

Western Kentucky University
Office of the Dean
745-2446

REPORT TO THE UNIVERSITY SENATE

DATE: November 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. Temporary Course

Phil 427G Philosophy of Law*

EDLD 702 Educational Leadership Doctoral Program Orientation*

EDLD 722 Measurement and Survey Methods for Educational Leaders*

II. Create a Course

EDLD 722 Measurement and Survey Methods for Educational Leaders

EDLD 732 Program Evaluation for Educational Leaders

NURS 517 Advanced Applied Pharmacology

FACS 581 Professional Preparation for a Dietetic Internship

FACS 586 Medical Nutrition Therapy in Practice

FACS 587 Seminar in Concepts and Methods of Dietetic Practice

NURS 605 Leadership in Nursing Practice

NURS 606 Advanced Clinical Practice

III. Revise Course Prerequisites

TCHL 520 Principles of Action Research for Teacher Leaders

IV. Revise Course Catalog Listing

FACS 584 Community Nutrition

V. Revise Course Credit Hours

NURS 522 Teaching Internship

VI. Multiple Revisions to a Course

FACS 583 Human Resources in Food Service

VII. Suspend a Course

PH 464G Women's Health

VIII. Revise a Program

MAE Adult Education, Ref.# 047

MSN-Nurse Educator Concentration, Ref.# 149 MSNE

Master of Science in Nursing, Ref. #149

Master of Public Health, Ref. #152 (Navitas)

Master of Public Health, Ref. #152

Doctor of Nursing Practice (Post-MSN Option), Ref. #0011

IX. Revise a Certificate

Post MSN Certificate: Nurse Education, Ref. #172

X. Create a New Certificate

Dietetic Practice

Lean Sigma Certificate

XI. Change Course Prefix

Family and Consumer Sciences*

XII. Relocation of a Program

Community College Faculty Preparation Certificate*

Proposal Date: September 7, 2011

**Potter College of Arts and Letters
Department of Philosophy & Religion
Proposal to Create a Temporary Course
(Information Item)**

Contact Person: Michael Seidler, michael.seidler@wku.edu , 745-5756

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: Phil 427G
- 1.2 Course title: Philosophy of Law
- 1.3 Abbreviated course title: Philosophy of Law
- 1.4 Credit hours: 3
- 1.5 Schedule type: S
- 1.6 Prerequisites/corequisites: graduate student status
- 1.7 Course description: A study of theories on the nature and origin of law, basic legal concepts (obligation, right, equality, liberty, justice), legal moralism, church and state, civil disobedience, and other topics.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: A new course proposal is in process but may not be fully approved before registration for the spring begins. Phil 427G will be offered together with its undergraduate counterpart, Phil 427: Philosophy of Law. Graduate students will have more extensive readings, additional assignments, and greater expectations in regard to the quality of their written work.
- 2.2 Relationship of the proposed course to courses offered in other academic units: There are no comparable graduate courses in any other WKU departments. Hist 450G and 451G (on U.S. diplomatic history), and Hist 545 and 546 (on U.S. legal history), may provide a partial historical context for some issues addressed in Phil 427G. Because of disciplinary affinities and topical connections, Phil 427G may be of interest to students in the following MA programs at WKU: Criminology, History, Political Science, Religious Studies, Sociology, Social Responsibility and Sustainable Communities. The course's conjunction with its undergraduate counterpart (Phil 427) will ensure sufficient enrolment and availability.

3. Description of proposed course

3.1 Course content outline

- I. Classical Legal Philosophers and Texts (Literature Review)
- II. Patterns of Legal Reasoning
- III. The Nature of Law
 - A. Traditional Natural Law (Cicero, Aquinas, Finnis)
 - B. Modern Natural Law (Grotius, Hobbes, Pufendorf)
 - C. Legal Positivism (Austin, Hart, Raz)
 - D. Legal Realism (Holmes)
 - E. Law as Interpretation (Dworkin)
 - F. Critical Legal Studies (gender, race, class, postmodernism)
 - G. International Law
- IV. Philosophical Concepts in Law

- A. Liberty
 - B. Equality
 - C. Justice
 - D. Rights
 - E. Responsibility
 - F. Punishment
- V. Law and Other Social Institutions
 - A. Civil Disobedience
 - B. Church and State
 - C. Legal Moralism
 - D. Toleration
- VI. The Image of Law
 - A. Law in Literature
 - B. Comparative Law

3.2 Tentative text(s)

Aileen Kavanagh and John Oberdiek, eds., *Arguing About Law* (Routledge, 2008) / ISBN: 978-0-415-46242-6

Larry May and Jeff Brown, eds., *Philosophy of Law: Classic and Contemporary Readings* (Wiley-Blackwell, 2009) / ISBN: 978-1-4051-8387-1

Mark C. Murphy, *Philosophy of Law: The Fundamentals* (Wiley-Blackwell, 2006) / ISBN: 978-1-4051-2960-2

Adam Smith, *Lectures on Jurisprudence*, eds. R. L. Meek, D. D. Raphael, and P. G. Stein (Liberty Fund, 1982/2010), pb. | ISBN-13: 978-0865970113

Richard Posner, **How Judges Think** (Harvard, 2010) / ISBN 9780674048065

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

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

5. Term of Implementation: 201210

6. Dates of review/approvals:

Department of Philosophy and Religion:	<u>September 7, 2011</u>
Potter College Curriculum Committee	_____
Potter College Dean	_____
Graduate Council (information)	<u>10/13/2011</u>
Provost:	_____

Attachment: Course Inventory Form

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

Contact Person: Tony Norman, tony.norman@wku.edu, 745-3021

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDLD 702
- 1.2 Course title: Educational Leadership Doctoral Program Orientation
- 1.3 Abbreviated course title: Ed Lead Doc Prog Orientation
- 1.4 Credit hours: 3
- 1.5 Type of course: Seminar
- 1.6 Prerequisites/corequisites: Prerequisites: Admission to EdD program.
- 1.7 Course description: An introduction to key concepts of educational leadership and research with emphasis on foundational knowledge and skill development, as well as program, research, and professional development planning.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: A proposal to create a permanent version of the proposed course is in process, but until that proposal has completed the approval process, a temporary course is needed to accommodate doctoral students who will need this in place for Spring 2012. The proposed course will replace the current EDLD 700 - Orientation to Doctoral Studies course. Having now worked with several students through the program process, the faculty have a clearer idea of what sequence of content and skills EdD students needs to be successful. Faculty have determined that EDLD 700 does not warrant the 6 hour designation. Moving the new orientation course to 3 hours allows students an additional 3 hours to apply toward more content focused coursework.

3. Description of proposed course

- 3.1 Course content outline: Topics will include the following:
 - Introduction to the educational leadership doctoral program
 - Leadership and team-building exercises and assessments with an emphasis on program planning and career development
 - Introduction to key figures and concepts related to the development of the American education system and educational and organizational leadership
 - Discussion of purposes for and differences between quantitative research and qualitative research
 - Development of foundational skills related to critical reading and thinking, analysis and inquiry, and scholarly writing
 - Introduction to library resources and statistical software
- 3.2 Tentative text(s):

Slavin, R. E. (2007). *Educational research in an age of accountability*. Boston: Pearson.

Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership* (4th edition). San Francisco: Jossey-Bass.

4. Second offering of a temporary course (if applicable): Not applicable

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

5. Term of Implementation: Spring 2012

6. Dates of review/approvals:

EDD Leadership Council 5/6/2011

Educational Administration, Leadership, & Research 8/18/2011

CEBS Dean 9/27/2011

Graduate Council (information) 10/13/2011

Provost _____

Attachment: Course Inventory Form

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

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

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: EDLD 722
- 1.2 Course title: Measurement and Survey Methods for Educational Leaders
- 1.3 Abbreviated course title: Survey Methods for Ed Ldrs
- 1.4 Credit hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: EDLD 712
- 1.7 Course description: Examination of psychometric properties of measurement instruments used in leadership research; data collection and analysis methods used in survey research; issues related to validity, reliability, and fairness; approaches to evaluate the desired properties of research tools; and quantitative data analysis.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: A proposal to create a permanent version of the proposed course is in process, but until that proposal has completed the approval process, a temporary course is needed to accommodate doctoral students who will need this in place for spring 2012. The proposed permanent version will replace the current EDLD 721- Measurement and Validity in Leadership Research course. Because the faculty are making similar changes to the scope and sequence of the other EDLD research courses (711 and 731), it makes more sense to develop a new course rather than modify an existing one. This also mitigates confusion that would arise in keeping track of whether students have completed the original or revised version of EDLD 721. The new version course will introduce doctoral students to research methods focusing on measurement and survey procedures. In particular, the course will build on students' knowledge and understanding of research formats using quantitative designs. Students will acquire and development fundamental concepts and skills necessary for leadership research involving assessment tools. Principles of sampling design, administration procedures, and methods of data collection and analysis with survey data will also be covered.

3. Description of proposed course

- 3.1 Course content outline: Topics will include the following:
 - Problem Formation in Research
 - Design and Development of Instruments
 - Principles of Test Development
 - Use of Standardized Achievement Tests
 - Sources of Validity Evidence
 - Concepts and Estimation of Reliability
 - Bias and Fairness Issues in Measurement Procedure
 - Survey Design and Administration
 - Sampling Design and Data Collection in Survey Research
 - Methods for Quantitative Studies
 - Univariate and Multivariate Analyses
 - Reporting Results using APA Guidelines

- Interpretation and Discussion of Results

3.2 Tentative text(s):

Popham, W. J. (2000). *Modern educational measurement: practical guidelines for educational leaders* (3rd ed.). Needham: Allyn & Bacon.
 Fowler, F.J., Jr. (2009). *Survey research methods* (4th ed.). Thousand Oaks, CA: Sage.
 Wiersma, W., & Jurs, S. G. (2009). *Research Methods in Education: An Introduction* (9th ed.). Boston: Allyn & Bacon.
 American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1999). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.
 American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

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

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

5. **Term of Implementation:** Spring 2012

6. **Dates of review/approvals:**

EDD Leadership Council	<u>3-4-2011</u>
Educational Administration, Leadership, & Research	<u>5-10-2011</u>
CEBS Dean	<u>9-27-11</u>
Graduate Council (information)	<u>10/13/2011</u>
Provost	<u></u>

Attachment: Course Inventory Form

Proposal Date: 02/20/2011

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

Contact Person: Kyong Chon, kyong.chon@wku.edu, 745-2942

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDLD 722
- 1.2 Course title: Measurement and Survey Methods for Educational Leaders
- 1.3 Abbreviated course title: Survey Methods for Ed Ldrs
- 1.4 Credit hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: EDLD 712 and one of the following: EDFN 501 or equivalent or instructor permission.
- 1.7 Course description: Examination of psychometric properties of measurement instruments used in leadership research; data collection and analysis methods used in survey research; issues related to validity, reliability, and fairness; approaches to evaluate the desired properties of research tools; and quantitative data analysis.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will replace the current EDLD 721- Measurement and Validity in Leadership Research course. Because the faculty are making similar changes to the scope and sequence of the other EDLD research courses (711 and 731), it makes more sense to develop a new course than to modify an existing one. This also mitigates confusion that would arise in keeping track of whether students have completed the original or revised version of EDLD 721. The proposed new course will introduce doctoral students to research methods focusing on measurement and survey procedures. In particular, the course will build on students' knowledge and understanding of research formats using quantitative designs. Students will acquire and develop fundamental concepts and skills necessary for leadership research involving assessment tools. Principles of sampling design, administration procedures, and methods of data collection and analysis with survey data will also be covered.
- 2.2 Projected enrollment in the proposed course: 20. Each cohort admits on average 20 students, and this course will be required for all doctoral students.
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course is similar to the EDLD 721 course presently in the EdD program that, as described in 2.1, has been determined should be replaced. Also as mentioned in 2.1, the EdD program also offers EDLD 711 and 731, but faculty are completing proposals to replace these courses as well.
- 2.4 Relationship of the proposed course to courses offered in other departments: EALR department currently offers a cafeteria-style selection of courses designed for specific populations and programmatic needs. For example, EDFN 500 Research Methods is an introductory course in research that is a survey course designed for all beginning graduate students and as such largely serves the master's level students. To serve other graduate programs in other departments and colleges, EALR offers EDFN 501 and 601, two basic quantitative statistics courses; and EDFN 548 and 603, two qualitative courses. However, these courses are part of a service orientation of course offerings by the department and are not a planned sequential progression like the EDLD research courses will be. Additional master's level courses from other departments include SOCL 510 and 513; PSY 512, PSY 513, and 563; ECON 506; COMM 501 and 502; and HCA 520; but again none of these were designed for doctoral students as part of a sequence of courses geared toward doctoral level research.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Courses similar to this course are offered at other universities offering the Educational Leadership doctoral degree. The following are examples:

The programs at Western Illinois and Wichita State appear the most directly similar to the proposed three-course block at WKU as it moves from consumption and use of research to discussion of methods and tools and ends with development of a prospectus prior to the traditional development of a proposal and completion of a dissertation. Western Illinois' offerings are EDL 715 Research in Schools and Communities, EDL 725 Prospectus Development, EIS 701 Quantitative Research for Educational Leaders. Wichita State lists a course almost identical to the one proposed herein with EL 969 Introduction to Educational Research and Academic Writings, which again is followed by EL 989 Advanced Research Methods in Educational Research.

At Oakland University there is again an apparent assumption of some prerequisite skills and courses prior to admission and then an 8 hour block in two courses ED 732 Research Methodology and ED 733 Analytical Methods, prior to the ED 903 course Leadership Research Issues and Proposal Development for an additional 4 hours. Similarly, Stephen F. Austin offers blocks of learning in AED 603 Exploring Contemporary and Emerging Paradigms of Educational Research and AED 623 Designing Research within Educational Settings followed up by AED 682 Developing the Dissertation Research Proposal.

