

Western Kentucky University  
Office of the Dean  
745-2446

REPORT TO THE UNIVERSITY SENATE

DATE: May 2011

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. Create a Temporary Course

EDLD 712 Research Methods for Ed Leaders\*

BIOL 532 Behavioral Ecology\*

BIOL 582 Biometry\*

BA 536 Metrics in Sustainability\*

BA 537 Sustainability & Soc Entre\*

II. Make Multiple Revisions to a Course

BIOL 485G Lab Field Biology

BIOL 497G Aquatic Field Ecology

III. Revise Course Grading System

BIOL 599 Thesis Research/Writing

IV. Create a New Course

LME 592 Internship in Library Media Education

PE 514 Laboratory Methods in Exercise Physiology

NURS 546 Primary Care of the Infant, Child, and Adolescent

NURS 547 Primary Care of the Infant, Child, and Adolescent Clinical

NURS 548 Primary Care of the Adult

NURS 549 Primary Care of the Adult Clinical

PH 564 Public Health Issues in Women's Health

PH 620 Advanced Biostatistics

PH 630 Advanced Epidemiology37091

BIOL 579 Mechanistic Toxicology

V. Delete a Course

CD 405G Phonetics

CD 482G Audiology

NURS 550 Primary Care of the Infant, Child and Adolescent

NURS 552 Primary Care of the Adult

CD 580 Clinical Diagnostic Procedures

VI. Revise a Program

MS Library Media Education, Ref. #083

Master of Science in Nursing, Psychiatric Nurse Practitioner, Ref. #149, MSNS

Master of Science in Nursing, Family Nurse Practitioner, Ref. #149, MSNP

Master of Science in Biology, Ref. #056

VII. Revise an Academic Policy

Admission to Candidacy

Committees

Dual Credit

VIII. Resolution\*

Concentrations Resolution\*

Proposal Date: 28 January 2011

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

Contact Person: Larry Alice, [lawrence.alice@wku.edu](mailto:lawrence.alice@wku.edu) 745-7029

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: BIOL 485G
- 1.2 Course title: Lab Field Biology
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Lab Field Biology
- 2.2 Proposed course title: Field Biology
- 2.3 Proposed abbreviated title: Field Biology
- 2.4 Rationale for revision of course title: The current title is inconsistent with that of BIOL 485. The word "lab" is also awkward in the context of a biology course taught almost exclusively outdoors (i.e., the field).

**3. Revise course catalog listing:**

- 3.1 Current course catalog listing: An intensive field experience on a specific biological topic, preceded and followed by introductory and evaluative sessions.
- 3.2 Proposed course catalog listing: An intensive field experience on a biological or ecological topic. (course fee)
- 3.3 Rationale for revision of course catalog listing: With our increased offerings of both international and domestic field-based classes, greater flexibility is needed to design and implement a course appropriately. The catalog description of BIOL 485G is being modified to be consistent with that of BIOL 485.

**4. Revise course credit hours:**

- 4.1 Current course credit hours: 3
- 4.2 Proposed course credit hours: 1–4
- 4.3 Rationale for revision of course credit hours: Changing to variable credit, ranging from one to four, would provide needed flexibility and not limit a faculty member to offering only a three-credit course. A field class can be easily designed as a 1-, 2-, 3-, or 4-credit hour course based on its duration and intensity.

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

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

Department of Biology: 18 February, 2011

OCSE Graduate Committee: 1 April 2011

Graduate Council: April 14, 2011

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

**Attachment: Course Inventory Form**

Proposal Date: 17 December 2010

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

Contact Person: Scott Grubbs ([scott.grubbs@wku.edu](mailto:scott.grubbs@wku.edu)); 745-5048

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: BIOL 497G
- 1.2 Course title: Aquatic Field Ecology
- 1.3 Credit hours: 4

**2. Revise course prerequisites:**

- 2.1 Current prerequisites: BIOL 222/223; 224/225; CHEM 222/223
- 2.2 Proposed prerequisites: BIOL 222/223 or BIOL 224/225 or BIOL 226/227; CHEM 120/121; or equivalent or graduate standing
- 2.3 Rationale for revision of course prerequisites: In order for students to be successful in BIOL 497G, they must have completed one of biology's three basic organismal courses (BIOL 222/223, BIOL 224/225, BIOL 226/227); hence, it is not necessary for students to have completed BIOL 222/223 AND BIOL 224/225. Minimal lecture time is spent treating chemical properties of water; thus, the content covered in CHEM 120/121 is sufficient.
- 2.4 Effect on completion of major/minor sequence: None

**3. Revise course catalog listing:**

- 3.1 Current course catalog listing: Physical, chemical, and biological aspects of bodies of freshwater with emphasis upon water as a biological environment.
- 3.2 Proposed course catalog listing: An integrated study of aquatic ecosystem structure and function emphasizing the physical and chemical properties of water and application of biological field methods. This course requires off-campus and overnight travel.
- 3.3 Rationale for revision of course catalog listing: The proposed change will more accurately reflect topics covered in this course. Moreover, changes were made to BIOL 497 in Fall 2004; however, parallel changes to BIOL 497G were never approved beyond the Department of Biology.

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

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

Department of Biology  
OCSE Graduate Committee  
Graduate Council  
University Senate

18 February, 2011  
1 April 2011  
April 14, 2011  
\_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: 13 February, 2011

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

Contact Person: Larry Alice (lawrence.alice@wku.edu), 745-7029

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: BIOL 599
- 1.2 Course title: Thesis Research/Writing
- 1.3 Credit hours: 1-6 hours (6 total)

**2. Current course grading system:** Letter grade A-B-C-D-F

**3. Proposed course grading system:** Pass/Fail

**4. Rationale for revision of course grading system:**

BIOL 599 is graded as In Progress (IP) until a thesis has been submitted and defended. The student's three-member graduate advisory committee in biology assesses the thesis and defense as acceptable or unacceptable. Thus, we consider a P/F grade more appropriate. Such an approach is also typical of most biology/ life science graduate programs including those of our faculty. Of 15 biology programs at benchmark institutions reporting, 10 use pass/fail (= credit or no credit = satisfactory or unsatisfactory) and the remaining five use a letter grade system.

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

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

Biology Department:	<u>18 February, 2011</u>
OCSE Graduate Curriculum Committee	<u>1 April 2011</u>
Graduate Council	<u>April 14, 2011</u>
University Senate	<u></u>

**Attachment: Course Inventory Form**

Proposal Date: 12/15/2010

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

Contact Person: Barbara Fiehn, [Barbara.fiehn@wku.edu](mailto:Barbara.fiehn@wku.edu), 270.745.6552

**1. Identification of proposed course:**

- 1.1 Course prefix and number: LME 592
- 1.2 Course title: Internship in Library Media Education
- 1.3 Abbreviated course title: Internship in LME
- 1.4 Credit hours/contact hours: 3.0
- 1.5 Type of course: I
- 1.6 Prerequisite: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; admission to candidacy and admitted to professional education
- 1.7 Course catalog listing: Field based experience in an appropriate setting under supervision of a certified library media specialist. For students seeking initial Kentucky teaching certification at the graduate level.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:  
Students who seek school library certification but do not have prior teaching certification must complete 360 field experience hours—the same number of hours of student teaching as undergraduate student teachers. The current LME 590 course requires only a 120-hour practicum experience. The proposed LME 592 course will allow the LME faculty to better meet the needs of initial certification students and provide 360 field experience hours.
- 2.2 Projected enrollment in the proposed course:  
Based on past enrollments of students seeking initial certification via the LME Master's degree, we expect approximately 5 students per academic year.
- 2.3 Relationship of the proposed course to courses now offered by the department:  
  
This course will most closely resemble LME 590; however, the course design will allow for an extended experience in the field meeting the requirements of the Commonwealth of Kentucky for a 360-hour field experience and provide a stronger focus on instruction and student management in addition to the requirements existing in LME 590. While Exceptional Education (EXED 590), Interdisciplinary Early Childhood Education (IECE 524), Literacy (LTCY 695), and Middle Grades Education (EDU 590) are practicum courses at the graduate level, they are specific to a professional area, and none requires 360 hours of field experience.
- 2.4 Relationship of the proposed course to courses offered in other departments:  
Programs in Educational Administration and Leadership (EDAD 598), Counseling and Student Affairs (CNS 590, CNS 591), Psychology (PSY 662), and many other disciplines offer practicum courses specific to a professional area. However, these courses do not provide an option for the initial certification of Library Media Education students and do not require 360 hours of field experience.
- 2.5 Relationship of the proposed course to courses offered in other institutions:

Murray State University (LIB 621), and Eastern Kentucky University (LIB 870) offer practicum courses for students in Library Media Education graduate degree or Rank I programs, but not as part of initial certification at the master's degree level and do not include 360 hours of field experience required by the Commonwealth of Kentucky for initial certification.

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

#### **3.1 Course objectives:**

At the conclusion of the course, students will be able to

- Apply knowledge and skills in library media education to experiences in a supervised Internship setting,
- Demonstrate teaching and student management competencies expected of a beginning teacher,
- Plan and carry out activities in each of the five standards areas of the American Association of School Librarians standards (AASL).
- Apply knowledge of the Library Media Education field to create a plan for professional growth,
- Reflect on and provide evidence of planned personal and professional growth as a result of participating in practicum activities and LME course work,
- Use technology to create a professional portfolio CD

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

For the capstone portion of the course

##### **1. Overview of the Internship Experience**

Expectations of Internship activities

Expectations of cooperating media specialists

Completion of required forms and field reflections

##### **2. Overview of the Portfolio Planning Guide and Portfolio Process**

Overview of Portfolio Process and Concept of Reflective Practice

Review of AASL Professional Standards

Review of Portfolio Planning Guide Instructions

Review of Portfolio Instructions and Rubric

##### **3. Overview of Strategies for Creating the Professional Portfolio**

Overview of Portfolio Requirements and Rubric

Connecting AASL standards with Portfolio Planning Guide

Guidance in Reflective Writing

Overview of technical considerations in portfolio development

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

Complete and pass LME Internship assignments

Document a minimum of 360 hours of Internship activity

Document completion of a minimum of two activities that correlate with each substandard of the five AASL program standards

Media Center Evaluation Project

Two progress and activity reflections

Complete and pass capstone portfolio

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

American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library media programs*. Chicago, IL: American Association of School Librarians.



American Library Association. (2009). *Intellectual freedom statements and policies*. Retrieved from <http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementspolicies.cfm>

American Association of School Librarians (2009). *Position statements*. Retrieved from <http://www.ala.org/ala/mgrps/divs/aasl/aaslissues/positionstatements/positionstatements.cfm>

Callison, D. (2009). Instructional trends from AASL journals: 1972-2007--part 2: From library-focused to information-focused. *School Library Media Activities Monthly*. 25(9), 22-26.

Callison, D. (2009). Instructional trends from AASL journals: 1972-2007--part 3: From access-measured to evaluation-measured. *School Library Media Activities Monthly*. 25(10), 25-28.

Erikson, R. & Markuson, C. (2009). *Designing a school library media center for the future*. (2<sup>nd</sup> Ed.). Chicago: ALA Editions.

Wiggins, G., & McTighe, J. (2008). Put understanding first. *Educational Leadership*. 65 (8), 36-41.

Zmuda, A., & Harada, V. (2008). Reframing the library media specialist as a learning specialist. *School Library Media Activities Monthly*. 24(8), 42-47.

