

Western Kentucky University
Office of the Dean
745-2446

REPORT TO THE UNIVERSITY SENATE

DATE: November 2010

FROM: Graduate Studies and Research

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

I. Temporary Course

- ELED 572 Math and Technology Methods for Diverse Learners*
- ELED 573 Math and Technology Assessment and Intervention*
- EDFN 724 Leadership in Community and Technical Colleges*
- GEOS 539 Advanced Atmospheric Modeling*

II. Create a New Course

- EDLD 800 Maintain Matriculation
- ECON 445G Economics of Healthcare
- MATH 510 Intermediate Statistics
- COMM 528 Communication in the Non-Profit Sector
- COMM 568 Communication and Organizational Identification
- ENG 430G 19th Century American Literature
- ENG 468G Early Modern English Literature
- ENG 478G Visiting Writer Summer Workshop
- MUS 540 Choral Union
- MUS 541 University Choir
- MUS 544 University Orchestra
- MUS 545 Chamber Singers
- MUS 547 Marching Band
- MUS 548 Band
- MUS 549 Chamber Music
- MUS 550 Applied Music Secondary
- MUS 553 Applied Music Principal
- MUS 571 Jazz Ensemble
- MUS 574 Opera Theatre
- PE 507 Sport in Multicultural Society
- PE 513 Coaching Theory
- PE 516 Administrative Practice in KRS
- NURS 601 Orientation to Doctor of Nursing Practice
- NURS 620 Advanced Biostatistics
- NURS 630 Advanced Epidemiology
- NURS 700 Healthcare Leadership and Organizational Theory
- NURS 701 Leadership in Health Policy
- NURS 712 Evidence-based Practice
- NURS 714 Economic and Financial Influences in Healthcare Delivery Systems
- NURS 740 Technology in Healthcare

NURS 750 Program Development and Evaluation in Healthcare
NURS 755 Quality Improvement in Healthcare
NURS 765 Institutional Review Board Process in Nursing
NURS 780 Clinical Practicum

III. Reactivate a Suspended Course

COMM 570 Seminar in Communication
RELS 510 Seminar in Religious Literature
RELS 520 Seminar in Religious History
RELS 530 Seminar in Religious Thought

IV. Multiple Revisions to a Course

MATH 504 Computer Applications to Problems in Mathematics
GEOG 431G Dynamic Meteorology
GEOG 522 Seminar in Physical Climatology
ENG 410G Theories of Rhetoric and Composition
ENG 457G Modern British Literature
ENG 460G Literary Criticism: Historical Perspectives I
ENG 487G Dante—*The Divine Comedy*
ENG 497G Women's Fiction

V. Revise a Course Title

MATH 514 Applications and Modeling for Secondary Teachers
ENG 484G The Romantic Movement

VI. Revise a Course Catalog Listing

MATH 501 Introduction to Probability and Statistics I
RELS 510 Seminar in Religious Literature
RELS 520 Seminar in Religious History
RELS 530 Seminar in Religious Thought

VII. Revise Course Prerequisites

GEOS 533 Seminar in Synoptic Meteorology
GEOS 537 Seminar in Mesoscale Meteorology
GEOS 538 Seminar in Physical Meteorology
NURS 520 Teaching in Schools of Nursing
NURS 528 Leadership & Management in Nursing Administration

VIII. Change Course Prefix

Department of Kinesiology, Recreation & Sport

IX. Suspend a Course

ENG 483G The English Renaissance
ENG 485G The Seventeenth Century
ENG 496G Women's Poetry
ENG 498G Robert Penn Warren Seminar

X. Delete a Course

ENG 494G Kentucky Literature
ENG 462G Topics in Contemporary Literary Theory

MUS 440G Choral Union, MUS 441G University Choir, MUS 444G University Orchestra, MUS 445G Chamber Singers, MUS 448G Band, MUS 449G Chamber Music, MUS 450G Applied Secondary, MUS 453G Applied Principal, MUS 471G Jazz Ensemble

XI. Create a New Academic Degree Type
Doctor of Nurse Practice

XII. Create a New Major Program
Doctor of Nursing Practice

XIII. Revise a Program
MAE Biology Education, Ref. #054
MAE Chemistry Education, Ref. #061
MA Mathematics, Ref. #049
MS in Geoscience, Ref. #072
MAE Art Education for Teacher Leaders, Ref. #055
MAE in History, major or minor, Ref. #'s 111 or 017
MAE in Music, Ref. #089
MS in Physical Education, Ref. #090
Master of Science in Nursing, Ref. #149, Primary Care Nurse Concentration
Master of Science in Nursing, Ref. #149
Master of Public Health, Ref. #152

XIV. Suspend a Program
MSN Ref. #149 Occupational Health Nurse Concentration

XV. Delete a Program
MAE Economics Education, Ref. #082
Master of Arts in Education, Music Minor, Ref. #022

XVI. Revise a Certificate
Geographic Information Sciences, Ref. #203
Teaching English to Speakers of Other Languages, Ref. #0416

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a Temporary Course
(Information Item)**

Contact Person: Janet Tassell, janet.tassell@wku.edu, 270-745-5306

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: ELED 572
- 1.2 Course title: Math and Technology Methods for Diverse Learners
- 1.3 Abbreviated course title: Math & Tech Meth Div Learners
- 1.4 Credit hours: 3
- 1.5 Schedule type: L
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: Focuses on increasing elementary teachers' knowledge of mathematics and technology pedagogy, diversity of learners specific to math and technology initiatives in the school, and current research on technology and mathematics pedagogy in meeting the needs of diverse learners.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: This course will be a critical component of the Math and Technology Leadership Academy that was approved and funded as part of a three-year Toyota grant award. A cohort group of eighteen teachers will complete this second course in the spring of 2011. This course will be part of a three-course sequence.
- 2.2 Relationship of the proposed course to courses offered in other academic units:

MATH 500 Readings in Mathematics offers students opportunities to investigate current research in mathematics and MATH 504 Computer Applications to Problems in Mathematics teaches computer techniques and solutions of problems in mathematics including calculus, applied statistics, simulation, linear programming, game theory and linear algebra. However, ELED 572 focuses more broadly on research and readings specific to mathematics, technology, and pedagogy for diverse learners. The above listed courses go beyond the scope of the proposed ELED 572 course in terms of course objectives as they relate to depth of math and technology content and the overall focus of the preparation (i.e., fields of business, engineering, computer programming). Additionally, ELED 572 has "diversity" requirements not included in any of the courses listed above related to field experiences, development of curriculum specific to mathematics and technology integration, and diverse learners at the elementary school level.

3. Description of proposed course

- 3.1 Course content outline
 - Knowledge of mathematics and pedagogy for diverse learners
 - Current research in math pedagogy for diverse learners
 - Common Core Standards
 - Knowledge of technology and pedagogy for diverse learners
 - Current research in technology pedagogy for diverse learners
 - Standards: NETS-S
 - Development of understanding of diversity as related to instruction in math and technology
 - Current research in diversity in education
 - Broad spectrum of diversity

- Diversity in Math – Elementary Math Specialist Standards
- Diversity in Technology – NETS-T, NETS-Leaders, and LoTi
- Program evaluation for math and technology diversity at school
- How are parents involved in supporting diversity?
- How are administrators involved in supporting diversity?
- What are appropriate roles in educating diverse learners?
- How are you a leader in your school in supporting diverse learners?

3.2 Tentative text(s)

Bender, W. N. (2010). Differentiating math instruction: Strategies that work for K-8 Classrooms. 2nd ed. Thousand Oaks, CA: Corwin.

Germaine-McCarthy, Y., Owens, K. (2005). Mathematics and multi-ethnic students: Exemplary practices. Larchmont, NY: Eye on Education.

Roblyer, M. D., Doering, A. H. (2010). Integrating educational technology into teaching. 5th ed. Boston: Allyn & Bacon.

Tucker, B. F., Singleton, A. H., and Weaver, T. L. (2006). Teaching mathematics to all children: Designing and adapting instruction to meet the needs of diverse learners. 2nd ed. Princeton, NC: Merrill.

4. Second offering of a temporary course (if applicable)

- 4.1 Reason for offering this course a second time on a temporary basis:
- 4.2 Term course was first offered:
- 4.3 Enrollment in first offering:

5. Term of Implementation: Spring 2011

6. Dates of review/approvals:

School of Teacher Education:	<u>8/19/2010</u>
CEBS Curriculum Committee	<u>9/7/2010</u>
CEBS Dean	<u>9/17/2010</u>
Graduate College	<u>10/14/10</u>
Provost:	<u></u>

Attachment: Course Inventory Form

Proposal Date: 5-21-2010

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a Temporary Course
(Information Item)**

Contact Person: Janet Tassell, janet.tassell@wku.edu, 270-745-5306

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: ELED 573
- 1.2 Course title: Math and Technology Assessment and Intervention
- 1.3 Abbreviated course title: Math/Tech Assess/Intervention
- 1.4 Credit hours: 3
- 1.5 Schedule type: L
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: Focuses on increasing elementary teachers' knowledge, planning, and implementation of mathematics and technology assessment and intervention techniques for specific learners.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: This course will be a critical component of the Math and Technology Leadership Academy that was approved and funded as part of a three-year Toyota grant award. A cohort group of eighteen teachers will complete this third course in the summer of 2011. This course will be part of a three-course sequence.
- 2.2 Relationship of the proposed course to courses offered in other academic units: WKU offers the following courses which have some overlap in content: MATH 500 Readings in Mathematics offers students opportunities to investigate current research in mathematics and MATH 504 Computer Applications to Problems in Mathematics teaches computer techniques and solutions of problems in mathematics including calculus, applied statistics, simulation, linear programming, game theory and linear algebra. However, ELED 573 focuses more broadly on research and readings specific to mathematics, technology, and assessment and intervention planning for learners in the elementary school. The above listed courses go beyond the scope of the proposed ELED 573 course in terms of course objectives as they relate to depth of math and technology content and the overall focus of the preparation (i.e., fields of business, engineering, computer programming).

3. Description of proposed course

- 3.1 Course content outline
 - Development of understanding of assessment and intervention in math and technology
 - Current research in Response to Intervention
 - Current research in formative assessments
 - Broad spectrum of assessment and intervention planning
 - Assessment/Intervention in Math – Elementary Math Specialist Standards
 - Assessment/Intervention in Technology – NETS-T, NETS-Leaders, and HEAT
 - Program evaluation for math and technology assessment and intervention at school

- How are parents involved in supporting and understanding assessment and intervention at the school?
- How are administrators involved in supporting best practice in assessment and intervention planning?
- What are appropriate roles in assessing and planning interventions for diverse learners to be successful?
- How are you a leader in your school in supporting assessment and interventions to meet the needs of diverse learners?

3.2 Tentative text(s)

- Petrina, S. (2007). *Advanced teaching methods for the technology classroom*. Hershey, PA : Information Science Pub.
- Riccomini, P.J., Witzel, B. S. (2010). *Response to intervention in math*. Thousand Oaks, CA: Corwin.
- Sherman, H. J., Richardson, L. I., Yard, G. J. (2009). *Teaching learners who struggle with mathematics: Systematic intervention and remediation*. 2nd Ed. Columbus, OH: Pearson.
- Taylor-Cox, J. (2009). *Math intervention: Building number power with formative assessments, differentiation & games: Gr. 3-5*. Larchmont, NY: Eye on Education.

4. Second offering of a temporary course (if applicable)

- 4.1 Reason for offering this course a second time on a temporary basis:
- 4.2 Term course was first offered:
- 4.3 Enrollment in first offering:

5. Term of Implementation: Spring 2011

6. Dates of review/approvals:

School of Teacher Education:	<u>8/19/2010</u>
CEBS Curriculum Committee	<u>9/7/2010</u>
CEBS Dean	<u>9/17/2010</u>
Graduate College	<u>10/14/10</u>
Provost:	<u></u>

Attachment: Course Inventory Form

Proposal Date:
9/1/2010

**College of Education and Behavioral Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Create a Temporary Course
(Information Item)**

Contact Person: Bud Schlinker, bud.schlinker@wku.edu, 745-4890

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: EDFN 724
- 1.2 Course title: Leadership in Community and Technical Colleges
- 1.3 Abbreviated course title: Lead Comm & Tech Colleges
- 1.4 Credit hours: 3
- 1.5 Schedule type: Seminar
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: The nature of community and technical colleges, their relationship to four-year institutions, their potential for serving work force needs, and the role of the postsecondary administrator in these settings.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: A faculty member with expertise to teach the community college content for WKU Doctoral Program was hired in August, 2010. A proposal to create a permanent version of the proposed course is in process, but until that proposal has completed the approval process, a temporary course is needed to accommodate the spring 2011 course needs of students in the Postsecondary strand of doctoral program. Relationship of the proposed course to courses offered in other academic units: The department offers three courses related to the proposed course: EDFN 612 (Seminar in Community College Teaching) – the focus here is on teaching in these settings and not leading from administrative positions; EDFN 675 (Higher Education in America) – the focus here is more broadly on higher education as a whole and only deals with community and technical colleges as part of that landscape; EDFN 685 (Academic Problems in Higher Education) – the focus of this course is on the larger scope of higher education and only part of the content centers on community and technical colleges. Postsecondary students need more than EDFN 675 and 685 as electives for this doctoral program strand.

3. Description of proposed course

- 3.1 Course content outline: Topics will include the following:
 - History of the CTCS – high-school based community college, public and private, commitment to meet local needs, growth and trends, the GI Bill, a national network
 - Evolving Role of the CTCS – open admissions, access and service, sense of community, building partnerships, remedial education
 - Alignment with Four Year Institutions – 2+2 configurations, articulation agreements, strategies and models
 - Serving Workforce Development and the Traditional Student - partnerships: how to build them, what to do with them, and how to sustain them; developing quality programs; tooling program responsiveness to employer needs
 - Issues and Opportunities Going Forward – technology, distance education, erasing geographic boundaries, outreach, international programs, funding concerns, student learning and competence
- 3.2 Tentative text(s):

- Campbell, D. F. (1985). *Leadership strategies for community college effectiveness*. Washington, DC: American Association of Community Colleges.
- Cohen, A. M., & Brawer, F. B. (2008). *The American community college*. 5th ed. San Francisco: Jossey-Bass, Inc.
- Levin, J. S. (2002). *Globalizing the community college: Strategies for change in the twenty-first century*. New York: Palgrave Publishers, Ltd.
- Vaughan, G. (2000). *The community college story*. Washington, DC: American Association of Community Colleges.

4. Second offering of a temporary course (if applicable)

- 4.1 Reason for offering this course a second time on a temporary basis:
- 4.2 Term course was first offered:
- 4.3 Enrollment in first offering:

5. Term of Implementation: Spring, 2011

6. Dates of review/approvals:

Educational Administration, Leadership,
and Research Department:

September 8, 2010

CEBS Dean

September 14, 2010

Graduate Council

10/14/10

Provost

Attachment: Course Inventory Form

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

Contact Person: Xingang Fan, Xingang.fan@wku.edu , 745-5980

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: GEOS 539
- 1.2 Course title: Advanced Atmospheric Modeling
- 1.3 Abbreviated course title: Advanced Atmospheric Modeling
- 1.4 Credit hours: 3
- 1.5 Schedule type: Lecture
- 1.6 Prerequisites: CS 245 (Fortran) and graduate standing
- 1.7 Course description: Focus on advanced modeling techniques, including dynamics, physical parameterizations, grids and resolutions, model structures and components, and hands-on experience of running simulations, post-processing modeling output, and visualization. Students will complete a research project.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: This course is proposed to be offered in Spring 2011. There is insufficient time to complete the new course approval process.
- 2.2 Relationship of the proposed course to courses offered in other academic units: No other course covering this material is offered at WKU.

3. Description of proposed course

- 3.1 Course content outline
 - a. Advanced atmospheric modeling
 - b. Advanced UNIX/Linux operating system
 - c. Fortran programming
 - d. Model equations, differentiate schemes, and grids
 - e. Model structure and components
 - f. A state-of-the-art weather model: Weather Research and Forecasting (WRF) model
 - g. Input: Initial and boundary conditions
 - h. Running advanced model simulations
 - i. Output: post-processing, analysis
 - j. Visualization
- 3.2 Tentative text(s):
 - a. Atmospheric modeling, data assimilation, and predictability, by Eugenia Kalnay, New York: Cambridge University Press, c2003.
 - b. Fundamentals of Atmospheric Modeling, 2nd Edition, by Mark Z. Jacobson, Cambridge, 2005
 - c. Mesoscale Meteorological Modeling, 2nd Edition, by Roger. A. Pielke Sr., Academic Press, 2002
 - d. A Climate Modelling Primer, 3rd Edition, by K. McGuffie, Wiley, 2005

4. Term of Implementation: Spring 2011

5. Dates of review/approvals:

Department of Geography and Geology: 9/9/2010

Ogden Dean

Ogden Graduate Committee 9/24/10

Graduate Council 10/14/10

University Senate

Provost

Attachment: Course Inventory Form

Date: 7/26/2010

**College of Education and Behavioral Sciences
Educational Leadership Doctoral (EDD) Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Tony Norman, tony.norman@wku.edu, 745-3061

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDLD 800
- 1.2 Course title: Maintain Matriculation
- 1.3 Abbreviated course title: Maintain Matriculation
- 1.4 Credit hours: 1-6; may be repeated; hours do not count toward any program
- 1.5 Type of course: M
- 1.6 Prerequisites/corequisites: Prerequisite: Completion of required dissertation credit hours and advisor permission.
- 1.7 Course catalog listing: Maintain Matriculation

2. Rationale:

- 2.1 Reason for developing the proposed course: This course is for Educational Leadership doctoral students who have completed all dissertation credit requirements but need to maintain matriculation until they have defended their dissertations.
- 2.2 Projected enrollment in the proposed course: Enrollment will consist only of students in the doctoral program. Approximately 25 students may be enrolled in any given semester.
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course is related to all other courses in the EDD program inasmuch as it will be taken by students completing their dissertations, which they will draw from their course work.
- 2.4 Relationship of the proposed course to courses offered in other departments: All graduate level programs have similar courses.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Similar courses are offered at other universities offering the doctoral degree.

3. Discussion of proposed course:

- 3.3 Course objectives: To ensure the student maintains matriculation while completing the dissertation.
- 3.4 Content outline: NA
- 3.5 Student expectations and requirements: Student will continue to make progress toward completion and defense of the dissertation.
- 3.6 Tentative texts and course materials: NA

4. Resources:

- 4.1 Library resources: No additional resources necessary
- 4.2 Computer resources: No additional resources necessary

5. Budget implications:

- 5.1 Proposed method of staffing: No additional staff needed
- 5.2 Special equipment needed: No special equipment needed

- 5.3 Expendable materials needed: No materials needed
5.4 Laboratory materials needed: No materials needed

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

EDD Leadership Council 08/01/2010

Educational Administration, Leadership, & Research: 08/24/2010

CEBS Curriculum Committee 09/7/2010

Graduate Council 10/14/10

University Senate _____

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

Contact Person: David Zimmer, david.zimmer@wku.edu, X52880

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ECON 445G
- 1.2 Course title: ECONOMICS OF HEALTHCARE
- 1.3 Abbreviated course title: Economics of Healthcare
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites:

1.7 Course catalog listing: Health economics studies the unique role that healthcare systems play in the broader area of microeconomics.

2. Rationale:

- 2.1 Reason for developing the proposed course:
Although we have offered ad hoc versions of this course over the years, WKU's economics department is one of the few in the nation without a permanent health economics course. Not only is the health industry one of the largest components of the U.S. economy, comprising between 16 and 20 percent of GDP, but the health care industry is projected to see large increases in employment opportunities during the next several decades. Therefore, our graduates would stand to benefit on the job market from having more intentional exposure to health economics from the faculty in our department.
- 2.2 Projected enrollment in the proposed course: 10-15 students per offering
- 2.3 Relationship of the proposed course to courses now offered by the department:
The course will build upon foundations developed in Econ 202: Principles of Microeconomics and complement other courses such as Econ 302: Intermediate Microeconomics and Econ 305: Labor Economics.
- 2.4 Relationship of the proposed course to courses offered in other departments:
The Department of Public Health offers HCA 440: Health Economics that is a required course for their major in Health Care Administration. Though the topics are quite similar, the course in HCA is taught specifically for health care managers. Our course is intended for majors and minors in Economics as well as those GFCB students who would like more knowledge in the economic literature, theory, and application of data analysis for health care markets.

- 2.5 Relationship of the proposed course to courses offered in other institutions:
Almost all economics departments in the U.S. offer a course in health economics, and, therefore, the course will be modeled closely on courses offered at other institutions. Our faculty members have already been, and will continue to be, in contact with health economics professors at other institutions to help keep our course current and up-to-date.

3. Discussion of proposed course:

- 3.1 Course objectives:
Upon successful completion of the course, students should be able to understand how health care fits into the broader area of microeconomics; understand the production of health; recognize the unique role of health insurance in health care markets; assess the costs and benefits of various forms of health care; recognize the large role of government intervention in health care markets.

- 3.2 Content outline:
Course topics fall into six broad categories, listed approximately in the order to be covered:
- Production and supply of healthcare services
 - Demand for healthcare services
 - Information asymmetry and insurance markets
 - Hospitals and physicians
 - Government regulation
 - International comparison of healthcare systems
 - Data analysis techniques for large health care data sets are covered.

- 3.3 Student expectations and requirements:
Exams and at least one research paper will be assigned to these students.

- 3.4 Tentative texts and course materials:
- 1) The Economics of Health and Health Care (most recent edition), Folland, Goodman, and Stano. There will also readings to be assigned in class.
 - 2) Handbook of Health Economics, Vols 1A & 1B, Edited by Culyer and Newhouse

4. Resources:

- 4.1 Library resources: Current resources are sufficient.
4.2 Computer resources: Current resources are sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty will staff the course.
5.2 Special equipment needed: None.
5.3 Expendable materials needed: None.

5.4 Laboratory materials needed: None.

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

Economics Department _____8/27/2010_____

Gordon Ford Curriculum Committee _____9/2/2010_____

Graduate Council Committee _____10/14/10_____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: March 11, 2010

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

Contact Person: Hope Marchionda, hope.marchionda@wku.edu, 745-2961

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MATH 510
- 1.2 Course title: Intermediate Statistics
- 1.3 Abbreviated course title: Intermediate Statistics
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites/corequisites: MATH 501
- 1.7 Course catalog listing: Extended coverage of experimental design and data collection. Statistical inference including confidence intervals, estimation, tests of significance, comparison of population parameters, and chi-square procedures. (Not applicable to the M.S. degree in Mathematics.)

2. Rationale:

- 2.1 Reason for developing the proposed course: This course builds on the topics covered in MATH 501 and is designed to develop teachers' conceptual understanding of statistics so that they will be better prepared to teach AP Statistics.
- 2.2 Projected enrollment in the proposed course: Initially, twelve students every other year. As the online M.A. in Mathematics program grows, enrollment in this course is expected to increase.
- 2.3 Relationship of the proposed course to courses now offered by the department: Currently the department offers MATH 549 for students in the M.S. in Mathematics program. That course focuses on applied statistics whereas MATH 510 is focused on the conceptual understanding required for effective teaching
- 2.4 Relationship of the proposed course to courses offered in other departments: Currently the Department of Educational Administration, Leadership, & Research offers EDFN 501 (Educational Statistics), the Economics Department offers ECON 506 (Applied Statistical Methods), the Sociology Department offers SOCL 515 (Advanced Data Analysis), and the Agriculture Department offers AGRI 590 (Experimental Design). Each of these courses covers similar content; however, MATH 510 is a calculus based statistics course and is intended for those who already hold a mathematics degree where EDFN 501, ECON 506, SOCL 513, SOCL 515 content is accessible for those without a comprehensive mathematics background. In addition, since MATH 510 is for teachers who may teach AP Statistics or statistics at a community college, the course focuses on conceptual understanding of topics, as well as application of methods.
- 2.5 Relationship of the proposed course to courses offered in other institutions: The University of Northern Iowa offers an Introduction to Mathematical Statistics that covers some of the statistics content from MATH 501 and MATH 510. The University of North Carolina at Pembroke offers a Statistics and Probability for Secondary Mathematics Teachers that also covers some of the statistics content from MATH 501 and MATH 510. Worcester Polytechnic Institute offers two courses Probability and Statistics I and II that cover the same content as MATH 501 and MATH 510.

3. Discussion of proposed course:

- 3.1 Course objectives:

The student will be able to

- Design an experiment and collect relevant data
- Calculate and interpret a confidence interval for the population proportion and the population mean whether the population standard deviation is known or not
- Carry out a significance test for the population mean when the population standard deviation is known
- Interpret the results of a significance test
- Interpret the meaning of the P -value in the context of a problem
- Explain Type I Error, Type II Error, and power in a significance-testing problem
- Carry out a significance test for the population mean when the population standard deviation is not known
- Recognize from the design of a study when a one-sample t , paired t , or two-sample t -procedure is needed
- Calculate and interpret a confidence interval for the difference between two means and two proportions in two populations
- Carry out a significance test to test that two populations have equal means or equal proportions
- Choose the appropriate chi-square procedure
- Perform and interpret chi-square tests

3.2 Content outline:

- Experimental design
- Data collection
- Estimation
 - Basics of confidence intervals
 - Estimating a population mean
 - Estimation a population proportion
- Significance tests
 - Basics of significance tests
 - Carrying out significance tests
 - Using inference to make decisions
 - Use and abuse of tests
 - One-sample t -statistic for the mean
 - Paired t -test
 - Comparing two means
 - Comparing two populations
 - Chi-square distributions

3.3 Student expectations and requirements:

The students will

- perform satisfactorily on quizzes and tests
- complete a research project that will include designing an experiment, data collection, analysis, and making inferences based on the analysis

3.4 Tentative texts and course materials: The Practice of Statistics by Yates, Moore, and Starnes, 2008

4. **Resources:**

- 4.1 Library resources: See attached Library Resources Form
- 4.2 Computer resources: None

5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty will teach this course
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation:

Fall 2011

7. Dates of prior committee approvals:

Mathematics and Computer Science Department	<u>April 30, 2010</u>
Ogden Graduate Committee	<u>September 24, 2010</u>
Professional Education Council	<u>October 13, 2010</u>
Graduate Council	<u>October 14, 2010</u>
University Senate	<u></u>

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**Potter College of Arts and Letters
Department of Communication
Proposal to Create a New Course
(Action Item)**

Contact Person: Dr. Jennifer Mize Smith, jennifer.mize.smith@wku.edu, 745-5147

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: COMM 528
- 1.2 Course title: Communication in the Nonprofit Sector
- 1.3 Abbreviated course title: Comm in the Nonprofit Sector
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: S
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing: Survey of organizational communication issues and the ways in which they are uniquely situated in and applied to nonprofit organizations and philanthropy.

2. Rationale:

- 2.1 Reason for developing the proposed course:
In recent years, communication scholars have directed attention to the uniqueness of communication processes and challenges found in the nonprofit sector. Given the increasing importance of nonprofit organizations and the growing number of career opportunities in the nonprofit sector, it is important to offer a course that explores the communication issues related to working and volunteering in a nonprofit context.
- 2.2 Projected enrollment in the proposed course: 15-20 per semester based upon current graduate program enrollment.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course would be the only graduate course focused on nonprofit communication offered in the department. Because the Communication graduate program is an applied communication program, this course complements other courses by offering the opportunity to apply communication theory and concepts to a nonprofit context.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course is different from other courses offered in other departments. While there is an undergraduate Business Communication course (BUS 214C), it is a skills-based course dedicated to writing and does not take a communication focus. Also, the American Humanics undergraduate minor requires some nonprofit-related courses such as REC 220 Introduction to Nonprofit Human Service Organizations, MGT 333 Management of Nonprofit Organizations, and ACCT 420 Government and Not-for-profit Accounting. However, this course differs in that it is designed for graduate study. It is also unique in that it centralizes communication in the organizational processes and interactions found within nonprofit and philanthropic contexts. That is, it focuses on the communication issues, challenges, and implications of nonprofit organizations as they interact with multiple stakeholders in the third sector.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Similar courses are offered at Rutgers University (COMM 501 Communication and Civil Society Organizations), John Carroll University (NP 530 Professional Communications for Nonprofit Administrators), Southern Methodist University (CCPA 3380 Communication in Civil Society Organizations), and Eastern Michigan University (CTAC 370 Communication in Nonprofit Organizations).

3. Discussion of proposed course:

3.1 Course objectives:

This course will examine various organizational communication issues within the contexts of nonprofit organizations and American philanthropy including communication processes of various nonprofit stakeholders (e.g., staff, volunteers, board members) and larger organizational trends in the philanthropic sector. Students will

- Examine a range of topics related to the study and practice of organizational communication in nonprofit organizations and the philanthropic sector.
- Broaden their thinking of organizational communication research and its application to nuanced contexts.
- Explore the theoretical and pragmatic implications a communication lens brings to bear on nonprofit and philanthropic issues.
- Understand and critique nonprofit communication processes that are both similar and different to those in other kinds of organizations.
- Enhance their research, analytic, writing, and presentation skills through course assignments.

3.2 Content outline:

Major topics covered in this course include the following:

Overview and Historical Development of the Third Sector in the U.S.
Communication among Nonprofit Stakeholders – Discourse, Practices, Roles, Identification, Socialization, Work-life Policies, Organizational Support
Nonprofit Organizational Discourse and Identity
Corporate Philanthropy and Workplace Giving
Role of Technology in Nonprofit Organizations
Organizational Change and Collaboration

3.3 Student expectations and requirements:

Students will be evaluated on the following:

Written assignments including final research paper, peer critique, and book review
Oral presentations including discussion leader and research presentation
Class participation
Online discussion boards
Attendance

3.4 Tentative texts and course materials:

Readings will include but are not limited to the following:

Ashcraft, K. L., & Kedrowicz, A. (2002). Self direction or social support?

Nonprofit empowerment and the tacit employment contract of organizational communication studies. *Communication Monographs*, 69, 88-111.

Bhattacharya, C. B., Rao, H., & Glynn, M. A. (1995). Understanding the bond of

identification: An investigation of its correlates among art museum members. *Journal of Marketing*, 59(4), 46-57.

Bradshaw, P. (2002). Reframing board-staff relations: Exploring the governance function using a storytelling metaphor. *Nonprofit Management & Leadership*, 12, 471-481.

Brown, W. A., & Yoshioka, C. F. (2003). Mission attachment and satisfaction as factors in employee retention. *Nonprofit Management & Leadership*, 14, 5-18.

Daley, J. M., Netting, E. F., Angulo, J. (1996). Languages, ideologies, and

cultures in nonprofit boards. *Nonprofit Management & Leadership*, 6, 227-240.

Della-Piana, C. K., & Anderson, J. A. (1995). Performing community: Community service as cultural conversation. *Communication Studies*, 46, 187-200.

Hammack, D. (2002). Nonprofit organizations in American history. *American Behavioral Scientist*, 45, 1638-1674.

Hoye, R. (2004). Leader-member exchanges and board performance of voluntary sport organizations. *Nonprofit Management & Leadership*, 15, 55-70.

Jaskyte, K. (2004). Transformational leadership, organizational culture, and innovativeness in nonprofit organizations. *Nonprofit Management & Leadership*, 15, 153-168.

Lewis, L. (2005). The civil society sector: A review of critical issues and research agenda for organizational communication scholars. *Management Communication Quarterly*, 19, 238-267.