3. Discussion of proposed course:

- 3.1 Course objectives: Upon completing this course students will be able to:
 - Prepare measurement instruments and surveys consistent with psychometric principles for conducting research.
 - Evaluate psychometric properties of measurement instruments and surveys based on relevant technical information.
 - Access quantitative data from secondary sources and prepare data for subsequent analysis.
 - Compute and interpret univariate and multivariate parametric statistics.
 - Use SPSS, SAS, or other similar software packages to perform data analysis.
- 3.2 Content outline: Topics will include the following:
 - Problem Formation in Research
 - Design and Development of Instruments
 - Principles of Test Development
 - Use of Standardized Achievement Tests
 - Sources of Validity Evidence
 - Concepts and Estimation of Reliability
 - Bias and Fairness Issues in Measurement Procedure
 - Survey Design and Administration
 - Sampling Design and Data Collection in Survey Research
 - Methods for Quantitative Studies
 - Univariate and Multivariate Analyses
 - Reporting Results using APA Guidelines
 - Interpretation and Discussion of Results
- 3.3 Student expectations and requirements: Students will be expected to read assigned text and materials and be prepared to participate actively in class discussion. Students will be also expected to demonstrate and apply their learning outcomes from computer lab sessions to assignments and a course project. Students will complete a mock methodological plan on a topic relevant to this course and their personal leadership objectives as required by the individualized component of the doctoral program design. A midterm and a final exam may also be used to assess understanding of the course content.
- 3.4 Tentative texts and course materials:

Popham, W. J. (2000). *Modern educational measurement: practical guidelines for educational leaders* (3rd ed.). Needham: Allyn & Bacon.

Fowler, F.J., Jr. (2009). *Survey research methods* (4th ed.). Thousand Oaks, CA: Sage.

Wiersma, W., & Jurs, S. G. (2009). *Research Methods in Education: An Introduction* (9th ed.). Boston: Allyn & Bacon.

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1999). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

4. Resources:

- 4.1 Library resources: The proposed course will require the use of existing university library databases and journal holdings. No additional purchases will be needed.
- 4.2 Computer resources: Current computer and other technology resources are adequate to deliver the course. No additional resources are necessary.

5. Budget implications:

- 5.1 Proposed method of staffing: Doctoral faculty will teach the course.
- 5.2 Special equipment needed: There will be no additional resource requirements.
- 5.3 Expendable materials needed: There will be no additional resource requirements.
- 5.4 Laboratory materials needed: There will be no additional resource requirements.

6. Proposed term for implementation: Spring 2012

7. Dates of prior committee approvals:

EDD Leadership Council	<u>3-4-2011</u>
Educational Administration, Leadership, & Research	<u>5-10-2011</u>
CEBS Curriculum Committee	<u>7-5-2011</u>
Professional Education Council	<u>9-14-2011</u>
Graduate Council	<u>10/13/2011</u>
University Senate	<u></u>

Attachment: Library Resources Form, Course Inventory Form

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

Contact Person: Jie Zhang, jie.zhang@wku.edu, 745-2933

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDLD 732
- 1.2 Course title: Program Evaluation for Educational Leaders
- 1.3 Abbreviated course title: Program Evaluation for Ed Ldrs
- 1.4 Credit hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisite: EDLD 722
- 1.7 Course description: Program evaluation theory, methods, and practices with a focus on the practical craft of evaluation research; discussion of theoretical and strategic issues of program evaluation; application of quantitative and qualitative research methods to program evaluation contexts.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will replace the current EDLD 731- Advanced Data Analysis Tools in Leadership Research course. Because the faculty are making similar changes to the scope and sequence of the other EDLD research courses (711 and 721), it makes more sense to develop a new course than to modify an existing one. This also mitigates confusion that would arise in keeping track of whether students have completed the original or revised version of EDLD 731. In the proposed new course, doctoral students will learn the concepts, methods and applications of evaluation research; learn how to read evaluation research critically; understand how to use evaluation results to anticipate or improve program performance; and be able to propose an appropriate evaluation plan to assess the implementation and effectiveness of a program.
- 2.2 Projected enrollment in the proposed course: 20. Each cohort admits on average 20 students, and this course will be required for all doctoral students.
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course is similar to the EDLD 731 course presently in the EdD program that, as described in 2.1, has been determined should be replaced. Also as mentioned in 2.1, the EdD program also offers EDLD 721 and 731, but faculty are completing proposals to replace these courses as well.
- 2.4 Relationship of the proposed course to courses offered in other departments: EALR department currently offers a cafeteria-style selection of courses designed for specific populations and programmatic needs. For example, EDFN 500 Research Methods is an introductory course in research that is a survey course designed for all beginning graduate students and as such largely serves the masters level students. To serve other graduate programs in other departments and colleges, EALR offers EDFN 501 and 601, two basic quantitative statistics courses; and EDFN 548 and 603, two qualitative courses. However, these courses are part of a service orientation of course offerings by the department and are not a planned sequential progression like the EDLD research courses will be. Additional master's level courses from other departments include SOCL 510 and 513; PSY 512, 514, and 563; ECON 506; COMM 501 and 502; and HCA 520; but again none of these were designed for doctoral students as part of a sequence of courses geared toward doctoral level research.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Courses similar to this course are offered at other universities offering the Educational Leadership doctoral degree. The following are examples:

East Carolina University - LEED 8060-Program Evaluation: Theory and research on program evaluation. Techniques used in designing, implementing, and reporting program evaluations.
East Tennessee State University - ELPA 6954-Educational Program Evaluation
North Carolina State University - ELP 780- Evaluation Theory and Practice
University of Phoenix - EDD 732-Program Evaluation
University of Louisville - ELFH 606- Evaluation of Educational Processes
Old Dominion University - FOUN 891- Program Evaluation in Education

3. Discussion of proposed course:

- 3.1 Course objectives: Upon completing this course, students will be able to:
- Explain the major concepts in program evaluation;
 - Describe the types, purposes and uses of program evaluation;
 - Identify key stakeholders and their needs;
 - Build and use logic models in program planning, implementation, evaluation and reporting;
 - Formulate meaningful evaluation questions develop an evaluation plan to address these questions effectively;
 - Apply quantitative and qualitative designs in evaluation contexts;
 - Select or develop appropriate measurement tools;
 - Use SPSS, NVivo, or other similar software packages to perform data analysis;
 - Recognize multiple and sometimes conflicting agendas of different stakeholders and yet maintain professionalism and integrity in reporting and using evaluation information;
 - Understand the strengths and weaknesses of a variety of data sources;
 - Understand ethical, social, political, and value issues confronted by program evaluators.
- 3.2 Content outline: Topics will include the following:
- Basics of program evaluation
 - Types of program evaluation
 - Phases of program evaluation
 - Evaluation theory
 - Program theory/logic model
 - Evaluation planning with consideration of the evaluation standards
 - Quantitative design for program evaluation: Randomized experiment, quasi-experiment, relational design
 - Qualitative and mixed methods design for program evaluation
 - Data analysis and interpretation in program evaluation
 - Program evaluation reporting and uses
 - Metaevaluation
 - Ethical, political, and value issues in program evaluation
- 3.3 Student expectations and requirements: Students will be expected to read assigned texts and materials and be prepared to participate actively in class discussion. Students will be also expected to demonstrate and apply their learning outcomes from computer lab sessions to assignments and a course project. Students will complete a mock methodological plan on a topic relevant to this course, and their personal leadership objectives as required by the individualized component of the doctoral program design. A midterm and a final exam may also be used to assess understanding of the course content.
- 3.4 Tentative texts and course materials:
- Shadish, W., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Boston, MA: Houghton Mifflin.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Weiss, C. H. (1998). *Evaluation: Methods for studying programs and policies* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

4. Resources:

- 4.1 Library resources: The proposed course will require the use of existing university library databases and journal holdings. No additional purchases will be needed.
- 4.2 Computer resources: Current computer and other technology resources are adequate to deliver the course. No additional resources are necessary.
5. **Budget implications:**
- 5.1 Proposed method of staffing: Doctoral faculty will teach the course.
- 5.2 Special equipment needed: There will be no additional resource requirements.
- 5.3 Expendable materials needed: There will be no additional resource requirements.
- 5.4 Laboratory materials needed: There will be no additional resource requirements.
6. **Proposed term for implementation:** Spring 2012
7. **Dates of prior committee approvals:**

EDD Leadership Council	<u>3-4-2011</u>
Educational Administration, Leadership, & Research	<u>5-10-2011</u>
CEBS Curriculum Committee	<u>7-5-2011</u>
Professional Education Council	<u>9-14-2011</u>
Graduate Council	10/13/2011__
University Senate	_____

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: August 5, 2011

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

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

1. Identification of proposed course:

- 1.1 Course prefix and number: NURS 517
- 1.2 Course title: Advanced Applied Pharmacology
- 1.3 Abbreviated course title: Adv. Applied Pharmacology
- 1.4 Credit hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing: The advanced study of pharmacotherapeutics of select drug groups with implications for patients from across the lifespan. The pharmacokinetics, pharmacogenetics, and pharmacodynamics of drugs are reviewed. Emphasis is on the importance of the nurse educator's role in teaching safe and effective medication management.

2. Rationale:

- 2.2 Reason for developing the proposed course: Meets the new accreditation requirement for the addition of a pharmacology course for students in the nurse educator concentration of the MSN program.
- 2.3 Projected enrollment in the proposed course: 15 annually
- 2.4 Relationship of the proposed course to courses now offered by the department: NURS 515 Advanced Pharmacology is a 4-credit hour course currently required for students in the nurse practitioner concentrations. This course includes some of the content related to pharmacokinetics, pharmacodynamics, pharmacotherapeutics, and pharmacogenetics which will be included in NURS 517. NURS 515 focuses on helping the nurse practitioner student prepare for prescriptive responsibilities in their role as primary care providers. The nurse educator students do not prescribe medications. In their practice roles they may help patients with medication management or teach pharmacology to undergraduate nursing students.
- 2.5 Relationship of the proposed course to courses offered in other departments: n/a
- 2.6 Relationship of the proposed course to courses offered in other institutions: Two other MSN Nurse Educator programs exist in Kentucky, Bellarmine and Northern Kentucky. These schools do not currently require a pharmacology course for the nurse educator. Both of these programs are CCNE accredited so this change should be forthcoming. The University of Southern Indiana does require a 3-credit hour pharmacology course for nurse educators.

3. Discussion of proposed course:

- 3.3 Course objectives:
 - Explain the pharmacodynamics, pharmacogenetics and pharmacokinetics of selected categories of medications.
 - Discuss pharmaceutical options and develop a therapeutic regimen that maximizes effectiveness while minimizing adverse reactions.
 - Evaluate the response of the patient to the drugs and devices.
 - Demonstrate clinical application of the pharmacology content through case study discussion.
 - Provide appropriate patient education regarding drug therapy for a given disease state.
 - Discuss the pharmacology of select dietary supplements and nutrients and anticipate potential drug/supplement interaction.

- Discuss the role of the nurse educator in teaching pharmacology to undergraduate nursing students to assure patient safety.
- 3.4 Content outline:
- Pharmacodynamics, genetics and kinetics of selected drugs by category
 - Current evidence for safe practice
 - Competencies for practitioners and students
 - Designing and evaluating resources for students
- 3.5 Student expectations and requirements: Completion of all course requirements including exams, case studies and online discussions earning a minimum of 80%
- 3.6 Tentative texts and course materials:
Arcangelo, V.P. (2012). Pharmacotherapeutics for Advanced Practice. Lippincott Williams & Wilkins, ISBN 145111975
4. **Resources:**
- 4.3 Library resources: Adequate
- 4.4 Computer resources: No additional required.
5. **Budget implications:**
- 5.5 Proposed method of staffing: Current or new faculty currently in staffing plan
- 5.6 Special equipment needed: n/a
- 5.7 Expendable materials needed: n/a
- 5.8 Laboratory materials needed: n/a
6. **Proposed term for implementation:** Fall 2012
7. **Dates of prior committee approvals:**
- | | |
|------------------------------------|-----------------------|
| MSN Graduate Program: | <u>9/1/2011</u> |
| CHHS Graduate Curriculum Committee | <u>Sept. 20, 2011</u> |
| Graduate Council | <u>10/13/2011</u> |
| University Senate | <u></u> |

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: September 8, 2011

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

Contact Person: Jane H. Simmons, jane.simmons@wku.edu, 745-5224

1. Identification of proposed course:

- 1.1 Course prefix and number: FACS 581
- 1.2 Course title: Professional Preparation for a Dietetic Internship
- 1.3 Abbreviated course title: Pro Prep Dietetic Internship
- 1.4 Credit hours: 1
- 1.5 Type of course: Seminar
- 1.6 Prerequisites: Admission to the Dietetic Practice Graduate Certificate Program
- 1.7 Course catalog listing: An intensive preparation which includes assessment of student competency, rules of conduct, review of principles of clinical nutrition, food service management and community nutrition. Field trips at student expense.

2. Rationale:

- 2.1 Reason for developing the proposed course: A nationwide shortage of Dietetic Internship programs has been identified by the American Dietetic Association. This program will not only be beneficial to WKU graduates, it will also be included in the national matching process.
- 2.2 Projected enrollment in the proposed course: 10 students initially.
- 2.3 Relationship of the proposed course to courses now offered by the department: This is one of five courses that are being offered as part of the graduate certificate in dietetic practice.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no similar courses offered at WKU.
- 2.5 Relationship of the proposed course to courses offered in other institutions: University of Kentucky, Murray State University, Eastern Kentucky University offer internship programs, none offer a graduate certificate in dietetic practice. The universities offer a Nutrition/Dietetics graduate degree. Six of the benchmark institutions offer dietetic internships, but none offer a graduate certificate. Similar orientation courses are offered at Benchmark and Kentucky schools.