**4. Resources:**

- 4.1 Library resources: No new additional resources required
- 4.2 Computer resources: No new additional resources required

**5. Budget implications:**

- 5.1 Proposed method of staffing:  
Existing Staffing
- 5.2 Special equipment needed:  
None Needed
- 5.3 Expendable materials needed:  
None Needed
- 5.4 Laboratory materials needed:  
None needed

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

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

School of Teacher Education: \_\_\_\_\_12/15/10\_\_\_\_\_

CEBS Curriculum Committee: \_\_\_\_\_3/1/2011\_\_\_\_\_

Professional Education Council: \_\_\_\_\_3/16/2011\_\_\_\_\_

Graduate Council: \_\_\_\_\_April 14, 2011\_\_\_\_\_

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

Attachments: Course Inventory Form, Library Resources Form

Proposal Date: August 25, 2010

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

Contact Person: James Navalta, james.navalta@wku.edu, 270-745-6037

**1. Identification of proposed course:**

- 1.1 Course prefix and number: PE 514
- 1.2 Course title: Laboratory Methods in Exercise Physiology
- 1.3 Abbreviated course title: Lab Methods in Exercise Phys
- 1.4 Credit hours: 3
- 1.5 Type of course: Lecture/Lab
- 1.6 Prerequisites: Graduate standing, acceptance into the Exercise Physiology graduate program
- 1.7 Course catalog listing: Theory and application of laboratory techniques germane to research in Exercise Physiology. Includes musculoskeletal, cardiovascular, metabolic, and human performance testing.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course is designed to bridge the gap currently present between the research tools course (PE 501, Research Methods in Physical Education), and thesis hours (PE 599, Thesis Research). Following PE 501 (generally taken in the first semester of graduate school), students have an underlying theoretical foundation of the research process. However, many students do not possess the laboratory competencies necessary to carry out experimentation using equipment in the Human Performance Laboratory. A Laboratory Methods in Exercise Physiology course would serve to instruct graduate students regarding the theory and operation of equipment housed within a typical Exercise Physiology laboratory.
- 2.2 Projected enrollment in the proposed course: Estimated 7-15 students based on current and projected enrollment in the program.
- 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: CHEM 476G Advanced Laboratory Investigations in Chemistry  
PHYS 402G Laboratory for Application of Modern Physics I  
PHYS 403G Laboratory for Application of Modern Physics II
- 2.5 Relationship of the proposed course to courses offered in other institutions: The courses listed below are similar courses offered at our benchmark institutions.  
Ball State University: EXSCI 651 Laboratory Techniques in Biomechanics  
Florida Atlantic University: PET 5521 Exercise Science Lab Methods  
Oakland University: EXS 615 Laboratory Instrumentation  
Western Illinois University: 573 Laboratory Applications in Exercise Physiology

**3. Discussion of proposed course:**

- 3.1 Course objectives: Upon completion of this course students will be exposed to various laboratory techniques common to Exercise Physiology and Human Performance laboratories, so that competencies can be established leading into specific independent studies and thesis research.
  - Musculoskeletal testing
  - Cardiovascular testing
  - Metabolic testing
  - Human performance testing
- 3.2 Content outline:
  - Musculoskeletal testing:

- Evaluation of musculoskeletal strength
  - Musculoskeletal endurance assessment
  - Metabolite testing, including those produced and consumed during muscular contraction (lactate, NADH, glucose, hormones, etc.)
  - Cardiovascular testing:
    - Determination of blood pressures (systolic and diastolic),
    - Mean arterial pressure
    - Rate pressure product
  - Metabolic testing:
    - Maximal oxygen uptake
    - Excess post oxygen consumption
    - Maximal accumulated oxygen uptake
- 3.3 Student expectations and requirements: Daily and punctual attendance is expected, as well as active participation in the class. Additionally, students are expected to complete all laboratory experiences, assignments, quizzes, examinations, and other forms of assessment.
- 3.4 Tentative texts and course materials:
- Adams, G.M., and Beam, W.C. (2008). Exercise Physiology: Laboratory Manual (5th ed.) Boston, MA: McGraw Hill.
  - Primary literature as relates to musculoskeletal, cardiovascular, metabolic, and human performance testing.

**4. Resources:**

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

**5. Budget implications:**

- 5.1 Proposed method of staffing: Course will be taught by an exercise science faculty member
- 5.2 Special equipment needed: The equipment currently housed in the Human Performance Laboratory will be utilized
- 5.3 Expendable materials needed: Electrodes and gel for cardiovascular testing, assays and reagents necessary for metabolite testing
- 5.4 Laboratory materials needed: Mouthpieces and headgear for metabolic testing

**6. Proposed term for implementation: Spring 2012**

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

Kinesiology, Recreation & Sport:	<u>Aug. 25, 2010</u>
CHHS Graduate Curriculum Committee	<u>3/28/2011</u>
Graduate Council	<u>April 14, 2011</u>
University Senate	<u></u>

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

**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, 4-3489

**1. Identification of proposed course:**

- 1.1 Course prefix and number: NURS 546
- 1.2 Course title: Primary Care of the Infant, Child, and Adolescent
- 1.3 Abbreviated course title: Primary Care of Children
- 1.4 Credit hours: 3 semester hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisites/corequisites: Prerequisite: NURS 500, 503, 504  
Co-requisite: N547
- 1.7 Course catalog listing: Focuses on infant, child, and adolescent health. Emphasis will be on health maintenance, management of common health problems, and health education. The role of the nurse as primary care practitioner in a variety of settings will be examined.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course partially replaces NURS 550 which is a both a didactic and clinical course. NURS550 will be deleted and replaced with two courses a didactic (NURS 546) and a clinical course (NURS 547) to more accurately reflect faculty credit.
- 2.2 Projected enrollment in the proposed course: Projected enrollment will be approximately 24 students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course must be taken with NURS 547.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no other courses offered at the university with this content.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This course content is required for the Family Nurse Practitioner concentration of an MSN program.

**3. Discussion of proposed course:**

- 3.1 Course objectives:
  - Develop theoretical knowledge to identify and discuss the etiology, clinical presentation, and treatment plan for primary health care problems of the infant, child, and adolescent.
  - Utilize theoretical knowledge to create differential diagnoses for the infant, child, and adolescent experiencing primary health care problems.
  - Utilize theoretical knowledge to diagnose and manage common health problems of the infant, child, and adolescent with the application of evidence based practice guidelines.
  - Compare and analyze preventive health care strategies and health education for the infant, child, adolescent, and family.
- 3.2 Content Outline:
  - Pediatric Primary Care Foundations and Environmental Health Issues
  - Breastfeeding and Sleep and Rest
  - Endocrine
  - Hematologic
  - Eyes, Ears, and Dental Disorders
  - Cardiovascular
  - Gastrointestinal, Nutrition, and Elimination
  - Genitourinary

- Musculoskeletal, Common Injuries, and Activities and Sports
  - Neurologic, Mental Health, and Cognitive Problems
  - Common Perinatal and Genetic Conditions
- 3.3 Student expectations and requirements: Quizzes, assignments, presentations, and Discussion boards.
- 3.4 Tentative texts and course materials:  
Burns, C., Brady, M. A., Dunn, A., Starr, N. B., & Blosser, C. G. (2009). PEDIATRIC primary care (4<sup>th</sup> ed.). Philadelphia: W.B. Saunders.

**4. Resources:**

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

**5. Budget implications:**

- 5.1 Proposed method of staffing: No additional faculty needed
- 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:** Fall 2011

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

MSN Committee School of Nursing	3/14/2011
CHHS Graduate Curriculum Committee	<u>3/28/2011</u>
Graduate Council	<u>April 14, 2011</u>
University Senate	_____

**Attachment: Bibliography, Library**

**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, 4-3489

**1. Identification of proposed course:**

- 1.1 Course prefix and number: NURS 547
- 1.2 Course title: Primary Care of the Infant, Child and Adolescent Clinical
- 1.3 Abbreviated course title: Primary Care Children Clinical
- 1.4 Credit hours: 2
- 1.5 Type of course: H
- 1.6 Prerequisites/corequisites: Prerequisite: NURS 500, 503, 504  
Co-requisite: N546.
- 1.7 Course Catalog Description: Focuses on the clinical care of the infant, child, and adolescent health in the primary care setting. Emphasis will be on health maintenance, management of common health problems, and health education.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course partially replaces NURS 550 which is a both a didactic and clinical course. NURS550 will be deleted and replaced with two courses a didactic (NURS 546 and a clinical course (NURS 547) to more accurately reflect faculty credit.
- 2.2 Projected enrollment in the proposed course: Projected enrollment will be approximately 24 students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course must be taken with NURS 546.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no other courses offered at the university with this content.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This course content is required for the Family Nurse Practitioner concentration of an MSN program.

**3. Discussion of proposed course:**

3.1 Course objectives:

- Complete a holistic assessment of the infant, child, and adolescent including physical, social, cultural, genetic, and environmental factors.
- Collect and analyze data for the child and adolescent who experience primary health care problems.
- Generate differential diagnoses for the child and adolescent experiencing primary health care problems.
- Diagnose and manage common health problems of children and adolescents with the application of evidence based practice guidelines.
- Implement preventive health care and health education for the child, adolescent, and family.
- Collaborate with other health professionals to improve the quality of health care for the child and adolescent.
- Refer those problems beyond the scope of practice of the primary care nurse practitioner.

3.2 Content Outline:

- Diagnosis and management of disorders of the following systems:
  - Endocrine
  - Hematologic

- Eyes, Ears, and Dental Disorders
    - Cardiovascular
    - Gastrointestinal, Nutrition, and Elimination
    - Genitourinary
    - Musculoskeletal, Common Injuries, and Activities and Sports
    - Neurologic, Mental Health, and Cognitive Problems
  - Implementation of preventive health care and health education
  - Developmental and environmental health issues
  - Common perinatal and genetic conditions
  - 3.3 Student expectations and requirements: 120 clinical hours, assignments, return demonstrations
  - 3.4 Tentative texts and course materials:  
B Burns, C., Brady, M. A., Dunn, A., Starr, N. B., & Blosser, C. G. (2009). PEDIATRIC primary care (4<sup>th</sup> ed.). Philadelphia: W.B. Saunders.  
Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents, 3rd Edition.
  - 4. **Resources:**
    - 4.1 Library resources: Adequate
    - 4.2 Computer resources: Adequate
  - 5. **Budget implications:**
    - 5.1 Proposed method of staffing: No additional faculty needed
    - 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:** Fall 2011
  - 7. **Dates of prior committee approvals:**

MSN Committee School of Nursing	3/14/2011
CHHS Graduate Curriculum Committee	<u>3/28/2011</u>
Graduate Council	<u>April 14, 2011</u>
University Senate	<u></u>
- Attachment: Bibliography, Library Resources Form, Course Inventory Form**

**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

**1. Identification of proposed course:**

- 1.1 Course prefix and number: NURS 548
- 1.2 Course title: Primary Care of the Adult
- 1.3 Abbreviated course title: Primary Care Adult
- 1.4 Credit hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites/corequisites: Prerequisite: NURS 500, 503, 504  
Co-requisite: N549
- 1.7 Course Catalog Description: Focuses on adult health. Emphasis will be on health maintenance, management of common health problems, and health education. The role of the nurse as primary care practitioner in a variety of settings will be examined.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course partially replaces NURS 552 which is a both a didactic and clinical course. NURS552 will be deleted and replaced with two courses a didactic (NURS548) and a clinical course (NURS 549).
- 2.2 Projected enrollment in the proposed course: Projected enrollment will be approximately 24 students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department: NURS 548 and NURS 549 replaces an existing course NURS 552.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no other courses offered at the university with this content.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This course content is required for the Family Nurse Practitioner concentration of an MSN program.