Lewis, L. K., Hamel, S. A., & Richardson, B. K. (2001). Communicating change to nonprofit stakeholders: Models and predictors of implementers' approaches. *Management Communication Quarterly*, 15, 5-41.

Mael, F., & Ashforth, B. E. (1992). Alumni and their alma mater: a partial test of the reformulated model of organizational identification. *Journal of Organizational Behavior*, 13(2), 103-123.

Marx, J. D. (1999). Corporate philanthropy: What is the strategy? *Nonprofit and Voluntary Sector Quarterly*, 28, 185-198.

McComb, M. (1995). Becoming a travelers aid volunteer: Communication in socialization and training. *Communication Studies*, 46, 297-316.

Ostrander, S. O., & Schervish, P. G. (1990). Giving and getting: Philanthropy as a social relation. In Jon Van Til's (Ed.), *Critical issues in American philanthropy: Strengthening theory and practice* (pp. 67-98). San Francisco: Jossey-Bass.

Pitt-Catsoupes, M., Swanberg, J. E., Bond, J. T., & Galinsky, E. (2004). Work-life policies and programs: Comparing the responsiveness of nonprofit and for-profit organizations. *Nonprofit Management & Leadership*, 14, 291-312.

Ruud, G. (1995). The symbolic construction of organizational identities and community in a regional symphony. *Communication Studies*, 46, 201-221.

Ruud, G. (2000). The symphony: Organizational discourse and the symbolic tensions between artistic and business ideologies. *Journal of Applied Communication Research*, 28, 117-143.

Saidel, J. R., & Cour, S. (2003). Information technology and the voluntary sector workplace. *Nonprofit and Voluntary Sector Quarterly*, 32, 5-24.

Shaw, M. M. (2003). Successful collaboration between the nonprofit and public sectors. *Nonprofit Management & Leadership*, 14, 107-120.

Smith, J.M. (2004, November). *Identification among nonprofit board members: Exploring and managing multiple targets*. Paper presented at the meeting of the National Communication Association, Chicago, IL.

Smith, J. M., Arendt, C., Lahman, J. B., Settle, G., Duff, A. (2005). Framing the work of art: Spirituality and career discourse in the nonprofit arts sector. *Communication Studies*, 57, 25-46.

Tidwell, M. V. (2005). A social identity model of prosocial behaviors within nonprofit organizations. *Nonprofit Management & Leadership*, 15, 449-467.

Trethewey, A. (1997). Resistance, identity, and empowerment: A postmodern feminist analysis of clients in a human service organization. *Communication Monographs*, 64, 281-301.

Additional readings will be assigned as appropriate.

4. Resources:

- 4.3 Library resources: current resources are adequate
- 4.4 Computer resources: current resources are adequate

5. Budget implications:

- 5.5 Proposed method of staffing: current faculty

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

Communication Department/Division:	April 20, 2010
Potter College Curriculum Committee	September 2, 2010
Graduate Council	<u>10-14-2010</u>
University Senate	<u></u>

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**Potter College of Arts & Letters
Department of Communication
Proposal to Create a New Course
(Action Item)**

Contact Person: Dr. Jennifer Mize Smith, jennifer.mize.smith@wku.edu, 745-5147

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: COMM 568
- 1.2 Course title: Communication and Organizational Identification
- 1.3 Abbreviated course title: Comm and Org Identification
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: S
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing: Survey of the phenomena of identification in organizations and how identification is constructed through communication.

2. Rationale:

- 2.1 Reason for developing the proposed course:
The concept of organizational identification has been researched extensively by communication scholars since it was introduced to the discipline in the early 1980's. Its complexity, utility, and application to myriad organizational contexts have contributed to the increasing presence of organizational identification across communication literature. Organizational identification has been connected to such important outcomes as job satisfaction, turnover, performance, and communication satisfaction, and as a result is understood by practitioners and researchers to be a central feature of organizational life. Recent research, however, is starting to call into question the conceptualization, measurement, and assumptions upon which the concept is built. An in-depth, communication-based exploration of this important topic is necessary to equip our students with the knowledge to understand this concept for both practical and research purposes.
- 2.2 Projected enrollment in the proposed course: 15-20 graduate students based on current graduate program enrollment.
- 2.3 Relationship of the proposed course to courses now offered by the department:
The primary focus of the graduate program is applied organizational communication. This course supplements the department's current offerings and provides an in-depth study of a concept that has become a staple in communication research. The increasing presence and recurrence of organizational identification across the discipline make this course a necessary component of a graduate program that purports to train students in the theory and practice of organizational communication program. It is particularly complementary to other communication courses such as COMM 551 - Employee Communication, COMM 581 - Applied Organizational Communication, and COMM 586 - Processes of Group Communication.
- 2.4 Relationship of the proposed course to courses offered in other departments:
Organizational Identification is tangentially related to courses offered in other departments. Courses such as PSY 551 Social Psychology of Organizations, PSY 572 Organizational Psychology, and BA 510 Organizational Theory relate to the overall topic of organizational life. However, the course in Organizational Identification takes a communication approach to the topic of organizational life. Further, the course deals with the specific phenomena of identification as a process and product of communication and interaction. This is a topic that might be touched upon in other courses, but courses in

other departments are not dedicated to a communication-centered approach; nor is there an entire course dedicated to the topic.

- 2.5 Relationship of the proposed course to courses offered in other institutions:
As this area of research continues to grow, similar courses are emerging in Communication and Psychology programs. Similar courses are offered at The University of Kansas, Purdue University, University of Colorado-Boulder, and University of North Carolina-Charlotte.

3. Discussion of proposed course:

3.1 Course objectives:

This course is concerned with the phenomena of identification in organizations and how identification functions in and through communication. Students will

- Examine organizational identification as a communication process and why it matters to individuals and to organizations
- Understand social identity and the role it plays in organizations
- Explore the process of how people come to identify with/attach to targets in organizations
- Research the antecedents/outcomes/correlates of identification in organizations

3.2 Content outline:

Major topics covered in the course include: Organizational Identification, Targets of Identification, Measuring Identification, Organizational Identification and Control, Social Identity Theory and Organizations, Organizational Commitment, Organizational Identity, and Threats to Organizational Identity

3.3 Student expectations and requirements:

Students will be evaluated based on basic written assignments (i.e., discussion boards, reading questions), exams, presentations, participation in the course, and research projects.

3.4 Tentative texts and course materials:

Text:

Hogg, M.A., & Terry, D. J. (Eds.) (2001). *Social Identity Processes in Organizational Contexts*. Philadelphia: Taylor and Francis.

Additional readings will be used, such as:

Burke, K. (1969). *A Rhetoric of Motives*. Berkeley, CA: University of California Press.

Scott, C. R., Corman, S. R., & Cheney, G. (1998). Development of a structural model of identification in the organization. *Communication Theory*, 8, 298-336.

Cheney, G. (1983). On the various and changing meanings of organizational membership: A field study of organizational identification. *Communication Monographs*, 50, 342-362.

Russo, T. C. (1998). Organizational and professional identification: A case of newspaper journalists. *Management Communication Quarterly*, 12, 72-111.

Larson, G. S., & Pepper, G. L. (2003). Strategies for managing multiple organizational identifications: A case of competing identities. *Management Communication Quarterly*, 16, 528-557.

Tompkins, P. K., & Cheney, G. (1985). Communication and unobtrusive control in contemporary organization. In R. D. McPhee and P. K. Tompkins (Eds.), *Organizational communication: Traditional themes and new directions* (pp. 179-210). Newbury Park, CA: Sage.

- Bullis, C. A., & Tompkins, P. K. (1989). The forest ranger revisited: A study of control practices and identification. *Communication Monographs*, 56, 287-306.
- Miller, V. D., Allen, M., Casey, M. L., & Johnson, J. R. (2000). Reconsidering the organizational identification questionnaire. *Management Communication Quarterly*, 13, 626-658.
- DiSanza, J. R., & Bullis, C. (1999). "Everybody identifies with Smokey the Bear:" Employee responses to newsletter identification inducements at the U.S. Forest Service. *Management Communication Quarterly*, 12, 347-399.
- Cheney, G. (1983). The rhetoric of identification and the study of organizational communication. *Quarterly Journal of Speech*, 69, 143-158.
- Hogg, M. A., & Terry, D. J. (2000). Social identity and self-categorization processes in organizational contexts. *Academy of Management Review*, 25, 121-140.
- Sass, J. S., & Canary, D. J. (1991). Organizational commitment and identification: An examination of conceptual and operational convergence. *Western Journal of Speech Communication*, 55, 275-293.
- Postmes, T., Tanis, M., & de Wit, B. (2001). Communication and commitment in organizations: A social identity approach. *Group Processes & Intergroup Relations*, 4, 227-246.
- Haslam, S. A., Postmes, T., & Ellmers, N. (2003). More than a metaphor: Organizational identity makes organizational life possible. *British Journal of Management*, 14, 357-369.
- Dukerich, J. M., Golden, B. R., & Shortell, S. M. (2002). Beauty is in the eye of the beholder: The impact of organizational identification, identity and image on the cooperative behaviors of physicians. *Administrative Science Quarterly*, 47, 507-537.

Readings will be updated as new literature emerges.

4. Resources:

- 4.1 Library resources: Existing library resources are adequate
- 4.2 Computer resources: Existing resources are adequate

5. Budget implications:

- 5.1 Proposed method of staffing: Existing Communication graduate faculty

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

Communication Department	April 20, 2010
Potter College Curriculum Committee	September 2, 2010
Graduate Council	<u>10-14-2010</u>
University Senate	<u></u>

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**Potter College of Arts and Letters
Department of English
Proposal to Create a New Course
(Action Item)**

Contact Person: Sandra Hughes, sandy.hughes@wku.edu, 745-5766

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ENG 430G
- 1.2 Course title: 19th-Century American Literature
- 1.3 Abbreviated course title: 19th-Century American Lit
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Seminar
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: Seminar in 19th-century American literature; course topics will vary.

2. Rationale:

- 2.1 Reason for developing the proposed course: We recently revised our graduate curriculum in literature. American Romanticism was canceled in that process, leaving us with no 19th century American course at any level. The course proposed here will both broaden the scope of the class to include topics from the entire 19th century.
- 2.2 Projected enrollment in the proposed course: 25, based on current enrollments in graduate-level classes.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will parallel offerings in 19th-century British literature such as Romanticism and Victorian Literature.
- 2.4 Relationship of the proposed course to courses offered in other departments: None.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Ball State University offers Early American Literature, Literature of the American Renaissance, and American Realism and Naturalism; Indiana State University offers Early American Literature, American Renaissance Literature, and American Realism and Naturalism; Missouri State University offers Early American Literature, American Romantic Literature, and American Realism.

3. Discussion of proposed course:

- 3.1 Course objectives: Students will develop a broad-based knowledge of several of the primary works of 19th-century American literature and the socio-historical contexts that surrounded writers within the period. Students will become familiar with the critical debates and theoretical approaches that have informed studies in American literature of the 19th century, and will contribute to the critical dialogue by producing a research paper that examines an important issue in the work of one or more 19th-century writers.
- 3.2 Content outline: The content would be drawn from a variety of rotating course topics such as American Romanticism, American Realism and Naturalism, Birth of the Short Story, Birth of the Gothic.
- 3.3 Student expectations and requirements: Students will be evaluated by measures such as a presentation on a topic related to the course, a weekly reading journal, a formal topic proposal for the research paper, a research paper of 15-20 pages, and a cumulative final essay exam.
- 3.4 Tentative texts and course materials for one possible version of the course:
The Norton Anthology of American Literature, Vol. B, 1820-1865. 7th edition. Norton, 2007.
Catharine Sedgwick *Hope Leslie*. Rutgers, 1987.
Nathaniel Hawthorne *The Marble Faun*. Penguin Classics, 1990.

Paul C. Gutjahr *Popular American Literature of the 19th Century*. Oxford, 2001.
Herman Melville *Moby-Dick*, Norton Critical, 2nd edition. Norton, 2001.
Louisa May Alcott *Alternative Alcott*. Rutgers, 1988.

4. Resources:

- 4.1 Library resources: Existing library resources
- 4.2 Computer resources: Existing English Department resources

5. Budget implications:

- 5.1 Proposed method of staffing: Existing English Department faculty
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: 201110 (Spring 2011)

7. Dates of prior committee approvals:

English Department/Division:	__9/17/10__
PCAL Curriculum Committee	__10/04/10__
Graduate Council	__10-14-2010__
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 26, 2010

**Potter College of Arts and Letters
Department of English
Proposal to Create a New Course
(Action Item)**

Contact Person: Dr. Elizabeth Weixel, beth.weixel@wku.edu, 270-745-2257

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ENG 468G
- 1.2 Course title: Early Modern English Literature
- 1.3 Abbreviated course title: Early Modern English Lit
- 1.4 Credit hours and contact hours: 3 hours
- 1.5 Type of course: L
- 1.6 Prerequisites: None.
- 1.7 Course catalog listing: A study of sixteenth- and seventeenth-century English literature with attention to embrace of the vernacular; development of genres and poetic forms; and cultural and social contexts.

2. Rationale:

- 2.1 Reason for developing the proposed course: ENG 468G replaces ENG 483G (The English Renaissance) and ENG 485G (The Seventeenth Century). Its purview of “early modern” literature encourages an understanding of literature as evolving on a historical and artistic continuum and allows graduate students to develop expert knowledge in a focused field. We expect that the course’s wider reach, covering the sixteenth and seventeenth centuries and major canonical writers of the period, will be more attractive to students than separate courses on sub-periods or individual writers.
- 2.2 Projected enrollment in the proposed course: 10 (in addition to 15 in ENG 468). When offered as a temporary course in Spring 2010, the course met the maximum cap of 10 graduate students and included students pursuing degrees in English and English elementary and secondary education.
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course complements other graduate courses offering focused attention to major literary periods such as ENG 484G (Romantic Movement) and 486G (Eighteenth Century). The proposed course provides flexibility to cover the authors, texts, and facets of the period in one course and without overlapping other courses offered at WKU.

To avoid duplicating content currently offered in ENG 482G Shakespeare, the proposed course will only briefly touch on Shakespeare in the early modern sonnet unit and will not include his major works.
- 2.4 Relationship of the proposed course to courses offered in other departments: The proposed course contains no significant overlap with other courses offered in Potter College of Arts and Letters. In the context of the college’s courses in the area of early modern studies, such as HIST 606 (Renaissance Europe) and HIST 419G (Tudor-Stuart England), the proposed course offers a unique focus on the literature of sixteenth- and seventeenth-century England.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Regional and benchmark schools offer early modern literature courses at the graduate level. For example, Murray State University offers courses in non-dramatic Renaissance literature and separate Sixteenth- and Seventeenth-Century British Literature courses. Ball State

University offers a Renaissance and Seventeenth-Century British Literature course. The University of Louisville divides the period between Studies in Tudor and Elizabethan Literature, and Studies in Stuart and Commonwealth Literature, offered at the graduate level.

3. Discussion of proposed course:

- 3.1 Course objectives: After completing this course, students should be able to:
- Trace the evolution of English as a poetic language in the early modern period
 - Identify and analyze common early modern poetic forms and genres
 - Explain the role of writers and literature in early modern political and social contexts
 - Find and critically analyze recent scholarship on early modern English literature
 - Conduct advanced, original scholarly research in early modern English literature (incorporating pedagogy when appropriate)
- 3.2 Content outline: The course will be organized, in addition to a general chronological organization, by thematic categories that emphasize major literary developments.
- I. Henrician Literature: Rise of the English Vernacular
 - Topics covered: Features of medieval and early modern English language, politics and poetry
 - Writers studied: Skelton, More, Wyatt, Surrey
 - II. The Vogue for Sonnets: Form and Flexibility in Early Modern Poetry
 - Topics covered: Sonnet forms, manuscript culture, poetic and social identity
 - Writers studied: Sidney, Spenser, Shakespeare, Donne
 - III. Poets on Center Stage: Professionalization, and the Theater
 - Topics covered: Conditions of literary production, patronage, development of print culture, poet laureates and professional writers, writing for the stage
 - Writers studied: Spenser, Jonson, Marlowe
 - IV. Early Modern Women Writers
 - Topics covered: Early modern gender roles, education, private spheres and public voice
 - Writers studied: Elizabeth I, Cary, Wroth, Lanyer
 - V. Political and Personal Crisis: Metaphysical and Cavalier Poetry
 - Topics covered: Political and religious writing, personal withdrawal, literary communities, *carpe diem*
 - Writers studied: Herbert, Donne, Herrick, Carew, Lovelace, Suckling, Crashaw, Vaughan
 - VI. The Later Seventeenth-Century: New Directions and Expanding Horizons
 - Topics covered: Nation and imperial expansion, political and poetic license
 - Writers studied: Marvell, Milton
- 3.3 Student expectations and requirements: Student performance will be evaluated using papers, quizzes, written responses to discussion questions, and a final exam. The papers will include a poetry analysis and a substantial research project requiring original scholarship in early modern literary studies.
- 3.4 Tentative texts and course materials: The course textbook will be an anthology of early English literature, such as

Greenblatt, Stephen, et al. *The Norton Anthology of English Literature*. 8th ed. Vol. B. New York: Norton, 2006.

Texts covered may include:

- Skelton, "Lullay, lullay, like a child" and "The Tunning of Elinour Rumming"
- More, selections from *Utopia*
- Sidney, selections from *Astrophil and Stella* and *The Defense of Poesy*
- Shakespeare, selected sonnets
- Marlowe, "The Passionate Shepherd to His Love;" *Doctor Faustus*
- Cary, *The Tragedy of Miriam*
- Raleigh, "The Nymph's Reply to the Shepherd"
- Spenser, Book I, *The Faerie Queene*, and selections from *Amoretti* and *Epithalamion*
- Donne, *Holy Sonnets* and selections from *Songs and Sonnets*
- Lanyer, from *Salve Deus Rex Judaeorum*
- Jonson, selections from *Works*
- Wroth, selections from *The Countess of Montgomery's Urania*
- Herbert, selections from *The Temple*
- Herrick, selections from *Hesperides*
- Marvell, the mower poems, "The Garden," *Upon Appleton House*, "A Dialogue Between the Soul and the Body," "To His Coy Mistress," "An Horatian Ode"
- Milton, *Lycidas*, selections from *Paradise Lost*

4. Resources:

- 4.1 Library resources: Current print, electronic, and multimedia resources are adequate for both instruction and student research.
- 4.2 Computer resources: Adequate.

5. Budget implications:

- 5.1 Proposed method of staffing: Existing faculty, requiring no reduction in course loads.
- 5.2 Special equipment needed: None.
- 5.3 Expendable materials needed: None.
- 5.4 Laboratory materials needed: None.

6. Proposed term for implementation: 201110

7. Dates of prior committee approvals:

English Department/Division: _____9/17/10_____

PCAL Curriculum Committee _____10/04/10_____

Graduate Council _____10-14-2010_____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 20 August 2010

**Potter College of Arts and Letters
Department of English
Proposal to Create a New Course
(Action Item)**

Contact Person: Dr. Dale Rigby, dale.rigby@wku.edu, 745-5781

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ENG 478G
- 1.2 Course title: Visiting Writer Summer Workshop
- 1.3 Abbreviated course title: Visiting Writer Summer Workshop
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: K
- 1.6 Prerequisites: Instructor Permission Required
- 1.7 Course catalog listing: Advanced Creative Writing Workshop. Offered for four weeks each summer by a visiting writer of national reputation. Alternating genres. Instructor Permission Required. May be repeated once if different genre.

2. Rationale:

- 2.1 Reason for developing the proposed course: To provide graduate students doing theses in creative writing with a special and intensive opportunity to develop their craft under the tutelage of an accomplished writer and teacher not otherwise available to them. To attract graduate students in other creative writing programs to WKU, while enhancing the reputation of our Creative Writing program. To enrich our creative writing program by offering an exceptional opportunity to learn theory and practice.
- 2.2 Projected enrollment in the proposed course: 15 students. Based on the experience of our previous three summers honing this course.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course complements our only other graduate creative writing course, English 501, by offering a genre-specific workshop while providing a rare opportunity to learn from nationally prominent writers and award-winning teachers not on our regular faculty.
- 2.4 Relationship of the proposed course to courses offered in other departments: None.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Both Murray State (ENG 561—fiction—and ENG 560—poetry) and the University of Kentucky (ENG 507, 01/02/03—autobiography/poetry/fiction) offer (and require) comparable advanced genre-specific workshops. Northern Kentucky University, Spaulding, and Murray State all have low-residency MFA programs employing rotating visiting writers of national reputation.

3. Discussion of proposed course:

- 3.1 Course objectives: To immerse graduate students creative writers in an intensive genre-specific workshop with a writer and teacher of national repute.
- 3.2 Content outline: A workshop in the theory and craft of alternating genres of creative writing. Theoretical and other readings will vary according to genre.
- 3.3 Student expectations and requirements: Graduate students will be evaluated on the quality of the creative writing portfolio produced during the four-week workshop. Again, exact work produced will vary each summer (a certain number of poems, short stories, novel chapters, or essays). Graduate students will be expected to produce more professional work than the undergraduates in the course and will be required to seek significant publication.
- 3.4 Tentative texts and course materials: At the discretion of each Visiting Writer.

4. Resources:

- 4.1 Library resources: None.
- 4.2 Computer resources: None.

5. Budget implications:

- 5.1 Proposed method of staffing: Advertise for visiting writer, who must submit samples of their work, a vita, and references. The salary comes out of DELO money and the departmental budget.
- 5.2 Special equipment needed: None.
- 5.3 Expendable materials needed: None.
- 5.4 Laboratory materials needed: None.

6. Proposed term for implementation: Summer 2011

7. Dates of prior committee approvals:

English Department/Division:	__9/17/10__
PCAL Curriculum Committee	__10/04/10__
Graduate Council	__10-14-2010__
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: August 17, 2010

**Potter College of Arts and Letters
Department of Music
Proposal to Create a New Course
(Action Item)**

Contact Person: Robyn Swanson
robyn.swanson@wku.edu
270-745-5925

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MUS 540
- 1.2 Course title: Choral Union
- 1.3 Abbreviated course title: Choral Union
- 1.4 Credit hours and contact hours: 1 hr. 2-4 hrs. per week
- 1.5 Type of course: Ensemble performance
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing: Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are an elective and require advisor approval for music degrees.

2. Rationale:

- 2.1 Reason for developing the proposed course: Delete the 440 G level of identification and classify it as a 500 level graduate course (MUS 540).
- 2.2 Projected enrollment in the proposed course: 1-5 per semester
- 2.3 Relationship of the proposed course to courses now offered by the department: Graduate equivalent to the undergraduate choral union ensembles. Graduate students will be required to assume leadership roles (i.e. section leader or assistant conducting responsibilities).
- 2.4 Relationship of the proposed course to courses offered in other departments: None
- 2.5 Relationship of the proposed course to courses offered in other institutions: All institutions that offer a graduate degree in music have graduate-level ensemble offerings.

3. Discussion of proposed course:

- 3.1 Course objectives:
 - The student will perform masterworks of choral music from a variety of historical periods and cultures.
 - The students will sing with proper and appropriate vocal technique.
- 3.2 Content outline: Choral music repertoire will vary from semester to semester.
- 3.3 Student expectations and requirements:
 - The student will bring music to each rehearsal and performance. The student take an active part in each rehearsal. The student will fully participate (sing all pieces as written and rehearsed) in weekly rehearsals and on each concert. The graduate student will be expected to assume a leadership role.
- 3.4 Tentative texts and course materials:
 - Music is purchased at the beginning of the semester.
 - Mandatory performance attire.

4. Resources:

- 4.1 Library resources: NA
- 4.2 Computer resources: NA

5. Budget implications:

- 5.1 Proposed method of staffing: Ensemble director. No additional faculty are needed.

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 17, 2010

**Potter College of Arts and Letters
Department of Music
Proposal to Create a New Course
(Action Item)**

Contact Person: Robyn Swanson
robyn.swanson@wku.edu
270-745-5925

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MUS 541
- 1.2 Course title: University Choir
- 1.3 Abbreviated course title: University Choir
- 1.4 Credit hours and contact hours: 1 hr. 4 hrs. per week
- 1.5 Type of course: Ensemble performance
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing:
Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are an elective and require advisor approval for music degrees.

2. Rationale:

- 2.1 Reason for developing the proposed course: Delete the 441 G level of identification and classify it as a 500 level graduate course (MUS 541).
- 2.2 Projected enrollment in the proposed course: 1-5 per semester
- 2.3 Relationship of the proposed course to courses now offered by the department:
Graduate equivalent to the undergraduate chorale ensemble. Graduate students will be required to assume leadership roles (i.e. section leader or assistant conducting responsibilities).
- 2.4 Relationship of the proposed course to courses offered in other departments:
None
- 2.5 Relationship of the proposed course to courses offered in other institutions:
All institutions that offer a graduate degree in music have graduate-level ensemble offerings.

3. Discussion of proposed course:

- 3.1 Course objectives:
To form a unified ensemble dedicated to the choral art.
To rehearse and learn music of high quality from various styles and historical periods.
To enhance the vocal development of each individual singer.
To reflect credit on the University, the Music Department and the ensemble itself by demonstration of high standards of preparation, performance, appearance, and pride.
- 3.2 Content outline: Choral music repertoire will change semester to semester.
- 3.3 Student expectations and requirements: The student will bring music to each rehearsal and performance. The student will take an active part in each rehearsal. The student will fully participate (sing all pieces as written and rehearsed) in weekly rehearsals and on each concert. The graduate student will be expected to assume a leadership role.
- 3.4 Tentative texts and course materials:
Music is purchased at the beginning of the semester.
Mandatory performance attire.

4. Resources:

- 4.1 Library resources: NA
- 4.2 Computer resources: NA

5. Budget implications:

- 5.1 Proposed method of staffing: Ensemble director. No additional faculty are needed.
5.2 Special equipment needed: NA
5.3 Expendable materials needed: NA
5.4 Laboratory materials needed: NA

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

MUS Department/Division: August 19, 2010

PCAL Curriculum Committee September 2, 2010

Professional Education Council September 8, 2010

Graduate Council 10-14-2010

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 17, 2010

**Potter College of Arts and Letters
Department of Music
Proposal to Create a New Course
(Action Item)**

Contact Person: Robyn Swanson
robyn.swanson@wku.edu
270-745-5925

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MUS 544
- 1.2 Course title: University Orchestra
- 1.3 Abbreviated course title: University Orchestra
- 1.4 Credit hours and contact hours: 1 hr. 4 hrs. per week
- 1.5 Type of course: Ensemble performance
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing:
Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are and elective and require advisor approval for music degrees.

2. Rationale:

- 2.1 Reason for developing the proposed course: Delete the 444 G level of identification and classify it as a 500 level graduate course (MUS 544).
- 2.2 Projected enrollment in the proposed course: 1-5 per semester
- 2.3 Relationship of the proposed course to courses now offered by the department:
Graduate equivalent to the undergraduate university orchestra. Graduate students will be required to assume leadership roles (i.e. section leader or assistant conducting responsibilities).
- 2.4 Relationship of the proposed course to courses offered in other departments:
None
- 2.5 Relationship of the proposed course to courses offered in other institutions:
All institutions that offer a graduate degree in music have graduate-level ensemble offerings.

3. Discussion of proposed course:

- 3.1 Course objectives:
 - To recreate faithfully the artistic intention of the composer
 - To perform music at the highest artistic and technical level
 - To grow musically and professionally
- 3.2 Content outline: Orchestra repertoire will change semester to semester.
- 3.3 Student expectations and requirements: An orchestra performs at its best when all members are actively participating. Therefore, you are expected to be at every rehearsal on time and stay for the full duration of the rehearsal. If you must come late or leave early, clear it with the director in advance. The graduate student will be expected to assume a leadership role.
- 3.4 Tentative texts and course materials:
 - Music is provided by the university.
 - The student must provide the instrument and accessories.
 - Mandatory performance attire.

4. Resources:

- 4.1 Library resources: NA
- 4.2 Computer resources: NA

5. Budget implications:

- 5.1 Proposed method of staffing: Ensemble director. No additional faculty are needed.
5.2 Special equipment needed: NA
5.3 Expendable materials needed: NA
5.4 Laboratory materials needed: NA

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

MUS Department/Division: August 19, 2010

PCAL Curriculum Committee September 2, 2010

Professional Education Council September 8, 2010

Graduate Council 10-14-2010

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 17, 2010

**Potter College of Arts and Letters
Department of Music
Proposal to Create a New Course
(Action Item)**

Contact Person: Robyn Swanson
robyn.swanson@wku.edu
270-745-5925

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MUS 545
- 1.2 Course title: Chamber Singers
- 1.3 Abbreviated course title: Chamber Singers
- 1.4 Credit hours and contact hours: 1 hr. 4 hrs. per week
- 1.5 Type of course: Ensemble performance
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing:
Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are an elective and require advisor approval for music degrees.

2. Rationale:

- 2.1 Reason for developing the proposed course: Delete the 445 G level of identification and classify it as a 500 level graduate course (MUS 545).
- 2.2 Projected enrollment in the proposed course: 1-5 per semester
- 2.3 Relationship of the proposed course to courses now offered by the department:
Graduate equivalent to the undergraduate chorale ensemble. Graduate students will be required to assume leadership roles (i.e. section leader or assistant conducting responsibilities).
- 2.4 Relationship of the proposed course to courses offered in other departments:
None
- 2.5 Relationship of the proposed course to courses offered in other institutions:
All institutions that offer a graduate degree in music have graduate-level ensemble offerings.

3. Discussion of proposed course:

- 3.1 Course objectives:
To form a unified ensemble dedicated to the choral art.
To rehearse and learn music of high quality from various styles and historical periods.
To enhance the vocal development of each individual singer.
To reflect credit on the University, the Music Department and the ensemble itself by demonstration of high standards of preparation, performance, appearance, and pride.
- 3.2 Content outline: Choral music repertoire will change semester to semester.
- 3.3 Student expectations and requirements: The student will bring music to each rehearsal and performance. The student will take an active part in each rehearsal. The student will fully participate (sing all pieces as written and rehearsed) in weekly rehearsals and on each concert. The graduate student will be expected to assume a leadership role.
- 3.4 Tentative texts and course materials:
Music is purchased at the beginning of the semester.
Mandatory performance attire.

4. Resources:

- 4.1 Library resources: NA
- 4.2 Computer resources: NA

5. Budget implications:

- 5.1 Proposed method of staffing: Ensemble director. No additional faculty are needed.
5.2 Special equipment needed: NA
5.3 Expendable materials needed: NA
5.4 Laboratory materials needed: NA

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

MUS Department/Division: August 19, 2010

PCAL Curriculum Committee September 2, 2010

Professional Education Council September 8, 2010

Graduate Council 10-14-2010

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 17, 2010

**Potter College of Arts and Letters
Department of Music
Proposal to Create a New Course
(Action Item)**

Contact Person: Robyn Swanson
robyn.swanson@wku.edu
270-745-5925

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MUS 547
- 1.2 Course title: Marching Band
- 1.3 Abbreviated course title: Marching Band
- 1.4 Credit hours and contact hours: 1 hr. 6 hrs. per week
- 1.5 Type of course: Ensemble performance
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing:
Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are electives and require advisor approval for music degrees.

