

REPORT TO THE UNIVERSITY SENATE

DATE: April 2012

FROM: Graduate Studies and Research

The Graduate Council submits the following items from the March 15, 2012, meeting for consideration. Items marked with an asterisks [*] are information items. All other items are consent items.

I. Create a Course

KIN 598 Capstone Research Experience in Exercise Physiology
SWRK 576 Advanced Casework Practice in Child Welfare
SWRK 577 Supervision of Advanced Casework in Child Welfare
SWRK 578 Coaching and Mentoring Child Welfare Practice
SWRK 676 Social Work with Migrants
MATH 506 Mathematical Applications for Middle Grades Teachers

II. Revise Course Title

PE 503 Motor Learning
PE 523 Seminar in Exercise Science

III. Revise Course Catalog Listing

PE 504 Advanced Exercise Physiology

IV. Revise Course Credit Hours

ENG 509 Practicum in One-to-One Writing Instruction
ENG 511 Writing Instruction Practicum

V. Revise Course Grading System

ENG 509 Practicum in One-to-One Writing Instruction
ENG 511 Writing Instruction Practicum

VI. Multiple Revisions to a Course

PE 501 Research Methods in Physical Education
PE 515 Assessment in Physical Education and Recreation
PE 522 Advanced Exercise Prescription
PE 530 Independent Investigation in Physical Education
PE 596 Practicum in Exercise Physiology

VII. Change Course Prefix

PE to KIN*

VIII. Revise a Program

Master of Science in Physical Education, Ref.#090

IX. Revise an Academic Policy

Graduate Record Examination Policy

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

Contact Person: Scott Lyons, scott.lyons@wku.edu, 745.6035

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: KIN 598
- 1.2 Course title: Capstone Research Experience in Exercise Physiology
- 1.3 Abbreviated course title: Capstone Research Exer Phys
- 1.4 Credit hours and contact hours: 6 credit hours/300 contact hours
- 1.5 Type of course: Lab/research
- 1.6 Prerequisites: Graduate standing, admission to Master's program in Kinesiology
- 1.7 Course catalog listing: Designed for non-thesis students in the Master's program in Kinesiology to gain appropriate research experience prior to completing the program. Taken in the final semester of the program.

2. Rationale:

- 2.1 Reason for developing the proposed course: Graduate students who choose the non-thesis option, which historically has required completion of 6 additional hours of graduate level electives plus comprehensive exams, often do not receive adequate exposure to and experience in the research process. This course will replace those 6 hours of electives and will allow the students to engage in a smaller-scale research project than a thesis, but will still give them the necessary graduate-level exposure to the research process.
- 2.2 Projected enrollment in the proposed course: It is anticipated that this course will contain 5 – 10 students each semester.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course is similar to EXS 498 (Capstone Research Experience in Exercise Science) in that both are considered capstone-type research experiences, except this is the graduate version. While EXS 498 requires a bit more instruction and guidance from the beginning of the research process as undergraduates generally haven't had a research methods course, this course is geared towards graduate students in that they will be responsible for reviewing literature, constructing methodology, etc. and the faculty will be charged with direction of the project and take on a more supervisory role. It is also similar to RSA 598 (Master's Project), which is a course designed for our students in the Master's program in Recreation and Sport Administration to complete a final project which will lead to submission of a paper for publication.
- 2.4 Relationship of the proposed course to courses offered in other departments: Based on course descriptions obtained from TopNet, this course appears similar to AGRI 597 (Independent Special Problems/Agriculture), ENG 598 (Advanced Directed Study), HIST 590 (Advanced Individual Study), NURS 590 (Special Topics in Nursing), PSY 590 (Readings/Research Psychology), and SOCL 595 (Directed Study). All of these courses are graduate level directed study/research type courses.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Similar non-thesis graduate research opportunities that are specific to kinesiology/exercise physiology majors are offered by some of Western Kentucky University's benchmark institutions. The institution, course number, and course title are listed below:
 - Indiana State University: PE 602: Independent Research in Health and Human Performance
 - Towson University: KNES 787: Capstone Research Project
 - Western Illinois University: KIN 599: Research in Kinesiology

3. Discussion of proposed course:

3.1 Course objectives:

- understand the reasons for conducting research
- provide experience in reading published research and searching for a valid question.
- provide experience in developing a research plan.
- understand how a researcher controls research and conducts research ethically.
- be able to differentiate between the different types of research.
- provide experience with data analysis and SPSS.
- develop the ability to design a basic research proposal.
- provide experience in writing a research report.