**3. Discussion of proposed course:**

- 3.1 Course objectives:
  - Develop theoretical knowledge to identify and discuss the etiology, clinical presentation, and treatment plan for primary health care problems of the adult.
  - Utilize theoretical knowledge to create differential diagnoses for the adult experiencing primary health care problems.
  - Utilize theoretical knowledge to diagnose and manage common health problems of the infant, child and adolescent with the application of evidence based practice guidelines.
  - Compare and analyze preventive health care strategies and health education for the infant, child, adolescent, and family.
- 3.2 Content Outline:
  - Common primary health care problems in the following systems:
    - EENT and Respiratory
    - Cardiovascular
    - Emergency
    - Abdominal and Renal
    - Men's and Women's Health
    - Immune, Hematologic, and Endocrine
    - Dermatologic
    - Musculoskeletal



- Attachment: Bibliography, Library Resources Form, Course Inventory Form**

**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 and number: NURS 549
- 1.2 Course title: Primary Care of the Adult Clinical
- 1.3 Abbreviated course title: Primary Care Adult Clinical
- 1.4 Credit hours: 2 semester hours
- 1.5 Type of course: H
- 1.6 Prerequisites/corequisites: Prerequisite: NURS 500, 503, 504  
Co-requisite: N548.
- 1.7 Course catalog listing: Focuses on the clinical care of the adult. Emphasis will be on health maintenance, management of common health problems, and health education. The role of the nurse as primary care practitioner in a variety of settings will be examined.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course partially replaces NURS 552 which is a both a didactic and clinical course. NURS 552 will be deleted and replaced with two courses a didactic (NURS 548 and a clinical course (NURS 549).
- 2.2 Projected enrollment in the proposed course: Projected enrollment will be approximately 24 students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course must be taken with NURS 548.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no other courses offered at the university with this content.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This course content is required for the Family Nurse Practitioner concentration of an MSN program.

**3. Discussion of proposed course:**

- 3.1 Course objectives:
  - Complete a holistic assessment of the adults including physical, social, cultural, genetic, and environmental factors.
  - Collect and analyze data for the adult who experience primary health care problems.
  - Generate differential diagnoses for the adult experiencing primary health care problems.
  - Diagnose and manage common health problems of children and adolescents with the application of evidence based practice guidelines.
  - Implement preventive health care and health education for the child, adolescent, and family.
  - Collaborate with other health professionals to improve the quality of health care for the child and adolescent.
  - Refer those problems beyond the scope of practice of the primary care nurse practitioner.
- 3.5 Content Outline:
  - Diagnosis and managements of disorders in the following systems:
    - EENT and Respiratory
    - Cardiovascular
    - Emergency
    - Abdominal and Renal
    - Men's and Women's Health
    - Immune, Hematologic, and Endocrine

- Dermatologic
- Musculoskeletal
- Neurological and Psychosocial
- Implementation of preventive health care and health education
- Management of common genetic conditions

3.6 Student expectations and requirements:

- 120 Clinical hours, assignments, return demonstration

3.7 Tentative texts and course materials:

Dunphy, L., Winland-Brown, J., Porter, B., & Thomas, D. (2007). *Primary care: The art and science of advanced practice nursing* (2<sup>nd</sup> ed.). Philadelphia: F. A. Davis.

4. **Resources:**

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

5. **Budget implications:**

- 5.1 Proposed method of staffing: No additional faculty needed
- 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:** Fall 2011

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

MSN Committee School of Nursing	3/14/2011
CHHS Graduate Curriculum Committee	<u>3/28/2011</u>
Graduate Council	<u>April 14, 2011</u>
University Senate	<u></u>

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

Proposal Date: March 16, 2011

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

Contact Person: Darlene Shearer, Darlene.shearer@wku.edu, 270-745-5868

**1. Identification of proposed course:**

- 1.1 Course prefix and number: PH 564
- 1.2 Course title: Public Health Issues in Women's Health
- 1.3 Abbreviated course title: PH Issues in Women's Health
- 1.4 Credit hours: 3.00
- 1.5 Type of course: Lecture (L)
- 1.6 Prerequisites/corequisites: graduate standing
- 1.7 Course catalog listing: Examines social, economic, environmental, behavioral and political factors that influence women's health, as viewed from a public health perspective.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: The current MPH curriculum does not include women's health content. Exit surveys of MPH students indicate a need for more elective course options related to public health and Women's Studies and other departments have indicated support for this course.
- 2.2 Projected enrollment in the proposed course: Estimated 15 - 20 students. Although this course is a much needed elective for the MPH program, interested graduate students from outside the department will be allowed to enroll because of the benefits of maintaining an interdisciplinary focus in the course content.
- 2.3 Relationship of the proposed course to courses now offered by the department: The content of this course is not included in any of the graduate offerings in public health. PH 464 is an undergraduate course on women's health with an individual-based focus. It has a 464 G offering with a similar individual focus. The MPH accrediting body strongly recommended that our "G" courses become 500 level courses; therefore with this change the course will now focus on women's health from a population-based public health perspective. The course provides students an opportunity to apply knowledge learned in PH 582 (Epidemiology) and PH 587 (Health Behavior) and it provides another elective course option.
- 2.4 Relationship of the proposed course to courses offered in other departments: No other departments at WKU offer similar course content with a public health perspective.
- 2.5 Relationship of the proposed course to courses offered in other institutions: While some benchmark institutions offer a similar course at the undergraduate level (e.g., California State University, Central Missouri, Eastern Illinois, and Western Illinois), graduate level courses in women's health could be found only at Northern Iowa, Western Illinois, and Indiana State University.

**3. Discussion of proposed course:**

- 3.1 Course objectives: the student will be able to:
  - Communicate an understanding of the contemporary Women's Health Movement and its most significant contributions to women's health, in general, and to women's health research,
  - Explore the life course perspective on women's health and health care interventions, programs, and policy,
  - Discuss common public health issues affecting women across the life cycle and trends in major health problems,
  - Examine medical and public health practices directed at women - and how they compare, compliment, or conflict with one another,

- Examine the value and limitations of various tools used to measure and monitor women's health,
- Discuss important women's health priorities in the 2020 Healthy People goals and objectives, and other federal initiatives,
- Critically review major demographic, behavioral and environmental factors associated with women's health and discuss how such factors may be incorporated into public health interventions, programs, and policies,
- Analyze a chosen women's health problem relative to its public health implications and identify key points of health promotion that women need to hear to protect their health,
- Examine health issues for women from a population based perspective for a female population that is marginalized or disadvantaged,
- Reflect on the information gained from this course and describe personal insights on how it has affected you personally.

### 3.2 Content outline:

- Introduction to Women's Health
- Approaches to studying women's health status: indicators, research initiatives, and health care services for women.
  - Major health conditions and exposures
  - Measurement of magnitude and impact
  - Major indicators of health variances between women and men
  - Categorizations and health disparities: race, class, and stigma
  - Influence of race, class, and otherness on public health interventions, policies and medical practice
  - Race and class differences in major women's health outcomes
- The environments in which women live: consider how the society in which women live, their families, and work influence women's health.
  - Gender/sexual orientation and exposure of women to toxic environments
  - How sexual orientation informs women's health
  - Salient physical and chemical exposures of non-occupational environments
  - How women's responses to toxic exposures vary over the life course
  - Women and work: stress, risk, and public health opportunities
  - Women and relationships: family, social networks and exposure to intrapersonal violence
- Health conditions: a survey of major categories of conditions
  - Reproductive health
  - Equality of access to reproductive health services
  - Morbidity of women
  - Mortality of women
  - Cardiovascular disease/diabetes
- Innovation and advocacy in women's health

3.3. Student expectations and requirements: Students will complete at least one major paper and oral presentation, participate in discussions, and participate in several reflective activities.

3.4 Tentative texts and course materials: Assigned readings: articles from peer-review journals. Optional resources: Alexander, L.L.; LaRosa, J.H. Bader, H. & Garfield, S (2010). New Dimensions in Women's Health (5<sup>th</sup> Edition). Sudbury, MA: Jones and Bartlett. ISBN: 978-0-7637-6592-7; Our Bodies Ourselves: A New Edition for a New Era (2005). Boston Women's Health Book Collaborative. Touchstone: NY. ISBN:13:978-0-7432-5711-7

## 4. Resources:

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

## 5. Budget implications:

- 5.1 Proposed method of staffing: Current Faculty

- 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:**

Public Health Department: February 18, 2011

CHHS Graduate Curriculum Committee March 28, 2011

Graduate Council April 14, 2011

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

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

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

Contact Person: Gary English, gary.english@wku.edu, 745-2678

**1. Identification of proposed course:**

- 1.1 Course prefix and number: PH 620
- 1.2 Course title: Advanced Biostatistics
- 1.3 Abbreviated course title: Advanced Biostatistics
- 1.4 Credit hours: 3
- 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: PH 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: Based on enrollments in PH-520 and the new DNP cohort program, projected enrollment will be approximately 30 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 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:** Fall 2011

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

Public Health \_\_\_\_\_2/18/2011\_\_\_\_\_

CHHS Graduate Curriculum Committee \_\_\_\_\_3/28/2011\_\_\_\_\_

Graduate Council \_\_\_\_\_April 14, 2011\_\_\_\_\_

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

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



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

Contact Person: Gary English, gary.english@wku.edu, 745-2678

**1. Identification of proposed course:**

- 1.1 Course prefix and number: PH 630
- 1.2 Course title: Advanced Epidemiology
- 1.3 Abbreviated course title: Advanced Epidemiology
- 1.4 Credit hours: 3
- 1.5 Type of course: L (lecture)
- 1.6 Prerequisites: NURS 700, NURS 620, PH 582 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: Based on enrollment in the course PH-584 and the new DNP cohort program projected enrollment will be approximately 30 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 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* (2<sup>nd</sup> 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: Currently searching for an epidemiologist who will maintain graduate faculty status.

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:**

Public Health \_\_\_\_\_ 2-18-2011 \_\_\_\_\_

CHHS Graduate Curriculum Committee \_\_\_\_\_ 3/28/2011 \_\_\_\_\_

Graduate Council \_\_\_\_\_ April 14, 2011 \_\_\_\_\_

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

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

Proposal Date: 11/1/2010

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

Contact Person: Kerrie McDaniel, [Kerrie.McDaniel@wku.edu](mailto:Kerrie.McDaniel@wku.edu), 745-6845

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: BIOL 579
- 1.2 Course title: Mechanistic Toxicology
- 1.3 Abbreviated course title: Mechanistic Toxicology
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of Instruction: L
- 1.6 Prerequisites: graduate standing
- 1.7 Course catalog listing: A course that examines how toxic substances interact with living organisms, while integrating aspects of biochemistry, anatomy and physiology, ecology, and health. Emphasis is placed on the effects of xenobiotics on human systems, particularly the mechanisms of action, detoxification and adverse effects on target organs.