3. Discussion of proposed course:

- 3.1 Course Objective: Upon completion of this course interns will be ready to begin their supervised practice rotations. Students will be able to:
 - Perform in compliance with the Code of Ethics for the Professions of Dietetics
 - Serve in professional and community organizations
 - Complete a self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration
- 3.2 Content outline:
 - Modified Diets – To orient the dietetic intern to the site specific modified diets, the following exercise may be used. Depending upon the number of interns at the training site, each intern selects 2-3 modified diets to research when they are used and the typical foods allowed/not allowed. The intern should refer to ADA's Nutrition Care Manual online. Both diets modified in texture and those modified in nutrients should be included. Since not all modified diets can be viewed, pick those diets that are most common at the training facility. Each intern will discuss the diets selected
 - Nutrition Formulary- To orient the dietetic interns to specific oral supplements and tube feeding formulas, information will be presented on when they are best used, nutrient composition, etc. If possible, interns will sample the various supplements
 - Nutrition Care Process-Review specific standards of care/procedures for nutrition screening, nutrition assessment and evaluation, etc. A mini case study will be required

- Foodservice Systems-Orient the intern to the various areas within the foodservice operations and the key personnel within those areas. Recipe development, food production, and management will also be covered
 - Research Project-Guidelines for the research project will be presented to the interns. Completion date will also be given
 - Team Building and Leadership Exercises
- 3.3 Student expectations and requirements: self assessment, exams, critiques, pre-test for Registered Dietitians, travel and/or field-trip at student expense
- 3.4 Tentative texts and course materials: Appropriate professional readings will be assigned.
- 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 2012**
- 7. Dates of prior committee approvals:**
- | | |
|--|----------------------|
| Family and Consumer Sciences Department: | <u>9/09/2011</u> |
| CHHS Graduate Curriculum Committee | <u>Sept 20, 2011</u> |
| Graduate Council | <u>10/13/2011</u> |
| University Senate | <u></u> |

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: September 8, 2011

**College of Health and Human Services
Department of Family & Consumer Sciences
Proposal to Create a New Course
(Action Item)**

Contact Person: Karen Mason, Ph.D., R.D., karen.mason@wku.edu, 270-745-3462

1. Identification of proposed course:

- 1.1 Course prefix and number: FACS 586
- 1.2 Course title: Medical Nutrition Therapy in Practice
- 1.3 Abbreviated course title: Med Nutrition Therapy Practice
- 1.4 Credit hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: Admission to the Dietetic Practice Graduate Certificate Program
- 1.7 Course catalog listing: Combined didactic and supervised practice course that focuses on patient care in health care facilities. Assessment and management of nutritional problems encountered in patients in acute and chronic care settings will be emphasized using the nutrition care process.

2. Rationale:

- 2.1 Reason for developing the proposed course: All dietetic internships are required by the Commission on Accreditation for Dietetics Education (CADE) to provide didactic and supervised practice learning activities to prepare interns for professional practice with patients/clients with various conditions, including weight management and obesity, diabetes, cancer; cardiovascular, gastrointestinal and renal diseases. In addition, dietetic interns must have supervised practice learning activities in acute/critical care, outpatient, and long-term care facilities. Thus, this course is being created to address the requirements of the accrediting body.
- 2.2 Projected enrollment in the proposed course: 10 interns (this is the number of interns in which the program is seeking accreditation through CADE).
- 2.3 Relationship of the proposed course to courses now offered by the department: There are two undergraduate Medical Nutrition Therapy (MNT) courses offered within the department; both are required for the Nutrition & Dietetics and the Food, Nutrition, Wellness concentrations. There are no current graduate level dietetics classes being offered; however, new courses (FACS 581 and FACS 587) and two graduate level courses previously taught in the department (FACS 583 and FACS 584) will be offered in conjunction with this course starting in fall 2012 and all five courses are included in the Graduate Certificate in Dietetic Practice.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no similar courses offered at WKU.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Six of the benchmark institutions offer a dietetic internship, and all of them offer a MNT course/rotation within their internship. In addition, all the dietetic internships in Kentucky (Murray, EKU, and UK) offer a MNT course within their respective internship. As stated earlier, all dietetic internships are required to provide MNT supervised experiences; thus, all programs are mandated by the accrediting body to include MNT within the curriculum.

3. Discussion of proposed course:

- 3.1 Course objectives: To successfully complete this course the student will be expected to meet the following competencies as designated by the accrediting body:
 - Select appropriate indicators and measure achievement of clinical, programmatic, quality, productivity, economic or other outcomes
 - Apply evidence-based guidelines, systematic reviews and scientific literature (such as the American Dietetic Association Evidence Analysis Library, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice

- Evaluate emerging research for application in dietetics practice
- Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the American Dietetic Association Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics
- Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures)
- Use effective education and counseling skills to facilitate behavior change
- Demonstrate active participation, teamwork and contributions in group settings
- Assign appropriate patient care activities to Registered Dietetic Technicians and/or support personnel considering the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility
- Refer clients and patients to other professionals and services when needs are beyond individual scope of practice
- Demonstrate initiative by proactively developing solutions to problems.
- Apply leadership principles effectively to achieve desired outcomes
- Establish collaborative relationships with internal and external stakeholders, including patients, clients, care givers, physicians, nurses and other health professionals, administrative and support personnel to facilitate individual and organizational goals
- Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic within various organizational cultures
- Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background
- Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings
- Develop and demonstrate effective communications skills using oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing
- Deliver respectful, science-based answers to consumer questions concerning emerging trends
- Use current informatics technology to develop, store, retrieve and disseminate information and data
- Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting
- Participate in coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers

3.2 Content outline:

Introduction

- Medical terminology
- Medical procedures
- Review of physiology and pathophysiology of diseases

Supervised practice learning activities

- Provide nutrition education and counseling to overweight/obese patients
- Provide nutrition education and counseling to diabetic patients
- Perform the Nutrition Care Process on cancer patients
- Provide nutrition education and counseling to cardiovascular disease patients
- Provide nutrition education and counseling to patients with gastrointestinal disorders
- Observe dialysis; provide nutrition education and counseling to renal patients
- Make recommendations in medical chart for Nutrition Support patients
- Observe feeding assistance in patients in long-term care rotation

Professional writing

- Quality assurance

- Complete one of the following: assist with a grant proposal, educational materials, or update a section of Policies and Procedures
- Outpatient education materials

Research

- Utilize Evidence Analysis Library, evidence based nutrition practice guidelines and current literature to assist in making recommendations for patients/clients

3.3 Student expectations and requirements: The course will be taught online while the interns simultaneously complete their Medical Nutrition Therapy supervised practice. Interns will be evaluated based on the following criteria: preceptor evaluations, weekly log, case studies, professional writing assignments (e.g. educational materials), online discussions, literature review, and counseling sessions.

3.4 Tentative texts and course materials:

- Nelms, M., K. Sucher, K. Lacey and S. Long. Nutrition Therapy and Pathophysiology, 2nd edition. Belmont, CA: Thomson Wadsworth, 2011.
- International Dietetics and Nutrition Terminology (IDNT) Reference Manual: Standardized Language for the Nutrition Care Process, 3rd edition 2011
- Charney, P. and A. Malone. ADA Pocket Guide to Nutrition Assessment. 2008.
- Charney, P. and A. Malone. ADA Pocket Guide to Enteral Nutrition. 2006.
- National Renal Diet: Professional Guide Second Edition. The American Dietetic Association Inc., 2002.
- Carbohydrate Counting (Basic and Advanced). The American Dietetic Association Inc., 2003.
- Choose Your Foods: Exchange Lists for Diabetes. The American Dietetic Association Inc., 2008.
- Food-Medication Interactions. 16th edition. Can be purchased from www.foodmedinteractions.com.
- Holli, BB, JO Maillet, JA Beto, and RJ Calabrese. Communication and Education Skills for Dietetics Professionals, 5th edition, 2009.

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: No additional resources are needed.

5. Budget implications:

5.1 Proposed method of staffing: Current faculty is sufficient

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Family and Consumer Sciences Department: 9/9/11

CHHS Graduate Curriculum Committee Sept. 20, 2011

Graduate Council 10/13/2011

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: September 1, 2011

**College of Health and Human Services
Department of Family & Consumer Sciences
Proposal to Create a New Course
(Action Item)**

Contact Person: Jane H. Simmons, Jane.simmons@wku.edu, (270) 745-5224

1. Identification of proposed course:

- 1.1 Course prefix and number: FACS 587
- 1.2 Course title: Seminar in Concepts and Methods of Dietetic Practice
- 1.3 Abbreviated course title: Sem of Dietetic Practice
- 1.4 Credit hours: 2
- 1.5 Type of course: Seminar
- 1.6 Prerequisites: Admission to the Dietetic Practice Graduate Certificate Program
- 1.7 Course catalog listing: Capstone seminar including discussions, didactic practice, and presentations in the field of dietetics.

2. Rationale:

- 2.1 Reason for developing the proposed course: A nationwide shortage of Dietetic Internship programs has been identified by the American Dietetic Association. This program will not only be beneficial to WKU graduates, it will also be included in the national matching process for selection of internship placements. Thus, this course is being created to address the requirements of the accrediting body.
- 2.2 Projected enrollment in the proposed course: 10 students initially.
- 2.3 Relationship of the proposed course to courses now offered by the department: This is one of five courses that are being offered as part of the graduate certificate in dietetic practice.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no similar courses offered at WKU.
- 2.5 Relationship of the proposed course to courses offered in other institutions: University of Kentucky, Murray State University, Eastern Kentucky University offer dietetic internship programs with similar content embedded, but do not offer a graduate certificate.

3. Discussion of proposed course:

- 3.1 Course objectives:
To successfully complete this course the student will be able to meet the following competencies for entry-level dietitians:
 - Conduct research projects using appropriate research methods, ethical procedures and statistical analysis
 - Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures)
 - Serve as active members in professional and community organizations
 - Perform self assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration
 - Participate in public policy activities, including both legislative and regulatory initiatives
- 3.2 Content outline:
 - Interns will be required to attend Kentucky Dietetic Association Food and Nutrition Conference and Exhibition
 - Complete research proposal and project before Kentucky Dietetic Association annual conference (mid April) and present at Kentucky Dietetic Association Food and Nutrition Conference and Exhibition as a poster.
 - A Medical Nutrition Therapy case study will be presented to the group.
 - Interns will participate in community service for at least 10 hours.
 - Interns will attend Registered Dietitian day the Kentucky state capital.

- 3.3 Student expectations and requirements: reflection paper, critique, development of a professional portfolio, self assessment, exams
- 3.4 Tentative texts and course materials: All culminating professional readings and resources from prior courses in the certificate.

4. Resources:

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

5. Budget implications:

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

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Family and Consumer Sciences Department: 9/09/2011

CHHS Graduate Curriculum Committee Sept. 20, 2011

Graduate Council 10/13/2011

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 5, 2011

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

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

1. Identification of proposed course:

- 1.1 Course prefix and number: NURS 605
- 1.2 Course title: Leadership in Nursing Practice
- 1.3 Abbreviated course title: Leadership in Nursing Practice
- 1.4 Credit hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites: NURS 506, 500, 503
- 1.7 Course catalog listing: Expands theory related to clinical prevention and population health to improve health outcomes through interdisciplinary collaboration, consultation and management of patient care.

2. Rationale:

- 2.1 Reason for developing the proposed course: Meets the new accreditation requirement for the addition of an advanced clinical course for students in the nurse educator concentration of the MSN program.
- 2.2 Projected enrollment in the proposed course: 15 annually.
- 2.3 Relationship of the proposed course to courses now offered by the department: There is currently no course for nurse educators with this focus.
- 2.4 Relationship of the proposed course to courses offered in other departments: n/a
- 2.5 Relationship of the proposed course to courses offered in other institutions: This is a new requirement for nurse educator programs accredited by the Commission for Collegiate Nursing Education. Similar courses were not found in the curriculum of graduate programs in nursing education.

3. Discussion of proposed course:

- 3.1 Course objectives:
 - Analyze the state of the science related to illness prevention, health promotion and wellness as it impacts the delivery of advanced nursing care related to selected diseases, illnesses and health behaviors and emerging national and global health issues.
 - Evaluate quality processes and improvement to determine interventions appropriate across diverse populations.
 - Explore the role of the advanced practice nurse in health care system leadership including high quality patient care, health care system change strategies, quality improvement initiatives, informatics and health care technologies, etc.
- 3.2 Content outline:
 - Role of the Advanced Practice Nurse in Managing Patient Care
 - Caregiver role
 - Leader role
 - Interdisciplinary teams
 - Role of the Advanced Practice Nurse in health & wellness
 - Population and global health
 - Role of the Advanced Practice nurse in health promotion, illness prevention, and impacting health behaviors
 - Emerging health issues e.g. safety, communicable diseases, natural and man-made disasters
 - Impact on individuals, families and health care system

- Role of the Advanced practice nurse in quality processes in healthcare systems
 - Change strategies
 - Quality improvement strategies
 - Technology
- 3.3 Student expectations and requirements: Completion of all course requirements including exams, case studies and online discussions earning a minimum of 80%
- 3.4 Tentative texts and course materials:
Jelic, M. (2012). Applying population health in advanced nursing practice. Philadelphia, PA: Jones & Bartlett Learning.
- 4. Resources:**
- 4.1 Library resources: Adequate
- 4.2 Computer resources: No additional required.
- 5. Budget implications:**
- 5.1 Proposed method of staffing: Current or new faculty currently in staffing plan
- 5.2 Special equipment needed: n/a
- 5.3 Expendable materials needed: n/a
- 5.4 Laboratory materials needed: n/a
- 6. Proposed term for implementation:** Summer 2012
- 7. Dates of prior committee approvals:**
- | | |
|------------------------------------|-----------------------|
| MSN Graduate Program: | <u>9/1/11</u> |
| CHHS Graduate Curriculum Committee | <u>Sept. 20, 2011</u> |
| Graduate Council | <u>10/13/2011</u> |
| University Senate | <u></u> |

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 5, 2011

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

Contact Person: Dr. Beverly Siegrist, Beverly.siegrist@wku.edu 53490

1. Identification of proposed course:

- 1.1 Course prefix and number: NURS 606
- 1.2 Course title: Advanced Clinical Practice
- 1.3 Abbreviated course title: Advanced Clinical Practice
- 1.4 Credit hours: 2
- 1.5 Type of course: C
- 1.6 Prerequisite: NURS 605 or may take concurrently
Course catalog listing: Designs, coordinates and evaluates patient care outcomes for a patient population.