3.2 Content outline:

- Understanding the research process
- Searching the literature review
- Developing the research planning
- Ethical concerns in research
- Selecting research participants
- Different types of research
- Descriptive data analysis
- Inferential data analysis
- Measurement in research
- Developing a research proposal
- Writing a research report

3.3 Student expectations and requirements: This will be a directed course in that the student will be responsible for working with a faculty member to develop a research question, review the literature, formulate the methodology, carry out the data collection, analyze the data, and write a professional research paper.

3.4 Tentative texts and course materials:

Baumgartner, TA and LD Hensley. (2006). *Conducting and Reading Research in Health and Human Performance (4th edition)*. New York, NY: McGraw-Hill.

Thomas, JR, JK Nelson, and SJ Silverman. (2005). *Research Methods in Physical Activity (5th edition)*. Champaign, IL: Human Kinetics.

Pyrszak, F. (2007). *Evaluating Research in Academic Journals: a Practical Guide to Realistic Evaluation (4th edition)*. Glendale, CA: Pyrczak.

Pan, ML. (2007). *Preparing Literature Reviews: Qualitative and Quantitative Approaches (3rd edition)*. Glendale, CA: Pyrczak.

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: Course will be taught by a kinesiology faculty member
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2013

7. Dates of prior committee approvals:

KRS Department:

1/31/12

CHHS Graduate Curriculum Committee 2/13/12

Graduate Council 3/15/2012

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Allison Gibson, allison.gibson@wku.edu, 745-8811; Vivian Hurt, vivian.hurt@wku.edu, 745-8935

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SWRK 576
- 1.2 Course title: Advanced Casework Practice in Child Welfare
- 1.3 Abbreviated course title: Adv Casework Prac in Child Wel
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L – Lecture
- 1.6 Prerequisites/co-requisites: Prerequisites – Permission of the Credit for Learning (CFL) Program. Corequisites – SWRK 577 and 578.
- 1.7 Course catalog listing: Training in advanced levels of casework in a child welfare practice setting. This is one of three administration and supervision courses offered by the Credit for Learning Program along with SWRK 577 and 578.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course has been developed collaboratively with the University Training Consortium at Eastern Kentucky University and involves the three state universities with MSW and CFL programs: Western Kentucky University, University of Kentucky, and University of Louisville. The Administration and Supervision courses are currently being successfully piloted as special topic courses. This series, SWRK 576 (Advanced Casework Practice in Child Welfare), 577 (Supervision of Advanced Casework Practice in Child Welfare), and 578 (Mentoring Child Welfare Practice) will be offered as on-going academic courses for training Kentucky's child welfare workers.
- 2.2 Projected enrollment in the proposed course: 25 students. Supervisors working for the Kentucky Cabinet for Health and Family services will be required to complete this three course sequence. Typically, only state employees of the Cabinet will be taking this course.
- 2.3 Relationship of the proposed course to courses now offered by the department: This series of courses builds on current CFL offerings (SWRK 571 Foundation for Child Welfare (assessment, case planning and ongoing services), 572 Family Violence (spouse abuse and vulnerable adults), 573 Child Sexual Abuse (interviewing skills, trauma and service provision), 574 Enhancing Permanency and Safety (child well-being), and 575 Adolescent Issues (juvenile services), and the co-requisites 577 Supervision of Advanced Casework in Child Welfare (supervising clinical treatment techniques of child welfare workers as it relates to education and support), and 578 Coaching and Mentor in Child Welfare (assessing competence, confidence and commitment and coaching for better outcomes) and enhances WKU's relationship in supporting the Kentucky Cabinet for Health and Family Services with an effective workforce. The courses will offer MSW students the opportunity to fulfill elective requirements as well as gaining advanced level skills and training for supervision in child welfare.
- 2.4 Relationship of the proposed course to courses offered in other departments: Currently there are no other graduate courses offered at WKU that provide the format and specialized skills training for workers in child welfare supervision.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This series of courses were created jointly with the University of Louisville and the University of Kentucky with the assistance of Eastern Kentucky University's training resource branch. The supervision series is a direct result of a DACUM workforce needs analysis and are in response to the educational needs expressed by the Department of Community Based Services' Office of Protection and Permanency. DACUM is an acronym for developing a curriculum. It is a one or two day storyboarding process that provides a picture of what the worker does in terms of duties, tasks, knowledge, skills, traits and in some cases the tools the worker uses. The request for these courses came from the Commissioner for the Department of Community Based Services. The courses will be offered strategically throughout the state with WKU being responsible for the southwestern area of the state.