**2. Rationale:**

- 2.1 Reason for developing proposed course: Historically this class has been taught successfully as BIOL 475G or BIOL 675 and has wide appeal to many different students with unique interests. Students are required to critically think about and apply what they have learned in chemistry, anatomy, biochemistry and ecology to understand the role of toxicants in society and how they affect the human body. As the graduate program in Biology has grown over the past 10 years, there is added demand for an increasingly diverse set of graduate course offerings by both traditional graduate students and those mainly taking web-based classes.
- 2.2 Projected enrollment for the course: 8-12 students based on prior offerings. As the biology graduate program grows, enrollment is expected to increase as well.
- 2.3 Relationship of proposed course to courses now offered by the department: Currently Introduction to Toxicology 420 is offered at the undergraduate level.
- 2.4 Relationship of the proposed course to courses offered in other departments: PH 577 (Environmental Toxicology) focuses on environmental risk assessment of toxicants in the environment. In contrast, BIOL 579 concentrates on cellular and molecular mechanisms of xenobiotics in human systems.
- 2.5 Relationship of proposed course to courses offered in other institutions: Benchmark schools surveyed include Middle Tennessee State University BIOL 5570 (Principles of Toxicology), Oakland University CHEM 581 (Biochemical Toxicology), Eastern Michigan University CHEM 411 (Toxicology 1) and CHEM 412 (Toxicology 2), and Montclair University BIOL 310 (Principles of Toxicology) and BIOL 447 (Fundamentals of Pharmacology). In addition, the University of Louisville offers PHTX 672/673 (Research Methods in Pharmacology and Toxicology I/II), Northern Kentucky University offers CHE 440 (Environmental Toxicology), and Eastern Kentucky University offers EHS 865 (Environmental Toxicology).

**3. Discussion of proposed course:**

- 3.1 Course objectives: At the conclusion of the course, students will be able to:
- Describe the effects of different classes of toxicants
  - Explain how toxicants are absorbed, distribution and eliminated from the human body
  - Analyze how xenobiotics are biotransformed
  - Interpret dose-response curves and relationships of toxicants (toxicokinetics)
  - Discuss the role of toxicants in the environment, economy and living systems
  - Differentiate between chemical carcinogenesis and genetic toxicity
  - Describe toxic mechanisms on target organs such as the kidney, liver, respiratory system, nervous system, skin and immune system.
  - Discuss the mechanisms of action and effects of pesticides, metals, solvents and vapors, and toxins.
- 3.2 Content outline:
- Historical Toxicology
  - Principles of Toxicology
    - Classes of Toxic Agents
    - Variations in the Toxic Response
    - Animal Toxicity Testing
  - Mechanisms of Toxicology
    - Delivery from exposure site to target
    - Ultimate toxicant
    - Cellular Dysfunction
    - Disrepair
  - Risk Assessment
    - Hazard Identification
    - Dose-Response Assessment
    - Risk Characterization and Exposure Assessment
  - Absorption, Distribution and Excretion of Toxicants
  - Biotransformation
    - Hydrolysis, Reduction and Oxidation
    - Conjugation
  - Toxicokinetics
  - Carcinogenesis
    - Initiation, Promotion, Progression
    - DNA Repair Mechanisms
    - Mutagenesis
  - Genetic and Developmental Toxicology
    - Induction of Genetic Alterations
    - Assays
    - Pregnancy
    - Endocrine-disrupting chemicals
  - Target Organ Toxicology
    - Blood
    - Liver
    - Respiratory system
    - Nervous system
  - Toxic Agents
    - Pesticides
    - Metals

- Solvents and Vapors
  - Animal Venoms and Plant Toxins
- 3.3 Student expectations and requirements:  
The student will:
  - Perform satisfactory on all quizzes and exams
  - Participate in all Discussion Boards
  - Complete all web-based assignments
  - Write a research paper using scholarly journals
- 3.4 Tentative texts and course materials: Casarett & Doull's Toxicology: The Basic Science of Poisons 7<sup>th</sup> ed., Curtis D. Klaasen (ed.), McGraw-Hill Publishing, 2008. ISBN 978-0-07-147051-3

**4. Resources:**

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

**5. Budget implications:**

- 5.1 Proposed method of staffing: Existing staff
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

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

**7. Dates of review and approvals:**

Biology Department:	<u>18 March, 2011</u>
OCSE Graduate Committee	<u>1 April 2011</u>
Graduate Council	<u>April 14, 2011</u>
University Senate	<u></u>

**Attachment: Bibliography, Library Resource Form, Course Inventory Form**

Proposal Date: 2/28/2011

**College of Health & Human Services  
Department of Communication Disorders  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Dr. Joseph Etienne, 745-8998, joseph.etienne@wku.edu

**1. Identification of course:**

- 1.1 Current course prefix and number: CD 405G
- 1.2 Course title: Phonetics
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** Course has not been taught in the past five years.

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

**4. Proposed term for implementation:** Spring 2012

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

Communication Disorders Department:	2/16/2011
CHHS Graduate Curriculum Committee	<u>3/28/2011</u>
Graduate Council:	<u>April 14, 2011</u>
University Senate	<u></u>

**Attachment: Course Inventory Form**

Proposal Date: 2/28/2011

**College of Health & Human Services  
Department of Communication Disorders  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Dr. Joseph Etienne, 745-8998, joseph.etienne@wku.edu

**1. Identification of course:**

- 1.1 Current course prefix and number: CD 482G
- 1.2 Course title: Audiology
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** Course has not been taught in the past five years.

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

**4. Proposed term for implementation:** Spring 2012

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

Communication Disorders Department:	2/16/2011
CHHS Graduate Curriculum Committee	<u>3/28/2011</u>
Graduate Council	<u>April 14, 2011</u>
University Senate	<u></u>

**Attachment: Course Inventory Form**

Proposal Date: 3/2/2011

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

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

**1. Identification of course:**

- 1.1 Current course prefix and number: NURS 550
- 1.2 Course title: Primary Care of the Infant, Child, and Adolescent
- 1.3 Credit hours: 5

**2. Rationale for the course deletion:** Course replaced by two new courses, NURS 546 Primary Care of the Infant, Child and Adolescent, 3 credits and NURS 547 Primary Care of the Infant, Child, and Adolescent Clinical. Dividing the course into the didactic and clinical components eliminated zero credit labs to more accurately reflect faculty workload.

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

**4. Proposed term for implementation:** Spring 2012

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

School of Nursing	<u>3/14/2011</u>
CHHS Graduate Curriculum Committee	<u>3/28/2011</u>
Graduate Council	<u>April 14, 2011</u>
University Senate	<u></u>

**Attachment: Course Inventory Form**



Proposal Date: 3/2/2011

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

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

**1. Identification of course:**

- 1.1 Current course prefix and number: NURS 552
- 1.2 Course title: Primary Care of the Adult
- 1.3 Credit hours: 5

**2. Rationale for the course deletion:** Course replaced by two new courses, NURS 548 Primary Care of the Adult and NURS 549 Primary Care of the Adult Clinical to more accurately reflect faculty workload.

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

**4. Proposed term for implementation:** Spring 2012

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

School of Nursing \_\_\_\_\_ 3/14/2011 \_\_\_\_\_

CHHS Graduate Curriculum Committee \_\_\_\_\_ 3/28/2011 \_\_\_\_\_

Graduate Council \_\_\_\_\_ April 14, 2011 \_\_\_\_\_

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

**Attachment: Course Inventory Form**

Proposal Date: 2/28/2011

**College of Health & Human Services  
Department of Communication Disorders  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Dr. Joseph Etienne, 745-8998, joseph.etienne@wku.edu

**1. Identification of course:**

- 1.1 Current course prefix and number: CD 580
- 1.2 Course title: Clinical Diagnostic Procedures
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** Course has not been taught in the past five years.

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

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

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

Communication Disorders Department: 2/16/2011

CHHS Graduate Curriculum Committee 3/28/2011

Graduate Council April 14, 2011

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

**Attachment: Course Inventory Form**

Proposal Date:12/15/2010

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Barbara Fiehn, [Barbara.fiehn@wku.edu](mailto:Barbara.fiehn@wku.edu), 270.745.6552

**1. Identification of program:**

- 1.1 Current program reference number: 083
- 1.2 Current program title: Library Media Education
- 1.3 Credit hours: 30 (plus research tool)

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

- Add LME 592 Internship in Library Media Education for initial teaching certification
- Clarify language in program description
- Delete section *Program Requirements for Teachers Already Certified as Library Media Specialists*
- Add a literature course to the professional specialization requirements in the LME concentration.

**3. Detailed program description:**

Current program	Proposed program
<p>The Master of Science with a major in LME is a dual concentration program in information services (LMS) and educational technology (EDTECH). It prepares persons for service as library media specialists, training development specialists, educational technology specialists, and information service specialists in schools, colleges, public libraries, and private organizations.</p> <p>Program Description: The Master of Science degree is a 30-33 hour program. A fifteen-hour core of courses is required plus a 3-hour research tool.</p> <p>Students who seek teacher certification in the school library media or educational technology must follow the requirements for teacher certification. Both may be used for the Kentucky Rank II or Rank I salary levels.</p> <p><u>Library Media Specialist Concentration:</u> The LMS concentration prepares professionals for work in</p>	<p>The Master of Science with a major in LME is a dual concentration program in information services (LMS) and educational technology (EDTECH). It prepares persons for service as library media specialists, training development specialists, educational technology specialists, and information service specialists in schools, colleges, public libraries, and private organizations.</p> <p>Program Description: The Master of Science degree is a 30-33 hour program. A fifteen-hour core of courses is required plus a research tool.</p> <p>Students who seek teacher certification in school library media or educational technology must follow the requirements for teacher certification. Both may be used for the Kentucky Rank II or Rank I salary levels.</p> <p><u>Library Media Specialist Concentration:</u> The LMS concentration prepares professionals for work in information service organizations like public</p>