2. Rationale:

- 2.1 Reason for developing the proposed course: Meets the new accreditation requirement for the addition of an advanced clinical course for students in the nurse educator concentration of the MSN program.
- 2.2 Projected enrollment in the proposed course: 15 annually
- 2.3 Relationship of the proposed course to courses now offered by the department:
There is currently no course for nurse educators with this focus
- 2.4 Relationship of the proposed course to courses offered in other departments: n/a
- 2.5 Relationship of the proposed course to courses offered in other institutions: This is a new requirement for nurse educator programs accredited by the Commission for Collegiate Nursing Education. Similar courses were not found in the curriculum of graduate programs in nursing education.

3. Discussion of proposed course:

- 3.1 Course objectives:
 - Applies evidence from nursing and related sciences in designing patient care for selected populations.
 - Collaborates/consults with the interdisciplinary team related to plan of care for selected patient populations.
 - Demonstrates leadership in planning, implementing and evaluating patient care or clinical initiative.
 - Disseminates outcomes of care in appropriate venues, e.g. writing, presentations, posters.
- 3.2 Content outline: n/a clinical course
- 3.3 Student expectations and requirements: completes all established outcomes developed by the student in collaboration with faculty and interdisciplinary team or preceptor.
- 3.4 Tentative texts and course materials:
Jelic, M. (2012). Applying population health in advanced nursing practice. Philadelphia, PA: Jones & Bartlett Learning.

4. Resources:

- 4.1 Library resources: Adequate
- 4.2 Computer resources: No additional required.

5. Budget implications:

- 5.1 Proposed method of staffing: Current or new faculty currently in staffing plan
- 5.2 Special equipment needed: n/a
- 5.3 Expendable materials needed: n/a

5.4 Laboratory materials needed: n/a

6. Proposed term for implementation: Summer 2012

7. Dates of prior committee approvals:

MSN Graduate Program: 9/1/2011

CHHS Graduate Curriculum Committee Sept. 20, 2011

Graduate Council 10/13/2011

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 18, 2011

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Dr. Lisa D. Murley, lisa.murley@wku.edu, 745-8822

1. **Identification of course:**
 - 1.1 Course prefix (subject area) and number: TCHL 520
 - 1.2 Course title: Principles of Action Research for Teacher Leaders
 - 1.3 Credit hours: 3
2. **Current prerequisite:** Completion of Teacher Leader professional education core courses except TCHL 560
3. **Proposed pre- or co requisite:** TCHL 500 or admission to a program that leads to graduate initial teacher certification.
4. **Rationale for the revision of pre-requisite:** The content of the current prerequisite courses does not necessarily need to be mastered for students to be successful in TCHL 520. Revising this prerequisite will allow students to take TCHL 520 early in the program, which will allow more opportunity to apply the course concepts thus contributing to greater success in TCHL 560 Action Research Capstone for Teacher Leaders.
5. **Effect on completion of major/minor sequence:** The proposed revision should assist students in completing the program in a timely manner.
6. **Proposed term for implementation:** Summer 2012
7. **Dates of prior committee approvals:**

School of Teacher Education:	8-18-11
CEBS Curriculum Committee	9-6-11
Professional Education Council	9-14-11
Graduate Council	10/13/2011
University Senate	

Attachment: Course Inventory Form

Proposal Date: September 8, 2011

**College of Health and Human Services
Department of Family & Consumer Sciences
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Karen Mason, Ph.D., R.D., karen.mason@wku.edu, 270-745-3462

1. Identification of course:

- 1.1 Course prefix and number: FACS 584
- 1.2 Course title: Community Nutrition
- 1.3 Credit hours: 3

2. Current course catalog listing: Analysis of literature and research related to nutritional problems facing patients returning to home and community; analysis of community resources that assist with specific problems.

3. Proposed course catalog listing: Combined didactic and supervised practice course in community nutrition. Special attention is given to the assessment, planning, intervention, and evaluation of programs targeted to populations with high nutritional risk and diverse backgrounds.

4. Rationale for revision of the course catalog listing: The course description needs to be updated to best reflect current terminology related to community nutrition. The proposed course catalog listing provides a better description of the types of experiences students see and complete in community nutrition settings.

5. Proposed term for implementation: Fall 2012

6. Dates of prior committee approvals:

Family and Consumer Sciences Department: 9/9/11

CHHS Curriculum Committee Sept. 20, 2011

Graduate Council 10/13/2011

University Senate _____

Attachment: Course Inventory Form

Proposal Date: August 5, 2011

**College of Health & Human Services
School of Nursing
Proposal to Revise Course Credit Hours
(Action Item)**

Contact Person: Beverly Siegrist, Beverly.siegrist@wku.edu, 53490

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: NURS 522
- 1.2 Course title: Teaching Internship
- 1.3 Credit hours: 4

2. Proposed course credit hours: 2

3. Rationale for the revision of course credit hours: previously this course was the only clinical course included in the MSN Nurse Educator concentration. A change in the curriculum requirements by the Commission on Collegiate Nursing Education has resulted in the addition of two other clinical courses. There is no accreditation requirement for total required clinical hours in this specialty. The hours in this course are reduced to maintain a manageable total number of hours for the non-traditional student while allowing the student to meet program outcomes.

4. Proposed term for implementation: Fall 2012

5. Dates of prior committee approvals:

Graduate Nursing SON	<u>Sept. 1, 2011</u>
CHHS Graduate Curriculum Committee	<u>Sept. 20, 2011</u>
Graduate Council	<u>10/13/2011</u>
University Senate	<u></u>

Attachment: Course Inventory Form

Proposal Date: September 8, 2011

**College of Health and Human Services
Department of Family & Consumer Sciences
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Karen Mason, Ph.D., R.D., karen.mason@wku.edu, 270-745-3462

- 1. Identification of course:**
 - 1.1 Current course prefix and number: FACS 583
 - 1.2 Course title: Human Resources in Food Systems
 - 1.3 Credit hours: 3
- 2. Revise course title:**
 - 2.1 Current course title: Human Resources in Food Systems
 - 2.2 Proposed course title: Foodservice Systems Management
 - 2.3 Proposed abbreviated title: Foodservice Systems Mgt
 - 2.4 Rationale for revision of course title: The title is being changed to reflect current professional/academic terminology and will be more meaningful to potential employers and industry professionals.
- 3. Revise course number:**
 - 3.1 Current course number: N/A
 - 3.2 Proposed course number: N/A
 - 3.3 Rationale for revision of course number: N/A
- 4. Revise course prerequisites/corequisites/special requirements:**
 - 4.1 Current prerequisites/corequisites/special requirements: N/A
 - 4.2 Proposed prerequisites/corequisites/special requirements: N/A
 - 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: N/A
 - 4.4 Effect on completion of major/minor sequence: N/A
- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: Identification of personnel needs by skill levels; planning and evaluation of personnel programs in food systems; training applicants for optimum utilization of human resources.
 - 5.2 Proposed course catalog listing: Combined didactic and supervised practice course that focuses on foodservice systems management in a functional setting. Students will utilize analytical and decision-making skills for designing foodservice management systems and for solving management and operational problems at approved training sites.
 - 5.3 Rationale for revision of course catalog listing: The existing description of the course is outdated and does not completely reflect the rigor of this course. The proposed course catalog listing provides a better description of the types of experiences students see in foodservice systems and aligns with current terminology in the field. It provides a more meaningful description of what was learned to a potential employer.
- 6. Revise course credit hours:**
 - 6.1 Current course credit hours: N/A
 - 6.2 Proposed course credit hours: N/A
 - 6.3 Rationale for revision of course credit hours: N/A
- 7. Proposed term for implementation:** Fall 2012
- 8. Dates of prior committee approvals:**

Family and Consumer Sciences Department:

9/9/2011

CHHS Graduate Curriculum Committee

Sept. 20, 2011

Graduate Council

10/13/2011

University Senate

Attachment: Course Inventory Form

Proposal Date: September 14, 2011

**College of Health and Human Services
Department of Public Health
Proposal to Suspend a Course
(Consent Item)**

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

- 1. Identification of course:**
 - 1.1 Current course prefix and number: PH 464G
 - 1.2 Course title: Women's Health
 - 1.3 Credit hours: 3
- 2. Rationale for the course suspension:** Replaced by PH 564 as recommended by the MPH Program accrediting body (CEPH)
- 3. Effect of course suspension on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Spring 2012
- 5. Dates of prior committee approvals:**

Department of Public Health: 3/25/2011

CHHS Graduate Curriculum Committee Sept. 20, 2011

Graduate Council 10/13/2011

University Senate _____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Educational Administration, Leadership and Research
Proposal to Revise A Program
(Action Item)**

Contact Person: Jim Berger, 5-3892, jim.berger@wku.edu

1. Identification of program:

- 1.1 Current program reference number: 047
- 1.2 Current program title: Adult Education
- 1.3 Credit hours: 30 - 39

2. Identification of the proposed program changes:

- Add additional elective options to Higher Education concentration
- Modify admissions criteria
- Add Training and Development Concentration.

3. Detailed program description:

Current Program	Proposed Program
<p>The Master of Arts in Education in Adult Education prepares students for professional adult education practice at the graduate level to teach adults in a variety of settings. These settings include community education, adult basic education, adult literacy, corporate training, human resources and organizational development, workplace training, patient education, technical and community colleges, and other adult learning centers. Students select the General concentration, the Community and Technical College Concentration, or the Higher Education Concentration.</p> <p>Adult Education – General Concentration The 30-hour General Concentration in Adult Education consists of a required core of 9 semester hours in Adult Education, a research foundations course, and two 3-hour electives. The student and his or her advisor choose electives relevant to the student's area of interest. The remaining six hours will be attained through completion of a thesis or the following two additional courses are required (EDU 590 – Adult Education Practicum and ADED 597 – Directed Study in Adult Education). Students completing the additional non-thesis courses will be required to make a presentation of their findings of their applied research project. All students taking the non-thesis option are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.</p> <p>Adult Education – Community and Technical College Concentration The 39-hour Community and Technical</p>	<p>The Master of Arts in Education in Adult Education prepares students for professional adult education practice at the graduate level to teach adults in a variety of settings. These settings include community education, adult basic education, adult literacy, corporate training, human resources and organizational development, workplace training, patient education, technical and community colleges, and other adult learning centers. Students select the General concentration, the Community and Technical College Concentration, the Higher Education Concentration, or the Training and Development Concentration.</p> <p>Adult Education – General Concentration The 30-hour General Concentration in Adult Education consists of a required core of 9 semester hours in Adult Education, six hours of additional adult education courses, a research foundations course, and two 3-hour electives. The student and his or her advisor choose electives relevant to the student's area of interest. The remaining six hours will be attained through completion of a thesis or the following two additional courses are required (EDU 590 – Adult Education Practicum and ADED 597 – Directed Study in Adult Education). Students completing the additional non-thesis courses will be required to make a presentation of their findings of their applied research project. All students taking the non-thesis option are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.</p>

<p>College concentration is designed for individuals who work in Community and Technical College settings. The program consists of a required core of 9 hours in Adult Education, 3 additional hours of higher education courses, 18 hours of content specific graduate courses approved in conjunction with the corresponding discipline, a research foundations course, and two capstone experience courses. All students are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.</p> <p>Adult Education – Higher Education Concentration The 30-hour Higher Education concentration is designed for individuals who work in higher education settings, providing training or instructional development to faculty and staff. The program consists of a required core of 9 hours in Adult Education, 3 hours of EDFN 500 – Research Methods, 6 hours of capstone experience, and 12 hours of concentration courses. All students are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.</p>	<p>Adult Education – Community and Technical College Concentration The 39-hour Community and Technical College concentration is designed for individuals who work in Community and Technical College settings. The program consists of a required core of 9 hours in Adult Education, 3 additional hours of higher education courses, 18 hours of content specific graduate courses approved in conjunction with the corresponding discipline, a research foundations course, and two capstone experience courses. All students are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.</p> <p>Adult Education – Higher Education Concentration The 30-hour Higher Education concentration is designed for individuals who work in higher education settings, providing training or instructional development to faculty and staff. The program consists of a required core of 9 hours in Adult Education, 3 hours of EDFN 500 – Research Methods, 6 hours of capstone experience, and 12 hours of concentration courses. All students are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.</p> <p>Adult Education – Training and Development Concentration The 30-hour Training and Development concentration is designed for individuals who either work or would like to work as a trainer in the workplace. This would include business, military, and community education settings among others. The program consists of a required core of 9 hours in Adult Education, 6 hours in program planning and training methods for adults, 3 hours of EDFN 500 – Research Methods, six hours of capstone experience, and six hours of electives. All students are required to take a comprehensive exam. All students are required to take EDFN 500 – Research Methods within the first 12 hours of their program.</p>
<p>General Adult Education Concentration <i>Core Courses (9 hours)</i> <u>Course</u> <u>Name</u> ADED 510 Introduction to Adult Education (3) ADED 520 Methods for Teaching Adults (3) ADED 611 Adult Learning and Development (3) Additional Adult Education Courses ADED 530 Program Planning for Adults (3) ADED 540 History and Philosophy of Adult Education(3) <i>Research Foundations (3 hours)</i> EDFN 500 Research Methods (3) or equivalent as approved by advisor <i>Students may take one of the following two options:</i></p> <p><i>Thesis Option (6 hours)</i> ADED 599 Thesis</p>	