3. Discussion of proposed course:

3.1 Course objectives:

- Identify and demonstrate use of social work values, principles and best practice for child welfare services.
- Identify and resolve ethical dilemmas that occur in child welfare using critical thinking skills and the knowledge of the codes of ethical behavior.
- Deliver best practice skills around traumatized individuals and families and demonstrate and provide family centered services.
- Identify and demonstrate effective family engagement skills around assessment.
- Demonstrate skills in developing a case plan that is built on strengths and partnership. Assess signs of burnout and secondary trauma in self and others and develop a plan of self-care as a part of professional development.

3.2 Content outline:

The course will be conducted using classroom and web-based instruction as well as opportunities for field application. Intensive face-to-face classroom instruction will occur one half day per month for six months at regional locations. There will be online activities and instruction between each classroom session. This course will provide clinical casework skills, methods and practice models, to strengthen the ability of front-line Child Welfare workers and Child Welfare supervisors to provide best practice treatments for the vulnerable families in Kentucky.

Course outline:

- Social Work Values, Principles, and Best Practice emphasizes Social Work values and beliefs, guiding principles, Child Welfare best practices, which include: Child Focused-Focus on child protection, safety, permanency and wellbeing; Individualizing services to children and families; Strengthening parental capacity to provide for their children's needs; Family-Centered practice; Collaboration/partnership; Community Based services; Culturally sensitivity and responsiveness; Outcome oriented; Trauma Informed services;
 - Ethical Decision Making and Ethical Dilemmas emphasizes the role of Social Work values, ethics, morals, ideals, Standards of Practice and laws play on the Child Welfare supervisor and their staff. Supervisors are given the following new/revised tools to help with their supervision responsibilities: DCBS policy and SOP, NASW Ethics, Self-assessments, Justification of Violating a Moral Rule, Ethical Practice in Child Welfare worksheet, ABCDE Guide for Case
 - Being a Trauma Informed and Family Centered Worker gives students a more in-depth look at the —trauma-informed worker and what it means to be truly —Family-Centered in the Child-Welfare world. Supervisors are given tools to help workers engage families around consensus of the problem, patterns of destructive behavior and self-efficacy.
 - Family Engagement gives supervisors more ways to achieve family engagement during the Assessment process with a specific piece on involving fathers. The focus here is on strength-based and solution focus techniques that can be used to help coach front line workers during the assessment phase.
 - Case Planning gives students a refresher of Case Planning basics from a Supervisor's point of view.
- F. Professional Development and Self Care focuses on Self-Care as a Child Welfare professional. This includes information on Secondary Trauma and burn out, barriers to good practice, maintaining professional boundaries, dynamics and influence on the team atmosphere, promoting professional development and self-care at each level.

3.3 Student expectations and requirements:

The course will include case-based learning utilizing cases from the field and scenarios reflecting the multi-problem casework experienced in practice. The teaching format will include the

following components: 1) presentation of key concepts and core content; 2) presentation, discussion, and analysis of cases; 3) review and practice of related skills; and 4) development of action plans for transfer of learning.

