General Test. Each program has the discretion to approve this exception to the GRE requirement. Furthermore, each program has the discretion to utilize a GAP score for admission consideration. Programs that do not approve exceptions to the GRE require the following minimum admissions criteria:

	GRE		
	prior to 10/1/02	*10/1/02-8/1/11*	*after 8/1/11*
Masters	defined by program	defined by program	139 (V), 139 (Q)
Specialist	1250 (V,Q,A) or 3.5+ GPA in Masters	850 (V,Q), 4.0 writing or 3.5+ GPA in Masters	142 (V), 142 (Q)
Doctoral	-	-	145 (V), 145 (Q), 4.0 writing
	GAP		
Masters	3500	2200	550
Specialist	-	-	555, 4.0 Writing or 3.5+ GPA in Masters
Doctoral	3500	2200	600

GAP Score Calculations
after 8/1/11
(GRE-V + GRE-Q) + (Undergraduate GPA x 100)
10/1/02-8/1/11
(GRE-V + GRE-Q) x Undergraduate GPA
prior to 10/1/2
(GRE-V + GRE-Q + GRE-A) x Undergraduate GPA

For example, a GRE score of 290 (145 on Verbal + 145 on Quantitative) and a grade average of 3.5/4.0 would produce a GAP score of 640, calculated as 290 + (3.5 * 100). It is important to note that GRE scores in each area must be at the minimums or above. For example, a score of 135 on the Verbal section and of 150 on the Quantitative section would disqualify admission regardless of the GAP score calculated because one score is below the minimum threshold. Because the calculated GAP score is a summation of the combined GRE scores and undergraduate (or graduate) grade point average multiplied by 100, both the GRE and transcript record are essential for making an admission decision. The GRE General Test also includes a writing component; some programs have established a minimum Analytical Writing score requirement.

GMAT Score

Admission decisions to the Master of Business Administration are based upon the scores of the Graduate Management Admission Test. The requirements for general admission to the MBA program are a 500 total GMAT test score and a GAP score of 1100 [GAP = GMAT total scaled score + (Undergraduate GPA x 200)].

Other Standardized Tests

It is recognized that other exams exist and that scores from these alternatives are often used in lieu of GRE and GMAT results. The decision to use these instruments, along with the minimum scores, should be approved by Graduate Council as an alternative admission procedure.

3. **Catalog statement proposed:**
    Standardized Examinations
    The Graduate School does not require any standardized examination for admission to the University; however, standardized examinations (such as the GRE, GMAT, etc.) may be required for admission to specific degree or certificate programs. Applicants should review the requirements for each graduate program before submitting an application. If required, standardized test scores must be received by the Graduate School as part of the application.

4. **Rationale for proposed revision:**
    Clarify that standardized tests are not required for admission to the Graduate School, but rather are requirements defined by the academic programs.

5. **Impact of revision on existing academic or non-academic programs/policies:**
    No admission criteria is being revised; but rather the reference to the score information is being replaced with the actual score information. The GAP calculation will also be noted under each program for clarity.
    Five graduate programs currently reference this score information:
    0010 Doctor of Education
    0454 MS Kinesiology
    072 MS Geoscience
    0416 Certificate Teaching English to Speakers of Other Languages (TESOL)
    069 MA Folk Studies.

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