2. Rationale:

- 2.1 Reason for developing the proposed course: Delete the 447 G level of identification and classify it as a 500 level graduate course (MUS 547).
- 2.2 Projected enrollment in the proposed course: 1-5 per semester
- 2.3 Relationship of the proposed course to courses now offered by the department:
Graduate equivalent to the undergraduate level of marching band. Graduate students will be required to assume leadership roles (i.e. section leader).
- 2.4 Relationship of the proposed course to courses offered in other departments:
None
- 2.5 Relationship of the proposed course to courses offered in other institutions:
All institutions that offer a graduate degree in music have graduate-level ensemble offerings.

3. Discussion of proposed course:

- 3.1 Course objectives:
Students will have the opportunity to develop their musicianship through the study and performance of varied marching band repertoire in a large ensemble setting.
- 3.2 Content outline: Marching band repertoire will change year to year.
- 3.3 Student expectations and requirements: Students are expected to come to every rehearsal prepared. The graduate student will be expected to assume a leadership role.
- 3.4 Tentative texts and course materials:
Music is provided by the university.
The student must provide the instrument and accessories.
Mandatory performance attire.

4. Resources:

- 4.1 Library resources: NA
- 4.2 Computer resources: NA

5. Budget implications:

- 5.1 Proposed method of staffing: Ensemble director. No additional faculty are needed.
- 5.2 Special equipment needed: NA
- 5.3 Expendable materials needed: NA
- 5.4 Laboratory materials needed: NA

6. **Proposed term for implementation: Spring 2011**

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

MUS Department/Division: August 19, 2010

PCAL Curriculum Committee September 2, 2010

Professional Education Council September 8, 2010

Graduate Council 10-14-2010

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 17, 2010

**Potter College of Arts and Letters
Department of Music
Proposal to Create a New Course
(Action Item)**

Contact Person: Robyn Swanson
robyn.swanson@wku.edu
270-745-5925

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MUS 548
- 1.2 Course title: Band
- 1.3 Abbreviated course title: Band
- 1.4 Credit hours and contact hours: 1 hr. 3-5 hrs. per week
- 1.5 Type of course: Ensemble performance
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing:
Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are electives and require advisor approval for music degrees.

2. Rationale:

- 2.1 Reason for developing the proposed course: Delete the 448 G level of identification and classify it as a 500 level graduate course (MUS 548).
- 2.2 Projected enrollment in the proposed course: 1-5 per semester
- 2.3 Relationship of the proposed course to courses now offered by the department:
Graduate equivalent to the undergraduate symphonic band. Graduate students will be required to assume leadership roles (i.e. section leader or assistant conducting responsibilities).
- 2.4 Relationship of the proposed course to courses offered in other departments:
None
- 2.5 Relationship of the proposed course to courses offered in other institutions:
All institutions that offer a graduate degree in music have graduate-level ensemble offerings.

3. Discussion of proposed course:

- 3.1 Course objectives:
Students will have the opportunity to develop their musicianship through the study and performance of varied wind band repertoire in a large ensemble setting.
- 3.2 Content outline: Symphonic band repertoire will change semester to semester.
- 3.3 Student expectations and requirements: Students are expected to come to every rehearsal prepared. The graduate student will be expected to assume a leadership role.
- 3.4 Tentative texts and course materials:
Music is provided by the university.
The student must provide the instrument and accessories.
Mandatory performance attire.

4. Resources:

- 4.1 Library resources: NA
- 4.2 Computer resources: NA

5. Budget implications:

- 5.1 Proposed method of staffing: Ensemble director. No additional faculty are needed.
- 5.2 Special equipment needed: NA
- 5.3 Expendable materials needed: NA

5.4 Laboratory materials needed: NA

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

MUS Department/Division: August 19, 2010

PCAL Curriculum Committee September 2, 2010

Professional Education Council September 8, 2010

Graduate Council 10-14-2010

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 17, 2010

**Potter College of Arts and Letters
Department of Music
Proposal to Create a New Course
(Action Item)**

Contact Person: Robyn Swanson
robyn.swanson@wku.edu
270-745-5925

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MUS 549
- 1.2 Course title: Chamber Music
- 1.3 Abbreviated course title: Chamber Music
- 1.4 Credit hours and contact hours: 1 hr. 2 hrs. per week
- 1.5 Type of course: Ensemble performance
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing:
Students enrolled in this course have attained considerable ability as a performer and must audition. This course can include all types of instrumental and choral chamber music literature.

2. Rationale:

- 2.1 Reason for developing the proposed course: Delete the 449 G level of identification and classify it as a 500 level graduate course (MUS 549).
- 2.2 Projected enrollment in the proposed course: 1-5 per semester
- 2.3 Relationship of the proposed course to courses now offered by the department:
Graduate equivalent to the undergraduate level of chamber music. Graduate students will be required to assume leadership roles (i.e. section leader, conductor).
- 2.4 Relationship of the proposed course to courses offered in other departments:
None
- 2.5 Relationship of the proposed course to courses offered in other institutions:
All institutions that offer a graduate degree in music have graduate-level ensemble offerings.

3. Discussion of proposed course:

- 3.1 Course objectives:
Students will have the opportunity to develop their musicianship through the study and performance of varied chamber literature.
- 3.2 Content outline: Chamber music repertoire will change year to year.
- 3.3 Student expectations and requirements: Students are expected to come to every rehearsal prepared. The graduate student will be expected to assume a leadership role.
- 3.4 Tentative texts and course materials:
Music is provided by the university.
The student must provide the instrument and accessories.
Mandatory performance attire.

4. Resources:

- 4.1 Library resources: NA
- 4.2 Computer resources: NA

5. Budget implications:

- 5.1 Proposed method of staffing: Ensemble director. No additional faculty are needed.
- 5.2 Special equipment needed: NA
- 5.3 Expendable materials needed: NA
- 5.4 Laboratory materials needed: NA

6. **Proposed term for implementation: Spring 2011**

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

MUS Department/Division:	August 19, 2010
PCAL Curriculum Committee	September 2, 2010
Professional Education Council	September 8, 2010
Graduate Council	<u>10-14-2010</u>
University Senate	<u></u>

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 17, 2010

**Potter College of Arts and Letters
Department of Music
Proposal to Create a New Course
(Action Item)**

Contact Person: Robyn Swanson
robyn.swanson@wku.edu
270-745-5925

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MUS 550
- 1.2 Course title: Applied Music Secondary
- 1.3 Abbreviated course title: Applied Music Secondary
- 1.4 Credit hours and contact hours: 1 hr. 1 hr. per week
- 1.5 Type of course: Applied music: private or small-group instruction
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing:
Applied study intended for beginners and requires no audition.

2. Rationale:

- 2.1 Reason for developing the proposed course: Delete the 450 G level of identification and classify it as a 500 level graduate course (MUS 550).
- 2.2 Projected enrollment in the proposed course: 1-5 per semester
- 2.3 Relationship of the proposed course to courses now offered by the department:
Graduate equivalent to the undergraduate level of applied study. Graduate students will be required to study and perform music repertoire at a beginning level.
- 2.4 Relationship of the proposed course to courses offered in other departments:
None
- 2.5 Relationship of the proposed course to courses offered in other institutions:
All institutions that offer a graduate degree in music have graduate-level applied secondary lesson offerings.

3. Discussion of proposed course:

- 3.1 Course objectives:
Students will have the opportunity to begin development of their musicianship through the study and performance of varied graduate-level music repertoire.
- 3.2 Content outline: Graduate-level music repertoire varies in accordance with instrument/vocal studio instructor.
- 3.3 Student expectations and requirements: Students are expected to come to every lesson prepared. Graduate students will be expected to demonstrate musicianship skills at a novice level.
- 3.4 Tentative texts and course materials:
Music is provided by the student.

4. Resources:

- 4.1 Library resources: NA
- 4.2 Computer resources: NA

5. Budget implications:

- 5.1 Proposed method of staffing: Ensemble director. No additional faculty are needed.
- 5.2 Special equipment needed: NA
- 5.3 Expendable materials needed: NA
- 5.4 Laboratory materials needed: NA

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

MUS Department/Division:	August 19, 2010
PCAL Curriculum Committee	September 2, 2010
Professional Education Council	September 8, 2010
Graduate Council	<u>10-14-2010</u>
University Senate	<u></u>

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 17, 2010

**Potter College of Arts and Letters
Department of Music
Proposal to Create a New Course
(Action Item)**

Contact Person: Robyn Swanson
robyn.swanson@wku.edu
270-745-5925

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MUS 553
- 1.2 Course title: Applied Music Principal
- 1.3 Abbreviated course title: Applied Music Principal
- 1.4 Credit hours and contact hours: 2 hr. 1 hr. per week
- 1.5 Type of course: Applied music: private or small-group instruction
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing:
Applied study assumes graduate-level proficiency

2. Rationale:

- 2.1 Reason for developing the proposed course: Delete the 453 G level of identification and classify it as a 500 level graduate course (MUS 553).
- 2.2 Projected enrollment in the proposed course: 1-5 per semester
- 2.3 Relationship of the proposed course to courses now offered by the department:
Graduate equivalent to the undergraduate level of applied study. Graduate students will be required to study and perform graduate-level music repertoire.
- 2.4 Relationship of the proposed course to courses offered in other departments:
None
- 2.5 Relationship of the proposed course to courses offered in other institutions:
All institutions that offer a graduate degree in music have graduate-level applied lesson offerings.

3. Discussion of proposed course:

- 3.1 Course objectives:
Students will have the opportunity to develop their musicianship through the study and performance of varied graduate-level music repertoire.
- 3.2 Content outline: Graduate-level music repertoire varies in accordance with instrument/vocal studio instructor.
- 3.3 Student expectations and requirements: Students are expected to come to every lesson prepared. Graduate students will be expected to demonstrate musicianship skills at an advanced level.
- 3.4 Tentative texts and course materials:
Music is provided by the student.

4. Resources:

- 4.1 Library resources: NA
- 4.2 Computer resources: NA

5. Budget implications:

- 5.1 Proposed method of staffing: Ensemble director. No additional faculty are needed.
- 5.2 Special equipment needed: NA
- 5.3 Expendable materials needed: NA
- 5.4 Laboratory materials needed: NA

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

MUS Department/Division:	August 19, 2010
PCAL Curriculum Committee	September 2, 2010
Professional Education Council	September 8, 2010
Graduate Council	<u>10-14-2010</u>
University Senate	<u></u>

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 17, 2010

**Potter College of Arts and Letters
Department of Music
Proposal to Create a New Course
(Action Item)**

Contact Person: Robyn Swanson
robyn.swanson@wku.edu
270-745-5925

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MUS 571
- 1.2 Course title: Jazz Ensemble
- 1.3 Abbreviated course title: Jazz Ensemble
- 1.4 Credit hours and contact hours: 1 hr. 6 hrs. per week
- 1.5 Type of course: Ensemble performance
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing:
Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are electives and require advisor approval for music degrees.

2. Rationale:

- 2.1 Reason for developing the proposed course: Delete the 471 G level of identification and classify it as a 500 level graduate course (MUS 571).
- 2.2 Projected enrollment in the proposed course: 1-5 per semester
- 2.3 Relationship of the proposed course to courses now offered by the department:
Graduate equivalent to the undergraduate level of jazz ensemble. Graduate students will be required to assume leadership roles (i.e. section leader, conductor).
- 2.4 Relationship of the proposed course to courses offered in other departments:
None
- 2.5 Relationship of the proposed course to courses offered in other institutions:
All institutions that offer a graduate degree in music have graduate-level ensemble offerings.

3. Discussion of proposed course:

- 3.1 Course objectives:
Students will have the opportunity to develop their musicianship through the study and performance of varied jazz ensemble literature.
- 3.2 Content outline: Jazz music repertoire will change year to year.
- 3.3 Student expectations and requirements: Students are expected to come to every rehearsal prepared. The graduate student will be expected to assume a leadership role.
- 3.4 Tentative texts and course materials:
Music is provided by the university.
The student must provide the instrument and accessories.
Mandatory performance attire.

4. Resources:

- 4.1 Library resources: NA
- 4.2 Computer resources: NA

5. Budget implications:

- 5.1 Proposed method of staffing: Ensemble director. No additional faculty are needed.
- 5.2 Special equipment needed: NA
- 5.3 Expendable materials needed: NA
- 5.4 Laboratory materials needed: NA

6. **Proposed term for implementation: Spring 2011**

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

MUS Department/Division: August 19, 2010

PCAL Curriculum Committee September 2, 2010

Professional Education Council September 8, 2010

Graduate Council 10-14-2010

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 17, 2010

**Potter College of Arts and Letters
Department of Music
Proposal to Create a New Course
(Action Item)**

Contact Person: Robyn Swanson
robyn.swanson@wku.edu
270-745-5925

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MUS 574
- 1.2 Course title: Opera Theatre
- 1.3 Abbreviated course title: Opera Theatre
- 1.4 Credit hours and contact hours: 1 hr. 4 hrs. per week
- 1.5 Type of course: Ensemble performance
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing:
Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are electives and require advisor approval for music degrees.

2. Rationale:

- 2.1 Reason for developing the proposed course: Delete the 474 G level of identification and classify it as a 500 level graduate course (MUS 574).
- 2.2 Projected enrollment in the proposed course: 1-5 per semester
- 2.3 Relationship of the proposed course to courses now offered by the department:
Graduate equivalent to the undergraduate level of opera theatre. Graduate students will be required to assume leadership roles (i.e. section leader, conductor).
- 2.4 Relationship of the proposed course to courses offered in other departments:
None
- 2.5 Relationship of the proposed course to courses offered in other institutions:
All institutions that offer a graduate degree in music have graduate-level ensemble offerings.

3. Discussion of proposed course:

- 3.1 Course objectives:
Students will have the opportunity to develop their musicianship through the study and performance of varied opera literature.
- 3.2 Content outline: Opera music repertoire will change year to year.
- 3.3 Student expectations and requirements: Students are expected to come to every rehearsal prepared. The graduate student will be expected to assume a leadership role.
- 3.4 Tentative texts and course materials:
Music is provided by the university.
Mandatory performance attire.

4. Resources:

- 4.1 Library resources: NA
- 4.2 Computer resources: NA

5. Budget implications:

- 5.1 Proposed method of staffing: Ensemble director. No additional faculty are needed.
- 5.2 Special equipment needed: NA
- 5.3 Expendable materials needed: NA
- 5.4 Laboratory materials needed: NA

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

MUS Department/Division: August 19, 2010

PCAL Curriculum Committee September 2, 2010

Professional Education Council September 8, 2010

Graduate Council 10-14-2010

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: July 13, 2010

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

Contact Person: William Hey, william.hey@wku.edu, 745-3347

1. Identification of proposed course:

- 1.1 Course Prefix and Number: PE 507
- 1.2 Course title: Sport in Multicultural Society
- 1.3 Abbreviated course title: Sport in Multicultural Society
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites: Graduate Standing at WKU
- 1.7 Course catalog listing: An examination/understanding of the role of sport in America, its impact on the social structure and the leadership behavior's needed to ensure that the societal impact of sport is congruent with traditional American values.

2. Rationale:

- 2.1 Reason for developing the proposed course: PE 507 Sport in Multicultural Society will be required for the "Coaching Concentration" under the new MS in Physical Education (Teacher Leader) program. This course will help the student develop an appreciation for the diverse population of those who participate and work in the field of coaching.
- 2.2 Projected enrollment in the proposed course: 15 – 20 students
- 2.3 Relationship of the proposed course to courses now offered by the department: None
- 2.4 Relationship of the proposed course to courses offered in other departments:
 - CNS 555 Social and Cultural Diversity
 - PSY 520 Individual Differences and Diversity
- 2.5 Relationship of the proposed course to courses offered in other institutions:
 - University of Kentucky – KHP 781 – Diversity in Sport Organizations
 - Middle Tennessee State University - LSM 6730 Sociocultural, Philosophical, and Ethical Issues in Sport and Human Performance

3. Discussion of proposed course:

- 3.5 Course objectives:
 - Articulate an understanding of the function of sport in the social structure of contemporary America. (Kentucky Standards 1 and 10).
Critical Performance---Class discussion board and a critical analysis paper which addresses this issue.

- Demonstrate an understanding of sport related problems of excess and deviance. (Kentucky Standards 1, 2 and 10).
Critical Performance---Develop an educational action plan designed to address and/or prevent these problems.
 - Demonstrate an understanding of the various contextual settings involving sports in America. (Kentucky Standards 1 and 10).
Critical Performance---Class discussion board and a critical analysis paper which addresses this issue.
 - Demonstrates an understanding of the structural inequities of sport in contemporary America. (Kentucky Standards 1, 2 and 10).
Critical Performance---Class discussion board and a critical analysis paper which addresses this issue.
 - Demonstrates a vision of sport in America. (Kentucky Standard 10).
Critical Performance---Class discussion board and a reflection paper which addresses the question of “Sport in America: 2050”.
- 3.6 Content outline:
- The American social structure
 - The culture of sport in America
 - Interrelationship of organized sport and other societal institutions
 - The socialization effects of sport in America
 - Amateur sport in America
 - Corporate sport in America
 - Sport related issues of excess and deviance in America
 - The future: A vision of sport in America
- 3.7 Student expectations and requirements:
- Participation in online discussions from assigned readings
 - Completion of assigned questions related to course objectives
- 3.8 Tentative texts and course materials: Eitzen, Stanley (2009) Sport in Contemporary Society (8th Ed.) Pluto Press

4. Resources:

- 4.5 Library resources: Adequate
- 4.6 Computer resources: Adequate

5. Budget implications:

- 5.6 Proposed method of staffing: Current KRS faculty
- 5.7 Special equipment needed: n/a
- 5.8 Expendable materials needed: n/a
- 5.9 Laboratory materials needed: n/a

6. Proposed term for implementation: Fall 2011

7. Dates of prior committee approvals:

KRS Department:

July 13, 2010

CHHS Graduate Curriculum Committee Aug 30, 2010

Professional Education Council Sept. 8, 2010

Graduate Council 10-14-2010

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: July 13, 2010

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

Contact Person: William Hey, william.hey@wku.edu, 745-3347

1. Identification of proposed course:

- 1.1 Course Prefix and Number: PE 513
- 1.2 Course title: Coaching Theory
- 1.3 Abbreviated course title: Coaching Theory
- 1.4 Credit hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites: Graduate Standing at WKU
- 1.7 Course catalog listing: The theory and analysis of leadership behavior in interscholastic athletics with an emphasis on developing leadership knowledge, personal behavior qualities and job related skills applicable in diverse interscholastic athletic settings

2. Rationale:

- 2.1 Reason for developing the proposed course: PE 513 Coaching Theory will be required for the “Coaching Concentration” under the new MS in Physical Education (Teacher Leader) program. This course will help the student develop experiences for organizational leadership principles and application to the organization and administration of coaching in interscholastic athletics. This course will also explore the theoretical insights and critical competencies involving coaching and interscholastic athletic programs at a variety of developmentally appropriate levels of competition.
- 2.2 Projected enrollment in the proposed course: 15 – 20 students
- 2.3 Relationship of the proposed course to courses now offered by the department: None
- 2.4 Relationship of the proposed course to courses offered in other departments: None
- 2.5 Relationship of the proposed course to courses offered in other institutions:
 - Ohio University – PESS 620 Foundations of Coaching
 - Ohio University - PESS 635 Psychology of Coaching

3. Discussion of proposed course:

- 3.1 Course objectives:
 - Critique the strengths and weaknesses of a high school policy for interscholastic athletics procedures. (Kentucky Standard 4)
*Critical Performance---*Class Discussion Board and a Critical Analysis Paper that address this issue.
 - Develop a research paper that summarizes leadership strategies for interscholastic athletics. (Kentucky Standard 7)

Critical Performance---Reflection Paper.

- Create an outline for the implementation of management strategies that focuses on athlete behaviors. (Kentucky Standard 8)
- Develop a management strategies outline.

Objective---Identify why short and long term goals are necessary leadership success. (Kentucky Standard 9)

- Develop short and long term goals for a variety of interscholastic athletic scenarios that are situation specific.
- Identify why and how discipline plans compliment incentive systems.(KentuckyStandard 10)

Critical Performance---Develop a discipline plan & incentive for a situation specific interscholastic athletics scenario.

- Communicates concepts, processes and knowledge of interscholastic athletics coaching leadership (Kentucky Standard 1)

Critical Performance---Outline an educational program for athletic personnel that ill communicate the concepts, processes and knowledge needed to become an effective coach/leader in educationally appropriate interscholastic athletics environment.

3.2 Content outline:

- Principles of Coaching
- Principles of Behavior
- Principles of Teaching
- Principles of Physical Training
- Principles of Management

3.3 Student expectations and requirements:

- Participation in online discussions from assigned readings
- Completion of assigned questions related to course objectives

3.4 Tentative texts and course materials: Martens, Rainier (2004) Successful Coaching (3rd Ed.) Human Kinetics Publishers

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current KRS 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: Fall 2011

7. Dates of prior committee approvals:

KRS Department:

July 13, 2010

CHHS Graduate Curriculum Committee

Aug 30, 2010

Professional Education Council

Sept. 8, 2010

Graduate Council

10-14-2010

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 7/13/2010

**College of Health & Human Services
Department of Kinesiology Recreation and Sport
Proposal to Create a New Course
(Action Item)**

Contact Person: William Hey, william.hey@wku.edu 745-3347

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PE 516
- 1.2 Course title: Administrative Practice in KRS
- 1.3 Abbreviated course title: Administrative Practice in KRS
- 1.4 Credit hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites: Graduate Standing
- 1.7 Course catalog listing: Provide useful information and techniques related to the administration of physical education programs in both school and other settings. Students will focus on leadership that enhances the organization, management, planning and implanting programs and facilities.

2. Rationale:

- 2.1 Reason for developing the proposed course: PE 516 Administrative Practice in KRS will be required for the Physical Education and Coaching Concentrations under the new MS in Physical Education (Teacher Leader) program. This course will help the student develop experiences for leadership and organizational principles and applications to the organization and administration of physical education and coaching.
- 2.2 Projected enrollment in the proposed course: 15 to 20 students
- 2.3 Relationship of the proposed course to courses now offered by the department: REC 513 Recreation and Sport Administration
- 2.4 Relationship of the proposed course to courses offered in other departments: None
- 2.5 Relationship of the proposed course to courses offered in other institutions:
 - University of Kentucky – KHP 781, Leadership, Theory and Practice
 - Eastern Kentucky University – PHE 869, Organization and Administration of Sport
 - Ohio University – SASM 610, Athletic Administration Seminar

3. Discussion of proposed course:

- 3.1 Course objectives:
 - Develop an understanding of the leadership principles of management and administration. (Kentucky Standard 10)
Critical Performance– Conceptualized action Discipline Plan, Classroom Procedures, Short and long term goals.

- Develop techniques in applying Leadership and management principles to physical education programs and facilities. (Kentucky Standard 1)
Critical Performance– Conceptualized action plan for facility procedures.
 - Develop methods and strategies for funding of physical education and coaching programs. (Kentucky Standard 1)
Critical Performance– Conceptualized action plan for short and long term funding goals.
- 3.2 Content outline:
- Philosophy
 - Time management
 - Communication
 - Curricular trends
 - Fiscal management
 - Curricular trends
 - Personnel management
- 3.3 Student expectations and requirements:
- Participation in online discussions from assigned readings
 - Completion of assigned questions related to course objectives
- 3.4 Tentative texts and course materials: Administration of Physical Education For Schools and Colleges, 3rd Edition, The Ronald Press Company, w York, French, Esther and Nelson G. Lehsten
- 4. Resources:**
- 4.1 Library resources: Adequate
- 4.2 Computer resources: Adequate
- 5. Budget implications:**
- 5.1 Proposed method of staffing: Present 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:** Fall 2011
- 7. Dates of prior committee approvals:**
- | | |
|-------------------------------------|------------------------|
| KRS Department: | <u>July 13, 2010</u> |
| CHHS Graduate Curriculum Committee: | <u>August 30, 2010</u> |
| Professional Education Council: | <u>Sept. 8, 2010</u> |
| Graduate Council | <u>10-14-2010</u> |
| University Senate | <u></u> |
- Attachment: Bibliography, Library Resources Form, Course Inventory Form**

Proposal Date: June 22, 2010

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

Contact Person: Eve Main, eve.main@wku.edu, 745-3489 or Beverly Siegrist, beverly.siegrist@wku.edu; 745-390

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NURS 601
- 1.2 Course title: Orientation to Doctor of Nursing Practice
- 1.3 Abbreviated course title: Orientation to DNP
- 1.4 Credit hours: 2 credit hours (1 hr lecture/1 hr. laboratory)
- 1.5 Type of course: C
- 1.6 Prerequisites: Admission to Doctor of Nursing Practice (DNP) program
- 1.7 Catalog Description: An immersion experience that introduces the DNP student to program outcomes and policies, DNP roles and responsibilities, and faculty expectations. Laboratory experiences include leadership and self-assessment activities.

2. Rationale:

- 2.1 Reason for developing the proposed course: Success in doctoral study often requires a change in individual behaviors and personal priorities. The School of Nursing faculty have identified that returning students in the MSN program, have unclear expectations of the amount of work required to complete graduate courses. Additionally they need assistance in identifying resources, realistic self-assessment of abilities, goal development, and in understanding the scholarship expected of the doctorally prepared advanced practice nurse. Since a cohort model is planned for the DNP program, it is important that students identify class members as an essential support system with whom they will progress through the program. Laboratory experiences will support the development of scholarly writing and self-assessment of learning needs.
- 2.2 Projected enrollment in the proposed course: Projected enrollment will be approximately 20 students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department: There is an introductory course required for MSN students, NURS 506 Transitions to Advanced Nursing Practice that includes content related to School of Nursing and Graduate Studies policies.
- 2.4 Relationship of the proposed course to courses offered in other departments: The EdD program offers a similar course for new doctoral students, EDLD 700 Orientation to Doctoral Studies and Professional Development.
- 2.5 Relationship of the proposed course to courses offered in other institutions: A review of WKU benchmark and regional universities found that the majority of the programs required on campus orientation and immersion experiences scheduled at the beginning of the program. The length varied from 2 days – 2 weeks.

Bellarmino has a course, NURS 601 Fundamental Research Skills 1 credit hour that includes orientation and related information.

3. Discussion of proposed course:

3.1 Course objectives:

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

- Explain the expected roles and responsibilities of DNP graduates.
- Use resources available for graduate students to successfully support program progression and graduation, e.g. faculty mentors with related project interest.
- Explain the scholarship role expected of DNP student, and further formulate plans for the capstone clinical experience and project.
- Verbalize personal strengths and professional goals.

3.2 Course Outline

- Program Orientation
- Scholarly Inquiry and Evidence Based Projects
- DNP Roles
- Leadership in Advanced Nursing Practice
- Graduate Resources: Technology, People & Places

3.3 Student expectations and requirements:

Self assessment, participation in activities and discussion boards, paper

3.4 Tentative texts and course materials:

American Association of Colleges of Nursing. (2006). *The essentials of doctoral education for advanced nursing practice*. Retrieved from <http://www.aacn.nche.edu/DNP/pdf/Essentials.pdf>

Chisim, L.A. (2010). *The Doctor of Nursing Practice: A guidebook for role development and professional issues*. Sudbury, MD: Jones & Bartlett.

Porter-O'Grady, T. & Malloch, K. (2nd edition) (2007). *Quantum leadership: A resource for Healthcare innovation*. Sudbury, MA: Jones & Bartlett.

4. Resources:

4.1 Library resources: adequate

4.2 Computer resources: adequate

5. Budget implications:

5.1 Proposed method of staffing: Graduate nursing 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: Fall 2011

7. Dates of prior committee approvals:

CHHS Graduate Curriculum Committee

Aug 30, 2010

Graduate Council

10-14-2010

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: March 3, 2010

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

Contact Person: Eve Main eve.main@wku.edu, 745-3489, Beverly Siegrist
Beverly.siegrist@wku.edu, 5-3490

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NURS 620
- 1.2 Course title: Advanced Biostatistics
- 1.3 Abbreviated course title: Advanced Biostatistics
- 1.4 Credit hours: 3 semester hours
- 1.5 Type of course: L (lecture)
- 1.6 Prerequisites: PH 520 or equivalent
- 1.7 Course catalog listing: Application of quantitative analysis approaches to evaluation of epidemiological based data using descriptive and inferential statistical methods. Discussion and application to a Healthcare dataset.

2. Rationale:

- 2.1 Reason for developing the proposed course: NURS 620 Advanced Biostatistics is a required course for the proposed Doctor of Nursing Practice degree (DNP). 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). Competency IV of the CCNE DNP standards requires that the program include analytic methods to critically appraise existing literature to determine and implement the best evidence for practice. This additional course is needed for the DNP program.
- 2.2 Projected enrollment in the proposed course: Projected enrollment will be approximately 20 students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department: This is a new course implemented for the DNP program.
- 2.4 Relationship of the proposed course to courses offered in other departments: There is a doctoral level statistics course EDFN 601 that addresses the needs of the education doctoral student. It is not sufficient to address the needs of the DNP student's requirements to analyze Healthcare related databases.
- 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 offer the DNP program:
 - Ball State – Post MSN DNP
 - Indiana State – completing approval process
 - Minnesota State – Post MSN DNP
 - University of South Alabama – BSN to DNP and Post MSN DNP
 - Vanderbilt – Post MSN DNP

- University of Kentucky – BSN to DNP and Post MSN DNP
- Northern Kentucky, Eastern Kentucky, Murray State Universities – in development process

All of the programs must include content related to the DNP and advanced biostatistics either through a course or integration of the content in existing courses. University of Southern Alabama includes NU 609 Biostatistics, Vanderbilt includes a required course Nurs 414 Statistics in Health Sciences and the University of Kentucky provides this content in NUR 903 Applied Biostatistics for Outcomes Evaluation.

3. Discussion of proposed course:

3.1 Course objectives:

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

- Demonstrate appropriate application of descriptive and inferential statistics to clinical situations.
- Interpret statistical results to identify clinical outcomes.
- Critique published studies for appropriate statistical application.
- Summarize research findings for publication.

3.2 Content outline:

- Overview, SPSS, clinical dataset
 - article critiques
 - presentation
- Data handling and descriptive statistics
- Power Analysis
 - Type I errors
 - Type II errors
- Confidence Intervals and Hypothesis Testing
- Bivariate Statistics
- Sensitivity and Specificity
- Multiple Regression Analysis
- Logistic Regression
- Survival Analysis
- Factor Analysis
- Cost-benefit analysis

3.3 Student expectations and requirements:

Quizzes, assignments, critique, presentations, discussion boards

3.4 Tentative texts and course materials:

Pallant, J. (2007). SPSS Survival Manual: A Step By Step Guide to Data Analysis Using SPSS for Windows.

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current or additional graduate faculty

5.4 Laboratory materials needed: n/a

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: March 3, 2010

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

Contact Person: Eve Main eve.main@wku.edu, 745-3489, Beverly Siegrist
Beverly.siegrist@wku.edu, 745-3490

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NURS 630
- 1.2 Course title: Advanced Epidemiology
- 1.3 Abbreviated course title: Advanced Epidemiology
- 1.4 Credit hours: 3 semester hours
- 1.5 Type of course: L (lecture)
- 1.6 Prerequisites: NURS 700 and NURS 620 or permission of instructor
- 1.7 Course catalog listing: Integrates epidemiologic principles for decision-making in Healthcare for improved patient and population outcomes. It is intended for DNP students and other Healthcare leaders.