Student learning will be evaluated via quizzes, field work portfolio, and class participation/Blackboard discussion.

3.4 Tentative texts and course materials:

- Garthwait, C. (2008). *The social work practicum: A guide and workbook for students. (4th ed.)*. Boston: Allyn and Bacon.
- Hodge, D (2003). Value Differences between Social Workers and Members of the Working and Middle Classes. *Journal of Social Work. 48*, 107-119.
- Hodge, D (2004). Who We Are, Where We Come From, and Some of Our Perceptions: Comparison of Social Workers and the General Population. *Journal of Social Work. 49*, 261-268.
- Child Welfare League of America. (2003a). *CWLA standards of excellence for services to strengthen and preserve families with children. (rev. ed.)*. Washington, DC: Author.
- Child Welfare League of America. (2003b). *Moving from research to practice: Annotated bibliography, child welfare workforce*. Retrieved March 15, 2005, from www.cwla.org
- Council on Accreditation. (2001). *Standards and self-study manual (7th ed.)*. New York: Author.
- National Association of Social Workers. (2005). *Standards for social work practice in child welfare*. Washington, DC: Author.
- DiFranks, N (2008). Social Workers and the NASW Code of Ethics: Belief, Behavior, Disjuncture. *Journal of Social Work. 53*, 167-176.
- NASW (1996). *Code of ethics of the National Association of Social Workers*. Washington, DC: NASW.
- Reamer, F (2003). Boundary Issues in Social Work: Managing Dual Relationships. *Journal of Social Work. 48*, 121-123
- Loewenberg, F.M. & Dolgoff, R. (2000). *Ethical Decisions for Social Work Practice (6th ed.)*. Itasca, IL.
- Peacock Bryan, V. (2006). Moving from professionally specific ideals to the Common Morality: essential content in social work ethics education. *Journal of Teaching in Social Work, 26(3&4)*, 1-17.
- NASW (2001). *NASW standards for cultural competence in social work*. Washington, DC: NASW.
- Child Welfare League of America. (2003a). *CWLA standards of excellence for services to strengthen and preserve families with children. (rev. ed.)*. Washington, DC: Author.
- Child Welfare League of America. (2003b). *Moving from research to practice: Annotated bibliography, child welfare workforce*. Retrieved March 15, 2005, from www.cwla.org
- Council on Accreditation. (2001). *Standards and self-study manual (7th ed.)*. New York: Author.
- National Association of Social Workers. (2005). *Standards for social work practice in child welfare*. Washington, DC: Author.
- Zastrow, C. H. (2006). *The practice of social work: Applications of generalist and advanced content. (8th ed.)*. Pacific Grove, CA: Brooks/Cole-Thomson Learning. ISBN: 0-4950-9084-0.
- Boeham, A (2002). The functions of social worker in empowering: The voices of consumers and professionals. *Journal of Social Work, 47*, 449-460.
- Everett, J (2007). Frontline worker perception of the empowerment process in community- based agencies. *Journal of Social Work, 52*, 151-159.
- Mattaini, M. A. (1999). *Clinical intervention with families*. Washington, DC: NASW Press.
- Berg, I.K. & Kelly, S. (2000). *Building solutions in child protective services*. New York W.W. Norton & Company.
- deShazer, S. (1988). *Clues: Investigating solutions in brief therapy*. New York: W.W. Norton.
- Marlatt, GA, & Gordon, JR (Eds.). (1985). *Relapse prevention: Maintenance strategies in addictive behavior change*. New York: Guilford.
- Pithers, W.D. (1990). Relapse prevention with sexual aggressors: A method for maintaining therapeutic gain and enhancing external supervision. In Marshall, W.L, Laws, D.R. & Barbaree, H.E. (Ed.) (1990). *Handbook of sexual assault: Issues, theories, and treatment of the offender*. New York: Plenum Press.
- Beck, A.T. , Wright, F.D., Newman, C.F., Liese, B.S. (1993). *Cognitive therapy of substance abuse*. New York, NY: The Guildord Press.