<p>information service organizations like public libraries, library media centers in P-12 schools, and positions as library assistants in college and university libraries. A program of study in information services can be planned to meet the certification requirements for school library media specialists in Kentucky and other states. It also meets the Kentucky Department of Library and Archives requirements for certification for the Professional Certificate II for public librarians.</p> <p>Requirements for the MS Degree in LME LMS Concentration: The Master of Science in Library Media Education LMS Concentration requires a minimum of 30 semester hours of core courses, professional specialization courses, and a research course/tool for a total of 33 hours. Eighteen hours of Library Media Education coursework is required with 15-hours in core courses. Courses on a student's approved program of study must be completed within a period of six years from the date of enrollment in the first course(s).</p> <p>Master of Science Core Courses: Fifteen semester hours are specified core courses:</p> <p>LME 501 Program Organization and Administration  LME 512 Issues in Library Media Education  LME 535 Survey of Educational Technology Practices (Note: Prerequisite for LME 537)  LME 537 Principles of Educational Technology Applications (Not regularly offered in the summer. Prerequisite: Completion of LME 535.)  LME 590 Practicum (Note: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; and admission to candidacy. Students who do not hold teacher certification must be admitted to WKU Teacher Education)</p> <p>Research Tool: The research tool requirement is met by successful completion (grade A or B) of EDFN 500-Research Methods, LME 519 Research in LME, EXED 534 Research in Exceptional Education, or an equivalent.</p> <p>LME 590 Practicum: The LME 590 Practicum course is the capstone experience required for completion of the degree program.</p>	<p>libraries, library media centers in P-12 schools, and positions as library assistants in college and university libraries. A program of study in information services can be planned to meet the certification requirements for school library media specialists in Kentucky and other states. It also meets the Kentucky Department of Library and Archives requirements for certification for the Professional Certificate II for public librarians.</p> <p>Requirements for the MS Degree in LME LMS Concentration: The Master of Science in Library Media Education LMS Concentration requires a minimum of 30 semester hours of core courses, professional specialization courses, and a research course/tool for a total of 30-33 hours. Eighteen hours of Library Media Education coursework is required with 15-hours in core courses. Courses on a student's approved program of study must be completed within a period of six years from the date of enrollment in the first course(s).</p> <p>Master of Science Core Courses: Fifteen semester hours are specified core courses:</p> <p>LME 501 Program Organization and Administration <b>(3 hours)</b>  LME 512 Issues in Library Media Education <b>(3 hours)</b>  LME 535 Survey of Educational Technology Practices <b>(3 hours)</b> (Note: Prerequisite for LME 537)  LME 537 Principles of Educational Technology Applications <b>(3 hours)</b> (Prerequisite: Completion of LME 535.)  LME 590 Practicum <b>(3 hours) (for students with prior Kentucky teaching certification) OR LME 592 Internship in LME (3 hours) (for students without prior Kentucky teaching certification.)</b>  <b>(Prerequisites for LME 590 and LME 592:</b> Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; admission to candidacy; <b>and admission to professional education.)</b></p> <p>Research Tool: The research tool requirement is met by successful completion (grade A or B) of EDFN 500-Research Methods, LME 519 Research in LME, EXED 534 Research in Exceptional Education, or <b>advisor-approved</b> equivalent.</p>
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<p>Transfer Credit: No more than 12 hours of previous graduate coursework, whether transferred from another institution or from a previous master's degree from WKU (or a combination of the two), or as a non-degree seeking student at WKU can be used to fulfill program and research tool requirements. Transferred courses cannot be older than 6 years by the time the requirements for the degree are completed. Transfer credit cannot be used in place of LME 537 Principles of Educational Technology Applications because it requires development and implementation of an instructional design project that is a foundational component of the LME 590 Practicum.</p> <p>Library Media Specialist Certification: In addition to completion of the 15-hour core and the research tool for the MS degree, the certification requirements for certification as a school library media specialist in most states and as a School Media Librarian P-12 in Kentucky include the following:</p> <p>Library Media Specialist Professional Specialization (9 hrs. required):</p> <p>LME 502 Collection Management LME 506 Classification and Cataloging LME 508 Information Sources and Services</p> <p>Elective Courses (Minimum of 6 sem. hrs.):</p> <p>LME 518 Advanced Children's Literature LME 527 Advanced Young Adult Literature</p> <p>(Other appropriate LME courses or courses outside of LME may be selected with the approval of the graduate advisor.)</p> <p>Certification Examination (PRAXIS II):</p> <p>While a certification examination is not a requirement for the Master of Science in LME, Kentucky does require a passing score on the PRAXIS II Subject Assessments-Library Media Specialist for certification as a school media librarian. Students outside of Kentucky are responsible for determining the requirements for certification in their states.</p> <p>Educational Technology Concentration: The</p>	<p>LME 590 Practicum: The LME 590 Practicum course is the capstone experience required for <b>students with prior Kentucky teaching certification.</b></p> <p><b>LME 592 Internship in LME: The LME 592 Internship course is the capstone experience required for students without prior Kentucky teaching certification.</b></p> <p>Transfer Credit: No more than 12 hours of previous <b>equivalent</b> graduate coursework, whether transferred from another institution or from a previous master's degree from WKU (or a combination of the two), or as a non-degree seeking student at WKU may be used to fulfill program and research tool requirements. Transferred courses cannot be older than 6 years by the time the requirements for the degree are completed. Transfer credit cannot be used in place of LME 537 Principles of Educational Technology Applications because it requires development and implementation of an instructional design project that is a foundational component of the Practicum.</p> <p>Library Media Specialist Certification: In addition to completion of the 15-hour core and the research tool for the MS degree, the requirements for certification as a school library media specialist in most states and as a School Media Librarian P-12 in Kentucky include the following:</p> <p>Library Media Specialist Professional Specialization (<b>12 hrs.</b> required):</p> <p>LME 502 Collection Management (<b>3 hours</b>) LME 506 Classification and Cataloging (<b>3 hours</b>) LME 508 Information Sources and Services (<b>3 hours</b>) <b>Select one of the following courses</b> <b>LME 518 Advanced Children's Literature (3 hours)</b> <b>OR</b> <b>LME 527 Advanced Young Adult Literature (3 hours)</b></p> <p>Elective Courses (Minimum of <b>3 hrs.</b>): Appropriate LME courses or courses outside of LME may be selected with <b>advisor</b> approval.</p>
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<p>Educational Technology Concentration prepares professionals who work with training and development specialists to incorporate technology into instruction/training, who serve as trainers of employees in the use of technology, and who are certified teachers that are educational technology specialists in P-12 settings. The Educational Technology Certificate is indicated on the university transcript and can be obtained by certified teachers and non-certified students. Certified teachers may obtain the Instructional Computer Technology Endorsement P-12 through the Educational Technology Concentration.</p> <p>The Educational Technology Concentration of the Master of Science in Library Media Education prepares professionals who work with training and development specialists to incorporate technology into instruction or training, who serve as trainers of employees in the use of technology, or who are certified teachers who wish to be educational technology specialists in P-12 settings. Certified teachers may obtain the Instructional Computer Technology Endorsement P-12 through the Educational Technology Concentration. The Kentucky P-12 Instructional Computer Technology Endorsement requires a teaching certificate. Students in the Educational Technology Concentration who are not seeking certification may obtain the Educational Technology Certificate, which is listed on the university transcript.</p> <p>Students in the Educational Technology Concentration must meet the requirements for the Master of Science in Library Media Education, including a minimum of 30 semester hours plus a research course/tool, for a total of 33 hours. Eighteen hours are required in Library Media Education courses with 15-hours in core courses. Courses on a student's approved program of study must be completed within a period of six years from the date of enrollment in the first course(s).</p> <p>Core Courses: Fifteen semester hours are specified core courses:</p> <p>LME 501 Program Organization and</p>	<p>Certification Examination (PRAXIS II):</p> <p>While a certification examination is not a requirement for the Master of Science in LME, Kentucky does require a passing score on the PRAXIS II Subject Assessments-Library Media Specialist for certification as a school media librarian. Students outside of Kentucky are responsible for determining the requirements for certification in their states.</p> <p><u>Educational Technology Concentration:</u> The Educational Technology Concentration prepares professionals who work with training and development specialists to incorporate technology into instruction/training, who serve as trainers of employees in the use of technology, and who are certified teachers that are educational technology specialists in P-12 settings. Certified teachers may obtain the Instructional Computer Technology Endorsement P-12 through the Educational Technology Concentration.</p> <p>The Educational Technology Concentration of the Master of Science in Library Media Education prepares professionals who work with training and development specialists to incorporate technology into instruction or training, who serve as trainers of employees in the use of technology, or who are certified teachers who wish to be educational technology specialists in P-12 settings. Certified teachers may obtain the Instructional Computer Technology Endorsement P-12 through the Educational Technology Concentration. The Kentucky P-12 Instructional Computer Technology Endorsement requires a teaching certificate. Students in the Educational Technology Concentration who are not seeking certification may obtain the Educational Technology Certificate, which is listed on the university transcript.</p> <p>Students in the Educational Technology Concentration must meet the requirements for the Master of Science in Library Media Education, including a minimum of 30 semester hours plus a research tool. Eighteen hours are required in Library Media Education courses, <b>including</b> 15-hours in core courses.</p>
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<p><b>Administration</b>  LME 512 Issues in Library Media Education  LME 535 Survey of Educational Technology Practices (Note: Prerequisite for LME 537)  LME 537 Principles of Educational Technology Applications (Not offered in the summer. Prerequisite: Completion of LME 535.)  LME 590 Practicum (Note: Course Capstone requirement; Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; and admission to candidacy.)</p> <p><b>Specialization:</b> Fifteen semester hours are professional specialization courses:  Select four of the following courses:  LME 545 Educational Technology Production  LME 547 Integration of Educational  LME 550 Emerging Technology in Education (Prerequisite: LME 537)  LME 737 Educational Technology Leadership  LME 509 Investigations in Educational Technology  and  Select 3 hours of LME Advisor approved electives in educational technology, library media education, information science, etc.</p> <p><b>Research Tool</b>  A student completing the LME master's degree program with the Educational Technology Concentration also completes the Research Tool. The research tool requirement is met by successful completion (grade A or B) of EDFN 500-Research Methods, or LME 519 Research in LME, or EXED 534 Research in Exceptional Education, or an equivalent. Student with a previous master's degree may be able to transfer a previous research class if the class will not be more than six years old upon a student's graduation or complete a research competency exam to replace the research tool requirement.</p> <p><b>Transfer Credit:</b> No more than 12 hours of previous graduate coursework, whether transferred from another institution or from a previous master's degree from WKU (or a combination of the two), or as a non-degree, seeking student at WKU can be used to fulfill program and research tool requirements. Transferred courses cannot be older than 6 years by the time the requirements for the</p>	<p>Courses on a student's approved program of study must be completed within a period of six years from the date of enrollment in the first course(s).</p> <p><b>Core Courses:</b> Fifteen semester hours are specified core courses:</p> <p>LME 501 Program Organization and Administration (<b>3 hours</b>)  LME 512 Issues in Library Media Education (<b>3 hours</b>)  LME 535 Survey of Educational Technology Practices (<b>3 hours</b>) ( Prerequisite for LME 537)  LME 537 Principles of Educational Technology Applications (<b>3 hours</b>) (Prerequisite: Completion of LME 535.)  LME 590 Practicum (<b>3 hours</b>)  <b>(Prerequisites:</b> Course Capstone requirement; Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; and admission to candidacy.)</p> <p><b>Research Tool: The research tool requirement is met by successful completion (grade A or B) of EDFN 500-Research Methods, LME 519 Research in LME, EXED 534 Research in Exceptional Education, or equivalent with advisor approval.</b></p> <p><b>Specialization: (12 hrs required):</b>  Select four of the following courses:  LME 545 Educational Technology Production (<b>3 hours</b>)  LME 547 Integration of Educational (<b>3 hours</b>)  LME 550 Emerging Technology in Education (<b>3 hours</b>) (Prerequisite: LME 537)  LME 737 Educational Technology Leadership (<b>3 hours</b>)  LME 509 Investigations in Educational Technology (<b>3 hours</b>)  and  <b>Elective Courses (Minimum of 3 hrs.):</b>  <b>Appropriate LME courses or courses outside of LME may be selected with advisor approval.</b></p> <p><b>Transfer Credit:</b> No more than 12 hours of previous graduate coursework, whether transferred from</p>
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<p>degree are completed.</p> <p>Transfer credit cannot be used in place of LME 537 Principles of Educational Technology Applications because it requires development and implementation of an instructional design project that is a foundational component of the LME 590 Practicum.</p> <p>ICTE Endorsement</p> <p>The Instructional Computer Technology Endorsement, P-12, prepares teachers for integrating technology into teaching, creating multimedia, interactive instruction, and leadership in educational technology. Certified teachers may obtain the Instructional Computer Technology Endorsement P-12 within a master's degree or as a stand-alone program. The Kentucky P-12 Instructional Computer Technology Endorsement requires a teaching certificate. One-hundred percent of the program is online.</p> <p>Required courses: Six hours of coursework in Educational Technology are required: LME 535 Survey of Educational Technology Practices LME 537 Principles of Educational Technology Applications (Not offered regularly in the summer, Prerequisite: LME 535) Elective Courses: Student may select six hours from the following list: LME 545 Educational Technology Production (Prerequisite: LME 537) LME 550 Emerging Technology in Education (Prerequisite: LME 537) LME 547 Integration of Educational Technology (Prerequisite: LME 537) LME 737: Educational Technology Leadership If a student is completing the LME master's degree program with the Information Services (LMS) Concentration, the student can obtain the Instructional Computer Technology Endorsement P-12 by selecting two additional LME courses from the above list.</p> <p>As part of an approved program of study, this endorsement can provide certified teachers in Kentucky with professional rank change at the Rank II or Rank I levels</p> <p><i>Program Requirements for Teachers Already</i></p>	<p>another institution or from a previous master's degree from WKU (or a combination of the two), or as a non-degree seeking student at WKU can be used to fulfill program and research tool requirements. Transferred courses cannot be older than 6 years by the time the requirements for the degree are completed.</p> <p>Transfer credit cannot be used in place of LME 537 Principles of Educational Technology Applications because it requires development and implementation of an instructional design project that is a foundational component of the LME 590 Practicum.</p> <p><b><u>The Capstone Courses</u></b></p> <p><b>The professional portfolio is the capstone requirement for the program. Students complete the portfolio as part of the practicum or internship courses. There are two capstone courses. LME 590 for students with prior Kentucky teaching certification and LME 592 for students without prior KY teaching certification.</b></p>
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*Certified as Library Media Specialists*

A person who already holds initial certification as a Library Media Specialist at the graduate or undergraduate level (but not the MS in LME from WKU) must complete 6 semester hours of LME courses and at least 24 hours of other appropriate courses for the MS degree and change in Kentucky teaching rank. Selection of these courses is based on prior experience, previous academic work, and career goals; and requires advisor approval.