<p style="text-align: center;">or</p> <p><i>Non-Thesis Option (6 hours)</i> EDU 590 Adult Education Practicum (3) ADED 597 Directed Study in Adult Education (3)</p> <p>Community and Technical College Concentration <i>Core Courses (9 hours)</i> <u>Course</u> <u>Name</u> ADED 510 Introduction to Adult Education (3) ADED 520 Methods for Teaching Adults (3) ADED 611 Adult Learning and Development (3) <i>Additional Higher Education Courses</i> EDFN 612 Seminar in Community College Teaching Discipline Courses (18 hours) Eighteen hours of content specific courses related to the student's teaching discipline in technical or community colleges</p> <p><i>Research Foundations (3 hours)</i> EDFN 500 Research Methods or equivalent as approved by advisor <i>Capstone Experience (6 hours)</i> ADED 589 Internship in Community/Technical College Teaching (3) ADED 597 Directed Study in Adult Education (3)</p>	
<p>Higher Education Concentration <i>Core Courses (9 hours)</i> <u>Course</u> <u>Name</u> ADED 510 Introduction to Adult Education (3) ADED 520 Methods for Teaching Adults (3) ADED 611 Adult Learning and Development (3) <i>Additional Adult and Higher Education Courses (12 hours)</i> – Choose four courses from the following: ADED 530 Program Planning for Adults (3) EDFN 612 Seminar in Community College Teaching (3) EDFN 685 Issues in Higher Education (3) EDFN 675 Higher Education in America (3) EDLD 721 - Postsecondary Change and Culture (3) EDLD 724 - Leadership in Community and Technical Colleges (3) EDLD 728 - Postsecondary Economics and Finance (3) ID 570 Principles of Instructional Design. (3) ID 573 Instructional Performance and Task Analysis (3) ID 583 Training Materials (3) ID 585 Distance Delivery Systems (3)</p>	<p>Higher Education Concentration <i>Core Courses (9 hours)</i> <u>Course</u> <u>Name</u> ADED 510 Introduction to Adult Education (3) ADED 520 Methods for Teaching Adults (3) ADED 611 Adult Learning and Development (3) <i>Additional Adult and Higher Education Courses (12 hours)</i> – Choose four courses from the following <i>or other courses as approved by your advisor:</i> ADED 530 Program Planning for Adults (3) EDFN 612 Seminar in Community College Teaching (3) EDFN 685 Issues in Higher Education (3) EDFN 675 Higher Education in America (3) EDLD 721 - Postsecondary Change and Culture (3) EDLD 724 - Leadership in Community and Technical Colleges (3) EDLD 728 - Postsecondary Economics and Finance (3) ID 570 Principles of Instructional Design. (3) ID 573 Instructional Performance and Task Analysis (3) ID 583 Training Materials (3) ID 585 Distance Delivery Systems (3)</p>
<p><i>Research Methods Course (3 hours)</i> EDFN 500 Research Methods</p>	<p><i>Research Methods Course (3 hours)</i> EDFN 500 Research Methods</p>

<p>Capstone Experience:</p> <p><i>Students may choose one of the following two options:</i></p> <p><i>Thesis Option (6 hours)</i> ADED 599 Thesis (6)</p> <p>or</p> <p><i>Non-Thesis Option (6 hours)</i> ADED 590 Adult Education Practicum (3) ADED 597 Directed Study in Adult Education (3)</p>	<p>Capstone Experience:</p> <p><i>Students may choose one of the following two options:</i></p> <p><i>Thesis Option (6 hours)</i> ADED 599 Thesis (6)</p> <p>or</p> <p><i>Non-Thesis Option (6 hours)</i> ADED 590 Adult Education Practicum (3) ADED 597 Directed Study in Adult Education (3)</p>
	<p>Proposed Concentration in Training and Development Core Courses (9 hours) ADED 510 Introduction to Adult Education (3) ADED 520 Methods for Teaching Adults (3) ADED 611 Adult Development and Learning (3)</p> <p>Additional Required Courses (6 hours) ADED 530 Program Planning for Adults (3) PSY 773 - Employee Training and Development Issues for Organizational Leaders (3)</p> <p>Electives (6 hours): Select from the following or from other courses as approved by advisor: ID 570 Principles of Instructional Design (3) ID 573 Instructional Performance and Task Analysis(3) ID 577 Management of Instructional Systems (3) ID 581 Ethical and Legal Issues in Instructional Design (3) ID 583 Training Methods (3) ID 585 Distance Delivery Systems (3) ID 587 Issues and Problems in Instructional Design (3) ID 595 Advanced Instructional Design Studio (3) LME 535 Survey of Educational Technology Practices (3) LME 537 Principles of Education Technology Applications (3) LME 545 Education Technology Production (3) LME 547 Integration of Education Technology (3) EDFN 501 Educational Statistics (3) EDFN 601 Applied Statistics and Design EDFN 603 Qualitative Research in Education (3) CNS 555 Social and Cultural Diversity in Counseling (3) CNS 589 Group Dynamics in Student Affairs and Higher Education (3) CNS 637 Theories of Addictions (3) CNS 647 Addictions: Assessment, Diagnosis, and Treatment Planning (3) CNS 667 Substance Abuse and Dependency Counseling (3)</p> <p>Research Foundations (3 hours) EDFN 500 Research Methods or equivalent as approved by advisor</p> <p><i>Students may take one of the following two options:</i></p>

	<p><i>Thesis Option (6 hours) ADED 599 Thesis</i> or <i>Non-Thesis Option (6 hours)</i> ADED 590 Adult Education Practicum (3) ADED 597 Directed Study in Adult Education (3)</p>
<p>Admission Requirements</p> <p>Admission to all ADED concentrations requires the student to meet ONE of the following:</p> <ol style="list-style-type: none"> 1. Admission with GRE and GAP score: a. Achieve a GAP (GRE-V plus GRE-Q multiplied by undergraduate GPA) score of 2200 or higher on the GRE and a GRE Analytical Writing score 3.5 or higher. Applicant is responsible for maintaining contact with the Graduate College (270-745-2446). 2. WKU graduates with an undergraduate GPA of 2.75 or higher may apply to be considered for admission without the GRE. These students must submit the following materials with the application for admission: <ul style="list-style-type: none"> a. a letter of application that explains why they should be exempt from the GRE b. a written philosophy of education c. two letters of reference from faculty members that detail their potential as graduate students d. two letters of reference from instructors, colleagues, and/or administrators that address their dispositions to teach; and e. a 5-page paper that indicates the applicant's analytical writing ability. 3. Graduates of accredited universities with an undergraduate GPA of 3.0 or higher may apply to be considered for admission without the GRE. These students must submit the following materials with the application for admission: <ul style="list-style-type: none"> a. a letter of application that explains why they should be exempt from the GRE b. a written philosophy of education c. two letters of reference from faculty members that detail their potential as graduate students d. two letters of reference from colleagues, instructors and/or administrators that address their dispositions to teach; and e. a 5-page paper that indicates the applicant's analytical writing ability. 4. Students who are graduates of an accredited college or university with a master's degree and who earned a graduate GPA of 3.0 or higher may apply to be considered for 	<p>Admission Requirements</p> <p>Admission to all ADED concentrations requires the student to meet ONE of the following:</p> <ol style="list-style-type: none"> 1. Applicants with an undergraduate degree from an accredited university and an undergraduate GPA of 2.75 or higher submit a portfolio that will be reviewed by the Adult Education Admission's committee and used to determine recommendations for admission. Requirements for putting together the portfolio can be found on the WKU MAE in Adult Education website. 2. Applicants with a previous master's degree from an accredited university and a graduate grade point average of 3.0 or higher submit a portfolio that will be reviewed by the Adult Education Admission committee and used to determine recommendations for admission. Requirements for putting together the portfolio can be found on the WKU MAE in Adult Education website. 3. Applicants with an undergraduate grade point average below a 2.75 submit qualifying GAP/GRE-AW* scores and a portfolio that will be reviewed by the Adult Education Admission committee and used to determine recommendations for admission. Requirements for putting together the portfolio can be found on the WKU MAE in Adult Education website. Applicants who choose not to take the GRE or whose GAP/GRE-AW scores do not meet stated program minimums may apply for consideration under the College of Education and Behavior Science's alternate admissions policy. Please contact the program coordinator for details. <p>*The qualifying GAP (undergraduate GPA multiplied by GRE V+Q) is 2200 or equivalent, and the qualifying GRE-AW score is 3.5.</p>

<p>admission without the GRE. These students must submit a letter of application that explains why they should be exempt from the GRE requirement. .</p>	
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4. Rationale for the proposed program changes:

- The addition of the wording, “**six hours of additional adult education courses**” is to correct an oversight in the previous catalog printing. While the courses were listed in the concentration description, they were not accounted for in the program description.
- There is a slight modification to the wording of the electives section of the Higher Education track that allows the student to work with his/her advisor to choose four courses outside of the suggested courses listed in the program. Students who have come through this concentration have found little use in the offerings as they were first listed. This additional option would allow the student to work with the advisor to choose more electives appropriate to the student’s endeavors.
- The proposed changes to this program include the addition of a fourth concentration for instructors or students who want to work in workplace, military, or community education settings. While many adult educators work in educational settings, more of an emphasis is being placed on training within the workplace. The current MAE in Adult Education – General Concentration provides a general exposure to the adult education field. The proposed additional concentration focuses more on training within the workplace and would enable graduates to be more effective in workplace, military, or community education and training. Courses cover a variety of topics related to military and workplace training.
- A modification of admission requirements is proposed so that the Adult Education program is consistent with other teaching programs at Western Kentucky University as well as other institutions in the state, such as Campbellsville and the University of Louisville. Programs that do not require GRE scores for all applicants have been using 2.75 undergraduate GPA as an admission criterion. The MAE in Adult Education program had one set of criteria for WKU graduates and a different set for non-WKU graduates. This proposal makes the 2.75 GPA the minimum for both WKU graduates and non-WKU graduates. This proposal also provides the option for applicants to seek admission if they have qualifying GAP/GRE-WA scores or to pursue admission through the CEBS Alternate Admission route.

5. **Proposed term for implementation:** Spring, 2012 (Admission criteria and Higher Education Concentration changes)
Fall, 2012 (Addition of Training and Development Concentration)

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

Dept. of Educational Administration, Leadership & Research: August 29, 2011

CEBS Curriculum Committee September 6, 2011

Graduate Council __10/13/2011__

University Senate _____

Proposal Date: July 27, 2011

**College of Health and 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: MSN – Nurse Educator Concentration
- 1.3 Credit hours: 37-43

2. Identification of the proposed program changes:

- Increase program hours to 38-44
- Delete CNS 552 Test & Assessment and PSY 510 Psychology of Learning from the curriculum
- Add NURS 505 Advanced Health Assessment Clinical as a required course
- Decrease credit hours in NURS 522 Teaching Internship from 4 to 2 credit hours.
- Add new courses
 - NURS 517 Applied Advanced Pharmacology
 - NURS 605 Leadership in Nursing Practice
 - NURS 606 Advanced Clinical Practice

3. Detailed program description:

Current Curriculum	Hrs.	Proposed Curriculum	Hrs.
NURS 500 Advanced Patho Concepts	4	NURS 500 Advanced Patho Concepts	4
NURS 501 Nsg, Politics & Hlth Policy	2	NURS 501 Nsg, Politics & Hlth Policy	2
NURS 503 Advanced Health Assessment	2	NURS 503 Advanced Health Assessment	2
		NURS 505 Adv Hlth. Assess. Clinical	1
NURS 504 Theoretical Found of Prof Nsg.	3	NURS 504 Theoretical Found. of Prof. Nsg.	3
NURS 506 Transition to Adv. Nsg.Practice	1	NURS 506 Transition to Adv. Nsg.Practice	1
NURS 508 Adv. Issues in Professional Nsg.	1	NURS 508 Adv. Issues in Prof. Nsg.	1
NURS 510 Advanced Nursing Research	3	NURS 510 Advanced Nursing Research	3
NURS 512 Research Applications	2	NURS 512 Research Applications	2
		NURS 517 Applied Adv. Pharmacology	3
NURS 518 Clinical Teaching in Schools of Nursing	3	NURS 518 Clinical Teaching in Schools of Nursing	3
NURS 520 Teaching in Schools of Nursing	3	NURS 520 Teaching in Schools of Nursing	3
NURS 522 Teaching Internship	4	NURS 522 Teaching Internship	2
PSY 510 or 511	3	PSY 510 or 511	3
CNS 552 or approved substitution	3	CNS 552 or approved substitution	3
		NURS 605 Leadership in Nursing Practice	3
		NURS 606 Advanced Clinical Practice	2
Graduate Statistics	3	Graduate Statistics	3
Graduate Thesis (Optional)	(6)	Graduate Thesis (Optional)	(6)
Total Credit Hrs.	37-43	Total Credit Hrs.	38-44

4. Rationale for the proposed program change:

In 2011 the American Association of Colleges of Nursing (AACN) revised the *MSN Essentials for Graduate Education*. The *Essentials* document identifies the required content for MSN education and the curriculum changes expected by the Commission on Collegiate Nursing Education (CCNE), the accrediting body for AACN. All MSN programs preparing advanced practice nurses and nurse educators are required to include the “three P’s” pathophysiology, pharmacology, and policy as well as essential clinical

and theoretical content for the specialty identified by other professional organizations such as the American Nurses Association and the National League for Nursing. These changes guide the proposed nurse educator program revision.