- Child Welfare League of America. (2003a). *CWLA standards of excellence for services to strengthen and preserve families with children. (rev. ed.)*. Washington, DC: Author.
- Child Welfare League of America. (2003b). *Moving from research to practice: Annotated bibliography, child welfare workforce*. Retrieved from www.cwla.org
- Council on Accreditation. (2001). *Standards and self-study manual (7th ed.)*. New York: Author.
- National Association of Social Workers. (2005). *Standards for social work practice in child welfare*. Washington, DC: Author.
- Bride, B (2007). Prevalence of secondary traumatic stress among social workers. *Journal of Social Work, (52)* 63-70.
- Harrison, R.L. & Westwood, M.J. (2009). Preventing vicarious traumatization of mental health therapists: Identifying protective practices. *Psychotherapy Theory Research Practice Training, 46(2)*, 203-219. Doi: 10.1037/a0016081
- *Vicarious Traumatization of the Mental Health Professional* APA Graduate Students: <http://www.apa.org/apags/profdev/victrauma.html>
- *Understanding Vicarious Traumatization-Strategies for Social Workers: Social Work Today, 4(2),13*. Retrieved from http://www.socialworktoday.com/archive/swt_0204p13.htm;
- Department of Veterans Affairs (2011). *PTSD 101*. Retrieved from www.ncptsd.va.gov/ptsd101
- Simple vs Complex Trauma definition taken from A Home Within (2011). *Trauma Theory*. Fostering Transitions: A Home Within. San Francisco: Author. Retrieved from <http://www.fosteringtransitions.org/supplements/TraumaTheory.pdf>

4. Resources:

- 4.1 Adequate
- 4.2 Adequate

5. Budget implications:

- 5.1 Proposed method of staffing: SWRK 576 is a CFL course and the CFL Program is offered as a revenue generating project associated with the WKU DELO. Full-time faculty offer electives as part of their normal load, thus full-time faculty teach CFL courses as needed. In addition, CFL courses can be offered during the winter and summer terms providing full-time faculty with other CFL teaching opportunities. Highly qualified part-time faculty can be used as well and paid through DELO.
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: Fall, 2012.

7. Dates of prior committee approvals:

Department of Social Work/MSW Program:	<u>January 6, 2012</u>
CHHS Graduate Curriculum Committee	<u>2/13/2012</u>
Graduate Council:	<u>3/15/2012</u>
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Patricia Desrosiers, patricia.desrosiers@wku.edu, 745-4557;
Vivian Hurt, vivian.hurt@wku.edu, 745-8935

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SWRK 577
- 1.2 Course title: Supervision of Advanced Casework in Child Welfare
- 1.3 Abbreviated course title: Super of Adv Casewrk Child Wel
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L – Lecture
- 1.6 Prerequisites/co-requisites: Prerequisites – Permission of the Credit for Learning (CFL) Program. Corequisites – SWRK 576 and 578.
- 1.7 Course catalog listing: Core concepts and competencies in casework supervision in child welfare. This is one of three administration and supervision courses offered by the Credit for Learning Program along with SWRK 576 and 578.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course has been developed collaboratively with the University Training Consortium at Eastern Kentucky University and involves the three state universities with MSW and CFL programs: Western Kentucky University, University of Kentucky, and University of Louisville. The Administration and Supervision courses are currently being successfully piloted as special topic courses. This series, SWRK 576 (Advanced Casework Practice in Child Welfare), 577 (Supervision of Advanced Casework Practice in Child Welfare), and 578 (Mentoring Child Welfare Practice) will be offered as on-going academic courses for training Kentucky's child welfare workers.
- 2.2 Projected enrollment in the proposed course: 25 students. Supervisors working for the Kentucky Cabinet for Health and Family services will be required to complete this three course sequence. Typically, only state employees of the Cabinet will be taking this course.
- 2.3 Relationship of the proposed course to courses now offered by the department: This series of courses builds on current CFL offerings (SWRK 571 Foundation for Child Welfare (assessment, case planning and ongoing services), 572 Family Violence (spouse abuse and vulnerable adults), 573 Child Sexual Abuse (interviewing skills, trauma and service provision), 574 Enhancing Permanency and Safety (child well-being), and 575 Adolescent Issues (juvenile services), and the co-requisites, 576 Advanced Casework Practice in Child Welfare (clinical treatment techniques), and 578 Coaching and Mentor in Child Welfare (assessing competence, confidence and commitment and coaching for better outcomes) and enhances WKU's relationship in supporting the Kentucky Cabinet for Health and Family Services with an effective workforce. The courses will offer MSW students the opportunity to fulfill elective requirements as well as gaining advanced level skills and training for supervision in child welfare.
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3. Discussion of proposed course:

3.1 Course objectives:

- Distinguish and examine the administrative, educative and supportive supervisory roles, and apply related skills to enhance worker competence and improve team functioning.
- Demonstrate and apply supervisory skills to promote critical thinking and improve workers' clinical and ethical decision-making.
- Analyze and apply evidence-informed practices in supervision to support workers' competence in identifying, assessing and managing risk in complex cases.
- Develop and apply supervisory strategies to enhance workers' skills in engaging families and community partners to improve client outcomes.
- Develop and apply a structured casework supervision approach to assess and build worker competence and provide a supportive work climate.
- Analyze and develop strategies for assessing and managing secondary traumatic stress, burnout, and professional quality of life.

3.2 Content outline:

The course will be conducted using classroom and web-based instruction as well as opportunities for field application. Intensive face-to-face classroom instruction will occur one half day per month for six months at regional locations.

Course outline:

- Examination and application of key concepts (Theoretical frameworks and practice models such as Best Practices in Child Welfare, strengths-based practice, family centered practice, solution focused theory; analysis of administrative, educative, and supportive supervisory roles; parallel process; differentiate among the major components of the supervisory roles and critically assess the importance of each).
- Clinical and ethical decision-making (Review the NASW Code of Ethics; effectively addressing boundary issues; the role of Socratic questioning in promoting critical thinking; application of ethical reasoning and decision-making in supervising casework).
- Evidence-informed practices in supervision: enhancing staff competence in identifying, assessing and managing risk in complex cases using family-centered, strengths-based and solution-focused principles (Introduce evidence-informed practices; analyze current case assessments and case plans; apply strategies to improve worker competence in areas of assessment and case planning; application of the use of informal rewards and recognition in supervision to improve performance and retention).
- Supervisory strategies to enhance workers' skills in engaging families and community partners to improve client outcomes (Identification of barriers to engagement of families/community partners/fathers/resource families; development of strategies to improve engagement in decision-making and care-giving; apply evidence-informed practice strategies for engaging families/community partners/fathers/resource families).
- Structured casework supervision (Introduction of models for structured case work supervision; examine and develop strategies for supervisory conferencing to address individual and team competence; assessment of team relationships and strategies to improve team functioning; application of strategies to promote a practice culture that is family-centered, strengths-based, culturally competent, and solution-focused).
- Supporting workers: assessing for and managing secondary traumatic stress, burnout and professional quality of life (Introduction of core concepts: direct and indirect trauma, secondary traumatic stress/compassion fatigue, vicarious trauma, burnout, and compassion satisfaction; assessment for trauma in self and supervisees; develop and apply strategies to prevent and manage secondary stress and burnout; examine evidence-informed strategies for individual and team self-care and management of secondary stress and burnout).

3.3 Student expectations and requirements:

The course will include case-based learning utilizing cases from the field and scenarios reflecting the multi-problem casework experienced in practice. The teaching format will include the following components: 1) presentation of key concepts and core content; 2) presentation,

discussion, and analysis of cases; 3) review and practice of related skills; and 4) development of action plans for transfer of learning.

Student learning will be evaluated via quizzes, field work portfolio, and class participation/Blackboard discussion.