**Educational Technology Certificate**

This is a certificate program for any post-baccalaureate graduate seeking to learn more about integrating technology into teaching or training. This graduate certificate program provides students with essential technology skills, including design and curriculum integration techniques for multimedia presentations, web pages, databases, spreadsheets, instructional software, digital video/audio editing, desktop publishing and more. This graduate certificate program enhances the experiences of educators or business/Information Technology trainers in incorporating technology into instruction and assisting students/employees in their use of technology. This certificate will be listed on the student's transcript upon completion of the program. One-hundred percent of the program is online.

12 Semester Hours of Coursework is required:

Required Courses:

LME 535 Survey of Educational Technology Practices (Note: Prerequisite for LME 537)

LME 537 Principles of Educational Technology Applications (Prerequisite: LME 535)

Select any two courses from the following:

LME 545 Educational Technology Production (Prerequisite: LME 537)

LME 550 Emerging Technology in Education (Prerequisite: LME 537)

LME 547 Integration of Educational Technology (Prerequisite: LME 537)

LME 737: Educational Technology Leadership

**The Practicum Capstone Course**

The Practicum experience provides students with the opportunity to apply their knowledge and skills in Educational Technology and

Library Media Education in a "real world" setting. A total of 120 practicum hours are required in the course. 40 of these hours must be in either an educational technology or library media center assisting students. For these hours, students will be under the supervision of a cooperating educational technology or library media specialist. For students seeking certification, cooperating specialists must be experienced and certified in library media education or educational technology. For students who are not seeking certification, the specialists must have experience working in a private or public sector informational technology setting. These cooperating specialists are not compensated for their time. Their work with students is considered a professional courtesy. The cooperating educational technology or media specialist must be willing to work with students in the practicum setting, maintain contact with the university practicum supervisor, sign the student's time log of practicum activities, and complete an online evaluation of the practicum student's work.

Students spend the remaining 80 hours of the practicum working in media centers or other educational settings on activities aligned with state and national standards for educational technology or school media specialists. The university supervisor is responsible for overseeing these activities.

As part of the Practicum class students are also responsible for developing the Professional Portfolio, which is based on the Portfolio Planning Guide developed during in the LME program.

#### Application for the Practicum Capstone Course

The LME 590 Practicum experience occurs at the end of a student's program and is the capstone course, meaning that students are required to reflect on and demonstrate the knowledge, concepts and skills acquired throughout the LME program. The practicum is comprised of field hours in either an educational technology or library media center and a Professional Portfolio created on a CD/DVD disc. Students gain admission to LME 590 by permission of the instructor,

<p>completion of 24 hours of course work including LME 501, 512, 535, and 537; and admission to candidacy (Form D on file). Students must not have any outstanding incomplete courses remaining in their program of studies to be eligible for the practicum. Students who do not have prior teacher certification and who are seeking LMS certification must be admitted to <a href="#">WKU Teacher Education</a> before being admitted into the practicum. Students must fulfill the above requirements and complete the Application for the Practicum form to be eligible to enroll in the class.</p> <p>Changes in Kentucky Teaching Ranks: The certification programs offered by the Master of Science in LME may be used to obtain the Rank II and Rank I status by Kentucky certified teachers. If a student earned a master's degree in their Rank II program and then completes a Rank I certification only program, 60 unduplicated hours must be earned to obtain the Rank I status. However, if a student completes a Rank II certification only program and a Rank I certification only program, 62 hours must be earned to obtain the Rank I.</p> <p>Kentucky Public Library Certification: The information services (LMS) concentration meets the requirements of the Kentucky Department of Library and Archives Professional Certificate II for Library Directors serving a population of more than 15,000.</p> <p>Program Accreditation: The Library Media Education Program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Association for Educational Communication Technology (AECT). It is recognized by the American Association for School Librarians (AASL) as a nationally recognized master's program for the preparation of school library media specialists.</p>	
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#### 4. Rationale for the proposed program change:

- Students seeking school library certification but do not have prior teaching certification must complete 360 field experience hours—the same number of hours as undergraduate student teachers. The current LME 590 course allows for a 120-hour practicum experience. The LME 592 course will allow the LME staff to better meet the needs of initial certification students through the provision for the Kentucky required 360 field

experience hours for initial certification by working in a supervised library media center environment.

- Program description language has been changed to include the new LME 592 course; add the requirement of one literature course to the professional specialization courses; change the electives to one 3 credit course; and update language as needed.
- Delete *Program Requirements for Teachers Already Certified as Library Media Specialists*  
This has not been and is not expected to be an advising problem. Students with undergraduate certification and Kentucky LME certification will work with an adviser to develop a program of study to meet current requirements of the LME contract.
- The addition of a literature course in the professional specialization in the LME Concentration will assure that the LME program aligns with the new American Association of School Librarians (AASL) standards.

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

Fall 2011

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

School of Teacher Education	_____ 12/15/10 _____
CEBS Curriculum Committee	_____ 3/1/2011 _____
Professional Education Council	_____ 3/16/2011 _____
Graduate Council	_____ April 14, 2011 _____
University Senate	_____

**Attachment: Program Inventory Form**

Proposal Date: March 2, 2011

**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: Psychiatric Nurse Practitioner
- 1.3 Credit hours: 36-44 depending upon specialty concentration

**2. Identification of the proposed program changes:** Revise the program for the MSN Psychiatric Nurse Practitioner concentration:

- Delete NURS 648 Clinical Psychopharmacology & Psychopathology – 5 credit hours
- And, add the following:
  - NURS 647 Psychopathology – 2 credit hours
  - NURS 638-50 Advanced Assessment Psych – 1 credit
  - NURS 649 Psychopharmacology – 1 credit

**3. Detailed program description:**

The Psychiatric Nurse Practitioner is prepared at the graduate level to diagnose, prescribe and treat a wide range of mental health clients. The graduate must complete a program of study from an accredited graduate program built upon essential competencies identified by the National Organization of Nurse Practitioner Faculty.

<b>Proposed Curriculum</b>	<b>Credit Hours</b>	<b>Current Curriculum</b>	<b>Credit Hours</b>
NURS 501 Health Policy & Politics	2	NURS 501 Health Policy & Politics	2
NURS 503 Advanced Health Assessment	2	NURS 502 Advanced Health Assessment	2
NURS 505 Adv Health Assessment Clinical	1	NURS 505 Adv Health Assessment Clinical	1
NURS 504 Advanced Nursing Theory	3	NURS 504 Advanced Nursing Theory	3
NURS 506 Transition to Advanced Practice	1	NURS 506 Transition to Advanced Practice	1
NURS 510 Advanced Nursing Research	3	NURS 510 Advanced Nursing Research	3
NURS 512 Research Applications	2	NURS 512 Research Applications	2
Statistics	3	Statistics	3
NURS 500 Advanced Patho	4	NURS 500 Advanced Patho	4
NURS 515 Advanced Pharm	4	NURS 515 Advanced Pharm	4
NURS 641 Advanced Psych/ Mental Health Theory I (U of L)	3	NURS 641 Advanced Psych/ Mental Health Theory I (U of L)	3
NURS 645 Clinical Advanced Practice Psych Clinical I (U of L)	3	NURS 645 Clinical Advanced Practice Psych Clinical I (U of L)	3
NURS 642 Advanced Psych/Mental Health Theory II	3	NURS 642 Advanced Psych/Mental Health Theory II	3

(U of L)		(U of L)	
NURS 646 Practice Psych Clinical II (U of L)	4	NURS 646 Practice Psych Clinical II (U of L)	4
<del>NURS 648 Clinical Psychopharmacology &amp; Psychopathology (U of L)</del>	<del>5</del>		
		<b>NURS 647: Psychopathology</b>	<b>2</b>
		<b>NURS 649 Psychopharmacology</b>	<b>1</b>
		<b>NURS 638 Advanced Psychiatric Assessment &amp; Clinical Interview ( U of L)</b>	<b>1</b>
PH 587 Health Behaviors (WKU)	3	PH 587 Health Behaviors (WKU)	3
<b>Total Program Hrs.</b>	<b>44</b>		<b>43</b>

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

This concentration is offered in partnership with the University of Louisville, School of Nursing. Since approval by the WKU Graduate Council the specialty concentration, taken at U of L, has revised the curriculum in response to recommendations following an accreditation self-study. The change when implemented will decrease the total number of program hours by 1 credit.

**5. Proposed term for implementation:** Fall of 2011.

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

School of Nursing MSN Committee: 3/14/11

CHHS Graduate Curriculum Committee 3/28/2011

Graduate Council April 14, 2011

University Senate

**Attachment: Program Inventory Form**

Proposal Date: January 6, 2009

**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: Family Nurse Practitioner
- 1.3 Credit hours: 36-46 depending upon specialty concentration

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

- Deletion of NURS 550 and 552 from the FNP Concentration
- Addition of following courses to curriculum plan for FNP students:
  - NURS 546 Primary Care of Infant, Child and Adolescent
  - NURS 547 Primary Care of Infant, Child and Adolescent Clinical
  - NURS 548 Primary Care of Adults
  - NURS 549 Primary Care of Adults Clinical

**3. Detailed program description:**

<b>Proposed Curriculum</b>	<b>Credit Hours</b>	<b>Current Curriculum</b>	<b>Credit Hours</b>
NURS 501 Health Policy & Politics	2	NURS 501 Health Policy & Politics	2
NURS 503 Advanced Health Assessment	2	NURS 503 Advanced Health Assessment	2
NURS 505 Adv Health Assessment Clinical	1	NURS 505 Adv Health Assessment Clinical	1
NURS 504 Advanced Nursing Theory	3	NURS 504 Advanced Nursing Theory	3
NURS 506 Transition to Advanced Practice	1	NURS 506 Transition to Advanced Practice	1
NURS 510 Advanced Nursing Research	3	NURS 510 Advanced Nursing Research	3
NURS 512 Research Applications	2	NURS 512 Research Applications	2
Statistics	3	Statistics	3
NURS 500 Advanced Patho	4	NURS 500 Advanced Patho	4
NURS 515 Advanced Pharm	4	NURS 515 Advanced Pharm	4
<del>NURS 550 Primary Care Children</del>	<del>5</del>		
<del>NURS 552 Primary Care of Adults</del>	<del>5</del>		
		<b>NURS 546 PC of Infant, Child &amp; Adolescents</b>	<b>3</b>
		<b>NURS 547 PC of Infant, Child &amp; Adolescents</b>	<b>2</b>
		<b>NURS 548 PC of Adults</b>	<b>3</b>
		<b>NURS 549 PC of Adults Clinical</b>	<b>2</b>
NURS 554 Primary Care Internship	5	NURS 554 Primary Care Internship	5
NURS 508 Advanced Issues	1	NURS 508 Advanced Issues	1
NURS 509 Practice Management	1	NURS 509 Practice Management	1
Total Program Hrs.	42		42

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

The deletion of the courses from the curriculum and the addition of the new courses allow credit hours to be appropriately allocated to reflect faculty workload.