5. Proposed term for implementation: Fall 2012

6. Dates of prior committee approvals:

MSN Graduate Committee SON 9/1/2011

CHHS Graduate Curriculum Committee Sept. 20, 2011

Graduate Council 10/13/2011

University Senate _____

Attachment: Program Inventory Form

Proposal Date: July 27, 2011

**College of Health and 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: MSN
- 1.3 Credit hours: vary by specialty concentration

2. Identification of the proposed program changes:

- Addition of an entry option titled Associate Degree to MSN for students desiring admission to either the Nurse Educator or Nurse Administrator concentrations
- Additional admission and progression requirements for students entering the AD to MSN option

3. Detailed program description: Students entering either the AD to MSN Nurse Educator Option or the AD to MSN Nurse must first complete the following courses: **(Note: Current curriculum and admission requirements for the BSN to MSN Program will remain in effect.)**

Current Curriculum (BSN to MSN)	Hrs.	Proposed AD to MSN Curriculum	Hrs.
		NURS 408 Professional Issues	3
		NURS 430 Concepts of Public Health Nursing	4

AD to MSN - Nurse Educator Option

Current MSN-NE Curriculum	Hrs.	Proposed AD to MSN Curriculum	Hrs.
NURS 500 Advanced Patho Concepts	4	NURS 500 Advanced Patho Concepts	4
NURS 501 Nsg, Politics & Hlth Policy	2	NURS 501 Nsg, Politics & Hlth Policy	2
NURS 503 Advanced Health Assessment	2	NURS 503 Advanced Health Assessment	2
NURS 505 Adv Hlth. Assess. Clinical	1	NURS 505 Adv Hlth. Assess. Clinical	1
NURS 504 Theoretical Found of Prof Nsg.	3	NURS 504 Theoretical Found of Prof Nsg.	3
NURS 506 Transition to Adv. Nsg.Practice	1	NURS 506 Transition to Adv. Nsg.Practice	1
NURS 508 Adv. Issues in Professional Nsg.	1	NURS 508 Adv. Issues in Professional Nsg.	1
NURS 510 Advanced Nursing Research	3	NURS 510 Advanced Nursing Research	3
NURS 512 Research Applications	2	NURS 512 Research Applications	2
NURS 517 Applied Adv. Pharmacology	3	NURS 517 Applied Adv. Pharmacology	3
NURS 518 Clinical Teaching in Schools of Nursing	3	NURS 518 Clinical Teaching in Schools of Nursing	3
NURS 520 Teaching in Schools of Nursing	3	NURS 520 Teaching in Schools of Nursing	3
NURS 522 Teaching Internship	2	NURS 522 Teaching Internship	2
NURS 605 Leadership in Nursing Practice	3	NURS 605 Leadership in Nursing Practice	3
NURS 606 Leadership in Nursing Practice	2	NURS 605 Leadership in Nursing Practice	2
Graduate Statistics	3	Graduate Statistics	3
Thesis (Optional)	6	Thesis (Optional)	6

Total Credit Hrs.	37 - 43	Total Credit Hrs.	38- 44
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Detailed program description: AD to MSN Nurse Administrator Option

Current Curriculum	Hrs.	Proposed Curriculum	Hrs.
NURS 501 Nsg, Politics & Hlth Policy	2	NURS 501 Nsg, Politics & Hlth Policy	2
NURS 504 Theoretical Found of Prof Nsg.	3	NURS 504 Theoretical Found of Prof Nsg.	3
NURS 506 Transition to Adv. Nsg.Practice	1	NURS 506 Transition to Adv. Nsg.Practice	1
NURS 508 Adv. Issues in Professional Nsg.	1	NURS 508 Adv. Issues in Professional Nsg.	1
NURS 510 Advanced Nursing Research	3	NURS 510 Advanced Nursing Research	3
NURS 512 Research Applications	2	NURS 512 Research Applications	2
NURS 528 Leadership/Management In Nursing	3	NURS 528 Leadership/Management In Nursing	3
NURS 530 Nurse Admin Internship	3	NURS 530 Nurse Admin Internship	3
**Support Courses	12	**Support Courses	12
Thesis (optional)	6	Thesis (optional)	6
Graduate Statistics	3	*Graduate Statistics	3
Total Credit Hrs.	37- 43	Total Credit Hrs.	38-44

*The student may select any 3 credit hour graduate statistics course approved by the advisor

** Support Courses are selected with approval of Advisor from the following categories (suggested courses are included but are not all inclusive):

Business Management/Finance – 3 hrs. <ul style="list-style-type: none"> • BA 501 Survey of Economics • BA 505 Survey of Accounting • HCA 545 Managerial Finance for Health Services 	Organizational Theory/Healthcare Systems – 3 hrs <ul style="list-style-type: none"> • BA 510 Organizational Theory • HCA 540 Hlth Care Organ. & Administration • HA 544 Hlth Care Systems Design & Behavior • HCA 547 Decision Making in Hlt Services • LEAD 500 Leadership
Human Resource Management – 3 hrs <ul style="list-style-type: none"> • HCA 542 Hlth Care Human Resource Admin • COMM 525 Interpersonal Support in Workplace • COMM 551 Employee Communication • COMM 564 Crisis Comm. • COMM 581 Application Organ. Communication 	Health Care Ethics/Law – 3 hrs. <ul style="list-style-type: none"> • HCA 551 Hlth Services Jurisprudence • HCA 543 Hlth Care Quality & Accountability • COMM 569 Values & Leadership • PH 447G Human Values & Hlt. Services • PHIL 525 Ethics & Leadership

Current MSN Admission Requirements	Proposed AD to MSN Admission Requirements
Applicants for the MSN program must meet the following requirements:	Applicants for the MSN program must meet the following requirements:

<p>1. Completion of a CCNE or NLN accredited BSN program with an undergraduate GPA of 3.0 on a 4.0 scale. Graduates of non-accredited programs are considered on an individual basis.</p> <p>2. Hold unencumbered or have applied for RN licensure in Kentucky or compact state.</p> <p>3. Applicants will be required to complete the GRE in the following instance: (a) Less than a 3.0 cumulative GPA</p> <p>4. One year of full-time nursing experience is required prior to enrolling (following acceptance) in clinical courses in the nurse practitioner options.</p> <p>5. Submission of: (a) a written goal statement responding to questions listed on the MSN webpage; (b) 3 professional references on form provided to include nurse manager or nurse administrator and nursing faculty if have graduated from BSN program was in past 3 years. (c) Professional resume</p> <p>6. All program admission materials must be received prior to the due date noted on the program webpage. An interview may be offered following a review of admission materials. Completion of an interview and acceptance by Graduate Studies does not assure acceptance into the MSN program. Admission is competitive.</p> <p>7. Incomplete applications will not be considered for admission. Applicants must reapply to be considered for the next admission cycle by updating the Graduate Studies application, and submitting all required program materials.</p>	<p>1. Applicants must hold a associate degree in nursing from an NLN accredited program and a baccalaureate degree in a related field from an accredited college or university with an undergraduate GPA of 3.0 on a 4.0 scale. Examples of related health care fields include the following:</p> <ul style="list-style-type: none"> • Health Care Administration • Public Health • Psychology • Gerontology • Speech Language Pathology • Social Work <p>2. Hold unencumbered or have applied for RN licensure in Kentucky or compact state.</p> <p>3. Applicants will be required to complete the GRE in the following instance: (a) Less than a 3.0 cumulative GPA</p> <p>4. One year of full-time nursing experience is required prior to enrolling in graduate level courses. (following acceptance) in clinical courses in the nurse practitioner options.</p> <p>5. Submission of: (a) a written goal statement responding to questions listed on the MSN webpage; (b) 3 professional references on the form provided to include the following:</p> <ul style="list-style-type: none"> • one reference from a nurse manager or nurse administrator, and • one reference from a nursing faculty from the student's associate degree nursing program if it is three years or less from graduation date. <p>(c) a professional resume</p> <p>6. All program admission materials must be received prior to the due date noted on the program webpage. An interview may be offered following a review of admission materials. Completion of an interview does not assure acceptance into the MSN program. Admission is competitive.</p> <p>7. Incomplete applications will not be considered for admission. Applicants must reapply to be considered for the next admission cycle by updating admission materials.</p>
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Current Progression Requirements	Proposed Progression Requirements
<ol style="list-style-type: none"> 1. MSN students must adhere to progression requirements found in the WKU Graduate Catalog. 2. Additionally MSN students must earn a 3.0 (B) in each specialty course before progressing to the next course according to the recommended curriculum sequence. 	<ol style="list-style-type: none"> 1. MSN students must adhere to progression requirements found in the WKU Graduate School of Nursing Handbook and WKU Graduate Catalog. 2. MSN students must earn a 3.0 (B) in each specialty course before progressing to the next course according to the recommended curriculum sequence. 3. Students entering the AD to MSN track, for either the Nurse Educator or Nurse Administrator concentration, must first complete NURS 408 Professional Issues and NURS 430 Public Health Concepts, earning a grade of B (3.0) in each course, before enrolling in graduate level MSN courses. A graduate level statistics is an exception and may be completed with NURS 408 and 430.

4. Rationale for the proposed program change:

Since 2008 the American Association of Colleges of Nursing and the National League for Nursing have documented the need for additional nurses prepared at the master's level. The nursing shortage has lessened but remains critical mainly due to the inability of programs to increase enrollment due to the faculty shortage. One method recommended for increasing the number of master's prepared nurses is the development of new MSN programs that "bridge" associate degree nurses with baccalaureate degrees in other fields into MSN programs. The programs are called RN to MSN or AD to MSN depending upon the type of degrees required upon entering the graduate program. Additionally a new report by the Institute of Medicine, *The Future of Nursing: Leading Change, Advancing Health* (2011), recommends that these types of bridge programs may help ease the shortage of graduate degree prepared nurses and will assist with career mobility and goals without requiring students to repeat similar college courses. Both the RN to BSN and the prelicensure faculty have seen an increase in the numbers of applicants to who are second degree students. It is anticipate that this proposed program will provide an additional avenue toward advanced nursing for approximately 5-10 students annually. AACN (2011) documents the following information on this type of program:

Currently, there are 173 programs available nationwide to transition RNs with diplomas and associate degrees to the master's degree level (MSN, MS or Master of Science in Nursing degree). These programs prepare nurses to assume positions requiring graduate preparation, including roles in administration, teaching, research, and as Clinical Nurse Leaders. Master's degree-prepared nurses are in high demand as expert clinicians, nurse executives, clinical educators, health policy consultants, and research assistants. The list of RN to MSN programs is available on the AACN Web site at <http://www.aacn.nche.edu/IDS/pdf/RNMSN.pdf>.

- RN to MSN programs generally take about 3 years to complete with specific requirements varying by institution and the student's previous course work. Though the majority of these programs are offered in traditional classroom settings, some RN to MSN programs are offered largely online or in a blended classroom/online format.
- The baccalaureate level content missing from diploma and ADN programs is built into the front-end of the RN to MSN program. Mastery of this upper level basic nursing content is necessary for

students to move on to graduate study. Upon completion, many programs award both the baccalaureate and master's degree.

- The number of RN to MSN programs has more than doubled within the past 15 years, from 70 programs in 1994 to 173 programs today. According to AACN's 2010 survey of nursing schools, 32 new RN to MSN programs are in the planning stages.
- Nursing degree completion programs provide an important bridge for creating a more highly educated nursing workforce and enhancing patient care. Hospitals and other employers are encouraged to support nurses interested in completing these programs and strengthening their nursing practice.
- There is a misperception that RN to MSN programs can circumvent baccalaureate level nursing content which is not the case. In fact, the baccalaureate course work embedded in these programs must provide a sufficient bridge to graduate study in order to prepare students to complete graduate level courses and to meet the accreditation standards set by the Commission on Collegiate Nursing Education.
- For nurses interested in teaching careers, RN to MSN programs can be an important first step in their education en route to doctoral preparation. Master's level nurses with additional course work are prepared to teach in clinical capacities and entry-level nursing programs.
(<http://www.aacn.nche.edu/media/factsheets/DegreeCompletionProg.htm>)

Twenty-five curricula were reviewed to facilitate the development of his proposed concentration. Including: Emory, Xavier, Vanderbilt, Bellarmine, Drexel, Regis, Loyola and others.