2. Rationale:

- 2.1 Reason for developing the proposed course: NURS 630 Advanced Epidemiology is a required course for the proposed Doctor of Nursing Practice degree (DNP). 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). Competency I Scientific underpinnings of practice and Competency VII Clinical prevention and population health for the improving the nation's health requires that the DNP student be provided adequate content on life processes and be able to provide risk reduction and illness prevention for patients and families as well as entire populations. This additional course is needed for the DNP program.
- 2.2 Projected enrollment in the proposed course: Projected enrollment will be approximately 20 students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department: This is a new course implemented for the DNP program.
- 2.4 Relationship of the proposed course to courses offered in other departments: There is no advanced epidemiology course at the university.
- 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 offer the DNP program:
 - Ball State – Post MSN DNP
 - Indiana State – completing approval process
 - Minnesota State – Post MSN DNP
 - University of South Alabama – BSN to DNP and Post MSN DNP
 - Vanderbilt – Post MSN DNP

- University of Kentucky – BSN to DNP and Post MSN DNP
- Northern Kentucky, Eastern Kentucky, Murray State Universities – in development process

All of the programs must include content related to the DNP and epidemiology either through a course or integration of the content in existing courses.

Vanderbilt includes a required course NURS 424 Epidemiology. The University of Kentucky provides this content in NUR 904 Epidemiology Applied to the Design and Evaluation of Nursing and Health Services.

3. Discussion of proposed course:

3.1 Course objectives:

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

- Examine the basic principles of epidemiology with application to Healthcare delivery systems.
- Identify the role of epidemiology in evidence-based based practice and clinical decision making.
- Illustrate the application of epidemiologic principles to financial and economic decision making.

3.2 Content outline:

- Infectious disease
- Morbidity, mortality and screening
- Descriptive epidemiology
- Case control, cohort, Randomized Controlled Trials
- Clinical Epidemiology
- Evidence Based practice
- Disparities
- Quality
- Financial Management and Epidemiology

3.3 Student expectations and requirements:

Quizzes, assignments, critique, presentations, discussion boards

3.4 Tentative texts and course materials:

Fleming, S. (2009). *Managerial Epidemiology: Concepts and Cases* (2nd Ed). Healthcare Administration Press.

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current or additional graduate 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: Spring 2012

7. Dates of prior committee approvals:

MSN Committee School of Nursing 7-2-2010

CHHS Graduate Curriculum Committee Aug 30, 2010

Graduate Council 10-14-2010

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: June 22, 2010

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

Contact Person: Eve Main, eve.main@wku.edu, 5-3489 or Beverly Siegrist, Beverly.siegrist@wku.edu, 5-3490

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NURS 700
Course title: NURS 700 Healthcare Leadership and Organizational Theory
- 1.2 Abbreviated course title: Health Leadership Org Theory
- 1.3 Credit hours: 3 hours
- 1.4 Type of course: S (seminar)
- 1.5 Prerequisites: PH 520 or equivalent, admission to program or permission of instructor
- 1.6 Course catalog listing: Synthesizes leadership theory and organizational models within the context of the Healthcare industry. Models of human resource management, change management, strategic planning, program development and implementation will be explored with an emphasis on the DNP's role in complex Healthcare organizations.

2. Rationale:

Reason for developing the proposed course: NURS 700 Healthcare Leadership and Organizational Theory for the DNP will be a required course for the proposed Doctor of Nursing Practice degree (DNP). 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). Competency II of the CCNE DNP standards requires that the program include organizational and systems leadership for quality improvement and systems thinking. DNP graduates must be knowledgeable about patients on individual, population, and community levels to help create new Healthcare delivery models.

- 2.1 Projected enrollment in the proposed course: Projected enrollment will be approximately 20 students per year.
- 2.2 Relationship of the proposed course to courses now offered by the department: NURS 528 Leadership and Management for Advanced Nursing Practice introduces the student to concepts and theories related to management and leadership in nursing practice.
- 2.3 Relationship of the proposed course to courses offered in other departments: The EdD program includes several leadership courses in the core including: EDLD 710 Leadership I-Leadership Theories and Practices
EDLD 720 Leadership II-Individual and Group Issues in Leadership
EDLD 730 Leadership III-Leading the Organization

Because of the large number of students enrolled in the program, these courses are not available to the DNP students. Other departments offer 500 level courses similar to NURS 700 but the course does not include all of the content required for the DNP student.

- 2.4 Relationship of the proposed course to courses offered in other institutions: A review of WKU benchmark and regional universities found that the following universities offer the DNP program:

- Ball State – Post MSN DNP
- Indiana State – completing approval process
- Minnesota State – Post MSN DNP
- University of South Alabama – BSN to DNP and Post MSN DNP
- Vanderbilt – Post MSN DNP
- University of Kentucky – BSN to DNP and Post MSN DNP
- Northern Kentucky, Eastern Kentucky, Murray State Universities – in development process

Ball State DNP program includes NUR 764 Leadership in Advanced Practice; University of South Alabama has a required course Organizational and Systems Leadership; and, Minnesota State University has a required course entitled Organizational and Systems Leadership.

3. Discussion of proposed course:

3.1 Course objectives:

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

- Analyze theories of leadership and organizational theory for their application to Healthcare and DNP practice.
- Apply leadership, organizational, and motivational theories to promote a clinical environment to maximize Healthcare outcomes.
- Develop strategies for interdisciplinary leadership.

3.2 Student expectations and requirements:

Written assignments, presentations, discussion boards

3.3 Tentative texts and course materials:

Barker, A. M. (Ed.). (2009). *Advanced practice nursing: Essential knowledge for the profession*. Sudbury, MA: Jones & Bartlett

Huber, D. (2009). *Leadership and nursing care management*. Philadelphia, PA: Saunders Elsevier.

Porter-O'Grady, T. & Malloch, K. (2nd edition) (2007). *Quantum leadership: A resource for Healthcare innovation*. Sudbury, MA: Jones & Bartlett.

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Additional or current graduate faculty for the DNP program.

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: Fall 2011

7. Dates of prior committee approvals:

MSN Committee School of Nursing 7/2/2010

CHHS Graduate Curriculum Committee Aug 30, 2010

Graduate Council 10-14-2010

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 6/20/2010

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

Contact Person: Beverly.siegrist@wku.edu 745-3490

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NURS 701
- 1.2 Course title: Leadership in Health Policy
- 1.3 Abbreviated course title: Leadership in Health Policy
- 1.4 Credit hours: 3
- 1.5 Type of course: Seminar
- 1.6 Prerequisites: admission to the DNP program
- 1.7 Course catalog listing: Critical analysis of current issues in health policy. Develops nursing leadership role to influence health policy and improve the Healthcare delivery system and patient outcomes.

2. Rationale:

- 2.1 Reason for developing the proposed course: The content offered in NURS 701 DNP Leadership in Health Policy develops competencies required for students in the Doctor in Nursing Practice degree (DNP). 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). Competency V of the DNP standards requires that the program provide the theory and experiences to allow the graduate to engage proactively in the development and implementation of policy at all levels (institutional, local, state, regional, federal, etc.) as a nurse leader.
- 2.2 Projected enrollment in the proposed course: 20 per year
- 2.3 Relationship of the proposed course to courses now offered by the department: MSN students currently take NURS 501 Health Policy & Politics for Advanced Practice Nurses, 2 credit hours. This course provides graduate students with an introduction to health policy and offers grass roots opportunities to influence health policy.
- 2.4 Relationship of the proposed course to courses offered in other departments: HCA 586 Health Economics and Policy provides content similar to the existing nursing course NURS 501 but does not require the higher level Healthcare advocacy and leadership expected of the DNP student in NURS 701. SWRK 640 Rural Social Welfare Policy limits application to those social & welfare policies impacting rural people.
- 2.5 Relationship of the proposed course to courses offered in other institutions: WKU Benchmark and regional universities with DNP programs, provide this content in courses or integrate the content into required courses. Selected examples of courses include:
 - Vanderbilt University - N452 Health Policy

- Ball State - NUR 764 Leadership in Advanced Practice
- University of Kentucky - NUR 778 Proseminar in Contemporary Health and Nursing Policy Issues
- Indiana State – Nurs 842 Health Policy Leadership

3. Discussion of proposed course:

3.1 Course objectives:

- Critically analyzes ethical, legal, and social factors in health policy development.
- Demonstrates leadership in the development and implementation of health policy
- Advocates for all stake holders within all Healthcare arenas
- Influences health policy through various advocacy and active participation efforts.

3.2 Content outline:

- The Healthcare policy process
- Theories of policy process
- Healthcare policy analysis
- Ethical, legal, and social factors in health policy formation
- Development and implementation of health policy
- Influencing health policy

3.3 Student expectations and requirements:

Class participation, discussion boards, papers & written assignments.

3.4 Tentative texts and course materials:

Birkland, T.A. (2005) *An introduction to policy process: Theories, concepts and models of policy making.* 2nd edition. Armonk, NY: M.E. Sharpe
 Wesiart.C.S., Wessert, W.G. (2006) *Governing health: The politics of health policy.* 3rd edition. Baltimore, MD: The Johns Hopkins University Press.

4. Resources:

- 4.1 Library resources: adequate
 4.2 Computer resources: no additional needed

5. Budget implications:

- 5.1 Proposed method of staffing: current 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: Fall 2012

7. Dates of prior committee approvals:

MSN Committee School of Nursing	<u>7/2/2010</u>
CHHS Graduate Curriculum Committee	<u>Aug 30, 2010</u>
Graduate Council	<u>10-14-2010</u>

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 4/26/2010

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

Contact Person: Dr. Donna Blackburn, donna.blackburn@wku.edu, 745-3579

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NURS 712
- 1.2 Course title: Evidence-based Practice
- 1.3 Abbreviated course title: Evidence-Based Practice
- 1.4 Credit hours: 3 credit hours
- 1.5 Type of course: S (seminar)
- 1.6 Prerequisites: NURS 504 or equivalent, NURS 510 or equivalent, NURS 700, and NURS 620, or permission of instructor
- 1.7 Course catalog listing: Provides students with the knowledge and tools to critique, synthesize and differentiate evidence related to health problems of specific populations. Students will explore evidence-based practices that have been used to address health problems in their areas of interest.

2. Rationale:

- 2.1 Reason for developing the proposed course: NURS 712 Evidence-based practice is a required course for the proposed Doctor in Nursing Practice (DNP) degree. Essential content for this program was established by the National Organization of Nurse Practitioner Faculty (NONPF) and endorsed by our accrediting body, the Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of nursing (AACN). Competency IV of the DNP standards as well as the DNP Essentials (AACN) require that the program provide clinical scholarship and analytic methods for evidence-based practice. This course will allow the graduate to use best available evidence to enhance quality in advanced nursing practice.
- 2.2 Projected enrollment in the proposed course: We anticipate that this course will be offered annually with an enrollment of 20 students.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course expands content in NURS 512, emphasizing the design, implementation, and evaluation methodologies and practice outcomes.
- 2.4 Relationship of the proposed course to courses offered in other departments: The following courses contain selected research content related to the content required for the DNP student. However, these courses lack the focus on development of the advanced practice nurse and the synthesis required for the doctoral student in the area of evidence-based practice.
CS 476G Research Methods and Projects
AMS 571 Research Methods in Technology Management
SWRK 540 Foundations of Social Work Research Methods

PE 501 Research Methods

COMM 502 Survey research methods

- 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 offer the DNP program:

- Ball State – Post MSN DNP
- Indiana State – completing approval process
- Minnesota State – Post MSN DNP
- University of South Alabama – BSN to DNP and Post MSN DNP
- Vanderbilt – Post MSN DNP
- University of Kentucky – BSN to DNP and Post MSN DNP
- Northern Kentucky, Eastern Kentucky, Murray State Universities – in development process

Four of the five universities with approved programs and enrolled students have courses in evidence-based practice, ranging from 3 to 4-credit hour courses. The remaining university offers a four-course series, totaling 5 credit hours.

3. Discussion of proposed course:

3.1 Course objectives:

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

- Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice;
- Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, Healthcare organization, or community;
- Apply relevant findings to develop practice guidelines and improve practice and the practice environment;
- Use appropriate research methods to collect/analyze data and design evidence-based interventions for nursing practice;
- Function as a practice consultant in collaborative knowledge-generating research;
- Disseminate findings from evidence-based practice and research to improve healthcare outcomes.

3.2 Content outline:

- Models of evidence-based practice
- Critical appraisal of evidence
- Conceptual gaps in the state of the science in current nursing practice
- Evaluation of outcomes of practice
- Systematic reviews
- Development of practice guidelines

3.3 Student expectations and requirements:

Critiques; completion of a systematic review; participation in discussion board; presentation.

3.4 Tentative texts and course materials:

Brown, S. J. (2009). *Evidence-based nursing: The research-practice connection*. Sudbury, MA: Jones and Bartlett Publishers.

DiCenso, A., Guyatt, G., and Ciliska, D. (2005). *Evidence-based nursing: A guide to clinical practice*. St. Louis, MO: Elsevier Mosby.

Melnyk, B. and Fineout-Overholt, E. (2010). *Evidence-based practice in nursing & healthcare* (2nd ed.). Philadelphia, PA: Wolters Kluwer Health / Lippincott Williams & Wilkins.

4. Resources:

4.1 Library resources: Inadequate

We are currently working with the library to acquire the needed databases and journals.

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current or additional faculty for the DNP program.

5.2 Special equipment needed: None

5.3 Expendable materials needed: N/A

5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: Spring 2012

7. Dates of prior committee approvals:

MSN Committee School of Nursing 4-26-10

CHHS Graduate Curriculum Committee Aug 30, 2010

Graduate Council 10-14-2010

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: June 15, 2010

CHHS
School of Nursing
Proposal to Create a New Course
(Action Item)

Contact Person: Eve Main, eve.main@wku.edu ; 745-3489; Beverly Siegrist;
Beverly.siegrist@wku.edu; 745-3490

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NURS 714
- 1.2 Course title: Economic and Financial Influences in Healthcare Systems
- 1.3 Abbreviated course title: Econ & Finance in HC Systems
- 1.4 Credit hours: 3
- 1.5 Type of course: L (Lecture)
- 1.6 Prerequisites: NURS 620
- 1.7 Course catalog listing: Application and critical appraisal of economic and financial theories in appreciating market dynamics, utilities, incentive structures, and driving and restraining forces in Healthcare changes.

2. Rationale:

- 2.1 Reason for developing the proposed course: NURS 714 is identified as an essential competency for the Doctor in Nursing Practice (DNP) prepared advanced practice nurse. The curriculum for the DNP is established by the National Organization of Nurse Practitioner Faculty and the American Association of Colleges of Nursing with endorsement by our accrediting body, the Commission on Collegiate Nursing Education (CCNE). Competency VI of the CCNE DNP standards requires that the program develop, evaluate, and provide leadership for Healthcare policy that shapes Healthcare financing, regulation, and delivery therefore understanding of economic and financial theory is needed. Competency VIII of the CCNE DNP requires evaluation of care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health, theoretical support is provided in NURS 714. Competency X of the CCNE DNP requires the use of analytical skills in evaluating the links among practice, organization, population, fiscal, and policy issues; fiscal issues are addressed in NURS 714.
- 2.2 Projected enrollment: 20 students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department: This is a new course implemented for the DNP program.
- 2.4 Relationship of the proposed course to courses offered in other departments: There is no graduate level Healthcare finance course currently offered in the Gordon Ford School of Business. There is one graduate level class, HCA 545

offered in Healthcare Administration that does address the financial management skills, but does not address the nurse practitioner/nurse executive management strategies.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Comparable courses are required for DNP degree programs at Ball State, Indiana State, Minnesota State, University of South Alabama, Vanderbilt University, and University of Kentucky.

3. Discussion of proposed course:

3.1 Course objectives:

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

- Analyze global economic patterns related to supply and demand of Healthcare.
- Ethical analysis of third party reimbursement and insurance models.
- Identify Healthcare access and service utilization patterns using economic and cultural perspectives and long term effects on health status.
- Use principles of accounting and finance to evaluate health policies, delivery systems, organizations, care delivery models, and programs.
- Conduct benefit-cost analyses of health policies, and health delivery systems and practice management strategies.
- Evaluate the fiscal and clinical outcomes of health policies in large populations
- Compare and contrast practice management strategies for the nurse practitioner

3.2 Content outline:

- Fundamentals of Healthcare finance
- Healthcare service economics
- Legal issues and ethical issues in Healthcare economics
- Business planning and benefit analyses
- Operational budgeting and financial issues in organizations
- Profit analysis basics and cost allocation
- Cost-quality implications in Healthcare
- Productivity measurement of the individual practitioner to the organization
- Business plan development for nurse managed clinic
- The future of nursing in the Healthcare market

3.3 Student expectations and requirements:

- Self-assessment
- Seminars/discussion boards
- Written assignments
- Group assignment

3.4 Tentative texts and course materials:

Finkler, S. A., Kovner, C. T., & Jones, C. B. (2007). *Financial Management for Nurse Managers and Executives*. Chapel Hill, North Carolina: Elsevier Saunders.

Gapenski, L. C. (2008). *Healthcare Finance: An Introduction to Accounting and Financial Management*, 4th ed. Chicago, Illinois: Health Administration Press.

Buppert, C. (2008). *Nurse Practitioner's Business Practice and Legal Guide*, 3rd ed. Sudbury, Mass: Jones and Bartlett.

Penner, S. J. (2004). *Introduction to Healthcare Economics & Financial Management: Fundamental Concepts with Practical Applications*. Philadelphia: Lippincott Williams & Wilkins.

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: Current or additional faculty for DNP program
- 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: Fall 2012

7. Dates of prior committee approvals:

MSN Committee School of Nursing	<u>7/2/2010</u>
CHHS Graduate Curriculum Committee	<u>Aug 30, 2010</u>
Graduate Council	<u>10-14-2010</u>
University Senate	<u></u>

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 3/2/2010

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

Contact Person: Eve Main, eve.main@wku.edu, 5-3489; beverly.siegrist@wku.edu, 5-3490

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NURS 740
- 1.2 Course title: Technology in Healthcare
- 1.3 Abbreviated course title: Technology in Healthcare
- 1.4 Credit hours: 3 (2 lecture/1 lab)
- 1.5 Type of course: L (lecture)/ C (Lab)
- 1.6 Prerequisites: NURS 700 or permission of instructor.
- 1.7 Course catalog listing: Focuses on technology as applied to nursing and healthcare. Theory and experiential learning (computer systems, technology) are necessary for utilizing technology and a clinical component is included.

2. Rationale:

- 2.1 Reason for developing the proposed course: NURS 740 Technology in Healthcare is a required course for the proposed Doctor in Nursing Practice degree (DNP). 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). Competency V of the DNP standards requires that the program provides the theory and experiences to allow the graduate to design, use, analyze, and communicate critical elements necessary to the selection and evaluation of Healthcare information systems and patient care technology. This course is needed for the DNP program.
- 2.2 Projected enrollment in the proposed course: 20 students.
- 2.3 Relationship of the proposed course to courses now offered by the department: This is a new course implemented for the DNP program.
- 2.4 Relationship of the proposed course to courses offered in other departments: HCA 564 Health Systems Informatics and BA513 Informational Technology and Strategies address technology but do not address strategies for improvements in patient and population outcomes. .
- 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 offer the DNP program:
 - Ball State – Post MSN DNP
 - Indiana State – completing approval process
 - Minnesota State – Post MSN DNP
 - University of South Alabama – BSN to DNP and Post MSN DNP
 - Vanderbilt – Post MSN DNP

- University of Kentucky – BSN to DNP and Post MSN DNP
- Northern Kentucky, Eastern Kentucky, Murray State Universities – in development process

All of the programs must include content related to the DNP and technology either through a course or integration of the content in existing courses.

University of Kentucky provides this content in NUR 917 Technology for Transforming Nursing and Healthcare and the University of Southern Alabama provides this content in NUR616.

3. Discussion of proposed course:

3.1 Course objectives:

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

- Utilize technology skills to initiate quality improvement and patient safety initiatives.
- Analyze ethical and legal issues related to the use of information, information technology, and patient care technology.
- Demonstrate the conceptual and technical skills for developing an evaluation plan involving data extraction from information systems.

3.2 Content outline:

- Impact of information technology on the Healthcare system and nursing.
- Shared governances and the impact of information technology
- Using information technology to analyze business and clinical strategies for improved efficiency in the Healthcare system.
- Electronic health records

3.3 Student expectations and requirements:

Assignments, critique, presentations, discussion boards, papers

3.4 Tentative texts and course materials:

Austin, C. J. & Boxerman, S. B. 92008). *Information systems for Healthcare management (7th ed.)*. Chicago, IL; Health Administration Press

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current or additional graduate 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 2012

7. Dates of prior committee approvals:

MSN Committee School of Nursing

3/2/2010

CHHS Graduate Curriculum Committee

Aug 30, 2010

Graduate Council

10-14-2010

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 6/20/2010

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

Contact Person: Beverly Siegrist, 745-3490; beverly.siegrist@wku.edu; Eve Main, 5-3489, eve.main@wku.edu

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NURS 750
- 1.2 Course title: Program Development and Evaluation in Healthcare
- 1.3 Abbreviated course title: Prog Devel & Eval Healthcare
- 1.4 Credit hours: 3 (2 lecture/1 clinical)
- 1.5 Type of course: L C
- 1.6 Prerequisites: NURS 712
- 1.7 Course catalog listing: Analysis and application of theory related to the evaluation of programs and evidenced-based interventions designed to improve the Healthcare of populations in a variety of Healthcare settings. Working independently or in a team, the DNP student will assess the quality and cost effectiveness of programs in selected Healthcare organizations.

2. Rationale:

- 2.1 Reason for developing the proposed course: NURS 750 Program Development and Evaluation in Healthcare will be a required course for the proposed Doctor in Nursing Practice degree (DNP). 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). Competency II of the DNP standards requires that the DNP prepared nurse provide organizational and systems leadership to improve patient care and Healthcare outcomes. This course will help the student develop skills in developing and evaluating programs and evidence-based based interventions for various patient populations and in a variety of Healthcare settings.
- 2.2 Projected enrollment in the proposed course: 20 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: ADED 530 Program Development for Adults, PH 575 Health Education & Program Planning, and PH 591 Health Program Evaluation includes some content that is covered in the introduction of this course. The focus of this course is the role of the DNP in making patient care and system decisions.
- 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 offer the DNP program:
 - Ball State – Post MSN DNP

- Indiana State – completing approval process
- Minnesota State – Post MSN DNP
- University of South Alabama – BSN to DNP and Post MSN DNP
- Vanderbilt – Post MSN DNP
- University of Kentucky – BSN to DNP and Post MSN DNP
- Northern Kentucky, Eastern Kentucky, Murray State Universities – in development process

All of the programs must include content related to program evaluation either through a course or integration of the content into courses. Vanderbilt includes a required course, Nurs 436 Clinical Program Development, Implementation and Evaluation in the DNP Curriculum. University of Kentucky provides this content in NUR 915 Foundations of Evidence-Based Practice and Program Planning in Nursing.

3. Discussion of proposed course:

3.1 Course objectives:

- Analyze selected program evaluation theories, models, and evidence-based interventions for selected patient populations.
- Demonstrate an understanding of the DNP role in program evaluation.
- Apply program evaluation strategies and qualitative methods to assess benefits of program and evidence-based interventions on patient safety or quality.
- Redesign programs and intervention strategies to demonstrate quality care and cost effectiveness and improve organizational quality.

3.2 Content outline:

- Program evaluation, competencies, and theories
- DNP leadership role in program evaluation and interdisciplinary team work
- Program Evaluation vs Quality Care
- Selected Issues in quality care and program evaluation strategies
- Evaluating clinical interventions
- Qualitative research methods for examining clinical problems

3.3 Student expectations and requirements:

- Participation in class and online discussions
- Presentations and papers
- Completion of clinical hours with documentation

3.4 Tentative texts and course materials:

Institute of Medicine. (2002). *Crossing the quality chasm*. Washington, DC: New Academy Press.

Posavac, E. J. & Carey, R. G. (2006) *Program evaluation: Methods and case studies*, 7th ed. Englewood Cliffs, NJ: Prentice Hall.

Watcher, R. (2009). *Understanding patient safety*. Philadelphia, PA: McGraw-Hill.

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: Current or new DNP 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: Spring 2012

7. Dates of prior committee approvals:

MSN Committee School of Nursing	<u>July 2, 2010</u>
CHHS Graduate Curriculum Committee	<u>Aug 30, 2010</u>
Graduate Council	<u>10-14-2010</u>
University Senate	<u></u>

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 6/20/10

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

Contact Person: Eve Main, eve.main@wku.edu, 5-3489

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NURS 755
- 1.2 Course title: Quality Improvement in Healthcare
- 1.3 Abbreviated course title: Quality Improve in Healthcare
- 1.4 Credit hours: 3 semester hours
- 1.5 Type of course: S (Seminar)
- 1.6 Prerequisites: Prerequisite: NURS 712 or consent of instructors
- 1.7 Course catalog listing: Provides theoretical foundations for application of quality improvement tools and methods to improve process/systems, knowledge to lead quality improvement/patient safety initiatives in Healthcare systems.

2. Rationale:

- 2.1 Reason for developing the proposed course: NURS 755 Quality Improvement in Healthcare is a required course for the proposed Doctor in Nursing Practice degree (DNP). 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). Competency III of the DNP standards requires that the program ensure accountability for quality of Healthcare and patient safety for populations in which they work. This course is needed for the DNP program.
- 2.2 Projected enrollment in the proposed course: Projected enrollment will be approximately 20 students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department: This is a new course implemented for the DNP program.
- 2.4 Relationship of the proposed course to courses offered in other departments: PH 591 Health Program Evaluation includes some content that is covered in the introduction of this course.
- 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 offer the DNP program:
 - Ball State – Post MSN DNP
 - Indiana State – completing approval process
 - Minnesota State – Post MSN DNP
 - University of South Alabama – BSN to DNP and Post MSN DNP
 - Vanderbilt – Post MSN DNP
 - University of Kentucky – BSN to DNP and Post MSN DNP

- Northern Kentucky, Eastern Kentucky, Murray State Universities – in development process

All of the programs must include content related to the DNP and quality improvement either through a course or integration of the content in existing courses. UK has NUR919 and the University of Southern Alabama has NUR 615.

3. **Discussion of proposed course:**

3.1 Course objectives:

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

- Contrast program evaluation and quality improvement
- Describe continuous quality improvement implementation.
- Evaluate continuous quality improvements to reduce risk for patients, populations, and systems.

3.2 Content outline:

- Quality improvement models
- Quality improvement methods
 - data sources
 - rationale
- Development, implementation, and evaluation of quality improvement initiatives.

3.3 Student expectations and requirements:

Written assignments, presentations, discussion boards, papers

3.4 Tentative texts and course materials:

Block, D. E. (2006). *Healthcare outcomes management: Strategies for planning and evaluation*. Boston, MA: Jones and Bartlett.

Breyfogle, F. (2003). *Implementing Six Sigma: Smarter solution using statistical methods* (2nd ed.). Hoboken, NJ: John Wiley.

4. **Resources:**

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. **Budget implications:**

5.1 Proposed method of staffing: Current or additional faculty for DNP program.

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:** Spring 2013

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

MSN Committee School of Nursing

7/12/2010

CHHS Graduate Curriculum Committee

Aug 30, 2010

Graduate Council

10-14-2010

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date:

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

Contact Person: Eve Main, eve.main@wku.edu, 5-3490; Beverly Siegrist, beverly.siegrist@wku.edu, 5-3490

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NURS 765
- 1.2 Course title: Institutional Review Board Process in Nursing
- 1.3 Abbreviated course title: IRB in Nursing
- 1.4 Credit hours: 1 hour
- 1.5 Type of course: I (Independent Study)
- 1.6 Prerequisite: NURS 750 and NURS 755
- 1.7 Course catalog listing: Overview of the institutional review board (IRB) process with development of an IRB proposal for the capstone project.

2. Rationale:

- 2.1 Reason for developing the proposed course: NURS 765 Institutional Review Board Process in Nursing is a required course for the proposed Doctor in Nursing Practice degree (DNP). 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). Competency V of the DNP standards requires that the program provides the theory and experiences to allow the graduate to design, use, analyze, and communicate critical elements necessary to the selection and evaluation of Healthcare information systems and patient care technology. This course is needed for the DNP program.
- 2.2 Projected enrollment in the proposed course: Projected enrollment will be approximately 20 students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department: This is a new course implemented for the DNP program.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no courses that meet these requirements at WKU.

3. Discussion of proposed course:

3.1 Course objectives:

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

- Evaluate a research proposal for protection of human subjects.
- Describe ethical issues related to research in nursing.
- Obtain CITI certification for the protection of human subjects.

3.2 Content outline:

- Preparation of an IRB proposal

- Ethical and legal issues in human subject protection.
- Types of IRB review.
- Special population considerations.

3.3 Student expectations and requirements:

Assignments, presentations, discussion boards, papers

3.4 Tentative texts and course materials: CITI training

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current or additional faculty for DNP program.

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 2013

7. Dates of prior committee approvals:

MSN Committee School of Nursing 7/2/2010

CHHS Graduate Curriculum Committee Aug 30, 2010

Graduate Council 10-14-2010

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: June 22, 2010

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

Contact Person: Eve Main, eve.main@wku.edu, 745-3489; Beverly Siegrist, beverly.siegrist@wku.edu, 5-3490

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NURS 780
- 1.2 Course title: Clinical Practicum
- 1.3 Abbreviated course title: Clinical Practicum
- 1.4 Credit hours: 3 - 6
- 1.5 Type of course: P (practicum)
- 1.6 Prerequisite: NURS 750, NURS 755, NURS 765
- 1.7 Course catalog listing: Students will synthesize, integrate, and translate newly acquired knowledge and skills to implement and evaluate a capstone project. Clinical experiences are individually designed within the context of the Healthcare system and/or patient population focus of the student's interest. Student must complete a total of 6 credit hours.

2. Rationale:

- 2.1 Reason for developing the proposed course: NURS 780 Clinical Practicum will be a required course for the proposed Doctor in Nursing Practice degree (DNP). 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). Competency III of the CCNE DNP standards requires that the program include organizational and systems leadership for quality improvement and systems thinking, Competency IV requires that the program include clinical scholarship and analytical methods for evidence-based practice, Competency V requires that the program include information systems/technology and patient care technology for the improvement and transformation of Healthcare, Competency VI requires that the program include healthcare policy for advocacy in Healthcare, and Competency VIII requires that the program include clinical prevention and population health for improving the nation's health.
- 2.2 Projected enrollment in the proposed course: Projected enrollment will be approximately 20 students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department: There are no courses that cover this content.
- 2.4 Relationship of the proposed course to courses offered in other departments:
There are no similar courses in other departments.
- 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 offer the DNP program:
 - Ball State – Post MSN DNP

- Indiana State – completing approval process
- Minnesota State – Post MSN DNP
- University of South Alabama – BSN to DNP and Post MSN DNP
- Vanderbilt – Post MSN DNP
- University of Kentucky – BSN to DNP and Post MSN DNP
- Northern Kentucky, Eastern Kentucky, Murray State Universities – in development process

Ball State University has NUR 790 Practicum I, NUR 791 Practicum II, NUR 792 DNP Project, University of Kentucky has NUR 910 Clinical Residency and University of Southern Alabama has NU 617 Residency in Systems Change and NU618 Residency in Systems Change II.