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

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

School of Nursing MSN Committee: 3/14/11

CHHS Graduate Curriculum Committee 3/28/2011

Graduate Council April 14, 2011

University Senate

**Attachment: Program Inventory Form**



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

Contact Person: Larry Alice, lawrence.alice@wku.edu, 745-7029

**1. Identification of program:**

- 1.1 Current program reference number: # 056
- 1.2 Current program title: Master of Science in Biology
- 1.3 Credit hours: 30 excluding a 3 credit hour research tool

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

- Modify admission criteria
  - Eliminate GAP score
  - Set minimum undergraduate GPA  $\geq 3.0$  (4.0 scale)
  - Set minimum GRE general test (quantitative + verbal)  $\geq 1050$  or equivalent and analytical writing score of  $\geq 3.5$ . If the GRE has not been taken previously, exam scores from the MCAT ( $\geq 24$ ) or DAT ( $\geq 16$ ) may be substituted.
  - A biology graduate faculty member must be willing to serve as advisor before a student is admitted to the program.
  - Three letters of reference are required for admission
- Remove research tool requirement (3 credit hrs)
- Reduce minimum number of credit hours from 33 to 30
- Add two courses to the Biochemistry option (BIOL 535 - Analytical Biochemistry and BIOL 562 - Advanced Biochemistry)
- Add new Peace Corps Master's International program description

**3. Detailed program description:**

Current Program Description	Proposed Program Description
<p><b>Admission Requirements</b></p> <p>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.</p> <p><b>Degree Requirements-30 hours plus Research Tool</b></p> <p>Students must take additional graduate courses on the advice of their graduate committee for a minimum of 30 total hours or course work. Additionally, all students must complete a research tool course as required by the university.</p> <p>The Plan A degree requires a thesis based upon original research conducted under the direction of a departmental graduate faculty member. A non-thesis degree option (Plan B) may be selected with the advice of the graduate student's committee. The research tool requirement may be satisfied by enrollment in a methodology course in agreement with the student's graduate advisor.</p>	<p><b>Admission Requirements</b></p> <p>In addition to Graduate Studies requirements, the Department of Biology requires the following:</p> <ul style="list-style-type: none"> <li>• Bachelors degree in biology or equivalent including supporting courses in science and mathematics</li> <li>• <b>Undergraduate GPA <math>\geq 3.0</math> (on a 4.0 scale)</b></li> <li>• <b>GRE general score (quantitative + verbal) <math>\geq 1050</math> or equivalent and analytical writing score of <math>\geq 3.5</math>. If the GRE has not been taken previously, exam scores from the MCAT (<math>\geq 24</math>) or DAT (<math>\geq 16</math>) may be substituted.</b></li> <li>• <b>A biology graduate faculty member must be willing to serve as advisor before a student is admitted to the program.</b></li> <li>• <b>Three letters of reference</b></li> <li>• <b>As part of the graduate application, prospective students must include a statement of purpose, in which the applicant must specify the program to which they are applying, indicate their academic and career interests, and summarize relevant experiences.</b></li> </ul>

<p><i>Core Requirements</i>          BIOL 500 Introduction to Graduate Study and Research in the first year          BIOL 598 Graduate Seminar in the final term of coursework          BIOL 601 Internship in College Instruction          BIOL 599 Thesis Research for thesis students (Plan A) <b>OR</b> BIOL 516 Investigations in Biology for non-thesis students (Plan B)</p> <p><i>Electives</i>          Course-work approved by thesis committee</p> <p><i>Research Tool - 3 hours</i>          An appropriate course approved by the thesis committee and the Graduate School</p> <p>Environmental Science Option Degree Requirements (Thesis)—30 hours plus Research Tool</p> <p><i>Core Requirements – 15 hours</i>          Interdisciplinary Core Requirements          BIOL 587 Environmental Law          BIOL 543 Environmental Concepts          BIOL 506 Environmental Seminar          BIOL 500 Introduction to Graduate Study and Research          BIOL 598 Graduate Seminar          BIOL 601 Internship in College Instruction</p> <p><i>Electives</i>          Any 9 hours of graduate course-work approved by the thesis committee</p> <p><i>Thesis – 6 hours</i>          BIOL 599 Thesis Research          An approved thesis project</p> <p><i>Research Tool – 3 hours</i>          An appropriate course approved by the thesis committee and the Graduate School</p>	<p>Exceptions to possessing a Biology degree may be made for students with undergraduate degrees in <b>biology-related areas. Examples include, but are not limited to the following: agriculture, bioinformatics, biotechnology, botany, ecology, evolution, horticulture, microbiology, natural resource management, zoology.</b> However, additional courses may be required and will be determined by the student's graduate advisory committee (or graduate advisor for online program students).</p> <p><b>Degree Requirements-30 hours Minimum</b>  <b>The M.S. in Biology program offers thesis and non-thesis plans. Thesis options (Plan A) comprise Biology, Biochemistry, and Environmental Science. Non-thesis options (Plan B) comprise online, traditional in-residence, and Peace Corps Master's International.</b></p> <p><i>Biology Core Requirements (9-12 hours)</i>          BIOL 500 - Introduction to Graduate Study and Research (3 hrs, first term)          BIOL 598 - Graduate Seminar (2 hrs)          BIOL 601 - Internship in College Instruction (1 hr)          BIOL 599 - Thesis Research and Writing (6 hrs, Plan A)  <b>OR</b> BIOL 516 Investigations in Biology for non-thesis students (3 hrs, Plan B)</p> <p><i>Electives (18-21 hours)</i>          Coursework will be determined by the student's graduate advisory committee (or graduate advisor for online program students).</p> <p><u>Biochemistry Option - Thesis (18-26 hours)</u>  <i>Biology core requirements - Plan A plus</i>          BIOL 446G - Biochemistry or equivalent (3 hrs)*          BIOL 447G - Biochemistry Lab or equivalent (2 hrs)*          BIOL 467G - Biochemistry II or equivalent (3 hrs)*  <b>BIOL 535 - Analytical Biochemistry (3 hrs)</b>  <b>BIOL 562 - Advanced Biochemistry (3 hrs)</b></p> <p>*Students who have completed any of these courses for undergraduate credit will satisfy the requirement(s) and complete the elective(s) in its/their place.</p> <p><i>Electives (4-12 hours)</i>          Coursework will be determined by the student's graduate advisory committee.</p> <p><u>Environmental Science Option - Thesis (21 hours)</u>  <i>Biology core requirements - Plan A plus</i>          BIOL 506 - Environmental Seminar (3 hrs)          BIOL 543 - Environmental Science Concepts (3 hrs)          BIOL 587 - Environmental Law (3 hrs)</p> <p><i>Electives (9 hours)</i>          Coursework will be determined by the student's graduate advisory committee.</p>
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	<p><u>Peace Corps Master's International Option - Non-Thesis (14 hours)</u></p> <p><i>Biology core requirements - Plan B plus</i></p> <p><i>Leadership Studies core requirements</i></p> <p>LEAD 500 - Effective Leadership Studies (3 hrs, first term)</p> <p>LEAD 600 - Capstone Leadership Experience (2 hrs, last term)</p> <p><i>Leadership Studies Categorical Electives (6 hours)</i></p> <p>Ethics and Social Responsibility course (3 hrs)</p> <p>Human Relations course (3 hrs)</p> <p><i>Electives (10 hours)</i></p> <p>Coursework will be determined by the student's graduate advisory committee.</p> <p><b>**A maximum of 12 hours may be applied toward two graduate programs.</b></p>
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#### 4. Rationale for the proposed program change:

- Modify admission criteria
  - Eliminate GAP score
 

Biology will use the GAP score components independently, offering a better assessment of the applicant's academic potential. A high undergraduate GPA can yield a high GAP score although the GRE score may be quite low or vice-versa.
  - Set minimum undergraduate GPA  $\geq 3.0$  (4.0 scale)
 

Current WKU graduate students must maintain a 3.0 minimum GPA in their coursework, or they will be placed on academic probation. Transfer credit policy also applies the same minimum GPA. Thus, we propose an undergraduate GPA of 3.0 is a good indicator of future graduate performance.
  - Set minimum GRE general score (quantitative + verbal)  $\geq 1050$  or equivalent and analytical writing score of  $\geq 3.5$ . If the GRE has not been taken previously, exam scores from the MCAT ( $\geq 24$ ) or DAT ( $\geq 16.5$ ) may be substituted
 

The intent of the proposed criteria is to improve biology graduate student quality and offer flexibility by allowing the alternative standardized tests used for medical (MCAT) and dental (DAT) schools. To determine an appropriate GRE score, the biology graduate committee qualitatively examined GRE scores of biology graduate students over the past six years and considered each student's "success" in our M.S. program. As a result, the committee proposed a minimum admissions score of 1050. We also evaluated available GRE data; coincidentally, the mean score is 1050 and approximately the 50<sup>th</sup> percentile. Our proposed minimum scores for the MCAT and DAT are also near the 50<sup>th</sup> percentile. Calculation of a GAP score based on the proposed minimum GRE score and undergraduate GPA yields 3150; this hypothetical GAP score is comparable to that required in the Dept. of Mathematics (3000). Finally, a minimum GRE analytical writing score of 3.5 is proposed because writing is a substantial component of our Master's programs, especially the thesis option.
  - Three letters of reference are required for admission
 

Three letters of reference will allow a better assessment of applicants and facilitate the awarding of graduate assistantships as three letters are required by GSR as part of the GA application.
- Remove research tool requirement (3 credit hrs)

We surveyed M.S. Biology programs at 18/19 benchmark schools (excl. SFASU), Eastern Kentucky University, and Morehead State University, and none require a research tool or a course outside the department of residence for the Master of Science degree. Institutions requiring coursework outside the home department are for interdisciplinary programs or Master of Arts degrees. Moreover, the student's three-member graduate advisory committee or online advisor will evaluate the student's needs and ensure that appropriate coursework is included in the program of study.