5. Proposed term for implementation and special provisions (if applicable): Fall 2012

6. Dates of prior committee approvals:

RN to BSN SON Committee	<u>8/30/2011</u>
MSN SON Graduate Committee	<u>9/1/2011</u>
CHHS Graduate Curriculum Committee	<u>Sept. 20, 2011</u>
Graduate Council	<u>10/13/11</u>
University Senate	<u></u>

Attachment: Program Inventory Form

Proposal Date: 9/12/2011

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

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

1. Identification of program:

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

3. Identification of the proposed program changes:

- Program-specific admission criteria for NAVITAS students (detailed below)

3. Detailed program description:

Current Admission Requirements for International Students (this will remain in place)	New Admission Requirements Only for International Students Who Enroll thru NAVITAS
1. Completion of a baccalaureate degree from an accredited institution or its equivalent	1. Completion of a baccalaureate degree from an accredited institution or its equivalent
2. At least an undergraduate minor in health, or previous education in the sciences basic to health	2. At least an undergraduate minor in health, or previous education in the sciences basic to health
3. A minimum GAP score (product of applicant's undergrad GPA and the GRE general test score) of 2200	3. A minimum GAP score (product of applicant's undergrad GPA and the GRE general test score) of 2200
4. A recommended GPA of 3.0 on a 4.0 scale	4. A recommended GPA of 3.0 on a 4.0 scale
5. If applicable, Test of English as a Foreign Language (TOEFL) exam: minimum score of 550 on the paper-based TOEFL; or minimum of 79 on the Internet-based TOEFL (IBT); or a minimum of 6.5 on the International English Language Testing System (IELTS)	5. If applicable, Test of English as a Foreign Language (TOEFL) exam: minimum score of 525 on the paper-based TOEFL; or minimum of 69 on the Internet-based TOEFL (IBT); or a minimum of 5.5 on the International English Language Testing System (IELTS) English language assessments waived provided candidate earns a "B" or higher in each of the graduate (500 level) courses taken in the NAVITAS Pre-Master's program.
6. Minimum total GRE score of 1000 (additional guidelines for verbal, math, and analytical writing scores will be applied during departmental review)	6. Minimum total GRE score of 1000 (additional guidelines for verbal, math, and analytical writing scores will be applied during departmental review) GRE waived provided candidate earns a "B" or higher in each of the graduate (500 level) courses taken in the NAVITAS Pre-Master's program.
7. Submission of: <ul style="list-style-type: none">• a written statement of purpose• a resume• 2 letters of academic reference	7. Submission of: <ul style="list-style-type: none">• a written statement of purpose• a resume• 2 letters of academic reference

4. Rationale for the proposed program change:
NAVITAS Student Requirements

- 4.1 The Master of Public Health program (MPH) is requesting that the GRE requirement be waived for NAVITAS international students as described in item 4.3 below. Without a GRE it would not be possible to calculate a GAP score.
- 4.2 NAVITAS requires minimum TOEFL scores for candidates to be admitted directly into the Pre-Master's Program (PMP). The MPH Program requests using these minimum scores with the condition that the candidate complete one full semester in the PMP program. Exposure to a semester of graduate level courses taught in English should enhance language skills of the student candidate.
- 4.3 NAVITAS provides international students with a semester of graduate level courses in its Pre-Master's program, allowing time for students to become accustomed to the US academic environment. The 9 credit hours of courses required in the Pre-Master's program include a foundational research methods course (EDFN 500), a leadership and communication skills course (LEAD 500), and an academic writing course – areas that the MPH Program has previously identified as problems that affect the ability of international students to do well in the program and thereby, most are conditionally admitted to the program and required to take an academic writing course during their first semester. Therefore the MPH program agrees to waive the GRE with the condition that the candidate completes the NAVITAS Pre-Master's program and earns a "B" or higher in each of the courses taken in this program. Furthermore, the MPH program has determined that graduate courses taken by students while in the PMP program may not be used to meet course requirements of the MPH Curriculum.
- 4.4 The MPH Program requests that admissions requirements for international students and NAVITAS students be listed in two separate sections in the Graduate Catalog to distinguish different requirements for these groups.

5. Proposed term for implementation: Fall 2012

6. Dates of prior committee approvals:

Department of Public Health: 9/13/2011

CHHS Graduate Curriculum Committee Sept. 20, 2011

Graduate Council 10/13/2011

University Senate

Attachment: Program Inventory Form

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

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

1. Identification of program:

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

2. Identification of the proposed program changes:

- change in allowed electives to offer greater flexibility to students
- clarify procedures for selecting electives

3. Detailed program description:

<u>Current Program</u>			<u>Proposed Program</u>		
	Core	Hours		Core	Hours
PH 520	Biostatistics for Public Health	3	PH 520	Biostatistics for Public Health	3
PH 582	Epidemiology	3	PH 582	Epidemiology	3
PH 583	Public Health Administration	3	PH 583	Public Health Administration	3
PH 584	Environmental Health	3	PH 584	Environmental Health	3
PH 587	Health Behavior	3	PH 587	Health Behavior	3
PH 580	Introduction to Public Health	3	PH 580	Introduction to Public Health	3
PH 591	Evaluation	3	PH 591	Evaluation	3
PH 546	Internship	3	PH 546	Internship	3
	Core Total	24		Core Total	24
Health Education Concentration			Health Education Concentration		
PH 548	Community Health Organization	3	PH 548	Community Health Organization	3
PH 575	Health Ed/Promotion Programming	3	PH 575	Health Ed/Promotion Programming	3
PH 576	Education and Communication Techniques in Health Education	3	PH 576	Education and Communication Techniques in Health Education	3
PH 588	Public Health Capstone <i>plus</i> Approved Electives	3 6	PH 588	Public Health Capstone <i>plus</i> Approved Electives	3 6
PH 599	OR Thesis <i>plus</i> Approved Elective	6 3	PH 599	OR Thesis <i>plus</i> Approved Elective	6 3
Current Approved HE Concentration Electives			Proposed Approved HE Concentration Electives		
PH 501 Research Methods PH 530 Independent Investigations in Public Health PH 568 STD/HIV Prevention: A Public Health Approach PH 585 International Health PH 586 Violence Prevention PH 595 Public Health Management of Natural & Technological Disasters HCA 540 Health Care Organization & Management HCA 541 Strategic Management & Marketing of Health Services HCA 542 Health Care Human Resource Management HCA 546 Health Systems Informatics HCA 586 Health Economics Policy			Unless doing a thesis option, student must select two graduate level elective courses with a PH, ENV, EHS, or HCA prefix. If a course with a different prefix is desired, it must be with the expressed and written permission of the advisor.		

PH 599 Thesis Research					
PH 572 Drug Abuse Prevention					
	Health Education Total	18		Health Education Total	18
	Environmental Health Concentration			Environmental Health Concentration	
PH 510	Watershed Mgmt and Science	3	PH 510	Watershed Mgmt and Science	3
PH 571	Air Quality Management	3	PH 571	Air Quality Management	3
PH 577	Environmental Toxicology	3	PH 577	Environmental Toxicology	3
EHS 580	Solid and Hazardous Waste	3	EHS 580	Solid and Hazardous Waste	3
PH 588	Public Health Capstone <i>plus</i>	3	PH 588	Public Health Capstone <i>plus</i>	3
	Approved Elective	3		Approved Elective	3
	OR			OR	
PH 599	Thesis	6	PH 599	Thesis	6
Current Approved ENV Concentration Electives			Proposed Approved ENV Concentration Electives		
BIOL 472G Applied and Environmental Microbiology PH 530 Independent Investigations in Public Health PH 585 International Health PH 560 Environmental Management and Risk Assessment PH 595 Public Health Management of Disasters ENV 495G Environmental Measurement PH 599 Thesis Research PH 501 Research Methods			Unless doing a thesis option, student must select one elective course with a PH, ENV, EHS, or HCA prefix. If a course with a different prefix is desired, it must be with the expressed and written permission of the advisor.		
	ENV Concentration Total	18		ENV Concentration Total	18
	MPH Program Total Hours	42		MPH Program Total Hours	42

4. Rationale for the proposed program change:

As the Master of Public Health (MPH) program has grown and evolved, some elective courses are seldom needed or offered and, in some cases, faculty members who created courses are no longer at WKU. Also there have been several new elective courses created to address student interests and expand the number of choice options. Thus there is need for greater flexibility in student choices of electives. At the same time there is a need to assure that when electives are offered, there are enough students enrolled. The MPH program intends that faculty advisors discuss career goals and interests with their student advisees to help them plan their program of study and select electives to enhance their program experience and skill development.

5. Proposed term for implementation: Fall 2012

6. Dates of prior committee approvals:

Public Health Department: 11/3/2010

CHHS Graduate Curriculum Committee Sept. 20, 2011

Graduate Council 10/13/2011

University Senate _____

Attachment: Program Inventory Form

Proposal Date: August 1, 2011

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

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

1. Identification of program:

- 1.1 Current program reference number: 0011
- 1.2 Current program title: Doctor of Nursing Practice (DNP) Post-MSN Option
- 1.3 Credit hours: 36

2. Identification of the proposed program changes: In the original program proposal matrix NURS 520 – Teaching in Schools of Nursing was incorrectly identified as being in the Post-Masters DNP option. NURS 520 – Teaching in Schools of Nursing is in the BSN to DNP option only. This course was not counted in the approved program hours of 36 and the total hours of the program does not change. Current catalog states program hours as 39, yet the correct total is 36.

3. Detailed program description:

Program Description (page 168 of current WKU catalog)	New Program Description
The WKU DNP program is a practice focused degree preparing advanced practice nurses to assume leadership roles in Healthcare. The curriculum is based upon a strong scientific foundation for practice and is designed to emphasize evidence-based practice, leadership, health policy development, and organizational analysis and change. A Post-MSN option for nurse practitioners or nurse administrators and a BSN to DNP option for students seeking a primary care nurse practitioner (PCNP) degree is available. WKU PCNP students are eligible to sit for national certification as family nurse practitioners (FNP). All students complete a practice immersion experience and culminating DNP Project with a patient population or in a Healthcare system that demonstrates application of advanced clinical and evidence-based practice. It will serve as a foundation for future scholarly practice.	The WKU DNP program is a practice focused degree preparing advanced practice nurses to assume leadership roles in Healthcare. The curriculum is based upon a strong scientific foundation for practice and is designed to emphasize evidence-based practice, leadership, health policy development, and organizational analysis and change. A Post-MSN option for nurse practitioners or nurse administrators and a BSN to DNP option for students seeking a Primary Care Nurse Practitioner (PCNP) degree is available. WKU PCNP students are eligible to sit for national certification as Family Nurse Practitioners (FNP). All students complete a practice immersion experience and culminating DNP Project with a patient population or in a Healthcare system that demonstrates application of advanced clinical and evidence-based practice. It will serve as a foundation for future scholarly practice.

Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
NURS	520	Teaching in Schools of Nursing	3	NURS	520	Teaching in Schools of Nursing	3
NURS	601	Orientation to Doctor of Nursing Practice	2	NURS	601	Orientation to Doctor of Nursing Practice	2
NURS	620	Advanced Biostatistics	3	NURS	620	Advanced Biostatistics	3
NURS	630	Advanced Epidemiology	3	NURS	630	Advanced Epidemiology	3
NURS	700	Leadership and Organizational Theory	3	NURS	700	Leadership and Organizational Theory	3
NURS	701	Leadership in Health Policy	3	NURS	701	Leadership in Health Policy	3
NURS	712	Evidence-Based Practice	3	NURS	712	Evidence-Based Practice	3

NURS	714	Economic and Financial Influences in Healthcare Systems	3	NURS	714	Economic and Financial Influences in Healthcare Systems	3
NURS	740	Technology in Healthcare	3	NURS	740	Technology in Healthcare	3
NURS	750	Program Development and Evaluation	3	NURS	750	Program Development and Evaluation	3
NURS	755	Quality Improvement in Healthcare	3	NURS	755	Quality Improvement in Healthcare	3
NURS	765	Institutional Review Board Process in Nursing	1	NURS	765	Institutional Review Board Process in Nursing	1
NURS	780	Clinical Practicum	6	NURS	780	Clinical Practicum	6
TOTALS		Credit Hours (36 approved)	39 (shows in catalog)	TOTALS		Credit Hours	36

4. Rationale for the proposed program change: In the original program proposal matrix NURS 520 – Teaching in Schools of Nursing was incorrectly identified as being in the Post-Masters DNP option. NURS 520 – Teaching in Schools of Nursing is in the BSN to DNP option only. This course was not counted in the approved program hours of 36 and the total hours of the Post-MSN option does not change.

5. Proposed term for implementation: Spring 2012

6. Dates of prior committee approvals:

Graduate Nursing Committee August 1, 2011

CHHS Graduate Curriculum Committee Sept. 20, 2011

Graduate Council 10/13/2011

University Senate _____

Attachment: Program Inventory Form

Proposal Date: July 27, 2011

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

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

1. Identification of program:

- 1.1 Current program reference number: 172
- 1.2 Current program title: Post MSN Certificate: Nurse Educator
- 1.3 Credit hours: 23

2. Identification of the proposed program changes:

- Decrease certificate hours to 12
- Delete
 - CNS 552 Test & Assessment
 - PSY 510 Psychology of Learning
 - NURS 500 Advanced Patho Concepts
 - NURS 503 Advanced Health Assessment
- Reflects credit hour change for NURS 522 Teaching Internship
- Add NURS 517 Adv. Applied Pharmacology

3. Detailed program description:

Current Curriculum	Hrs.	Proposed Curriculum	Hrs.
NURS 500 Advanced Patho Concepts	4	NURS 500 Advanced Patho Concepts	4
NURS 503 Advanced Health Assessment	2	NURS 503 Advanced Health Assessment	2
NURS 508 Adv. Issues in Professional Nsg.	1	NURS 508 Adv. Issues in Prof. Nsg.	1
		NURS 517 Applied Adv. Pharmacology	3
NURS 518 Clinical Teaching in Schools of Nursing	3	NURS 518 Clinical Teaching in Schools of Nursing	3
NURS 520 Teaching in Schools of Nursing	3	NURS 520 Teaching in Schools of Nursing	3
NURS 522 Teaching Internship	4	NURS 522 Teaching Internship	2
PSY 510 or 511	3	PSY 510 or 511	3
CNS 552 or approved substitution	3	CNS 552 or approved substitution	3
Total Credit Hrs.	23	Total Credit Hrs.	12

4. Rationale for the proposed program change:

Changes made to reflect curriculum revisions in the major, MSN Nurse Educator.