3. **Discussion of proposed course:**

3.1 Course objectives:

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

- Demonstrate leadership and accountability in the implementation of a project.
- Evaluate the clinical project.
- Disseminate the project findings.

3.2 Student expectations and requirements:

- Completed capstone project and technical report

3.3 Tentative texts and course materials:

Barker, A. M. (Ed.). (2009). *Advanced practice nursing: Essential knowledge for the profession*. Sudbury, MA: Jones & Bartlett

Huber, D. (2009). *Leadership and Nursing Care Management*. Saunders: Elsevier.

Porter-O'Grady, T. & Malloch, K. (2nd edition) (2007). *Quantum leadership: A resource for Healthcare innovation*. Sudbury, MA: Jones & Bartlett.

4. **Resources:**

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. **Budget implications:**

5.1 Proposed method of staffing: Current or additional faculty for DNP program.

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:** Fall 2013

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

MSN Committee School of Nursing

7/2/2010

CHHS Graduate Curriculum Committee

Aug 30, 2010

Graduate Council

10-14-2010

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: September 24, 2010

**Potter College of Arts & Letters
Department of Communication
Proposal to Reactivate a Suspended Course
(Consent Item)**

Contact Person: Larry Snyder, Lawrence.snyder@wku.edu, x52344

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: COMM 570
- 1.2 Course title: Seminar in Communication
- 1.3 Credit hours: 3.0

2. Rationale for the course reactivation:

This seminar is designed to cover selected topics in Communication theory. The graduate program is being revamped this year, and needs a topics course at that level.

3. Effect of course reactivation on programs or other departments, if known:

None

4. Proposed term for implementation: Spring 2011

5. Dates of prior committee approvals:

Communication Department/Division: _____10/1/2010_____

Potter College Curriculum Committee _____10/04/2010_____

Graduate Council _____10-14-2010_____

University Senate _____

Attachment: Course Inventory Form

**Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Reactivate a Suspended Course
(Consent Item)**

Attachment: Course Inventory Form

**Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Reactivate a Suspended Course
(Consent Item)**

1. Identification of course:

- 2. Rationale for the course reactivation:** With the development of the M.A. program in Religious Studies (to be implemented Fall 2011), these courses will be offered again on a regular basis in order to provide elective options for our graduate students.

4. Proposed term for implementation: 201110

Religious Studies Program	September 15, 2010
Department of Philosophy and Religion	September 22, 2010
Potter College Curriculum Committee	October 4, 2010
Graduate Council	<u>10-14-2010</u>
University Senate	

Attachment: Course Inventory Form

**Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Reactivate a Suspended Course
(Consent Item)**

1. Identification of course:

- 2. Rationale for the course reactivation:** With the development of the M.A. program in Religious Studies (to be implemented Fall 2011), these courses will be offered again on a regular basis in order to provide elective options for our graduate students.

4. Proposed term for implementation: 201110

Religious Studies Program	September 15, 2010
Department of Philosophy and Religion	September 22, 2010
Potter College Curriculum Committee	October 4, 2010
Graduate Council	<u>10-14-2010</u>
University Senate	

Attachment: Course Inventory Form

Proposal Date: March 27, 2010

**Ogden College of Science & Engineering
Department of Mathematics and Computer Science
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Hope Marchionda, hope.marchionda@wku.edu, 745-2961

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: MATH 504
- 1.2 Course title: Computer Applications to Problems in Mathematics
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Computer Applications to Problems in Mathematics
- 2.2 Proposed course title: Application of Technology to Problems in Mathematics
- 2.3 Proposed abbreviated title: App Tech Prob Math
- 2.4 Rationale for revision of course title: To reflect the incorporation of multiple technologies

3. Revise course number: NA

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

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

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

5. Revise course catalog listing:

- 5.1 Current course catalog listing:

Computer techniques and solutions of problems in mathematics including calculus, applied statistics, simulation, linear programming, game theory and linear algebra.

- 5.2 Proposed course catalog listing:

Integration of technology to solve problems in areas of mathematics including calculus, applied statistics, probability, geometry, and algebra. (Not applicable to the M.S. degree in Mathematics.)

- 5.3 Rationale for revision of course catalog listing:

This change allows for the use of additional technologies available in the field of mathematics education. (i.e. Geometer's Sketchpad, graphing calculator)

6. Revise course credit hours: NA

- 6.1 Current course credit hours:
- 6.2 Proposed course credit hours:
- 6.3 Rationale for revision of course credit hours:

7. **Proposed term for implementation:** Fall 2011

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

Mathematics and Computer Science Department	<u>April 30, 2010</u>
Ogden Curriculum Committee	<u>Sept. 24, 2010</u>
Professional Education Council	<u>Oct. 13, 2010</u>
Graduate Council	<u>10-14-2010</u>
University Senate	<u></u>

Attachment: Course Inventory Form

Proposal Date: August 24, 2010

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Greg Goodrich, gregory.goodrich@wku.edu, 5-5986

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: GEOG 431G
 - 1.2 Course title: Dynamic Meteorology
 - 1.3 Credit hours: 3
- 2. Revise course title:**
 - 2.1 Current course title: Dynamic Meteorology
 - 2.2 Proposed course title: Dynamic Meteorology I
 - 2.3 Proposed abbreviated title: Dynamic Meteorology I
 - 2.4 Rationale for revision of course title: This is the first of a two-semester sequence of dynamic meteorology courses.
- 3. Revise course prerequisites:**
 - 3.1 Current prerequisites: GEOG 121 and MATH 122 and PHYS 201/207; or permission of instructor.
 - 3.2 Proposed prerequisites: GEOG 424 and MATH 237 and PHYS 265, or permission of instructor.
 - 3.3 Rationale for revision of course prerequisites:
The National Weather Service and the American Meteorological Society both require that the two-semester dynamic meteorology sequence have three semesters of calculus and two semesters of calculus-based physics as prerequisites. GEOG 424 (Weather Analysis and Forecasting) or equivalent represents the minimum level of knowledge that a graduate student would need to be successful in GEOG 431G.
 - 3.4 Effect on completion of major/minor sequence: None is anticipated.
- 4. Revise course catalog listing:**
 - 4.1 Current course catalog listing: Topics related to atmospheric motions at various spatial-temporal scales, including thermodynamics, vorticity, and mesoscale circulation.
 - 4.2 Proposed course catalog listing: Introduction to large-scale dynamics of the Earth's troposphere focusing on fundamental topics, the basic governing equations of motion in the atmosphere, and dry thermodynamics.
 - 4.3 Rationale for revision of course catalog listing: The proposed listing emphasizes instruction in the basic governing equations of atmospheric motion.

5. Proposed term for implementation: Fall 2011

6. Dates of prior committee approvals:

Department of Geography and Geology: 8/25/2010

Ogden Graduate Curriculum Committee 9/24/10

Graduate Council 10-14-2010

University Senate _____

Attachment: Course Inventory Form

Proposal Date: August 24, 2010

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Greg Goodrich, gregory.goodrich@wku.edu, 5-5986

1. Identification of course:

- 1.4 Current course prefix (subject area) and number: GEOG 522
- 1.1 Course title: Seminar in Physical Climatology
- 1.2 Credit hours: 3

2. Revise course prerequisites:

- 2.1 Current prerequisites: GEOG 422 and permission of instructor
- 2.2 Proposed prerequisites: GEOG 424 and MATH 237 and PHYS 265, or permission of instructor
- 2.3 Rationale for revision of course prerequisites: The prerequisites for this course have been changed to be consistent with all other seminar courses in the Climate Studies concentration. The changes also allow us to teach GEOG 522 with greater mathematical rigor.
- 2.4 Effect on completion of major/minor sequence: None.

3. Revise course catalog listing:

- 3.1 Current course catalog listing: The effects of climatic controls on micro climates and climatic anomalies. The application of climate to daily life. Detailed use of climatological characteristics.
- 3.2 Proposed course catalog listing: Addresses the complexity of climactic processes at multiple spatial and temporal scales, and from selected theoretical and practical perspectives.
- 3.3 Rationale for revision of course catalog listing: The proposed listing better reflects the greater mathematical rigor included in the revised course.

4. Proposed term for implementation: Fall 2011

5. Dates of prior committee approvals:

Department of Geography and Geology: 8/25/2010

Ogden Graduate Curriculum Committee 9/24/10

Graduate Council 10-14-2010

University Senate _____

Attachment: Course Inventory Form

Proposal Date: August 2010

**Potter College of Arts and Letters
Department of English
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Karen Schneider, karen.schneider@wku.edu, 5-5776

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 410G
- 1.2 Course title: Theories of Rhetoric and Composition
- 1.3 Credit hours: 3

2. Revise course title:

- 2.5 Current course title: Theories of Rhetoric and Composition
- 2.6 Proposed course title: Composition Theory and Practice in Writing Instruction
- 2.7 Proposed abbreviated title: Comp Theory/Writing Inst
- 2.8 Rationale for revision of course title: Course title is more representative of the course content and matches current title of ENG 410, which was similarly changed in spring 2008.

3. Revise course catalog listing:

- 3.1 Current course catalog listing: A study of classical and contemporary theories of rhetoric and composition with an emphasis on the applications of the theories to writing and the teaching of writing.
- 3.2 Proposed course catalog listing: A study of contemporary theories of composition with an emphasis on their relevance to writing and the teaching of writing.
- 3.3 Rationale for revision of course catalog listing: Course listing more accurately reflects content of the course, helps to differentiate the course from ENG 412G Theory and Practice of Rhetoric, and matches current description of ENG 410.

4. Proposed term for implementation: Spring 2011

5. Dates of prior committee approvals:

English Department/Division: _____9/17/10_____

PCAL Curriculum Committee _____10/04/10_____

Graduate Council _____10-14-2010_____

University Senate _____

Attachment: Program Inventory Form

Proposal Date: 20 June 2010

**Potter College of Arts and Letters
Department of English
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: karen.schneider@wku.edu, 5-3046

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 457G
- 1.2 Course title: Modern British Literature
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Modern British Literature
- 2.2 Proposed course title: British Literature since 1900
- 2.3 Proposed abbreviated title: British Lit since 1900
- 2.4 Rationale for revision of course title: Strictly speaking, modern British Literature includes the period from 1910-1945, thus making the course highly specialized and omitting a great deal of British literature not covered in any other course. We therefore wish to broaden the scope of the course to include proto-modern, modern, and postmodern literature.

3. Revise course catalog listing:

- 3.1 Current course catalog listing: A study of twentieth-century British literature with emphasis on modernism, including fiction, poetry, and drama; focus on innovations in literary form and cultural context.
- 3.2 Proposed course catalog listing: A study of British literature from 1900 to the present, including fiction, poetry, and drama, with attention to innovations in literary form and cultural context.
- 3.3 Rationale for revision of course catalog listing: The course will not focus primarily on literary modernism.

4. Proposed term for implementation: 201110

5. Dates of prior committee approvals:

English Department: _____9/17/10_____

PCAL Curriculum Committee _____10/04/10_____

Undergraduate Curriculum Committee _____10-14-2010_____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/9/09 and 8/2010

**Potter College of Arts & Letters
Department of English
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Katie Green katherine.green@wku.edu (270) 745-3045

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: Eng 460G
- 1.2 Course title: Literary Criticism: Historical Perspectives I
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Literary Criticism: Historical Perspectives I
- 2.2 Proposed course title: Literary Theory and Criticism
- 2.3 Proposed abbreviated title: Literary Theory and Criticism
- 2.4 Rationale for revision of course title: Formerly, the department offered two theory courses at the undergraduate/graduate level--one "historical," the other "contemporary." Given limited demand for these courses, we wish to consolidate them as one offering. ENG 460G will be offered in place of ENG 560 Literary Criticism, which will be deleted due to insufficient demand.

3. Revise course prerequisites:

- 3.1 Current prerequisites: Eng 100 and Eng 200 or any other course in Gen Ed Cat B1
- 3.2 Proposed prerequisites:
- 3.3 Rationale for revision of course prerequisites: Students who have taken one or more upper-level literature courses will be better prepared for the level of discussion and writing required in this course.
- 3.4 Effect on completion of major/minor sequence: None

4. Revise course catalog listing:

- 4.1 Current course catalog listing: Historical Introduction to literary theory, with readings in Western criticism from Plato through the modern period. Focus on historical foundations of contemporary theory, including interpretation, evaluation, and the function of literature.
- 4.2 Proposed course catalog listing: A study of theories and methods of literary and cultural analysis selected from ancient times to the present. Focus includes the written practice of criticism in response to a wide variety of texts.
- 4.3 Rationale for revision of course catalog listing: As revised, the catalog listing allows for greater flexibility, so that, while course readings will include both historical and contemporary texts, greater emphasis may be given to one or the other, according to the interests of the instructor.

5. Proposed term for implementation: 201110

6. Dates of prior committee approvals:

English Department:	__27 Feb 2009__
PCAL Curriculum Committee	__04 October 2010__
Graduate Council	__10-14-2010__

University Senate

Attachment: Course Inventory Form

Proposal Date: 8/26/2010

**Potter College of Arts and Letters
Department of English
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Alison Langdon, alison.langdon@wku.edu, 745-5708

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 487G
- 1.2 Course title: Dante—*The Divine Comedy*
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Dante—*The Divine Comedy*
- 2.2 Proposed course title: Dante's *Divine Comedy* and its Influences
- 2.3 Proposed abbreviated title: *Divine Comedy* and Influences
- 2.4 Rationale for revision of course title: Proposed course title more accurately reflects course content

3. Revise course catalog listing:

- 3.1 Current course catalog listing: An intensive study of *The Divine Comedy*, in English translation, with attention to the medieval background
- 3.2 Proposed course catalog listing: An intensive study of *The Divine Comedy*, in English translation, along with Dante's major sources and analogues.
- 3.3 Rationale for revision of course catalog listing: Proposed course catalog listing more accurately reflects course content

4. Proposed term for implementation: 201110

5. Dates of prior committee approvals:

English Department/Division: 9/17/10

PCAL Curriculum Committee 10/04/10

Undergraduate Curriculum Committee 10-14-2010

University Senate _____

Attachment: Course Inventory Form

August 24, 2010

**Potter College of Arts and Letters
Department of English
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Karen Schneider, karen.schneider@wku.edu, 5-5776

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 497G
- 1.2 Course title: Women's Fiction
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Women's Fiction
- 2.2 Proposed course title: Women's Literature
- 2.3 Proposed abbreviated title: Women's Literature
- 2.4 Rationale for revision of course title: The English Department has suspended 496G Women's Poetry. We want to have one course on women's literature that is not limited to any one genre.

3. Revise course catalog listing:

- 3.1 Current course catalog listing: An examination of the themes, aesthetic importance, and historical context of canonical and non-canonical fiction by women, with emphasis on twentieth-century American and British women writers.
- 3.2 Proposed course catalog listing: An examination of the themes, aesthetic importance, and historical context of literature by women, with emphasis on American and British writers. Topic will vary by semester.
- 3.3 Rationale for revision of course catalog listing: We've changed "fiction" to "literature"; removed the canonical/non-canonical distinction, which is no longer as meaningful a distinction in the discipline; and removed the specification of a twentieth-century emphasis to allow instructors more flexibility. The specific course topic has always varied, but providing that information for students in the catalog helps alert students of that.

7. Proposed term for implementation: Spring 2011

8. Dates of prior committee approvals:

English Department:	__9/17/10__
Potter College Curriculum Committee	__10/04/10__
Professional Education Council (if applicable)	_____
Graduate Curriculum Committee	__10-14-2010__
University Senate	_____

Attachment: Program Inventory Form

Proposal Date: September 10, 2010

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

Contact Person: Hope Marchionda, hope.marchionda@wku.edu, 745-2961

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: MATH 514
- 1.2 Current course title: Applications and Modeling for Secondary Teachers
- 1.3 Credit hours: 3

2. Proposed course title: Applications and Modeling for Teachers

3. Proposed abbreviated course title: App & Modeling for Teachers

4. Rationale for the revision of course title:

The content of this course is appropriate for not only secondary teachers but also post-secondary teachers.

5. Proposed term for implementation:

Summer 2011

6. Dates of prior committee approvals:

Mathematics & Computer Science Department:	<u>9-10-10</u>
Ogden Graduate Committee	<u>9-24-10</u>
Professional Education Council	<u>10-13-10</u>
Graduate Curriculum Committee	<u>10-14-2010</u>
University Senate	<u> </u>

Attachment: Course Inventory Form

Proposal Date: 20 June 2010

**Potter College of Arts and Letters
Department of English
Proposal to Revise Course Title
(Consent Item)**

Contact Person: karen.schneider@wku.edu, 5-3046

1. **Identification of course:**
 - 1.1 Current course prefix (subject area) and number: ENG 484G
 - 1.2 Current course title: The Romantic Movement
 - 1.3 Credit hours: 3
2. **Proposed course title:** British Romanticism
3. **Proposed abbreviated course title:** British Romanticism
(max. of 30 characters including spaces)
4. **Rationale for the revision of course title:** The course title has always been somewhat confusing. Both England and American had Romantic literary periods, but this course has always dealt only with British literature. The new title is simply more accurate.
5. **Proposed term for implementation:** 201110
6. **Dates of prior committee approvals:**

English Department:	__9/17/10__
PCAL Curriculum Committee	__10/04/10__
Graduate Council	__10-14-2010__
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: March 11, 2010

**Ogden College of Science & Engineering
Department of Mathematics and Computer Science
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Hope Marchionda, hope.marchionda@wku.edu, 745-2961

1. Identification of course:

- 1.1 Course prefix (subject area) and number: MATH 501
- 1.2 Course title: Introduction to Probability and Statistics I
- 1.3 Credit hours: 3

2. Current course catalog listing:

Interpreting and analyzing univariate and bivariate data; data collection; planning and conducting experiments; probability and sampling distributions; statistical inference. (Not applicable to the M.S. degree in Mathematics.)

3. Proposed course catalog listing:

Interpreting and analyzing univariate and bivariate data; probability and sampling distributions; simulation. (Not applicable to the M.S. degree in Mathematics.)

4. Rationale for revision of the course catalog listing:

The rationale for changing the course description is to remove the statistical inference component to allow more time for in-depth study of the remaining components. This will also allow students to complete a project.

5. Proposed term for implementation: Fall 2011

6. Dates of prior committee approvals:

Mathematics and Computer Science Department	<u>April 30, 2010</u>
Ogden Curriculum Committee	<u>September 24, 2010</u>
Professional Education Council	<u>October 13, 2010</u>
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

**Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Revise Course Catalog Listing
(Consent Item)**

Attachment: Course Inventory Form

**Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Revise Course Catalog Listing
(Consent Item)**

Religious Studies Program	September 15, 2010
Department of Philosophy and Religion	September 22, 2010
Potter College Curriculum Committee	October 4, 2010
Graduate Council	<u>10-14-2010</u>
University Senate	

Attachment: Course Inventory Form

**Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Revise Course Catalog Listing
(Consent Item)**

Attachment: Course Inventory Form

Proposal Date: August 24, 2010

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

Contact Person: Greg Goodrich, gregory.goodrich@wku.edu, 5-5986

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: GEOS 533
 - 1.2 Course title: Seminar in Synoptic Meteorology
 - 1.3 Credit hours: 3
- 2. Current prerequisites:** GEOG 432 or permission of instructor
- 3. Proposed prerequisites:** GEOG 424 and MATH 237 and PHYS 265, or permission of instructor
- 4. Rationale for the revision of prerequisites:** GEOG 424 (Weather Analysis and Forecasting) or equivalent represents the minimum level of knowledge that a graduate student would need to be successful in GEOS 533. The National Weather Service and the American Meteorological Society both recommend that advanced meteorology courses have calculus and calculus-based physics as prerequisites.
- 5. Effect on completion of major/minor sequence:** None is anticipated.
- 6. Proposed term for implementation:** Fall 2011
- 7. Dates of prior committee approvals:**

Department of Geography and Geology:	_____8/26/2010_____
Ogden Graduate Curriculum Committee	_____9/24/10_____
Graduate Council	_____10-14-2010_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: August 24, 2010

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

Contact Person: Greg Goodrich, gregory.goodrich@wku.edu, 5-5986

1. **Identification of course:**
 - 1.1 Course prefix (subject area) and number: GEOS 537
 - 1.2 Course title: Seminar in Mesoscale Meteorology
 - 1.3 Credit hours: 3
2. **Current prerequisites:** GEOG 121 and MATH 237 and PHYS 265/266 or permission of instructor
3. **Proposed prerequisites:** GEOG 424 and MATH 237 and PHYS 265, or permission of instructor
4. **Rationale for the revision of prerequisites:** GEOG 424 (Weather Analysis and Forecasting) or equivalent represents the minimum level of knowledge that a graduate student would need to be successful in GEOS 537.
5. **Effect on completion of major/minor sequence:** None is anticipated.
6. **Proposed term for implementation :** Fall 2011
7. **Dates of prior committee approvals:**

Department of Geography and Geology:	8/25/2010
Ogden Graduate Curriculum Committee	9/24/10
Graduate Council	10-14-2010
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: August 24, 2010

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

Contact Person: Greg Goodrich, gregory.goodrich@wku.edu, 5-5986

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: GEOS 538
 - 1.2 Course title: Seminar in Physical Meteorology
 - 1.3 Credit hours: 3
- 2. Current prerequisites:** GEOG 121 and MATH 237 and PHYS 265/266, or permission of instructor
- 3. Proposed prerequisites:** GEOG 424 and MATH 237 and PHYS 265, or permission of instructor
- 4. Rationale for the revision of prerequisites:** GEOG 424 (Weather Analysis and Forecasting) or equivalent represents the minimum level of knowledge that a graduate student would need to be successful in GEOS 538.
- 5. Effect on completion of major/minor sequence:** None is anticipated.
- 6. Proposed term for implementation:** Fall 2011
- 7. Dates of prior committee approvals:**

Department of Geography and Geology:	8/25/2010
Ogden Graduate Curriculum Committee	9/24/10
Graduate Council	10-14-2010
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 7/2/2010

**College of Health & Human Services
School of Nursing
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Beverly Siegrist, 745-3490 beverly.siegrist@wku.edu

1. Identification of course:

- 1.1 Course prefix (subject area) and number: NURS 520
- 1.2 Course title: Teaching In Schools of Nursing
- 1.3 Credit hours: 3

2. Current prerequisites: NURS 514 and 6 hr restricted electives

3. Proposed prerequisites: Admission to the MSN Nurse Educator program, DNP program or permission of instructor

4. Rationale for the revision of prerequisites:
Nurs 514 is no longer offered. Course will become required in the Doctor of Nursing Practice (DNP) program.

5. Effect on completion of major/minor sequence: none

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

MSN Committee School of Nursing 7/2/2010

CHHS Graduate Curriculum Committee Aug 30, 2010

Graduate Council 10-14-2010

University Senate

Attachment: Course Inventory Form

Proposal Date: 7/2/2010

**College of Health and Human Services
School of Nursing
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Donna Blackburn, donna.blackburn@wku.edu, 745-3579

1. **Identification of course:**
 - 1.1 Course prefix (subject area) and number: NURS 528
 - 1.2 Course title: Leadership & Management in Nursing Administration
 - 1.3 Credit hours: 3
2. **Current prerequisites:** NURS 504, 506, 510; BA 500, 501, 505.
3. **Proposed prerequisites:** NURS 504, 506, 510, completion of 3-4 support courses, or permission of instructor.
4. **Rationale for the revision of prerequisites:** The current nursing administration concentration requires 4 support courses which enhance and further prepare the student for success in Nursing 528. BA 500, 501, and 505 are no longer required as part of the curriculum in the nursing administration concentration.
5. **Effect on completion of major/minor sequence:** None
6. **Proposed term for implementation:** Spring 2011
7. **Dates of prior committee approvals:**

MSN Graduate Committee:	<u>7-2-10</u>
CHHS Graduate Curriculum Committee	<u>Aug 30, 2010</u>
Graduate Council	<u>10-14-2010</u>
University Senate	

Attachment: Course Inventory Form

Proposal date: 8/25/10

Memorandum
Proposal to Change Course Prefix
(Information Item)

TO: Graduate Council

FROM: Sponsoring Unit: Kinesiology, Recreation and Sport
Department: Kinesiology, Recreation and Sport
Contact Person's Name: Willie Hey
Contact Person's Email: william.hey@wku.edu
Contact Person's Phone: 745.3350

CHANGE: Current Course Prefix: REC
Proposed Course Prefix: RSA

COURSE NUMBERS TO BE INCLUDED UNDER THE NEW COURSE
PREFIX (SUBJECT AREA): 501, 513, 515, 517, 519, 521, 523, 530, 532, 542, 543, 544, 590,
598, 599, 600

RATIONALE: Course prefixes are being changed to more accurately reflect the name of the program for which these courses exist, i.e. Recreation and Sport Administration.

DATE OF IMPLEMENTATION: Spring 2011

Attachment: Course Inventory Forms

Proposal Date: 13 July 2010

**Potter College of Arts and Letters
Department of English
Proposal to Suspend a Course
(Consent Item)**

Contact Person: karen.schneider@wku.edu 5-3046

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: ENG 483G
 - 1.2 Course title: The English Renaissance
 - 1.3 Credit hours: 3
- 2. Rationale for the course suspension:** The course is too specialized and does not generate sufficient demand. The material in this course is being combined with that in ENG 485G The Seventeenth Century, which is also being suspended, in the creation of a new course, Early Modern English Literature.
- 3. Effect of course suspension on programs or other departments, if known:** none
- 4. Proposed term for implementation:** 201110
- 5. Dates of prior committee approvals:**

English Department/Division:	__9/17/10__
PCAL Curriculum Committee	__10/04/10__
Undergraduate Curriculum Committee	__10-14-2010__
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 13 July 2010

**Potter College of Arts and Letters
Department of English
Proposal to Suspend a Course
(Consent Item)**

Contact Person: karen.schneider@wku.edu 5-3046

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: ENG 485G
 - 1.2 Course title: The Seventeenth Century
 - 1.3 Credit hours: 3
- 2. Rationale for the course suspension:** The course is too specialized and does not generate sufficient demand. The material in this course is being combined with that in ENG 483G The English Renaissance, which is also being suspended, in the creation of a new course, Early Modern English Literature.
- 3. Effect of course suspension on programs or other departments, if known:** none
- 4. Proposed term for implementation:** 201110
- 5. Dates of prior committee approvals:**

English Department/Division:	__9/17/10__
PCAL Curriculum Committee	__10/04/10__
Undergraduate Curriculum Committee	__10-14-2010__
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 20 June 2010

**Potter College of Arts and Letters
Department of English
Proposal to Suspend a Course
(Consent Item)**

Contact Person: karen.schneider@wku.edu, 5-3046

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 496G
- 1.2 Course title: Women's Poetry
- 1.3 Credit hours: 3

2. Rationale for the course suspension: As literature written by women is now fairly well represented across our literature curriculum, we no longer need two graduate courses in women's writing. Moreover, other graduate courses, such as Studies in American or British Writers, may occasionally focus on women writers, at the discretion of the instructor. We are therefore consolidating the study of the female literary tradition into one course, Women's Literature.

3. Effect of course suspension on programs or other departments, if known: none

4. Proposed term for implementation: 201110

5. Dates of prior committee approvals:

English Department:	__9/17/10__
PCAL Curriculum Committee	__10/04/10__
Graduate Council	__10-14-2010__
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 24 September 2008

**Potter College of Arts and Letters
Department of English
Proposal to Suspend a Course
(Consent Item)**

Contact Person: karen.schneider@wku.edu 5-3046

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 498G
- 1.2 Course title: Robert Penn Warren Seminar
- 1.3 Credit hours: 3

2. Rationale for the course suspension: In an effort to avoid redundancy and to be more efficient in our course offerings, we plan to include texts by Robert Penn Warren in two other literature electives, ENG 495G Southern Literature and ENG 394 Kentucky Literature.

3. Effect of course suspension on programs or other departments, if known: None.

4. Proposed term for implementation: 201110

5. Dates of prior committee approvals:

English Department:	10/24/2008
PCAL Curriculum Committee	10/04/2010
Graduate Council	<u>10-14-2010</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 12 July 2010

**Potter College of Arts and Letters
Department of English
Proposal to Delete a Course
(Consent Item)**

Contact Person: wes.berry@wku.edu 5-5770

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 494G
- 1.2 Course title: Kentucky Literature
- 1.3 Credit hours: 3

2. Rationale for the course deletion: We are changing ENG 494/G to a 300 level course, so we will no longer have a graduate section of Kentucky Literature. This material will be covered in ENG 495G Southern Literature.

3. Effect of course deletion on programs or other departments, if known: None

4. Proposed term for implementation: 201110

5. Dates of prior committee approvals:

English Department/Division: 9/17/10

PCAL Curriculum Committee 10/04/10

Graduate Council 10-14-2010

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 8/11/10

**Potter College of Arts and Letters
Department of English
Proposal to Delete a Course
(Consent Item)**

Contact Person: Katie Green
katherine.green@wku.edu
(270) 745-3045

1. **Identification of course:**
 - 1.1 Current course prefix (subject area) and number: Eng 462G
 - 1.2 Course title: Topics in Contemporary Literary Theory
 - 1.3 Credit hours: 3
2. **Rationale for the course deletion:** Formerly offered as one of two theory courses at the undergraduate level. Given limited demand for these courses, we wish to consolidate them as one offering.
3. **Effect of course deletion on programs or other departments, if known:** NA
4. **Proposed term for implementation:** 201110
5. **Dates of prior committee approvals:**

English Department/Division:	<u> 9/17/10 </u>
PCAL Curriculum Committee	<u> 10/04/10 </u>
Graduate Council	<u> 10-14-2010 </u>
University Senate	<u> </u>

Attachment: Course Inventory Form

Proposal Date: August 23, 2010

**Potter College of Arts and Letters
Department of Music
Proposal to Delete a Course
(Consent Item)**

Contact Person: Mitzi Groom, Department of Music, head, mitzi.groom@wku.edu, 5-3751

1. Identification of courses:

1.1, 1.2, 1.3: Course/course title/credit hours

MUS 440G/Choral Union/1 hr.

MUS 441G/University Choir/1 hr.

MUS 444G/University Orchestra/1 hr.

MUS 445G/Chamber Singers/1 hr.

MUS 448G/Band/1 hr.

MUS 449G/Chamber Music/1 hr.

MUS 450G/Applied Secondary/1 hr.

MUS 453G/Applied Principal/2 hr.

MUS 471G/Jazz Ensemble/1 hr.

2. Rationale for the course deletion: These courses are no longer offered in the Department of Music but had been held over in order to offer the like-numbered 400G courses. The graduate level courses are in the process of being renumbered at the 500 level, thus eliminating the need for the 400 and 400G listings.

3. Effect of course deletion on programs or other departments, if known: none

4. Proposed term for implementation: Spring 2011

5. Dates of prior committee approvals:

Department of Music	August 19, 2010
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Potter College Curriculum Committee	September 2, 2010
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Professional Education Council (if applicable)	September 8, 2010
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Graduate Council	<u>10-14-2010</u>
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University Senate	<u></u>
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Attachment: Course Inventory Form

**College of Health and Human Services
School of Nursing
Proposal to Create a New Academic Degree Type
(Action Item)**

Contact Person: Eve Main, eve.main@wku.edu, 5-3489, Beverly Siegrist, beverly.siegrist@wku.edu, 5- 3490

1 Identification of Academic Degree Type:

- 1.1 Academic degree type name: Doctor of Nursing Practice
- 1.2 Standard degree type abbreviation: DNP
- 1.3 Catalog description of academic degree type: The DNP is a practice focused doctoral degree preparing advanced practice nurses to assume leadership roles in healthcare. A Post-MSN option for nurse practitioners for nurse administrators and a BSN to DNP option for students seeking a primary care nurse practitioner (PCNP) concentrations are available.