- Reduce minimum number of credit hours from 33 to 30  
We surveyed M.S. Biology programs at 18/19 benchmark schools (excl. SFASU), Eastern Kentucky University, and Morehead State University. Of these, the minimum number of required hours varies and consists of 30 (11 schools including ECU and Morehead), 32 (6), and 36 (3) credit hours. In some cases additional coursework is required for non-thesis and M.A. programs. A number of WKU Master's programs also require only 30 credit hours: M.S. Chemistry (# 059), M.S./ M.A. Mathematics (# 085/ # 049), M.A. Applied Economics (# 0410), and multiple MAEs.
- Add two courses to the Biochemistry option (BIOL 535 - Analytical Biochemistry and BIOL 562 - Advanced Biochemistry)  
BIOL 535, a recently created course, and BIOL 562 are particularly relevant 500-level courses. If a student has already completed the existing courses (Biochemistry, Biochemistry Lab, Biochemistry II, or their equivalents) as an undergraduate and/or has a bachelors degree in biochemistry, then these proposed courses will enhance their knowledge of a rapidly advancing discipline.
- Add new Peace Corps Master's International program description  
This is a new program based on existing curricula and approved by the U.S. Peace Corps and WKU (September 2010).

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

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

Biology Department:	<u>25 March, 2011</u>
OCSE Graduate Committee	<u>1 April 2011</u>
Graduate Council	<u>April 14, 2011</u>
University Senate	<u></u>

**Attachment: Program Inventory Form**

**Office of Graduate Studies  
Proposal to Revise an Academic Policy  
(Action Item)**

Contact Person: Kirk Atkinson, [kirk.atkinson@wku.edu](mailto:kirk.atkinson@wku.edu), 5-8845

**1. Identification of proposed policy revision:**

The Rules Subcommittee, sanctioned by the Graduate Council, is currently updating policies in obsolescence due to the introduction of doctoral degree offerings at WKU. The policy offered for revision involves the admission to candidacy into graduate programs.

**2. Catalog statement of existing policy:**

Admission to candidacy is a traditional component of graduate study, the purpose of which is to provide a planned, formal review of the student's progress toward the specified program of study. The review enables the student, in consultation with appropriate University officials, to make warranted changes in the program. Admission to candidacy should be an expression of confidence that the student will (with appropriate, continued effort) be able to complete all requirements for the degree.

All degree-seeking graduate students must apply for and be admitted to candidacy by submitting an Admission to Candidacy Form (Form D) to the Office of Graduate Studies. Admission to Graduate Studies and Research and admission to candidacy are two separate procedures. Students seeking master's or specialist degrees should submit a Form D before the completion of 21 credit hours and after completing at least 15 hours of course work and, if applicable, completing the research tool and removing any deficiencies with a grade of A or B. The Form D MUST be submitted no later than one semester prior to the intended semester of planned degree completion. Failure to meet the filing deadline for the Form D may delay graduation by at least one semester. Students who have not filed a Form D prior to the completion of 21 hours of course work are subject to a registration hold. This hold will not be removed until the Form D is signed by the major advisor, and received in the Graduate Studies office. Failure to complete this requirement can delay graduation by at least one semester. Once an EdD student has completed 30 hours, s/he should apply for the qualifying exam with the department. This application is to be completed by the doctoral student and dissertation chair at, or prior to, the completion of thirty (30) required core credits. Once the student completes the qualifying exam the student may apply for and gain admission to candidacy. Admission to candidacy should occur no later than the semester prior to the final semester of course work.

Admission to Candidacy requirements:

1. An approved program of study,
2. Removal of any deficiencies or conditions for admission,
3. Attainment of at least a 3.0 grade point average on all graduate course work and at least a 3.0 overall GPA at the time of admission to candidacy,
4. Completion of the foreign language examination or research tool as specified for the program, and
5. Approval of the major advisor and Dean of Graduate Studies and Research.

Note: Master's or specialist degree students who enroll in 12 to 15 hours of course work (applicable to their approved degree programs) during their first semester should submit their applications for candidacy (Form D) to the Office of Graduate Studies at the end of that semester; Ed.D. students should submit their applications for candidacy after the complete the requirements to be admitted as a candidate for the degree.

**3. Catalog statement of proposed policy:**

Admission to candidacy is a traditional component of graduate study, the purpose of which is to provide a planned, formal review of the student's progress toward the specified program of study. The review enables the student, in consultation with appropriate University officials, to make warranted

changes in the program. Admission to candidacy should be an expression of confidence that the student will (with appropriate, continued effort) be able to complete all requirements for the degree.

All degree-seeking graduate students must apply for and be admitted to candidacy by submitting an Admission to Candidacy Form (Form D) to the Office of Graduate Studies. Admission to Graduate Studies and Research and admission to program candidacy are two separate procedures.

**Admission to Candidacy Requirements:**

1. An approved program of study (Form C),
2. Removal of any deficiencies or conditions for admission,
3. Attainment of at least a 3.0 grade point average *in course work included in the program of study* (courses on approved Form C) and at least a 3.0 overall GPA at the time of admission to candidacy.
4. Completion of the foreign language examination or research tool as specified for the program,
5. Approval of the major advisor and Dean of Graduate Studies and Research,
6. Adhere to additional degree specific requirements as stated below.

**Master's/Specialist Degrees**

Students seeking master's or specialist degrees should submit a Form D *before* the completion of 21 credit hours and *after* completing at least 15 hours of course work and, if applicable, completing the research tool and removing any deficiencies with a grade of A or B. The Form D *MUST* be submitted no later than one semester *prior* to the intended semester of planned degree completion. Failure to meet the filing deadline for the Form D may delay graduation by at least one semester.

Students seeking a degree who have not filed a Form D prior to the completion of 21 hours of course work are subject to a registration hold. This hold will not be removed until the Form D is signed by the major advisor, and received in the Graduate Studies office. Failure to complete this requirement can delay graduation by at least one semester.

**Doctoral Degrees**

Doctoral students are required to pass a qualifying exam or equivalent assessment prior to admission to candidacy (Form D). Once doctoral students have registered for any portion of the final 9 course credits (excluding dissertation/clinical residency-credits), they should apply for the qualifying examination or assessment with their dissertation chair. Doctoral students should submit their applications for candidacy after they complete the requirements to be admitted as a candidate for the degree.

**4. Rationale for proposed policy revision:**

This revision updates the above policy to reflect the addition of doctoral programs.

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

None anticipated.

**6. Proposed term for implementation:**

Fall 2011

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

Graduate Council:

\_\_\_April 14, 2011\_\_\_

University Senate

\_\_\_\_\_

**Office of Graduate Studies  
Proposal to Revise an Academic Policy  
(Action Item)**

Contact Person: Kirk Atkinson, [kirk.atkinson@wku.edu](mailto:kirk.atkinson@wku.edu), 5-8845

**1. Identification of proposed policy revision:**

The Rules Subcommittee, sanctioned by the Graduate Council, is currently updating policies in obsolescence due to the introduction of doctoral degree offerings at WKU. The policy offered for revision involves the formation of theses, specialist projects, and doctoral committee.

**2. Catalog statement of existing policy:**

**Thesis and Specialist Project Committees**

Students pursuing graduate programs requiring the thesis or specialist project are assisted by a thesis or specialist project committee. The student in conjunction with the thesis chairperson selects at least two additional graduate faculty members.

In some cases, an individual who is not a part of WKU's faculty may be asked to serve on a thesis or specialist project committee. Prior to this service, such an individual must qualify and be recommended for adjunct membership on WKU's graduate faculty. An individual who has expertise in a pertinent area, but who does not meet the requirements for appointment to regular or associate membership on the graduate faculty, may serve as a fourth member of the committee with approval of the Dean of Graduate Studies.

**3. Catalog statement of proposed policy:**

**Master's Thesis and Specialist Project Committees**

Students pursuing graduate programs requiring the thesis or specialist project are assisted by a thesis or specialist project committee. The student in conjunction with the committee chairperson selects at least two additional graduate faculty members.

In some cases, an individual who is not a part of WKU's faculty may be asked to serve on a thesis or specialist project committee. Prior to this service, such an individual must qualify and be recommended for adjunct membership on WKU's graduate faculty. An individual who has expertise in a pertinent area, but who does not meet the requirements for appointment to regular or associate membership on the graduate faculty, may serve as a fourth member of the committee with approval of the Dean of Graduate Studies.

**Doctoral Committees**

Students pursuing doctoral degrees are required to complete a dissertation or culminating assessment as determined by the program. Committees consist of a minimum of three members of qualified graduate faculty, representing at least two distinct departments. Students will pass the culminating assessment if no more than one member casts a dissenting vote. If they do not pass the culminating assessments, the committee may grant students permission to one second opportunity, which will be given under the conditions stipulated by the committee. Students can take a second culminating assessment no earlier than the semester following their first opportunity. Normally, the same committee serves from appointment to program completion for a student.

Students may assist in the formation of this committee but final approval of the constituency of this committee lies with the Dean of Graduate Studies. Once the committee is identified, then a completed Form G must be submitted for approval to the Dean of Graduate Studies.

**4. Rationale for proposed policy revision:**

This revision updates the above policy to reflect the addition of doctoral programs.

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

None anticipated.

**6. Proposed term for implementation:**

Fall 2011

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

Graduate Council:

\_\_\_\_April 14, 2011\_\_\_\_

University Senate

\_\_\_\_\_



Proposal Date: March 13, 2011

**College of Graduate Studies  
Proposal to Revise an Academic Policy  
(Action Item)**

Contact Person: Martin Stone, [martin.stone@wku.edu](mailto:martin.stone@wku.edu), 438-6923

**1. Identification of proposed policy revision:**

Change in Graduate Studies' *Seeking Dual Degrees* policy to reflect the doctoral program.

**2. Catalog statement of existing policy:**

Students may not seek two degrees (master's, specialist, or doctorate) simultaneously nor may they pursue a master's or Rank I at the same time. A student may, however, pursue a certificate (i.e., Women's Studies Certificate, Leadership Studies Certificate, etc.) along with a graduate degree program.

**3. Catalog statement of proposed policy:**

Students may seek two master's and/or specialist degrees simultaneously. However, doctoral students may pursue only one degree program at a time. Students may pursue a certificate (i.e., Women's Studies Certificate, Leadership Studies, and Certificate, etc.) along with any graduate degree program.

**4. Rationale for proposed policy revision:**

Proposed policy allows flexibility for students to pursue multiple master's degrees and/or specialist degrees. Other EDD programs within Kentucky allow doctoral candidates to request Rank I status after completing 60 hours of graduate level coursework rather than making them wait until the completion of the entire EDD program.

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

none anticipated

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

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

Graduate Council Rules Committee

\_\_\_March 14, 2011\_\_\_

Graduate Council

\_\_\_April 14, 2011\_\_\_

University Senate

\_\_\_\_\_

Resolution  
WKU Graduate Council

*Whereas*, in the Spring of 2005, a policy to, “Establish specific criteria for the identification of specializations within majors”, was approved by the University Senate that sets the required number of core credit hours for specializations within majors at “least 30% but less than 50%” in order to be considered a specialization and greater than 50% to be considered a concentration and noted on the transcript.

*Whereas*, there is a common misconception that this policy applies to both undergraduate and graduate programs.

*Whereas*, the specific wording, “undergraduate catalog” was used in the rationale section of the 2005 policy.

*Whereas*, the Graduate Council was established in the fall of 2004.

*Whereas*, the policy approved by the University Senate in spring 2005 was never approved by the Graduate Council.

*Be it resolved that*, the policy to, “Establish specific criteria for the identification of specializations within majors” is not recognized for graduate programs at WKU.

**Dates of prior committee approvals:**

Graduate Council Rules Committee

\_\_April 11, 2011\_\_

Graduate Council

\_\_April 14, 2011\_\_