5. Proposed term for implementation: Fall 2012

6. Dates of prior committee approvals:

MSN Graduate Committee SON 9/1/2011

CHHS Graduate Curriculum Committee Sept. 20, 2011

Graduate Council 10/13/2011

University Senate _____

Attachment: Program Inventory Form

Proposal Date: September 8, 2011

**College of Health and Human Services
Department of Family and Consumer Sciences
Proposal to Create a New Certificate Program
(Action Item)**

Contact Persons: Karen Mason, Ph.D., R.D., karen.mason@wku.edu, 270-745-3462
Jane Simmons, M.S., R.D., jane.simmons@wku.edu, 270-745-5224

1. Identification of program:

- 1.1 Program title: Graduate Certificate in Dietetic Practice
- 1.2 Required hours in program: 12
- 1.3 Special information: This graduate certificate is designed for students who have completed an undergraduate Didactic Program in Dietetics (DPD) and have been accepted into the WKU Dietetic Internship. The curriculum is based upon the Eligibility Requirements and Accreditation Standards (ERAS) of the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (ADA) and provides students with supervised practice and didactic experiences that meet CADE Competencies/Learning Outcomes for dietetic internship programs. Students interested in the WKU Dietetic Internship will be required to apply online using a national centralized application system. However, for the first year (2012-2013), students will submit their applications directly to the program director since the program will not be granted accreditation status until summer 2012.
- 1.4 Catalog description: This graduate certificate program provides the knowledge and practice requirements established by the Commission on Accreditation of Dietetics Education to be eligible to take the Registered Dietitian (R.D.) examination. Only students accepted into the WKU Dietetic Internship will be eligible for admittance to the Graduate Certificate in Dietetic Practice. Acceptance into the Dietetic Internship is competitive and is managed through a national matching process. The Dietetic Internship Program/Graduate Certificate requires the completion of 12 graduate credit hours and a minimum of 1200 hours of supervised practice in a variety of practice settings, including hospitals, long- term care/skilled nursing facilities, community nutrition programs, and other health/community organizations.

Certificate requirements – 12 hours

FACS 581 Professional Preparation for a Dietetic Internship
FACS 583 Foodservice Systems Management
FACS 584 Community Nutrition
FACS 586 Medical Nutrition Therapy in Practice
FACS 587 Seminar in Concepts and Methods of Dietetic Practice

Admission Requirements

Applicants must meet the following requirements for entrance into the Dietetic Internship/Graduate Certificate:

- Completed a Baccalaureate degree.
- Earned an overall GPA of 3.0 on a 4.0 scale.
- Scored at least 800 (greater than 900 is preferred) on the Graduate Record Examination (GRE) for applicants testing prior to August 1, 2011; for those applicants testing after August 1, 2011, concordant General Test scores established by the Educational Testing Service will be used.
- Completed a Didactic Program in Dietetics (DPD) prior to the start date of the internship.
- Submitted a signed Declaration of Intent to Complete Degree or Verification Statement. Once accepted into the program, all interns must submit signed Verification Statements prior to the start date.

- Submitted online application through the national centralized application system. More information regarding the application process will be available at www.wku.edu/FACS/dieteticinternship.
- Submitted an application for admission to WKU Graduate Studies with appropriate fee (after being accepted into the Dietetic Internship).

2. Objectives of the proposed certificate program:

Upon completion of the Dietetic Internship/Graduate Certificate program, students will:

- Demonstrate performance competencies in clinical, managerial, and community dietetics.
- Have practice skills to function as members of health care teams providing direct patient care.
- Integrate scientific information and research into practice.
- Be eligible to take the Commission on Dietetic Registration's national examination to become a registered dietitian (R.D.).

3. Rationale:

- 3.1 Reason for developing the proposed certificate program: There is a shortage of dietetic internships nationally. In fact for the last three years, approximately 50% of those who have applied to dietetic internships have been accepted into an internship due to the lack of available positions. In addition, the western Kentucky region has seen a shortage of Registered Dietitians, and this program would help to generate more RDs in this area. Since we currently do not have a graduate program in dietetics, we opted to align the dietetic internship with a Graduate Certificate in Dietetic Practice, and this is a common trend among internships.
- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: There are no programs offered in the FACS department similar to this one. However, the undergraduate Nutrition & Dietetics program is another accredited program with the Commission on Accreditation for Dietetics Education (CADE), and the students graduating from the Nutrition & Dietetics program are eligible to apply to the dietetic internship at WKU.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: There are no programs offered in other departments at WKU that are similar to this one.
- 3.4 Projected enrollment in the proposed certificate program: The program will accept ten interns each year with the first cohort starting fall 2012 (this is the number of interns in which the program is seeking accreditation through CADE).
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Six of the benchmark institutions offer a dietetic internship, but none of them offer a graduate certificate associated with the dietetic internship. However, the benchmark institutions with dietetic internships either offer a master's degree in Nutrition/Dietetics in conjunction with the internship or require graduate courses that align with the internship. In Kentucky, there are four other institutions which offer a Dietetic Internship. None of them offer a graduate certificate with the internship, but three of the institutions have a graduate degree in Nutrition/Dietetics available. Even though none of the dietetic internships in Kentucky or in WKU's benchmark institutions offer a graduate certificate with their respective dietetic internships, this is a common trend among universities nationally.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives: The mission of the WKU Dietetic Internship/Graduate Certificate is to prepare competent entry-level dietitians who assume leadership responsibilities within their profession and who are engaged citizens in their communities. The mission of the Dietetic Internship is congruent with the mission of the University, yet distinctly different from any other program at the University. The mission of the Internship, specifically the part about preparing competent entry-level dietitians, is in alignment with the part of the University mission of preparing students for lifelong learning opportunities. Another aspect of the University mission is to produce leaders of a global society. Thus, that aspect of the University mission aligns with the Dietetic Internship in that we hope to produce graduates who assume leadership responsibilities within their profession and are engaged citizens in their communities. In addition, the proposed certificate aligns with the 2007-2012 Strategic Plan in that this program will increase enrollment growth and provide another graduate certificate thereby increasing students in the graduate studies program at WKU.

4. Curriculum:

The 12-hour graduate certificate will include the following courses:

- FACS 581 Professional Preparation for a Dietetic Internship (1)
- FACS 587 Seminar in Concepts and Methods of Dietetic Practice (2)
- FACS 583 Foodservice Systems Management (3)
- FACS 584 Community Nutrition (3)
- FACS 586 Medical Nutrition Therapy in Practice (3)

5. Budget implications:

The finances of the Dietetic Internship (DI) program will operate through WKU's Division of Extended Learning and Outreach Cohorts Office. Specifically, the DI program will operate through DELO's Incubator Program, which means DELO will handle the budgetary needs of the program for three years. After three years, the finances of the DI program will roll into the base budget for the Department of Family & Consumer Sciences. Having the DI program financially routed through DELO initially will allow the department to create the internship with minimal financial risk for the university. In addition, two years ago, a faculty line was created to help plan and create the Dietetic Internship/Graduate Certificate. Thus, at this time, additional faculty are not needed for the implementation of the program.

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Family and Consumer Sciences Department:	<u>9/9/2011</u>
CHHS Graduate Curriculum Committee	<u>Sept. 20, 2011</u>
Graduate Council	<u>10/13/2011</u>
University Senate	<u></u>

Attachment: Program Inventory Form

**Ogden College of Science and Engineering
Department of Architectural and Manufacturing Sciences
Proposal to Create a New Certificate Program
(Action Item)**

Contact Person: Mark Doggett, mark.doggett@wku.edu, 745-6951

1. Identification of program:

- 1.1 Program title: Lean Sigma Certificate
- 1.2 Required hours in program: 12
- 1.3 Special information: The certificate provides the knowledge and practical skills needed for successful completion of the American Society of Quality Six Sigma Green Belt or Black Belt Certification exams and the Society of Manufacturing Engineer's Lean Certification-Bronze level exam.
- 1.4 Catalog description: This 12-hour program provides preparation for professional certification and covers concepts, principles, and skills related to Six Sigma, Lean, Theory of Constraints, and total quality management. It is applicable for students and employees seeking Black/Green Belt or Lean certification.
The certificate requires a nine-hour core of AMS 540, AMS 594, AMS 580 and one of the following courses: AMS 520, AMS 590, AMS 655, or AMS 671

2. Objectives of the proposed certificate program:

The specific objectives of the program are to:

- Provide education and training to industry professionals and non-degree seeking students interested in obtaining certification through examination in Six Sigma or Lean
- Establish a base upon which students can attain known industry credentials with the option of applying credit hours towards completion of the master's degree later
- Combine theory with technical skills and abilities at the practitioner level for increased productivity and economic development in industry
- Stimulate increased influence and promotion potential among baccalaureate graduates
- Provide additional opportunities for personal growth and learning

3. Rationale:

- 3.1 A recent study by Martelli (2010) found that industry offers substantial compensation to certified professionals for their services as they represent a personal commitment by the person to their profession and they are valuable to the organizations in which they reside. This holds true particularly for six sigma belts and lean certificate holders. Six Sigma and Lean principles have been applied successfully in business, engineering, health services, sciences, government, education, and media. A search on Monster.com for lean six sigma related jobs in Kentucky found 83 current openings.
- 3.2 Undergraduates in the Advanced Manufacturing and Technology Management programs in the AMS department take courses in Lean and Quality. However, no similar courses exist at the graduate level and no other certificate programs of this type exist at WKU. AMS graduates can build upon their undergraduate work toward attaining a nationally recognized Black Belt or Lean certification while graduates of other programs who work in industry can develop skills and abilities pertinent for promotion in this area.
- 3.3 No other WKU departments or colleges offer a similar certificate program.
- 3.4 The projected enrollment in the proposed certificate program is an additional 10 to 15 students per year from within and outside the department.
- 3.5 Similar certificate programs offered elsewhere in Kentucky:
West Kentucky Community and Technical College offer courses for Lean Six Sigma certification preparation, but does not offer a certificate program.
In other states:
 - Georgia Tech: Six Sigma Certificate Program

- San Diego State University: Professional Certificate in Lean Six Sigma Green Belt
 - Rutgers Institute for Management and Executive Development: Lean & Six Sigma Training and Certification
 - University of California Irvine Extension: Lean & Six Sigma Training and Certification
 - Rensselaer Polytechnic Institute: Lean Six Sigma Certificate Program
- 3.6 The proposed certificate program relates to the university mission such that it will steward a high quality of life by producing graduates that are productive, engaged, and socially responsible for improving the quality and economic well-being of their organizations and the local communities where they reside.

Reference : Martelli, E. R. (2010). Intricacies of professional certifications for quality management (QM). **Masters Theses & Specialist Projects**. Paper 180.
<http://digitalcommons.wku.edu/theses/180>

4. Curriculum:

Nine-hour core consisting of:

AMS 540	Theory of Constraints
AMS 594	Lean Systems
AMS 580	Six Sigma Quality

Select one of the following:

AMS 520	Resource Management
AMS 590	Operations Leadership
AMS 655	Project Management
AMS 671	Quality Management

5. Budget implications:

The certificate consists of courses already offered on a regular basis for the Master's in Engineering Technology Management. Increased enrollments are expected, but will likely not increase the number of course sections as the core certificate courses are part of a menu of course choices in the existing master's program, not a requirement. If additional sections are required, existing graduate faculty may need to be reassigned from undergraduate courses, which would be backfilled with GTAs or adjunct faculty.

6. Proposed term for implementation:

Fall 2012

7. Dates of prior committee approvals:

AMS Department	9/9/11
OCSE Graduate Curriculum Committee	9/23/11
Graduate Council	___ 10/13/2011 ___
University Senate	_____
Board of Regents	_____

Proposal date: April 12, 2011

**Memorandum
Proposal to Change Course Prefix (Family and Consumer Sciences)
(Information Item)**

TO: Graduate Curriculum Committee

FROM: Sponsoring Unit: College of Health and Human Services
Department: Family and Consumer Sciences
Contact Person's Name: Doris Sikora
Contact Person's Email: doris.sikora@wku.edu
Contact Person's Phone: 745-3993

CHANGE: Current Course Prefix: CFS
Proposed Course Prefix: FACS

**COURSE NUMBERS TO BE INCLUDED UNDER THE NEW COURSE
PREFIX (SUBJECT AREA):**

520	571	583
521	572	584
522	573	585
531	574	598
533	575	599
535	577	600
536	580	
537	582	

RATIONALE: To align all CFS courses with the new department name (Family and Consumer Sciences). This is the nationally recognized name for the profession therefore we would like for all the courses to be aligned with the department.

DATE OF IMPLEMENTATION: Spring 2012

Attachment: Course Inventory Form

INFORMATION ITEM

MEMO

TO: Curriculum Committees

FROM: Dr. Kinchel Doerner, Dean Graduate Studies and Research (Interim)
Dr. Bud Schlinker, Head, Department of Educational Administration, Leadership and Research

DATE: August 18, 2011

SUBJECT: Relocation of the Community College Faculty Preparation Certificate

Effective Fall, 2011, the following program will be moved administratively from Graduate Studies and Research to the Department of Educational Administration, Leadership and Research in the College of Education and Behavioral Sciences:

Community College Faculty Preparation Certificate, Ref. # 162

This change is being made to provide students in this program with appropriate advising from qualified faculty. Questions about this change may be directed to Dr. Kinchel Doerner, Dr. Bud Schlinker, or Dr. Jim Berger, program advisor for students in the CCFP certificate program.

Department of Educational Administration,
Leadership and Research

09/27/2011

CEBS Curriculum Committee (Information)

10/04/2011

Graduate Council (Information)

10/13/2011

University Senate (Information)