2 Rationale:

2.1 Reason for developing the proposed academic degree type:
In 2004 the American Association of Colleges of Nursing (AACN) endorsed the *Position Statement on the Practice Doctorate in Nursing*, which proposed to change the education of advanced practice nurses (APNs) by requiring a DNP as the entry level for practice for nurse practitioners, nurse anesthetists, clinical nurse specialists and nurse midwives by 2015. In 2009, AACN published the Doctor of Nursing Practice (DNP) Essentials to guide program and curriculum development. The DNP as a practice focused degree is analogous to professional degrees offered in other health professions (e.g. Doctor of Medicine, Doctor of Dental Surgery, Doctor of Pharmacy, and Doctor of Physical Therapy). The Commission on Collegiate Nursing Education (CCNE), the accrediting body of the AACN began accrediting DNP programs in the spring of 2009. To date CCNE has accredited 18 programs with 90 other programs in varying stages of accreditation preparation. AACN reports that 120 nursing graduate programs are enrolling students in DNP program in 36 states and the District of Columbia.

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 master's degree has in the past been the terminal degree for specialized advanced nursing practice. The AACN has identified the DNP as the preferred preparation for specialty nursing practice. The School of Nursing MSN faculty recognizes the need for the DNP in order to remain competitive and continue to attract quality students to the graduate nursing program. In the spring of 2010, the Kentucky Legislature passed SB 127 allowing regional universities to offer a DNP program. Currently the Kentucky Board of Nursing is writing the regulations for development and approval of DNP programs for CPE.

The DNP program is intended to meet the market demands for highly skilled professional nurses in local, state and national job market. This program will make it possible for MSN graduates to obtain the Post Masters DNP and provide a BSN to DNP program for students who do not currently have an MSN. This will enable our students to meet the new certification recommendations and be prepared to successfully compete in the job market. In a 2006 AACN survey of graduates of DNP programs, the following job titles were identified: Vice President for Nursing, Program Director, Chief Executive Officer, Commissioner of Health, Quality Improvement Specialist, Direct Care Clinician, Faculty and others. The following projections for DNP graduates estimated job openings (SREB, 2006).

	2010	2011	2012
SREB	5599	6076	6702
National	16,225	17,237	18,462

The School of Nursing completed two surveys to explore interest in a WKU DNP program. A survey of students currently enrolled in the MSN program found that 50 students have plans to pursue the DNP degree within 1-5 years following graduation. An electronic survey was conducted of practicing nurse practitioners in July 2009. The survey was made available to WKU nurse practitioner preceptors and members of the Kentucky Coalition of Nurse Practitioners and Midwives. Forty-seven individuals, interested in pursuing a DNP through WKU, responded to the survey. Fifty-seven percent (n = 27) have plans to complete a DNP program. Eight individuals want to begin a program within a year and the remainder within 1-3 years of WKU initiating a program. Faculty has also begun to log phone call inquiries from local advanced practice nurses. This list currently includes 25 individuals who would like to be included in the first class of DNP students following program approval.

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

A review of WKU Benchmarks and other universities found the following information related to graduate nursing programs.

University	WKU Bench- mark	DNP	Comments
Ball State	x	x	Post MSN – DNP online – part-time study only
Central Missouri	x		University has cooperative EdD
Appalachian State	x		New pre-licensure no graduate programs
East Carolina	x		PhD in Nursing
East Tennessee State University	x		PhD in Nursing
Eastern Michigan	x		PhD in Education Studies - Nursing Education
Eastern Illinois University	x		BSN to RN
Indiana State University	x	x	DNP final approval process
Mankato State University	x	x	DNP Post MSN – 1 st class 3/09
Marshall University	x		MSN
Southeast Missouri State University	x		MSN
Southern Illinois University (Edwardsville)	x		MSN
University of North Carolina (Greensboro)	x		PhD in Nursing
University of Northern Iowa	x		Pre-nursing only
University of South Alabama	x		BSN to DNP and Post MSN DNP (admitted 120 for fall 2010 class)
West Chester University of Pennsylvania	x		MSN Public Health
Western Illinois University	x		BSN
Vanderbilt		X	Post MSN DNP
U of K		X	BSN to DNP & Post MSN DNP
Murray		X	Approval in progress
EKU		X	Approval in progress
NKU		X	Approval in progress
Bellarmine		X	First class of 20 accepted for fall 2010

- 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 National Organization for Nurse Practitioner Faculties (NONPF), have developed new competencies for DNP graduates. The National Association of Clinical Nurse Specialists (CNS) has published a neutral position but has developed DNP level competencies for CNS graduates. Other specialty organizations (the American Academy of Nurse Practitioners, American College of Nurse Practitioners, ***Association of Faculties of Pediatric Nurse Practitioners***, National College of Gerontological Nurse Practitioners, Nurse Practitioners in Women's Health, and the Association of Pediatric Nurse Practitioners) have approved the change and published the following consensus statement, "the DNP degree more accurately reflects current clinical competencies and includes preparation for the changing healthcare system."

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

The EdD program is the only other practice Doctor currently offered by WKU.

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

The proposed DNP program will include a curriculum option for MSN graduates from WKU and other accredited nurse practitioner or nurse administrator programs. This option builds upon the competencies developed in the MSN programs. The BSN to DNP option includes the current primary care nurse practitioner courses specialty courses and the majority of the core classes.

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

A cohort model will be utilized for admission and progression of the students in the DNP program. The following table illustrates the admission plan.

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Cohort 1 Post MSN DNP	20	20	20			
Cohort 2 Post MSN DNP		20	20	20		
Cohort 3 Post MSN/ BSN to DNP			20 Post MSN & 12 BSN-DNP	20 Post MSN & 12 BSN-DNP	20 Post MSN & 12 BSN-DNP	
Cohort 4 Post MSN/ BSN to DNP				20 Post MSN & 12 BSN-DNP	20 Post MSN & 12 BSN-DNP	20 Post MSN & 12 BSN-DNP
Cohort 5 Post MSN/BSN to DNP					20 Post MSN & 12 BSN-DNP	20 Post MSN & 12 BSN-DNP
Cohort 6Post MSN/BSN to DNP						20 Post MSN & 12 BSN-DNP
Totals	20	40	72	84	96	96

The projected admitted students are based upon the available resources and faculty. Cohort 1 and 2 will be comprised of MSN to DNP students only. The first cohort of BSN to DNP students will be included in the

student numbers beginning in the fall of 2014. BSN to DNP students will exit the program with a DNP that includes the current primary care nurse practitioner (FNP) courses. Accreditation standards require that a faculty student ratio of 6:1 must be maintained in clinical courses. Based upon this requirement, it is planned that 2 clinical groups of 6 will be admitted each year beginning with the fall of 2014. AACN requires that the DNP curriculum allow completion of the program by BSN-DNP students in a 3-year plan that includes summer terms. Based upon this requirement the table shows BSN-DNP students completing in 3 years.

Proposed term for implementation: Fall 2011

3 Dates of prior committee approvals:

Graduate Committee SON:	7/2/2010
Consultation with CPE through Provost's Office	9/1/2009
CHHS Graduate Curriculum Committee	8/30/2010
Graduate Council	10/14/2010
University Senate	_____
Board of Regents	_____

Attachment: Degree Inventory Form

**College of Health and Human Services
School of Nursing
Proposal to Create a New Major Program – Doctor of Nursing Practice
(Action Item)**

Contact Person: Eve Main, eve.main@wku.edu; Beverly Siegrist Beverly.siegrist@wku.edu
53490

1. Identification of program:

1.1 Program title: Doctor of Nursing Practice

1.2 Degree Type: DNP

1.3 Classification of Instructional Program Code (CIP):

1.4 Required hours in proposed major program: BSN to DNP – 76 hrs

Post MSN DNP – 36 hrs

1.5 Special information: n/a

1.6 Program admission requirements:

- BSN or MSN, with a specialty in nursing administration or nurse practitioner, from a CCNE or NLNAC accredited nursing program
- GPA – 3.25 cumulative in BSN or MSN
- Undergraduate degree from an international university outside the U.S. or English is second language submit appropriate TOFEL scores (policy established by School of Nursing)
- Three professional references
- Written goal statement
- Resume highlighting past education, relevant clinical experience, scholarly endeavors and professional service (BSN to DNP students must document one year of full time experience as a registered nurse)
- Professional license –
 - a. MSN –
 - i. NPs must have a current and unencumbered RN and APN license in the state of residence in which clinical experiences will be completed,
 - ii. Nurse Administrators must have a current and unencumbered RN license in the state of residence where clinical experiences will be completed.
 - b. BSN – current and unencumbered RN license in Kentucky or compact state
- Completed verification of post-baccalaureate practice hours form. (Applicants who cannot demonstrate a minimum of 500 clinical clock hours in graduate program will be expected to complete clinical course work beyond the proposed curriculum.)

- Graduate level statistics course within past 5 years

Following review of the admission materials by the Graduate Committee, applicants may be invited to interview with graduate faculty. Admission will be competitive and documentation that an applicant meets the minimum admission requirements does not ensure admission to the program. It is expected that applicants have moderate technology skills and access to personal computer and high speed DSL or broadband internet service.

The WKU DNP program is a practice focused degree preparing advanced practice nurses to assume leadership roles in Healthcare. The curriculum is based upon a strong scientific foundation for practice and is designed to emphasize evidence-based practice, leadership, health policy development, and organizational analysis and change. A Post-MSN option for nurse practitioners or nurse administrators and a BSN to DNP option for students seeking a primary care nurse practitioner (PCNP) degree is available. WKU PCNP students are eligible to sit for national certification as family nurse practitioners (FNP). All students complete a practice immersion experience and culminating DNP Project with a patient population or in a Healthcare system that demonstrates application of advanced clinical and evidence-based practice. It will serve as a foundation for future scholarly practice.

2. Rationale:

Research studies by the Institute of Medicine, the National Institute of Health, and the Joint Commission on the Accreditation of Healthcare document the changing and complex health needs of Americans, the rapid expansion of Healthcare knowledge, and the challenges of educating healthcare professionals. In 2004 members of the American Association of Colleges of Nursing endorsed the *Position Statement on the Practice Doctor in Nursing* (DNP), a call to change the education of advanced practice nurses (APNs) by requiring a DNP as the entry level for practice for nurse practitioners, nurse anesthetists, clinical nurse specialists and nurse midwives by the year 2015. In 2009 the American Association of Colleges of Nurses (AACN) published the DNP Essentials to guide program and curriculum development. The DNP as a practice focused degree is analogous to professional degrees offered in other health professions (e.g. Doctor of Medicine, Doctor of Dental Surgery, Doctor of Pharmacy, and Doctor of Physical Therapy). The National Academy of Sciences (AACN, 2005) supported the practice doctorate as the terminal degree for advanced practice nurses by stating, "Doctorally-prepared nurse clinicians are needed to fully implement the emerging science and practice innovations developed by nurse investigators." (AACN, 2005). The Commission on Collegiate Nursing Education (CCNE) the accrediting body of the AACN began accrediting DNP programs in the spring of 2009. To date CCNE has accredited 18 program and has documented that 90 other programs are in various stages of accreditation preparation. AACN reports that 120 nursing graduate programs are enrolling students in DNP program in 36 states and the District of Columbia.

Specialty organizations also support the transition from MSN to DNP as the entry level for the APN. The American Association of Nurse Anesthetists has established the following policies: no new master's programs for nurse anesthesia will be accredited after 2015; and all currently accredited certified registered nurse anesthetists (CRNA) programs must transition to the practice Doctor by 2022; and, all new CRNA graduates must hold a DNP by 2015 to be eligible for certification. The National Organization for Nurse Practitioner Faculties, that

develops the practice competencies for nurse practitioners, has developed new competencies for DNP graduates. The National Association of Clinical Nurse Specialists (CNS) has published a neutral position but has developed DNP level competencies for CNS graduates. Other specialty organizations (the American Academy of Nurse Practitioners, American College of Nurse Practitioners, *Association of Faculties of Pediatric Nurse Practitioners*, National College of Gerontological Nurse Practitioners, Nurse Practitioners in Women's Health, and the Association of Pediatric Nurse Practitioners) approved the change and published the following consensus statement, "the DNP degree more accurately reflects current clinical competencies and includes preparation for the changing healthcare system."

The DNP program builds upon current baccalaureate and master's programs by providing education in evidence-based practice, quality improvement, Healthcare systems, leadership, and health policy. The movement toward the DNP resulted in AACN developing the *DNP Essentials* and *DNP Roadmap* to assist programs preparing advanced practice nurses in transitioning to DNP educational programs. The DNP prepared nurse is viewed as a needed counterpart to the PhD prepared nurse. The PhD nurse conducts research that provides new knowledge which is enacted by the DNP nurse to improve patient outcomes and increase efficiencies in the nursing administrative settings. AACN suggests that the "DNP graduate will be prepared to lead nursing at the highest practice and executive rank in nursing" (AACN, 2005). AACN, the National League for Nursing (NLN), the American Academy of Nurse Practitioners (AANP) and other specialty organizations envision that within the next five to ten years the BSN to DNP will redesign the educational paradigm for nurse practitioners, clinical nurse specialists, nurse anesthetists', nurse midwives, and nurse executives in the United States.

The WKU MSN faculty recognizes the need for the DNP in order to remain competitive and continue to attract quality students to the graduate nursing program. In the spring of 2010, the Kentucky Legislature passed SB 127 allowing regional universities to offer a DNP program. Currently the Kentucky Board of Nursing is writing the regulations for development and approval of DNP programs for CPE.

Enrollment in our current MSN program has continued to grow over the past five years. In response to this increased demand we have moved from a fall only admission process to admission of a cohort of students both fall and spring semesters. WKU also now offers a psychiatric nurse practitioner program through an agreement with University of Louisville. We also offered an accelerated track for nurse practitioners this past year. These are examples of how WKU School of Nursing has responded to student needs and have expanded career opportunities for advanced practice nurses in our area. These options have also increased the potential pool for the MSN to DNP program.

The DNP program is intended to meet the market demands for highly skilled professional nurses in local, state and national job market. This program will make it possible for MSN graduates to obtain the Post Masters DNP and provide a BSN to DNP program for students who do not currently have an MSN. This will enable our students to meet the new certification recommendations and be prepared to successfully compete in the job market. In a 2006 AACN survey of graduates of DNP programs, the following job titles were identified: Vice President for Nursing, Program Director, Chief Executive Officer, Commissioner of Health, Quality

Improvement Specialist, Direct Care Clinician, Faculty and others. The following projections for DNP graduates estimated job openings (SREB, 2006).

	2010	2011	2012
SREB	5599	6076	6702
National	16,225	17,237	18,462

The School of Nursing completed two surveys to explore interest in a WKU DNP program. A survey of students currently enrolled in the MSN program found that 50 students have plans to pursue the DNP degree within 1-5 years following graduation. An electronic survey was conducted of practicing nurse practitioners in July 2009. The survey was made available to WKU nurse practitioner preceptors and members of the Kentucky Coalition of Nurse Practitioners and Midwives. Forty-seven individuals, interested in pursuing a DNP through WKU, responded to the survey. Fifty-seven percent (n = 27) have plans to complete a DNP program. Eight individuals want to begin a program within a year and the remainder within 1-3 years of WKU initiating a program. Faculty has also begun to log phone call inquiries from local advanced practice nurses. This list currently includes 15 individuals who would like to be included in the first class of DNP students following program approval.

WKU will offer a DNP program with for MSN graduates of nurse administrator and nurse practitioner programs and for BSN prepared nurses. MSN prepared nurse practitioners and nurse administrators will complete a 37-credit hour Post MSN DNP option. This option will begin first in the fall of 2011 pending CPE and Kentucky Board of Nursing (KBN) approval. The BSN to DNP option will admit a first cohort of students in the fall of 2013.

2.1 Projected enrollment in the proposed major program:

A cohort model will be utilized for admission and progression of the students in the DNP program. The following table illustrates the admission plan.

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Cohort 1 Post MSN DNP	20	20	20			
Cohort 2 Post MSN DNP		20	20	20		
Cohort 3 Post MSN/ BSN to DNP			20 Post MSN & 12 BSN- DNP	20 Post MSN & 12 BSN- DNP	20 Post MSN & 12 BSN- DNP	
Cohort 4 Post MSN/				20 Post MSN &	20 Post MSN &	20 Post MSN &

BSN to DNP				12 BSN-DNP	12 BSN-DNP	12 BSN-DNP
Cohort 5 Post MSN/BSN to DNP					20 Post MSN & 12 BSN-DNP	20 Post MSN & 12 BSN-DNP
Cohort 6 Post MSN/BSN to DNP						20 Post MSN & 12 BSN-DNP
Totals	20	40	72	84	96	96

The projected admitted students are based upon the available resources and faculty. Cohort 1 and 2 will be comprised of MSN to DNP students only. The first cohort of BSN to DNP students will be included in the student numbers beginning in the fall of 2014. BSN to DNP students will exit the program with a DNP that includes the current primary care nurse practitioner (FNP) courses. Accreditation standards require that a faculty student ratio of 6:1 must be maintained in clinical courses. Based upon this requirement, it is planned that 2 clinical groups of 6 will be admitted each year beginning with the fall of 2014. AACN requires that the DNP curriculum allow completion of the program by BSN-DNP students in a 3-year plan that includes summer terms. Based upon this requirement the table shows BSN-DNP students completing in 3 years.

- 2.2 **Relationship of the proposed major program to other programs now offered by the department:** The proposed DNP program will include a curriculum option for MSN graduates from accredited nurse practitioner or nurse administrator programs. This option builds upon the competencies developed in the MSN programs. The BSN to DNP option includes the current primary care nurse practitioner courses specialty courses and the majority of the core class (outlined below in 4.1 Curriculum).
- 2.3 **Relationship of the proposed major program to other university programs:** The EdD program is the only other practice Doctor currently offered by WKU. NURS 700 Leadership and Organizational Theory for the DNP, includes some content found in EdD leadership courses but the focus is on the role of advanced practice nurses in Healthcare systems or with health populations. NURS 730 Advanced Epidemiology and NURS 720 Advanced Biostatistics include some content found in current courses in the department of Public Health but are at a more advanced level in theory and application.
- 2.4 **Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):** A review of WKU Benchmarks and other universities found the following information related to graduate nursing programs.

University	WKU Bench-mark	DNP	Comments
Ball State	x	x	Post MSN – DNP online – part-time study only
Central Missouri	x		University has cooperative EdD
Appalachian State	x		New pre-licensure no graduate programs
East Carolina	x		PhD in Nursing
East Tennessee State University	x		PhD in Nursing
Eastern Michigan	x		PhD in Education Studies - Nursing Education
Eastern Illinois University	x		BSN to RN
Indiana State University	x	x	DNP final approval process
Mankato State University	x	x	DNP Post MSN – 1 st class 3/09
Marshall University	x		MSN
Southeast Missouri State University	x		MSN
Southern Illinois University (Edwardsville)	x		MSN
University of North Carolina (Greensboro)	x		PhD in Nursing
University of Northern Iowa	x		Pre-nursing only
University of South Alabama	x		BSN to DNP and Post MSN DNP (admitted 120 for fall 2010 class)
West Chester University of Pennsylvania	x		MSN Public Health
Western Illinois University	x		BSN
Vanderbilt		X	Post MSN DNP
U of K		X	BSN to DNP & Post MSN DNP
Murray		X	Approval in progress
EKU		X	Approval in progress
NKU		X	Approval in progress
Bellarmino		X	First class of 20 accepted for fall 2010

Early in the exploration of the WKU DNP program, meetings with U of K School of Nursing faculty explored possible collaborative programs. Due to the large number of

applicants for the U of K DNP program it was determined that U of K could not support a collaborative agreement. U of K further communicated their support for the development of DNP programs in the regional universities and offered assistance through consultation as new programs were developed.

2.5 Relationship of the proposed major program to the university mission and objectives

Implementation of the WKU School of Nursing DNP program is consistent with the mission and vision of WKU. The purposes of the DNP program include the development of leaders in the Healthcare systems that have the knowledge and skills to improve the health of populations and the quality of Healthcare in the United States and abroad. The graduates will be prepared to work as practice scholars, collaborating with nurse scientists and other Healthcare providers to evaluate research and implement system change based upon evidence-based practice. The DNP program will clearly address the needs of constituents in the WKU service area. The program will attract new nurse educators, researchers, and highly qualified students who will positively contribute to the development of faculty in School of Nursing. It is anticipated that new opportunities for research and service will result as the program grows.

3. Objectives of the proposed major program:

- Critically appraise theoretical concepts and knowledge from nursing and other disciplines and integrate this evidence in developing, implementing, and evaluating best practices for improved health outcomes.
- Develop, integrate, and evaluate evidence-based Healthcare innovations while considering cultural, economic, ethical, legal, political, and technological issues across diverse health systems and models.
- Evaluate and integrate information systems and technology to improve clinical decision making and health outcomes.
- Demonstrate leadership in the critical analysis and application of economic, ethical, political, and social components of Healthcare policy.
- Demonstrate interprofessional collaboration and leadership skills to improve patient and population health outcomes.
- Analyze and apply advanced nursing practice concepts of clinical prevention and health promotion to improve health outcomes in relevant populations.
- Apply the relevant advanced practice roles to improve patient and populations health outcomes and Healthcare systems.

4. Program description:

4.1 Curriculum:

The BSN to DNP Curriculum and Post-Master's Curriculum is displayed in the following table. Courses developed for the DNP program are in bold. The BSN to DNP is a 76 hour credit program with both full and part time options. The Post-Master's DNP program is a 36 credit hour program with both full and part-time options.

	Credit Hours	Clinical Hours	BSN to DNP	Post Masters DNP
Course Number and Title				
Graduate Statistics	3		X	
NURS 500 Advanced Pathophysiology	4		X	
NURS 503 Advanced Health Assessment	2		X	
NURS 504 Advanced Nursing Theory	3		X	
NURS 505 Advanced Health Assessment Clinical	1	60	X	
NURS 508 Advanced Nursing Issues	1		X	
NURS 509 Advanced Practice Management	1		X	
NURS 510 Advanced Nursing Research	3		X	
NURS 515 Advanced Pharmacology	4		X	
NURS 520 Teaching in Schools of Nursing	3		X	X
NURS 550 Primary Care of the Infant, Child, and Adolescent	5	120	X	
NURS 552 Primary Care of the Adult	5	120	X	
NURS 554 Primary Care Practicum	5	300	X	
NURS 600 Orientation to Doctor of Nursing Practice	2		X	X
NURS 620 Advanced Biostatistics	3		X	X
NURS 630 Advanced Epidemiology	3		X	X
NURS 700 Leadership and Organizational Theory	3		X	X
NURS 701 Leadership in Health Policy	3		X	X
NURS 712 Evidence-Based Practice	3		X	X
NURS 714 Economic and Financial Influences in Healthcare Systems	3		X	X
NURS 740 Technology in Healthcare	3	60	X	X
NURS 750 Program Development and Evaluation	3	60	X	X
NURS 755 Quality Improvement in Healthcare	3		X	X
NURS 765 Institutional Review Board Process in Nursing	1		X	X
NURS 780 Clinical Practicum	6	360	X	X
Total BSN to DNP Clinical Hours		1080		
Total BSN to DNP Credit Hours	76			
Total Post-Master's DNP Clinical Hours		480		
Total Post-Master's DNP Credit Hours	36			

4.2 **Accreditation, certification, approval, and/or licensure:** The Doctor of Nursing Practice (DNP) was adopted by the Association of Colleges of Nursing and represents a high level of preparation in specialty nursing practice. The educational programs of the WKU School of Nursing are accredited by the Commission on

Collegiate Nursing Education (CCNE). In 2007, CCNE Accreditation was granted to the WKU for ten years, the maximum time period awarded. Accreditation from CCNE will be sought for the DNP program following implementation of the DNP curriculum in year two of the first cohort. The Council on Post-Secondary Education (CPE) has not granted permission for the development of DNP programs in Kentucky's regional universities. Communication from CPE indicates that they are awaiting regulations from the Kentucky Board of Nursing for the DNP programs. Graduates of the BSN to MSN program will be eligible to sit for national certification as family nurse practitioners. This certification by examination is available from either the American Academy of Nurse practitioners or the American Nurses Credentialing Center. Following completion of the degree and earning certification the graduate can apply for registered nurse license as an advanced practice nurse in the nurse's state of residence.

4.3 Program delivery: The program consists of weekend (Friday night, Saturday morning and afternoon) seminars (four times a semester), web-based curriculum, and a capstone clinical project. A survey of potential students in 2009/2010 revealed that they preferred a blended format with both asynchronous online learning and face-to-face learning experiences. The current courses in the PCNP program utilize IVS, web, and face-to-face classes. All students will be required to have high speed internet access. Physical space includes classrooms and a clinical lab in the Academic Complex. All faculty have adequate computer hardware and software for class delivery. WKU uses Blackboard® as the platform for distance class delivery.

5. Resources:

5.1 Faculty: AACN has issued a policy statement that faculty for DNP programs should include nurse educators with a variety of experiences and doctoral degrees not just the DNP. Current graduate faculty will teach courses as appropriate for their experience and credentials. The current faculty includes Dr. Eve Main who completed a DNP in May 2010 and Mrs. Laurie Branstetter who completed the course work toward the DNP in July 2010 and has an expected graduation date of May 2011. One new faculty will be added following approval of this new program and a second faculty will be added prior to year three with the implementation of the BSN to DNP option.

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

New course proposals have included the expected library resources needed to support the students enrolled in the program. Librarian reviews have been completed on the courses and resources are adequate except for one course. The School of Nursing will work with the WKU library to ensure acquisition of the needed library resources. Two electronic databases are needed, the Cochrane Database and PubMed. These are databases that will also benefit other health science majors.

5.3 Facilities and equipment: The current physical space includes classrooms and a clinical lab in the Academic Complex. Additional offices for faculty and staff and laboratory space are needed to implement the program. The CHHS Space Committee is working to identify reallocation of space to accommodate the program needs. All faculty

have adequate computer hardware and software for class delivery. WKU uses Blackboard® as the platform for distance class delivery. IT support and training is available for faculty and students.

6. Proposed term for implementation: Fall 2011

7. Dates of prior committee approvals:

Graduate Committee SON	7/2/2010
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CHHS Graduate Curriculum Committee	8/30/2010
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Contact with Office of Academic Affairs re: CPE Posting	<u>9/1/2009</u>
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Graduate Council	<u>10/14/2010</u>
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University Senate	_____
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Attachment: Program Inventory Form

Proposal Date: 8/30/2010

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

Contact Person: Heather Johnson, Heather.Johnson@wku.edu, 745-5136

1. Identification of program:

- 1.8 Current program reference number: 054
- 1.9 Current program title: Master of Arts in Education: Biology Education
- 1.10 Credit hours: 30

2. Identification of the proposed program changes:

- Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
- Substitution of TCHL 560 *Action Research Capstone for Teacher Leaders* for the comprehensive exam as the culminating experience for the program.
- Change of program title and reference number.
- Change of total hours to 30-34.
- New program title: Master of Arts in Education: Biology Education for Teacher Leaders

3. Detailed program description:

Old Program: MAE Biology, major Ref. # 054	New Program: MAE Biology Education for Teacher Leaders, major Ref. # 054
<p>This program is designed for the preparation and strengthening of secondary school science teachers. The major requires a minimum of 18 hours of coursework in Biology. The remainder of the required 30 hours is taken in professional education.</p> <p>Students who desire a breadth of coursework in the sciences may major in the science area concentration under the M.A. in Education program. Students following this option must have all Biology courses approved by the appropriate advisors in the Department of Biology.</p>	<p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see <i>Important Note</i> below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p>Content Major Admission Requirements: This program is designed for the preparation and strengthening of secondary school science teachers. The major requires a minimum of 18 hours of course</p>

work in Biology. The remainder of the required 30-34 hours is taken in professional education. Students following this option must have all Biology courses approved by the appropriate advisor in the Department of Biology. In addition to Graduate Studies requirements, admission requires the equivalent of an undergraduate major in biology including supporting courses in science and mathematics. Exceptions are made for students with undergraduate degrees in other areas; however, additional courses may be required.

Teacher Leader Admission Requirements:
(Criteria vary, depending on the student's undergraduate institution and GPA):

1. WKU Graduate: Automatic Admission

No qualifying GAP** score will be required for graduates of the WKU B.S. in Biology program, as long as they have or are eligible for a teaching certificate for Secondary Biology (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.

2. Graduate of a Kentucky Higher Education Institute other than WKU:

Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GAP** score and must have or be eligible for a teaching certificate* for Secondary Biology (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.

3. Graduate of an Out-of-State Institution of Higher Education

Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GRE/GAP** scores and must have or be eligible for a teaching certificate* for Secondary Biology (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.

*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates

	<p>must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.</p> <p>**Qualifying GAP Score: 2200 or higher (GRE score multiplied by the undergraduate GPA for a score) and a GRE Analytical Writing score of 3.5 or higher</p> <p><i>Important Note:</i> While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-34 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, at least one content course specific to their initial teaching certification areas, plus additional education-related or content courses.</p> <p><u>Content Major --18 hours</u> Advisor-approved BIOL courses numbered 400G or higher that would count for the M.S. in Biology program.</p> <p>Program Completion Requirements: A minimum of 18 graduate credit hours in biology is required for a major. A minimum of 12 graduate credit hours in biology is required for a minor. The remaining credit hours must consist of Teacher Leader (TCHL) courses in the School of Teacher Education. For additional information regarding the secondary education aspects of this degree, consult the School of Teacher Education.</p> <p>Total Program Hours: 30-34</p>
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4. Rationale for the proposed program change:

- At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master's and 5th year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of "teacher leader" courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area. The program title is being changed in order for the transcript to indicate that the student has completed a program designed to prepare teacher leaders.
- Students' successful completion of TCHL 560 will provide evidence that they have the skills to conduct action research to improve instruction. This will be a more meaningful culminating assessment for the program than the comprehensive exam, as the research project will require students to integrate all course work and apply what they have learned.

5. Proposed term for implementation and special provisions (if applicable): Spring 2011. By state regulation students may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.

6. Dates of prior committee approvals:

Biology Department	<u>10 Sept. 2010</u>
OCSE Curriculum Committee	<u>24 Sept. 2010</u>
Professional Education Council	<u>13 Oct. 2010</u>
Graduate Council	<u>10/14/10</u>
University Senate	<u></u>

Attachment: Program Inventory Form

Proposal Date: September 10, 2010

**Ogden College
Department of __Chemistry_
Proposal to Revise A Program
(Action Item)**

Contact Person: Cathleen Webb (Cathleen.webb@wku.edu, 745-3786)

1. Identification of program:

- 1.11 Current program reference number: Ref. # 061 (major).
- 1.12 Current program title: Master of Arts in Education in Chemistry
- 1.13 Credit hours: 30

2. Identification of the proposed program changes:

- Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
- Substitution of TCHL 560 *Action Research Capstone for Teacher Leaders* for the comprehensive exam as the culminating experience for the program.
- Change of total program hours to 30-34 hrs.

3. Detailed program description:

Old Program	New Program
<p>Master of Arts in Education Chemistry, major Ref. # 61 or minor Ref. # 005</p> <p>This program is designed especially for the preparation and strengthening of secondary school science teachers. For a subject-matter major in chemistry, the MA in Education student must complete 18 hours of course work in chemistry. Students must take either CHEM 516 Investigations in Chemistry (3 hours) or CHEM 580 Chemical Skills as part of the required 18 hours of course work in chemistry. Students who have not previously completed a year of physical chemistry are strongly urged to take CHEM 450G Physical Chemistry I and CHEM 452G Physical Chemistry II.</p> <p>Students desiring a breadth of course work in the sciences may major in the Science Area concentration. The chemistry courses taken under this option must be approved by the advisor in the science area and by the advisor in secondary education.</p>	<p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see <i>Important Note</i> below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p>Admission Requirements: (Criteria vary, depending on the student's undergraduate institution and GPA):</p>

	<p><u>1. WKU Graduate: Automatic Admission</u> No qualifying GAP** score will be required for graduates of the WKU B.S. in Chemistry program, as long as they have or are eligible for a teaching certificate for Secondary Chemistry (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.</p> <p><u>2. Graduate of a Kentucky Higher Education Institute other than WKU:</u> Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GAP** score and must have or be eligible for a teaching certificate* for Secondary Chemistry (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.</p> <p><u>3. Graduate of an Out-of-State Institution of Higher Education</u> Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GRE/GAP** scores and must have or be eligible for a teaching certificate* for Secondary Chemistry (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.</p> <p>*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.</p> <p>**Qualifying GAP Score: 2200 or higher (GRE score multiplied by the undergraduate GPA for a score) and a GRE Analytical Writing score of 3.5 or higher</p> <p><i>Important Note:</i> While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of</p>
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	<p>30-34 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, at least one content course specific to their initial teaching certification areas, plus additional education-related or content courses.</p> <p>Program Completion Requirements: A minimum of 18 graduate credit hours in chemistry is required for a major. A minimum of 12 graduate credit hours in chemistry is required for a minor. The remaining credit hours must consist of Teacher Leader (TCHL) courses in the School of Teacher Education. For additional information regarding the secondary education aspects of this degree, consult the School of Teacher Education.</p>
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4. Rationale for the proposed program change: At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master's and 5th year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of "teacher leader" courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.

5. Proposed term for implementation and special provisions (if applicable): Spring 2011. By state regulation students may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.

6. Dates of prior committee approvals:

Department/Division:	<u>Sept. 10, 2010</u>
Curriculum Committee	<u>Sept. 24, 2010</u>
Professional Education Council (if applicable)	<u>Oct. 13, 2010</u>
Graduate Council	<u>10/14/10</u>
University Senate	<u></u>

Attachment: Program Inventory Form

Proposal Date: September 10, 2010

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

Contact Person: Hope Marchionda, hope.marchionda@wku.edu, 745-2961
Wanda Weidemann, wanda.weidemann@wku.edu, 745-6211

1. Identification of program:

- 1.14 Current program reference number:049
- 1.15 Current program title: Master of Arts in Mathematics
- 1.16 Credit hours:30

2. Identification of the proposed program changes:

- Replacement of core graduate education component to include Teacher Leader (TCHL) courses.
- Changes to core mathematics Changes in admission criteria
- Revision of total credit hours to 30-34

3. Detailed program description:

Old Program	New Program
<p>This program is intended for students who already hold secondary teacher certification and are seeking Rank II teaching status through attainment of a Master's degree.</p> <p>Admission requirements for the M.A. in Mathematics include a GAP score of 3000 ((GRE Verbal + GRE Quantitative) x Undergraduate GPA). Also required are either a (1) bachelor's degree in mathematics or (2) completion of the following undergraduate courses: (a) a calculus sequence through multivariable calculus, (b) linear algebra, (c) discrete mathematics, (d) probability or calculus-based statistics, (e) abstract algebra, and (f) geometry. Applicants without a bachelor's degree in mathematics may be admitted with at most one deficiency in the undergraduate courses listed above.</p> <p>The Master of Arts in Mathematics requires a minimum of 30 hours of graduate-level courses. The following are required:</p> <p>Core Mathematics Courses (four of the following): MATH 501 Introduction to Probability and Statistics I MATH 503 Introduction to Analysis MATH 511 Secondary Mathematics from an Advanced Perspective I MATH 512 Secondary Mathematics from an</p>	<p>This program is intended for students who are secondary teachers in Kentucky who already hold teacher certification and are seeking rank change through attainment of a Master's degree, This degree does not give a student initial teacher certification, nor is it intended to prepare a student for doctoral studies in mathematics.</p> <p>Admission Requirements: Either (1) a bachelor's degree in mathematics or (2) completion of the following undergraduate courses: (a) a calculus sequence through multivariable calculus, (b) linear algebra, (c) discrete mathematics, (d) probability or calculus-based statistics, (e) abstract algebra, and (f) geometry. Applicants without a bachelor's degree in mathematics may be admitted with at most one deficiency in the undergraduate courses listed above. Applicants must have a 2.75 GPA in all required undergraduate mathematics courses or a GAP score of 3000.</p> <p><u>Mathematics --18 hours</u> The following courses are required: Core Mathematics Courses: MATH 501 Introduction to Probability and Statistics I MATH 503 Introduction to Analysis MATH 423G Geometry II or MATH 523 Topics from Geometry MATH 514 Applications and Modeling for Teachers</p> <p>Elective Mathematics Courses (6 hours required): MATH 405G, 406G, 409G, 415G, 417G, 421G,</p>

<p>Advanced Perspective II (or MATH 423G Geometry II or MATH 523 Topics from Geometry) MATH 514 Applications and Modeling for Secondary Teachers</p> <p><i>Education Courses</i> PSY 510 Advanced Educational Psychology or PSY 511 Psychology of Learning SEC 580 The Curriculum EDU 544 Classroom Teaching Strategies SEC 534 Seminar in Mathematics Education</p> <p><i>Elective Courses</i> Six hours of mathematics courses chosen from those listed above or MATH 405G, 406G, 409G, 415G, 417G, 421G, 429G, 431G, 432G, 435G, 439G, 450G, 470G, 475G, 500, 504, 509, 517, 531, 532, 535, 536, 539, 540, 541, 542, 550, 560, 570, 590, 599, STAT 549.</p> <p>A maximum of 9 hours at the 400G level may be included in the entire program.</p> <p>Comprehensive exams are required. Each student must develop and submit a professional portfolio to demonstrate mastery of the Kentucky Experienced Teacher Standards. A thesis student is required to complete 6 hours of MATH 599 Thesis Research and Writing and to give an oral defense of the thesis.</p>	<p>423G, 431G, 432G, 435G, 439G, 450G, 470G, 475G, 500, 504, 509, 510, 511, 512, 517, 523, 529, 531, 532, 535, 536, 539, 540, 541, 542, 550, 560, 570, 590, 599, STAT 549.</p> <p>A maximum of 9 hours at the 400G level may be included in the entire program. Comprehensive exams in mathematics are required. A student who chooses to do a thesis is required to complete 6 hours of MATH 599 Thesis Research and Writing and to give an oral defense of the thesis.</p> <p>Secondary Education (12-16 hours) This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the Secondary Education portion of the degree.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see <i>Important Note</i> below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p>Secondary Education Admission Requirements (Criteria vary, depending on the student's undergraduate institution and GPA):</p> <ol style="list-style-type: none"> 1. WKU Graduate: Automatic Admission No qualifying GAP** score will be required for graduates of the WKU B.A. in Mathematics program, as long as they have or are eligible for a teaching certificate for Secondary Mathematics (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application. 2. Graduate of a Kentucky Higher Education
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	<p><u>Institute other than WKU:</u> Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GAP** score and must have or be eligible for a teaching certificate* for Secondary Mathematics (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.</p> <p><u>3. Graduate of an Out-of-State Institution of Higher Education</u> Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GRE/GAP** score and must have or be eligible for a teaching certificate* for Secondary Mathematics (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.</p> <p>*Kentucky teachers whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.</p> <p>**Qualifying GAP Score: 2200 or higher (GRE score multiplied by the undergraduate GPA) and a GRE Analytical Writing score of 3.5 or higher</p> <p><i>Important Note:</i> While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-34 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, at least one content course specific to their initial teaching certification areas, plus additional education-related or content courses.</p>
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	<p>Courses denoted with an asterisk below are required.</p> <p>Secondary Education Students must complete a total of at least 12 hours in education course work, including the following:</p> <p><i>Professional Education Core—9-16 hours</i> *TCHL 500 – Foundations of Teacher Leadership (3 hours) *TCHL 530 – Curriculum Development (3 hours) TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour) TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour) TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour) TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour) TCHL 554 – Student Assessment II: Standardized Testing (1 hour) TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours) *TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours)</p> <p><i>Education Electives—0-3 hours</i> Students who successfully complete the proficiency examinations for TCHL 540, TCHL 544, TCHL 548, TCHL 550, TCHL 554, and/or TCHL 558 may substitute another education course with advisor approval. TCHL 520 <i>Principles of Action Research for Teacher Leaders</i> is strongly recommended.</p> <p>Secondary Education Mid-Point Assessment Requirements: To ensure that all master’s candidates are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above TCHL courses must be completed, even if a candidate’s program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.</p> <p>Secondary Education Completion Requirements: 1. Successfully complete TCHL 560 (Course grade of C</p>
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	<p>or higher).</p> <p>2. Give acceptable presentation of action research in approved venue.</p> <p>3. Achieve a minimum 3.0 GPA overall and in secondary education course work.</p> <p>Total program hours for the MA in Mathematics is 30-34 hours.</p>
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4. Rationale for the proposed program change:

- Secondary Education: At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master's and 5th year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of "teacher leader" courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area. WKU will only recommend Rank II certification for those teachers who have completed a Teacher Leader program.
- Changes to mathematics courses: The courses remain the same, but the core was redesigned so that the courses in the core would be appropriate to students interested in teaching as an adjunct instructor at a community college.
- Changes in admission requirements: The change in admission requirements gives more flexibility as students may be admitted on either grades in undergraduate mathematics courses or GAP scores.
- Rationale for increased hours: Students unable to test out of courses for the Teacher Leader component may not be able to complete the program in 30 hours.

5. Proposed term for implementation and special provisions: Spring 2011. By state regulation students may not be admitted to the existing master's program granting advanced certification after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.

6. Dates of prior committee approvals:

Department of Mathematics and Computer Science	<u>9-10-2010</u>
Ogden Curriculum Committee	<u>9-24-2010</u>
Professional Education Council	<u>10-13-2010</u>
Graduate Council	<u>10-14-2010</u>
University Senate	<u> </u>

Attachment: Program Inventory Form

Proposal Date: 8/25/2010

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

Contact Person: David Keeling e-mail: david.keeling@wku.edu Phone: 5-4555

1. Identification of program

- 1.1 Program Reference Number: 072
- 1.2 Current Program Title: Master of Science in Geoscience
- 1.3 Credit hours: 30 hours

2. Identification of the proposed program changes:

- Revise Core requirements to recognize four distinct focus areas, with each requiring research methods, statistical methods, and an appropriate field or techniques course.

3. Detailed program description:

Current Program	Proposed Program
M.S. Geoscience Program (Thesis)	MS Geoscience Thesis Program
Core Requirements 12 hours [GEOG 500, 502 or 530, 520]	Foundation Requirements 11-12 hrs Physical Area: GEOS 500 Research & Literacy 4 GEOS 502 Field Research 4 GEOS 520 Statistical Methods 4 Cultural Area: GEOS 500 Research & Literacy 4 GEOS 530 Seminar in Cultural 4 GEOS 520 Statistical Methods 4 GIS and Planning Area: GEOS 500 Research & Literacy 4 GEOS 523 Urban GIS Applies 4 GEOS 520 Statistical Methods 4 Environmental Area: GEOS 500 Research & Literacy 4 GEOS 587 Env. Law & Policy 3 GEOS 520 Statistical Methods 4
Program Electives 12 hours [Any 12 hours of graduate coursework approved by the thesis director]	Program Electives 12-13 hours [Any 12 hours of graduate coursework in the selected area of concentration approved by the thesis director]
Thesis Research 6 hours [An approved thesis project]	Thesis Research 6 hours [An approved thesis project]

PROGRAM TOTAL	30 hours	PROGRAM TOTAL	30 hours
<i>Additional Requirements:</i>		<i>Additional Requirements:</i>	
Research Tool	3 hours	Research Tool	3 hours
[An appropriate course approved by the thesis director and the Graduate School that may be part of the 30-hour program.]		[An appropriate course approved by the thesis director and the Graduate School that may be part of the 30-hour program.]	
<i>Environmental Sci. Option (Thesis)</i>		Deleted	
Interdisciplinary Core Requirements	9 hours		
[GEOG 506, 543, 587]			
Program Requirements	8 hours		
[GEOG 500, 520]			
Program Electives	7 hours		
[Any 7 hours of graduate course-work approved by the thesis director]			
Thesis Research	6 hours		
[An approved thesis project]			
Program Total	30 hours		
<i>Additional Requirements:</i>			
Research Tool	3 hours		
[An appropriate course approved by the thesis director and the Graduate School that may be part of the 30-hour program.]			
M.S. Geoscience (Project)		Deleted	
Core Requirements	12 hours		
[GEOG 500, 502, 520]			
Program Electives	12 hours		
[Any 12 hours of graduate coursework approved by the thesis director]			
Graduate Project	6 hours		
[A research paper of publishable quality approved by the program director]			
PROGRAM TOTAL	30 hours		
<i>Additional Requirements:</i>			
Research Tool	3 hours		
[An appropriate course approved by the thesis director and the Graduate School that may be part of the 30-hour program.]			
<i>Environmental Science Option (Project)</i>		Deleted	
Interdisciplinary Core Requirements	9 hours		

[GEOG 506, 543, 587]	
Program Requirements 8 hours [GEOG 500, 520]	
Program Electives 7 hours [Any 13 hours of graduate coursework approved by the thesis director]	
Graduate Project 6 hours [A research paper of publishable quality approved by the program director]	
Program Total 30 hours	
<i>Additional Requirements:</i>	
Research Tool 3 hours [An appropriate course approved by the thesis director and the Graduate School that may be part of the 30-hour program.]	

4. Rationale for the proposed program changes:

- Graduate students seeking admission to the MS Geoscience program self-identify into four areas of focus. The 12-hour core is revised to provide a field methods option that is appropriate to the concentration elected by the students. Students identifying research interests in the physical geosciences will take GEOS 502 Field Methods; those identifying research interests in the cultural geosciences will take GEOS 530 Cultural Geography; those identifying research interests in GIS and planning will take GEOS 523 Urban GIS Applications; and those identifying research interests in environmental science will take GEOS 587 Environmental Law and Policy.
- Graduate students will choose 12 hours of elective coursework from course offerings in their respective area of research concentration with the approval of their thesis advisor.

5. Proposed term for implementation and special provisions:

Term: Fall 2011

6. Dates of prior committee approvals:

Geography and Geology Graduate Committee

8/25/2010

OCSE Graduate Curriculum Committee

9/24/10

Graduate Council

10-14-2010

University Senate

Attachment: [Program Inventory Form](#)

**Potter College Arts and Letters
Department of Art
Proposal to Revise A Program
(Action Item)**

Contact person: Miwon Choe, Department of Art
E-mail Address: miwon.choe@wku.edu
Phone: 745-7052

1. Identification of program:

- 1.8 Current program reference number: 055
- 1.9 Current program title: MAE Art Education
- 1.10 Credit hours: 30-33 hours

2. Identification of the proposed program changes:

- Change of program title from MAE Art Education to MAE Art Education for Teacher Leaders
- Revising total program hours from 30-33 to 30-37
- Replacement of core graduate education courses with new Teacher Leaders (TCHL) courses
- Substitution of TCHL 560 *Action Research Capstone for Teacher Leaders* or ART 512: *Investigations in Art Education (Topic: Teacher Leaders Action Research)* for replacement of the comprehensive exam as the culminating experience of the program

3. Detailed program description:

Old Program	New Program
<p>Admission Requirements: To be eligible for admission to the Master of Arts in Education applicants must:</p> <ul style="list-style-type: none">• hold or be eligible to hold a provisional certificate at the secondary level or have a valid secondary education conversion program on file with the Office of Teacher Admissions, Certification and Student teaching. (Note: Conversion program must be completed prior to or simultaneously with the Master of Arts in Education).• Candidates must declare both a major and minor (one or the other must be in education).• Meet the requirements for acceptance into Graduate College as stated in the Western Kentucky University Graduate Catalog. The requirements include a minimum "GAP" score (product of the GRE score times the overall undergraduate grade point average) of 2200 and a minimum GRE Analytical Writing score of 3.5. <p>The Master of Arts in Education requires the development of a Professional Growth Plan (PGP) and a Portfolio which reflect satisfactory progress toward the attainment of the Experienced Teacher Standards. In addition, a written comprehensive examination is required as the conclusion of course work. The PGP, Portfolio, and all courses must be</p>	<p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.</p> <p>The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.</p> <p>An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program. During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used</p>

successfully completed before the recommendation for rank change is made.

All hours over thirty (30) taken on a Master of Arts program may transfer to a Rank I program in music.

Program Sequence

EDU 501 must be taken during the first semester entering current certification program, PDP is developed.

EDU 596 must be completed or enrolled in last semester of course work, portfolio reflecting Experienced Teacher Performance is presented.

A. Professional Education (12 hours)

1. Professional Development Component (3 hours)

EDU 501: Seminar: Designing Professional Development Plan (1 hour)

EDU 596: Portfolio Development & Professional Education Growth Plan (2 hours)

2. Educational Psychology Component (3 hours) (May be selected from the following courses.)

PSY 510: Advanced Educational Psychology

PSY 511: Psychology of Learning or

PSY 519: Psychological Perspectives on Classroom Behavior

3. Strategies Component (3 hours) (May be selected from the following courses.)

EDU 544: Classroom Teaching Strategies
GTE 537: Curriculum, Strategies, & Materials for Gifted Students

ENVE 575: Introduction to Environmental Education

LTCY 524: Teaching Reading Skills in the Content

Areas

LTCY 444G: Reading in the Middle & Secondary

Grades

4. Curriculum Component (3 hours) (May be selected from the following courses.)

SEC 580: The Curriculum or

MGE 571: Middle School Curriculum

Deficiency Requirement

If an Exceptional Child Education course is not documented on the candidate's undergraduate

in determining which TCHL core courses they must take (see *Important Note* below).

All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 or content specific action research course (ART 512) are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

Admission Requirements: (*Criteria vary, depending on the student's undergraduate institution and GPA*)

1. WKU Graduate: Automatic Admission

No qualifying GAP** score will be required for graduates of the WKU A.B. in Visual Studies, Art Education concentration program, as long as they have or are eligible for a teaching certificate for Visual Art (Grades P-12). A copy of the certificate or statement of eligibility must be submitted with the application.

2. Graduate of a Kentucky Higher Education Institute other than WKU:

Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or a qualifying GAP** score and must have or be eligible for a teaching certificate* for Visual Art (Grades P-12). A copy of the certificate or statement of eligibility must be submitted with the application.

3. Graduate of an Out-of-State Institution of Higher Education

Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or a qualifying GRE/GAP** scores and must have or be eligible for a teaching certificate* for Visual Art (Grades P-12). A copy of the certificate or statement of eligibility must be submitted with the application.

*Kentucky residents whose certificates have expired may be admitted, but they may enroll for

program, students are required to enroll in EXED 516. (3 hours) ***These hours will be in addition to the 30 hours required for the program.***

B. Required Art Course Components (18 hours)

1. Art Education Content Course Component (9 hours)

ART 511: Investigation in Art Education (3 hours)

(Topic: History of Art Education)

ART 590: Workshop in Arts and Humanities Education (Maybe repeated once with

a different topic.)

ART 591: Investigation in Art History

2. Research/Assessment Component

ART 512: Topical Seminar and Research in Art Education

3. Studio Electives from the following (6 hours)

ART 401G: Art of Italian Renaissance (3 hours)

ART 496G: Topical Seminar in Studio

(Maybe repeated once with a different topic.)

ART 405G: Art Theory and Criticism

ART 520: Ceramics

ART 540: Drawing

ART 550: Printmaking

ART 560: Painting

ART 570: Sculpture

Benchmark I: Admission Policies, Form A
Students seeking admission to the graduate program apply to the program through the Office of Graduate Studies. Admission decisions are based upon both the undergraduate grade point average and the GRE General Test score. THE GAP score is the product of the GRE score x the overall undergraduate grade point and must be 2200 or higher.

Benchmark II: Advisement

When a student is approved to enter the Rank II program, either master's degree or fifth year option, the individual will meet with the art program advisor to design the program of study that best addresses the educational needs of that student.

Benchmark III: Program of Study, Form C:

All degree-seeking students must submit a planned program of study Form C to the Office of Graduate Studies prior to enrollment in coursework beyond 12 credit hours (inclusive of transfer credit). In compliance with the Office of Graduate Studies

only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

****Qualifying GAP Score: 2200 or higher (GRE score multiplied by the undergraduate GPA for a score) and a GRE Analytical Writing score of 3.5 or higher**

Important Note:

While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals.

Courses in boldface are required.

Specialization Component—18 hours

Advisor-approved specialization courses selected from studio, art history, and art education.

Art Core Content: 12 hours from

ART 520 – Ceramics (3-9 hours)

ART 540 – Drawings (3-9 hours)

ART 550 – Printmaking (3-9 hours)

ART 560 – Painting (3-9 hours)

ART 570 – Sculpture (3-9 hours)

ART 401G – Art of Italian Renaissance (3 hours)

ART 405G – Art Theory and Criticism (3 hours)

ART 496G – Special Topics in Studio Art (3-6 hours)

ART 591 – Investigation in Art History (3 hours)

ART Education: 6 hours from

Elected from the following:

ART 511 – Investigation in Art Education (3 hours)
(Topic: History of Art Education)

ART 590 – Workshop for Arts and Humanities Education (3-6 hours)

Applicable courses from the art core:

ART 496G – Special Topics in Studio Art (3-6 hours) (Overseas program or directed investigation

regulations, the degree program is to be developed in consultation with the approved advisor that is assigned at the time of admission to the program.

Benchmark IV: Admission to Candidacy, Form D

After completion of 12 hours of course work, the students seeking master's degrees should submit Form D to the Office of Graduate Studies. The student will meet with the music advisor and review the student's progress in the program of study. This process admits a student to candidacy for the degree.

Benchmark V: Comprehensive Examination (last semester of course work)

For all candidates in the Master of Arts in Education Degree Program with a major in art, the comprehensive examination must be satisfactorily completed. The major advisor must be contacted regarding the scheduling of the written/oral examination.

Benchmark VI: Report on Comprehensive Examination, Form E

Upon passing the comprehensive exam with distinguished or proficient score, the candidate must complete a degree application and return it to the Registrar's office. The Form E is a report to Graduate Studies and Research verifying successful completion of the comprehensive exam and must be submitted by the program advisor.

Benchmark VII: Rank II Teacher Certification

The Teacher Certification Office should be contacted for all questions regarding certification at 270-745-4300. Teacher Certification Applications (TC-1 Forms) must be submitted at least three weeks prior to the completion of requirements to prevent delay in processing. Applications may be obtained from the Teacher Certification Office, Tate Page Hall, Room 407.

on studio application for art education)

Professional Education Core: 9-16 hours

TCHL 500 – Foundations of Teacher Leadership (3 hours)

TCHL 530 – Curriculum Development (3 hours)

TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)

TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)

TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)

TCHL 554 – Student Assessment II: Standardized Testing (1 hour)

TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)

ART 512: Investigations in Art Education (Topic: Teacher Leaders Action Research) or TCHL 560: Action Research for Teacher Leaders (3 hours)

Education Electives—0-3 hours

Students who successfully complete the proficiency examinations for TCHL 540, TCHL 544, TCHL 548, TCHL 550, TCHL 554, and/or TCHL 558 may substitute another education course with advisor approval. TCHL 520 *Principles of Action Research for Teacher Leaders* is strongly recommended.

Total Program Hours: 30-37

Mid-Point Assessment Requirements:

To ensure that all master's candidates are proficient on Advanced Level Kentucky Teacher Standards, all *Critical Performances* associated with the above TCHL courses must be completed, *even if a candidate's program of studies does not include the courses.*

Except for TCHL 560 or ART 512 that should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.

Program Completion Requirements:

4. Successfully complete ART 512 or TCHL 560 (Course grade of C or higher).
5. Give acceptable presentation of action research in

	<p>appropriate venue approved by Action Research capstone course instructor.</p> <p>3. Achieve a minimum 3.0 GPA overall and in program coursework.</p>
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4. Rationale for the proposed program change:

- The program title is being changed in order for the transcript to indicate that the student has completed a program designed to prepare teacher leaders.
- The total program hours reflect a core set of “teacher leader” courses and the action research course as a capstone experience.
- At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master’s and non-degree planned fifth-year advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of “teacher leader” courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.
- Students’ successful completion of TCHL 560 or ART 512 will provide evidence that they have the skills to conduct action research to improve instruction. This will be a more meaningful culminating assessment for the program than the comprehensive exam, as the research project will require students to integrate all course work and apply what they have learned.

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

- Spring 2011. By state regulation students may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.
- Students seeking initial certification at the graduate level (e.g., alternate route to certification, GSKyTeach) will continue to follow the current program requirements until a proposed new MAT degree program completes the university curriculum approval process and is approved by the Council on Post-Secondary Education and the Education Professional Standards Board. This is projected for Fall 2011.

6. Dates of prior committee approvals:

Art Department/Division: 09-13-2010

PCAL Curriculum Committee: 10-04-2010

Professional Education Council: 10-13-2010

Graduate Council: 10-14-2010

University Senate: _____

Attachment: Program Inventory Form

Proposal Date: August 24, 2010

**Potter College
Department of History
Proposal to Revise a Program
(Action Item)**

Contact Person: Eric Reed (eric.reed@wku.edu, 745-5732)

1. Identification of program:

- 1.1 Current program reference number: Ref. # 111 (major) or Ref. #017 (minor)
- 1.2 Current program title: Master of Arts in Education in History, major or minor
- 1.3 Credit hours: 12-18

2. Identification of the proposed program changes: Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.

3. Detailed program description:

Old Program	New Program
<p>Master of Arts in Education in History, major Ref. # 111 or minor Ref. # 017</p> <p>Since this program is designed for the public school teacher, the student following it must meet all requirements for renewing the teaching certificate. A minimum of 18 hours is required for a major. A maximum of 15 or a minimum of 12 hours is required for a minor. The remaining hours must be taken in professional education courses. For additional information regarding the secondary education aspects of this degree, consult the <i>Department of Curriculum & Instruction</i>.</p>	<p>Master of Arts in Education in History, major Ref. # 111 or minor Ref. # 017</p> <p>The Master of Arts in Education in History degree is designed for public school teachers who wish to specialize in history. Students may complete a major or a minor in history.</p> <p>Admission Requirements: Applicants must meet the admission requirements of the Graduate School, the History Department's Master of Arts program, and the School of Teacher Education's Master of Arts in Education program.</p> <ul style="list-style-type: none">1. Applicants who are alumni of WKU teacher preparation programs must have or be eligible for a teaching certificate* for Secondary.2. Applicants who completed their initial certification program at another Kentucky or out-of state institution with at least a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework must have or be eligible for a teaching certificate* for Secondary.3. Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and have or be eligible for a teaching certificate for Secondary.4. Applicants must complete at least 18 undergraduate credit hours in history or equivalent. Applicants must have a GPA in undergraduate and graduate history courses of at least 3.0, and an overall GPA of at least 2.75.

	<p>Applicants must submit GRE General Test scores with their application. The GRE advanced test in history is not required for admission.</p> <p>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p> <p>Program Completion Requirements: A minimum of 18 graduate credit hours in history is required for a major. A minimum of 12 graduate credit hours in history is required for a minor. The remaining credit hours must consist of Teacher Leader (TCHL) courses in the School of Teacher Education. For additional information regarding the secondary education aspects of this degree, consult the School of Teacher Education.</p>
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4. **Rationale for the proposed program change:** At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master's and 5th year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of "teacher leader" courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.
5. **Proposed term for implementation and special provisions (if applicable): Spring 2011.**
 - By state regulation students seeking advanced certification may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.
 - Students seeking initial certification at the graduate level (e.g., alternate route to certification, GSKyTeach) will continue to follow the current program requirements until a proposed new MAT degree program completes the university curriculum approval process and is approved by the Council on Post-Secondary Education and the Education Professional Standards Board. This is projected for Fall 2011.

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

History Department:	<u>Aug. 24, 2010</u>
PCAL Curriculum Committee	<u>Sept. 2, 2010</u>
Professional Education Council	<u>Sept. 8, 2010</u>
Graduate Council	<u>10-14-2010</u>

University Senate

Attachment: Program Inventory Form

**Potter College of Arts and Letters
Department of Music
Proposal to Revise A Program
(Action Item)**

Contact Person: Robyn Swanson, Department of Music
E-mail Address: robyn.swanson@wku.edu
Phone: 745-5925

1. Identification of program:

- 1.1 Current program reference number: 089
- 1.2 Current program title: Master of Arts in Education with a Major in Music Education
- 1.3 Credit hours: 30-33 hrs.

2. Identification of the proposed program changes:

- Revise program title: MAE in Music Education for Teacher Leaders
- Delete the 400 level G numbers for applied music and ensembles
- Add the 500 level numbers for applied music and ensemble
- College of Education revisions to the Admission Requirements, I.E GPA

3. Detailed program description:

Old Program	New Program
<p>Admission Requirements: To be eligible for admission to the Master of Arts in Education applicants must:</p> <ul style="list-style-type: none"> • hold or be eligible to hold a provisional certificate at the secondary level or have a valid secondary education conversion program on file with the Office of Teacher Admissions, Certification and Student teaching. (Note: Conversion program must be completed prior to or simultaneously with the Master of Arts in Education). • Candidates must declare both a major and minor (one or the other must be in education). • Meet the requirements for acceptance into Graduate College as stated in the Western Kentucky University Graduate Catalog. The requirements include a "GAP" score (product of the GRE score times the overall undergraduate grade point average) of 3500 or higher. <p>The Master of Arts in Education requires the development of a Professional Growth Plan (PGP) and a Portfolio which reflect satisfactory progress toward the attainment of the Experienced Teacher Standards. In addition, a written comprehensive examination is required at the conclusion of course work. The PGP, Portfolio, and all courses must be successfully completed before the recommendation for rank change is made.</p>	<p>Admission Requirements: (<i>Criteria vary, depending on the student's undergraduate institution and GPA</i>):</p> <ul style="list-style-type: none"> 6. No GRE qualifying score will be required for applicants who are graduates of a WKU teacher preparation program, as long as they have or are eligible for a teaching certificate. A copy of the certificate or statement of eligibility must be submitted with the application. 7. Applicants who have undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and have or are eligible for a teaching certificate. A copy of the certificate or statement of eligibility must be submitted with the application. 8. Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and have or be eligible for a teaching certificate for elementary education. A copy of the certificate or statement of eligibility must be submitted with the application. <p>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued</p>

<p>All hours over thirty (30) taken on a Master of Arts program may transfer to a Rank I program in music.</p> <p>Program Sequence EDU/MUS 501 must be taken during the first semester entering current certification program, PDP is developed. EDU/MUS 596 must be completed or enrolled in last semester of course work, portfolio reflecting Experienced Teacher Performance is presented.</p> <p>A. Professional Education 9-12 hrs: EDU 544 - Classroom Teaching Strategies 3 hrs SEC 580 - Curriculum 3 hrs or MGE 571 - Middle School Curriculum or ELED 503 - Org. of Elementary School Curriculum PSY 510 - Advanced Educational Psychology 3 hrs or PSY 511 - Psychology of Learning and: EXCED 516 - Child with Exceptionalities# (3 hrs)) # required unless EXED on undergrad. transcript.</p> <p>B. Music Core Content 9-12 hrs from: MUS 500 - Seminar in Theory 3 hrs MUS 518 - Advanced Conducting 3 hrs MUS 525 - Music and Human Experience 3 hrs MUS 530 - Music Literature 3 hrs MUS 538- Directed Ind. Study (Music) 3 hrs MUS 453G, - Applied Principal 2 hrs MUS 450 G-Applied Music Secondary 1 hr. Performing Ensembles: MUS 440G, 441G, 444G, 445G, 448G, 471G , 449 G- 1 hr</p> <p>C. Music Education 12 hrs from: Required (3 hours): EDU/MUS 501 - Seminar: Designing the PDP (MUS) 2 hr EDU/MUS 596 - Seminar: Standards Based Professional Portfolio (MUS) 1 hr</p> <p>Elected from the following (6 hours): MUS 509 - General Music, Elem/Middle 3 hrs MUS 512* - Workshop (1-3 hours with a total of 6) MUS 513* - Directed Independent Study 3 hrs</p>	<p>certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p> <p><i>Important Note:</i> While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.</p> <p>(Level 1) Professional Education Core—12-19 hours TCHL 500 – Foundations of Teacher Leadership (3 hours) MUS 509- Music Curriculum in the Elementary and Middle Schools (3 hours) MUS 514 – Secondary Music Curriculum (3 hours) TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour) TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour) TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour) TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour) TCHL 554 – Student Assessment II: Standardized Testing (1 hour) TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours) MUS 511: Investigations in Music Education or TCHL 560 – Action Research for Teacher Leaders (3 hours) Courses in boldface are required.</p> <p>Mid-Point Assessment Requirements: To ensure that all master's candidates are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above TCHL courses must be completed, <i>even if a candidate's program of studies does not include the courses</i>. Candidates may only complete 6 hours in Level 2 before they have uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work during Level 2 may be required based on the assessment results.</p> <p>(Level 2) Specialization Component—18 hours Advisor-approved elective courses selected from discipline in which student is certified. Music Core Content 12 hrs from:</p>
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<p>MUS 514 - General Music, Secondary 3 hrs MUS 540 - Music Practicum 1 hr Applicable courses from component B: MUS 525 - Music and Human Experience 3 hrs MUS 453G, - Applied Principal 2 hrs Performing Ensembles : MUS 440G, 441G, 444G, 445G, 448G, 471G 1 hr *a maximum of 6 hours may be used from any combination of MUS 512 and MUS 513; 1 MUS 512 is required.</p> <p><u>Research Tool:</u> 3 hours *MUS 511 - Investigations in Music Education 3 hrs or EDFN 500 - Research Methods Continuous Assessment/Evaluation Procedures Benchmark and Feedback Loop: <u>Benchmark I: Admission Policies:</u> Students seeking admission to the graduate program apply to the program through the Office of Graduate Studies. Admission decisions are based upon both the undergraduate grade point average and the GRE General Test score. THE GAP score is the product of the GRE score x the overall undergraduate grade point and must be 3500 or higher. <u>Benchmark II: Advisement and Professional Growth Plan:</u> When a student is approved to enter the Rank II program, either master's degree or fifth year option, the individual will meet with the music program advisor to design the program of study and Professional Growth Plan that best addresses the educational needs of that student. Feedback loops are provided by the music program advisor who is responsible for reviewing the program of study, portfolio contents, and experiences with each candidate before the candidate registers for the next semester. <u>Benchmark III: Program of Study Form C:</u> All degree-seeking students must submit a planned program of study Form C to the Office of Graduate Studies prior to enrollment in coursework beyond 12 credit hours (inclusive of transfer credit). In compliance with the Office of Graduate Studies regulations, the degree program is to be developed in consultation with the approved advisor that is assigned at the time of admission to the program. Non-degree education programs are reviewed, approved and kept on file in the Office of Teacher Certification. The approved program must be on file before a letter certifying completion of hours can be sent to the appropriate board of education.</p>	<p>MUS 500 - Seminar in Theory 3 hrs MUS 518 - Advanced Conducting 3 hrs MUS 525 - Music and Human Experience 3 hrs MUS 530 - Music Literature 3 hrs MUS 538- Directed Ind. Study (Music) 3 hrs MUS 553 - Applied Principal 2 hrs MUS 550 -Applied Music Secondary 1 hr. Performing Ensembles: Select 1 hr. from the following MUS 540,541,544,545,547,548,549,571,574 <u>Music Education : 6 hrs.</u> Elected from the following: MUS 512* - Workshop (1-3 hours with a maximum of 6) MUS 513* - Directed Independent Study 3 hrs Applicable courses from the music core: MUS 553, - Applied Principal 2 hrs Performing Ensembles : Select 1 hr. from the following MUS 540,541,544,545,547,548,549,571,574 *a maximum of 6 hours may be used from any combination of MUS 512 and MUS 513: 3 credit hours of MUS 512 is required. Program Completion Requirements: Candidates must successfully complete MUS 511- Investigations in Music Education or TCHL 560 – Action Research for Teacher Leaders (Course Grade of C or higher) and present research results in a venue approved by their advisor.</p>
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<p><u>Benchmark IV: Admission to Candidacy Form D</u> After completion of 12 hours of course work, the students seeking master's degrees should submit Form D to the Office of Graduate Studies. The student will meet with the music advisor and review the student's progress in the program of study. This process admits a student to candidacy for the degree. This process is not applicable to the Fifth Year Program candidates.</p> <p><u>Benchmark V: Comprehensive Examination: (last semester of course work)</u> The Master of Arts in Education Degree Program with a major in music, requires satisfactory completion of a comprehensive written examination. The student will take the written comprehensive exam after no more than nine hours remain on the approved program.</p> <p><u>Benchmark VI: Standards Based Professional Portfolio Presentation</u> All Rank II music education candidates will present and defend their Standards Based Professional Portfolio to the appropriate music education and education faculty. After all degree requirements are satisfactorily met, the candidate must complete a degree application and return it to the Registrar's office.</p>	
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4. **Rationale for the proposed program change:** The title change reflects the distinction MAE/Music 089 Program and the MAE Music Teacher Leader Program as well as the deletion of 400 G courses and the addition of 500 level graduate courses.
5. **Proposed term for implementation and special provisions (if applicable):** Spring 2011. By state regulation students may not be admitted to the existing programs (MAE/Music 089) after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.
6. **Dates of prior committee approvals:**

Music Department/Division:	August 17, 2010
PCAL Curriculum Committee	September 2, 2010
Professional Education Council	September 8, 2010
Graduate Council	<u>10-14-2010</u>
University Senate	

Attachment: Program Inventory Form

Proposal date: July 13, 2010

**College of Health & Human Services
Department of Kinesiology Recreation and Sport
Proposal to Revise A Program
(Action Item)**

Contact Person: William Hey; william.hey@wku.edu; 745-3347

1. Identification of program:

- 1.1 Current program reference number: **090**
- 1.2 Current program title: **Master of Science in Physical Education**
- 1.3 Credit hours: **30-37**

2. Identification of the proposed program changes:

- Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
- Substitution of TCHL 560 *Action Research Capstone for Teacher Leaders* for the comprehensive exam as the culminating experience for the program.
- Add a coaching teacher leader concentration for rank change to the PE MS program.

3. Detailed program description:

Old Program	New Program
<p>The M.S. in Physical Education program has two concentrations: Physical Education Teacher Education (TCHR), which focuses on teaching Physical Education, and Exercise Science (EXS), which focuses on the scientific bases of exercise and human performance. Both of these concentrations will meet the Kentucky Teacher Requirements for Advanced Teaching Standards.</p> <p>The Teacher Education Concentration is designed to meet the requirements in KY P-12 Physical Education Certification. The student pursuing this concentration must take PE 501, 503, 504, 515, PSY 510 or 511, EDU 501 and 596. Six hours of restricted electives consisting of PE 505 or 521, and PE 520 or 522 are selected in consultation with the graduate advisor. Nine hours of electives are selected in consultation with the graduate</p>	<p>The M.S. in Physical Education program has three concentrations: Physical Education Teacher Leader, Coaching Teacher Leader, and Exercise Science. The PE and Coaching Teacher Leader concentrations focus on teaching and meet the Kentucky Teacher Requirements for Advanced Teaching Standards.</p> <p>The Exercise Science concentration, which focuses on the scientific bases of exercise and human performance, does not lead to rank change for Kentucky teachers.</p> <p><i>The Exercise Science concentration is not changing and thus is not discussed in the below revisions.</i></p> <p>The PE and Coaching Teacher Leader Concentrations require 15 credit hours of Professional Education Core, 12 credit hours of either PE or Coaching, and 3 credit hours of Action Research for a total <u>minimum</u> of 30</p>

<p>advisor. Students who have taken an adaptive physical education course in their undergraduate program may substitute an elective course for PE 508. **The Teacher Education Concentration is offered on-site through evening classes and also through the Division of Extended Learning and Outreach as an On-line Option (Distance Learning).</p> <p>PE 501 - Research Methods (3 Hrs) PE 503 - Motor Learning (3 Hrs) PE 504 - Advanced Exercise Physiology (3 Hrs) PE 515 - Assessment in PE and Rec (3 Hrs)</p> <p>PE 505 - Curriculum in PE (3 Hrs) OR PE 521 - Critical Analysis of Lit (3 Hrs)</p> <p>PE 520 - Teaching Strategies (3 Hrs) OR PE 522 - Advanced Exercise Prescription (3 Hrs)</p> <p>PSY 510 - Advanced Ed PSY (3 Hrs) OR PSY 511 - Psychology of Learning (3 Hrs)</p> <p>EDU 501 - Prof Dev Plan (1 Hr) EDU 596 - Seminar: Eval of Prof Dev (3 Hrs)</p> <p>Electives (9 Hrs)</p>	<p>credit hours.</p> <p>The Teacher Education Concentration is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various communities and/or content areas to discuss and work on real world challenges and promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in various developmental and content areas.</p> <p>The second component is the specialization that allows the candidate to choose one of two concentrations: 1) Physical Education Teacher Leader concentration consists of PE 503, 504, 508 and 512; and the 2) Coaching Teacher Leader concentration consists of PE 507, 511, 512 and an approved elective. These concentrations allow for professional growth concurrent with the goals of each candidate. An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 <i>Foundations of Teacher Leadership</i>, students will complete an assessment process that will be used in determining which PE or TCHL core courses they must take in the professional ed. core (see <i>Important Note</i> below). All students must complete PE 505, PE 515 or TCHL 540, 544, 548, and PE 520 or TCHL 550, 554, 558 or pass proficiency evaluations for these courses. TCHL 500 and</p>
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	<p>PE 501, PE 505, are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p>Content Major Admission Requirements: N/A</p> <p>Teacher Leader Admission Requirements: <i>(Criteria vary, depending on the student's undergraduate institution and GPA. No GRE requirement for admission):</i></p> <ol style="list-style-type: none"> 1. <u>WKU Graduate: Automatic Admission</u> A current teaching certificate or undergraduate teaching portfolio and statement of eligibility. 2. <u>Graduate of a Kentucky Higher Education Institute other than WKU:</u> A 2.75 GPA or higher or a qualifying GAP score. A current teaching certificate or statement of eligibility. 3. <u>Graduate of an Out-of-State Institution of Higher Education</u> A 2.75 GPA or higher or a qualifying GAP score. A current teaching certificate or statement of eligibility <p>Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p> <p><i>Important Note:</i> While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to</p>
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	<p>develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, at least one content course specific to their initial teaching certification areas, plus additional education-related or content courses.</p> <p>(Level 1) Professional Education Core—15-22 hours TCHL 500 – Foundations of Teacher Leadership (3 Hrs) PE 505 – Foundations of Curriculum Construction (3 Hrs) PE 515 – Physical Education Assessment (3 Hrs) Or TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hr) TCHL 554 – Student Assessment II: Standardized Testing (1 hr) TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hrs) PE520 – Teaching Strategies in Physical Education (3 Hrs) Or TCHL 540 – Classroom Instruction: Instructional Strategies (1 hr) TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hr) TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hr) PE 501 – Research Methods in PE (3 Hrs)</p> <p>Mid-Point Assessment Requirements: To ensure that all master's candidates are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above PE or TCHL courses must be completed, <i>even if a candidate's program of studies does not include the courses</i>. Candidates may only complete 6 hours in Level 2 before they have uploaded all Critical Performances and have achieved an average score of 3.0 on all</p>
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	<p>performances and an average score of 3 on dispositions. Additional course work during Level 2 may be required based on the assessment results.</p> <p><u>(Level 2) Specialization Component—12 - 15 hours</u></p> <p>Department Advisor Committee-approved elective courses selected from discipline.</p> <p><u>B. Physical Education Teacher Leader Concentration</u> 12 Hrs:</p> <p>PE 503 – Motor Learning (3 Hrs)</p> <p>PE 504 – Advanced Exercise Physiology (3 Hrs)</p> <p>PE 508 – Adaptive Physical Education (3 Hrs)</p> <p>PE 516 – Administrative Practices in KRS (3 Hrs)</p> <p>TCHL 560 – Action Research for Teacher Leaders</p> <p>OR</p> <p><u>C. Coaching Teacher Leader Concentration</u> 12 hrs:</p> <p>PE 507 – Sport in a Multicultural Society (3 Hrs)</p> <p>PE 513 – Coaching Theory (3 Hrs)</p> <p>PE 516 – Administrative Practices in KRS (3 Hrs)</p> <p>Approved Elective (3 Hrs)</p> <p>TCHL 560 – Action Research for Teacher Leaders</p> <p><u>Completion Requirements:</u></p> <p>1. TCHL 560 – Action Research for Teacher Leaders (3 hrs)</p> <p>2. Present research results in a venue approved by the advisor.</p> <p>3. Achieve a minimum 3.0 GPA in overall coursework.</p>
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4. Rationale for the proposed program change: At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master's and 5th year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to

students a core set of “teacher leader” courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.

5. Proposed term for implementation and special provisions (if applicable): Winter 2011. By state regulation students may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.

6. Dates of prior committee approvals:

KRS Department:	<u>July 13, 2010</u>
CHHS Graduate Curriculum Committee:	<u>August 30, 2010</u>
Professional Education Council	<u>Sept. 8, 2010</u>
Graduate Council	<u>10-14-2010</u>
University Senate	<u></u>

Attachment: Program Inventory Form

Proposal Date: 8.17.2010

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

Contact Person: Eve Main eve.main@wku.edu, 745-3489

- 1. Identification of program:**
 - 1.1 Current program reference number: 149
 - 1.2 Current program title: Master of Science in Nursing, Primary Care Nurse Practitioner Concentration
 - 1.3 Credit hours: 42
- 2. Identification of the proposed program changes:** A change in the name of the nurse practitioner concentration from Primary Care Nurse Practitioner to Family Nurse Practitioner.
- 3. Detailed program description:**

No curriculum changes are requested except name change for the concentration.

Current Concentration Title	Proposed Concentration Title
Primary Care Nurse Practitioner	Family Nurse Practitioner

- 4. Rationale for the proposed program change:** This proposal is a request is to change the name of a concentration within the MSN Program from Primary Care Nurse Practitioner to Family Nurse Practitioner. This change is requested because National Organization of Nurse Practitioner Faculty has recommended the standardization of names related to the population focus (in this case it is the family) of nurse practitioner. This year the Kentucky Board of Nursing will begin enforcing these guidelines as a regulatory requirement.
- 5. Proposed term for implementation:** Spring 2011
- 6. Dates of prior committee approvals:**

MSN Faculty Committee: 8/17/2010

CHHS Graduate Curriculum Committee Aug 30, 2010

Graduate Council 10-14-2010

University Senate _____

Attachment: Program Inventory Form

Proposal Date: 8/10/2010

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

Contact Person: Beverly Siegrist; beverly.siegrist@wku.edu; 745-3490

1. Identification of program:

- 1.1 Current program reference number: 149
- 1.2 Current program title: Master of Science in Nursing
- 1.3 Credit hours: 36-48 depending upon specialty concentration

2. Identification of the proposed program changes: Program specific admission criteria (detailed below).

3. Detailed program description:

Current Admission Requirements	New Admission Requirements
1. Completion of a CCNE or NLN accredited BSN program with an undergraduate cumulative GPA of 2.75 on a 4.0 scale. Graduates of non-accredited programs are considered on an individual basis.	1. Completion of a CCNE or NLN accredited BSN program with an undergraduate GPA of 3.0 on a 4.0 scale . Graduates of non-accredited programs are considered on an individual basis.
2. Hold RN licensure or have applied for RN licensure in Kentucky	2. Hold unencumbered or have applied for RN licensure in Kentucky or compact state.
3. Applicants will be required to complete the GRE in the following instances: <ul style="list-style-type: none">• Less than a 2.75 cumulative GPA• Applying for admission to the Psychiatric Nurse Practitioner concentration	3. Applicants will be required to complete the GRE in the following instances: <ul style="list-style-type: none">• Less than a 3.0 cumulative GPA• Applying for admission to the Psychiatric Nurse Practitioner concentration
4. Prior education in health assessment and nursing research.	4. Prior education in health assessment and nursing research.
5. One year of full-time nursing experience is required prior to enrolling (following acceptance) in clinical courses in the nurse practitioner options.	5. One year of full-time nursing experience is required prior to enrolling (following acceptance) in clinical courses in the nurse practitioner options.
6. Submission of: <ul style="list-style-type: none">• a written goal statement• 3 professional references on form provided	6. Submission of: <ul style="list-style-type: none">• a written goal statement responding to questions listed on the MSN webpage;

	<ul style="list-style-type: none"> • 3 professional references on form provided to include nurse manager or nurse administrator and nursing faculty if have graduated from BSN program was in past 3 years. • Professional resume
7. Completion of a successful interview scheduled following submission of all program materials by application deadline.	7. All program admission materials must be received prior to the due date noted on the program webpage. An interview may be offered following a review of admission materials. Completion of an interview and acceptance by Graduate Studies does not assure acceptance into the MSN program. Admission is competitive.
8. Incomplete applications will be considered the following semester.	8. Incomplete applications will not be considered for admission. Applicants must reapply to be considered for the next admission cycle by updating the Graduate Studies application, and submitting all required program materials.

4. Rationale for the proposed program change:

4.1 **Students** are required to maintain a 3.0 GPA in courses within the program.

Faculty believe that requiring the 3.0 for admission provides additional emphasis on the program expectations as well as supporting student success.

4.2 Kentucky has entered into an collaborative agreement with selected states that support seamless endorsement of RN licensure across state lines. RNs with unencumbered state licensure may practice in Kentucky and other compact states. Previously an individual state license was required to meet regulatory standards.

4.3 Raises the minimum standard required for submitting GRE scores to reflect admission GPA.

4.4 Health assessment and nursing research are required content areas in accredited BSN programs. This statement is no longer needed.

4.6 The content of the goal statement has been expanded since this is also used as a writing sample. Provides the applicant with further explanation of appropriate individuals to complete professional references.

4.7 Currently all applicants meeting minimum standards with complete applications have been offered interviews. The program must maintain a faculty student ratio of 6:1. With a finite number of available faculty a specific number of students can be admitted

and admission has become more competitive. To conserve faculty time we will become more selective and will only interview those who have the potential to be admitted.

4.8 Applications that are incomplete by the deadline will no longer be automatically considered the following semester. Only those students who complete the requirements by the deadline will be considered for admission.

5. Proposed term for implementation: Fall 2011

6. Dates of prior committee approvals:

MSN Committee School of Nursing: 8/17/2010

CHHS Graduate Curriculum Committee Aug 30, 2010

Graduate Council 10-14-2010

University Senate _____

Attachment: Program Inventory Form

Proposal Date: 9/13/2010

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

Contact Person: Darlene L. Shearer Darlene.shearer@wku.edu 745-5868

1. Identification of program:

- 1.1 Current program reference number: 152
- 1.2 Current program title: Master of Public Health
- 1.3 Credit hours: 42

2. Identification of the proposed program changes: Program specific admission criteria (detailed below)

3. Detailed program description:

Current Admission Requirements	New Admission Requirements
1. Completion of a baccalaureate degree from an accredited institution or its equivalent	1. Completion of a baccalaureate degree from an accredited institution or its equivalent
2. At least an undergraduate minor in health, or previous education in the sciences basic to health	2. At least an undergraduate minor in health, or previous education in the sciences basic to health
3. A minimum GAP score (product of applicant's undergrad GPA and the GRE general test score) of 2200	3. A minimum GAP score (product of applicant's undergrad GPA and the GRE general test score) of 2200
4. A recommended GPA of 3.0 on a 4.0 scale	4. A recommended GPA of 3.0 on a 4.0 scale
5. If applicable, test of English as a foreign language (TOEFL) exam: minimum score of 500 on the written TOEFL; minimum of 213 on the computerized TOEFL; or minimum of 79 on the Internet-based TOEFL (IBL);	5. If applicable, test of English as a foreign language (TOEFL) exam: minimum score of 500 on the written TOEFL; minimum of 213 on the computerized TOEFL or minimum of 79 on the Internet-based TOEFL (IBL);
6. Minimum total GRE score of 1000	6. All applicants are encouraged to take the GRE. However, full admission will be granted to applicants who fulfill <u>one</u> of the following conditions: <ul style="list-style-type: none">• GRE of at least 1000; or• cumulative GPA of at least 3.2 on 4.0 scale from a US accredited university
7. Submission of: <ul style="list-style-type: none">• a written statement of purpose	7. Submission of: <ul style="list-style-type: none">• a written statement of purpose

	<ul style="list-style-type: none"> • a resume • 2 letters of academic reference
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4. Rationale for the proposed program change:

4.5 The computerized version of TOEFL was discontinued two or three years ago and therefore is no longer applicable. The MPH program has never received an application with a computerized TOEFL but if should happen, a waiver would be granted to allow it.

4.6 The MPH curriculum requires considerable academic writing that reflects critical thinking. Departmental observations of students graduating from foreign institutions (primarily medicine and dentistry) show that most have little, if any, exposure to academic writing. Because a high GRE score is not a sufficient predictor of success, departmental reviews utilize verbal and analytical writing scores to determine if a qualified applicant should be admitted “in good standing” or as a “conditional admit, contingent upon completion of UCC 200 (a course which provides important academic writing information. Additionally, the MPH program finds it increasingly difficult to recruit U.S. (including WKU) students into the program. A deterrent to many potential applicants, especially from WKU, has been the GRE requirement and its cost. To encourage more applicants to apply and who are well qualified, it seems logical to remove this requirement for qualified applicants. Instead, students who graduate from U.S. accredited institutions need meet only one of two criteria: sufficient GRE or GPA.

4.7 The MPH admissions committee has learned from some of its graduates that some Statements of Purpose are not necessarily written by the applicant and sometimes are written by hired consultants. Furthermore during the MPH program’s last accreditation site visit from CEPH, we received a contingency rating in one criterion related to low graduation and retention rates. A recent internal examination of student records found that students who entered the program with degrees in other fields (e.g. sociology, education, chemistry, business) were more likely to drop out of the program, and usually during their first semester. To reduce the likelihood of a mismatch in student/program expectations, the MPH admissions committee plans to look more closely at the goals and previous experiences of applicants. The additional requirement of a resume and letters of academic reference provide additional information on which to determine if an applicant is a good candidate for the program.

5. Proposed term for implementation: Fall 2011

6. Dates of prior committee approvals:

MPH Program Committee: _____9/10/2010_____

CHHS Graduate Curriculum Committee _____9/27/10_____

Graduate Council _____10-14-2010_____

University Senate

Attachment: Program Inventory Form

Proposal Date: August 10, 2010

**College of Health & Human Services
School of Nursing
Proposal to Suspend a Program
(Consent Item)**

Contact Person: Beverly Siegrist Beverly.siegrist@wku.edu 745-3490

1. Identification of program:

- 1.1 Program reference number: 149
- 1.2 Program title: MSN Occupational Health Nurse
- 1.3 Credit hours: 44

2. Rationale for the program suspension: This option in the MSN program was created in collaboration with the University of Cincinnati after area registered nurses identified an unmet need for an advanced practice degree in occupational health nursing. Since the approval was granted for this program in 2005, only one student has enrolled. He planned to complete this program in addition to the primary care nurse practitioner option but did not complete the required courses. Recruitment efforts included the development of a Chapter of the American Association of Occupational Health Nurses. WKU is currently meeting the educational needs of this population through continuing education offerings. Additionally the faculty with credentials in this specialty area has retired and no current faculty is available to teach this specialty.

3. Effect on current students or other departments, if known: none

4. Proposed term for implementation: Fall 2011

5. Dates of prior committee approvals:

MSN Committee School of Nursing	<u>8/16/2010</u>
CHHS Graduate Curriculum Committee	<u>Aug 30, 2010</u>
Graduate Council	<u>10-14-2010</u>
University Senate	<u></u>

Attachment: Program Inventory Form

Proposal Date: 7/27/2010

**Gordon Ford College of Business
Department of Economics
Proposal to Delete a Program
(Consent Item)**

Contact Person: Michelle W. Trawick, michelle.trawick@wku.edu, X58803

1. Identification of program:

- 1.1 Program reference number: 082
- 1.2 Program title: Economics Education
- 1.3 Credit hours: 18-21 for major, 12-15 for minor

2. Rationale for the program deletion: No participation since 1992.

3. Effect on current students or other departments, if known: No current or former students will be impacted by the deletion of the program.

4. Proposed term for implementation: Spring 2011

5. Dates of prior committee approvals:

Economics Department
GFCB Curriculum Committee
PEC
Graduate Council

8/3/2010
9/2/2010
10/13/10
10/14/10

University Senate

Attachment: Program Inventory Form

Proposal Date: 8-17-10

**Potter College of Arts and Letters
Department of Music
Proposal to Delete a Program
(Consent Item)**

Contact Person: Robyn Swanson
robyn.swanson@wku.edu
270-745-5925

1. Identification of program:

- 1.1 Program reference number: 022
- 1.2 Program title: Master of Arts in Education, Music Minor
- 1.3 Credit hours: 12-15 hrs.

2. Rationale for the program deletion:

The music minor of the MAE has not been available since 2002 when the graduate level music education graduate level programs were revised to meet the Kentucky Teacher Standards and Kentucky EPSB mandates. The MAE music minor was not included in those program revisions.

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

No students are enrolled in the MAE/music minor program

4. Proposed term for implementation:

Spring, 2011

5. Dates of prior committee approvals:

Music Department/Division:	8-19-10
Potter College Arts and Letters Curriculum Committee	9-02-10
Professional Education Council	9-08-10
Graduate Council	<u>10-14-2010</u>
University Senate	_____

Attachment: Program Inventory Form

Proposal Date 9/3/10

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

Contact Person: Jun Yan (jun.yan@wku.edu) 745-8952

1. Identification of program:

- 1.1 Reference number: 203
- 1.2 Current program title: Graduate Certificate in GIS
- 1.3 Credit hours: 12 Semester Hours

2. Identification of the proposed changes:

Add GEOS 523 as an approved elective.

3. Detailed program description:

Current Program		Revised Program	
The Certificate is offered by the Department of Geography & Geology. It consists of a series of four graduate courses taken for a minimum of 12 credit hours. These courses are selected from GEOG 417G, 419G, GEOS 515, 517, 520, 577, 590, or 595. At least four different courses must be taken for the Certificate.		The Certificate is offered by the Department of Geography & Geology. It consists of a series of four graduate courses taken for a minimum of 12 credit hours. These courses are selected from GEOG 417G, 419G, GEOS 515, 517, 523 , 520, 577, 590, or 595. At least four different courses must be taken for the Certificate.	
Geog 417G	3 hrs	Geog 417G GIS Analysis	3 hrs
Geog 419G	3 hrs	Geog 419G GIS Applications	3 hrs
Geos 515	4 hrs	Geos 515 Remote Sensing	4 hrs
Geos 517	3 hrs	Geos 517 Spatial Databases	3 hrs
Geos 520	4 hrs	Geos 520 Data Modeling	4 hrs
Geos 577	3 hrs	Geos 523 Urban GIS Apps	4 hrs
Geos 590	3 hrs	Geos 577 Special GIS Topics	3 hrs
Geos 595	3 hrs	Geos 590 Experimental Design	3 hrs
Total	12 hrs	Geos 595 GIS Practicum	3 hrs
		Total	12 hrs

4. Rationale for proposed program revisions:

GEOG 523 Urban GIS Applications is a new GIS course that addresses spatial databases in an urban setting.

5. Proposed term for implementation: Fall 2011

6. Dates of Prior committee approvals:

Department of Geography and Geology 9/10/2010

Ogden College Graduate Curriculum Committee 9/24/2010

Graduate Council 10-14-2010

University Senate

Attachment: Program Inventory Form

**Potter College of Arts and Letters
Department of English
Proposal to Revise A Program
(Action Item)**

Contact Person: karen.schneider@wku.edu 5-3046

1. Identification of program:

- 1.1 Current program reference number: 0416
- 1.2 Current program title: Graduate Certificate in Teaching English to Speakers of Other Languages
- 1.3 Credit hours: 21

2. Identification of the proposed program changes: We wish to establish more specific admission requirements and to enable students to negotiate the difference between admission standards for the TESL graduate certificate (housed in the English department) and the TESL graduate endorsement (housed in Teacher Education).

3. Detailed program description:

- | | |
|---|---|
| <ul style="list-style-type: none">• Required for Admission:
B.A. plus completion of at least one undergraduate linguistics course | <ul style="list-style-type: none">Required for Admission:
B.A. plus completion of at least one undergraduate linguistics course• 3.0 undergraduate or graduate g.p.a. OR• a GAP score of 2200, with minimum of 3.5 on analytical writing portion of GRE• Students who are accepted into the TESL Graduate Endorsement program may apply for the Graduate Certificate upon completion of 12 hrs of required TESL coursework with a 3.75 g.p.a. |
|---|---|

4. Rationale for the proposed program change:

We wish to require a minimum g.p.a. and test scores because success in the Graduate Certificate program requires a certain level of academic achievement and aptitude. These requirements are consonant with TESOL programs nationally.

Some students (public school teachers) who enter the TESOL Endorsement program by way of Teacher Education eventually desire the Certificate as well so they can teach abroad or for private ESL institutes. The Teacher Ed admission requirements for the Endorsement (a 2.5 g.p.a. for WKU graduates or a 2.75 for all other applicants) are lower than the English department's admission requirements for the Certificate. Since the coursework for both programs (the Certificate and the Endorsement) is the same, satisfactory performance (3.75 g.p.a.) in 12 hours of required coursework will indicate the desired proficiency for Endorsement candidates to be admitted to the Certificate program.

5. Proposed term for implementation and special provisions (if applicable): 201130

6. Dates of prior committee approvals:

English Department: _____9/17/10_____

PCAL Curriculum Committee _____10/04/10_____

PEC

10-13-2010

Graduate Council

10-14-2010

University Senate

Attachment: Program Inventory Form