3.4 Tentative texts and course materials:

- Hess, P., Kanak, S., & Atkins, J. (2009). Building a model and framework for child welfare supervision. *National Resource Center for Family-Centered Practice and Permanency Planning and National Child Welfare Resource Center for Organizational Improvement*. Retrieved from www.nrcoi.org
- Landsman, M. (2007). Supporting child welfare supervisors to improve worker retention. *Child Welfare*, 86(2), 105-124.
- Mor Barak, M.E., Travis, D. J., Pyun, H., & Xie, B. (2009). The Impact of Supervision on Worker Outcomes: A Meta-analysis. *Social Service Review*, 83(1), 3-32.
- National Resource Center for Organizational Improvement. (2007). Strengthening child welfare supervision. *Child Welfare Matters*, 1-5. Retrieved from <http://muskie.usm.maine.edu/helpkids/rcpdfs/cwmatters6.pdf>
- Social Work Policy Institute (2011). *Supervision: The Safety Net for Front-Line Child Welfare Practice*. Washington, DC: National Association of Social Workers.
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- Kentucky Cabinet of Health and Family Services. (N.D.) CHFS Kentucky Employee Standards and code of ethics. Retrieved from http://manuals.chfs.ky.gov/dcb_manuals/DPP/employee_standards.asp
- SOP 1.1 Ethical Practice, 9-11
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- Patnode, H. N. (2002). The Socratic Method: Leveraging Questions to increase performance. Retrieved from <http://www.au.af.mil/au/awc/awcgate/dau/pat-jf3.pdf>
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- Walker, R., & Clark, J. (1999). Heading off boundary problems: Clinical supervision as risk management. *Psychiatric Services*, 50(11), 1435- 1439.
- Reflective Questions for Supervision Series: Assessment, Case Planning, Service Provision and Engagement
- ACTION for Child Protection, Inc. (2004). Supervising the safety intervention process. Retrieved from <http://www.actionchildprotection.org/archive/article1204.htm>
- Child Welfare League of America. (2002). Research Roundup: Research to Practice. *Child Welfare Workforce*. Retrieved from <http://www.cwla.org/programs/R2P/rnews0209.pdf>
- Gambrell, E. D. (2005). *Critical thinking in clinical practice: Improving the quality of judgments and decisions (2nd Ed.)*. San Francisco: Jossey-Bass. New York: Wiley.
- Renner, L. M., Porter, R. L., & Preister, S. (2009). Improving the retention of child welfare workers by strengthening skills and increasing support for supervisors. *Child Welfare*, 88(5), 109-127.
- Salus, M. K. (2004). Supervising child protective services caseworkers. *Child Abuse and Neglect User Manual Series*. U.S. Department of Health and Human Services, Administration for Children and Families, Children's Bureau. <http://www.childwelfare.gov/pubs/usermanuals/supercps/supercps.pdf>
- Sprang, G., Clark, J., Kakk, O., & Brenzel, A. (2004). Developing and tailoring mental health technologies for child welfare: the comprehensive assessment and training services (CATS) project. *American Journal of Orthopsychiatry*, 74(3), 325-336.
- Zlotnik, J. L., McCarthy, M., & Briar-Lawson, K. (2005/2006). Key strategies to educate public child welfare workers and improve child welfare systems. *The Evaluation Exchange*, 11(4).
- Harvard Family Research Project. Retrieved from <http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/professional-development/key-strategies-to-educate-public-child-welfare-workers-and-improve-child-welfare-systems>

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- Child Welfare Information Gateway. (2010). State Manager Series: Family Engagement. Retrieved from www.childwelfare.gov/pubs/f_fam_engagement/
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4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: SWRK 577 is a CFL course and the CFL Program is offered as a revenue generating project associated with the WKU DELO. Full-time faculty offer electives as part of their normal load, thus full-time faculty teach CFL courses as needed. In addition, CFL courses can be offered during the winter and summer terms providing full-time faculty with other CFL teaching opportunities. Highly qualified part-time faculty can be used as well.
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: Fall, 2012.

7. Dates of prior committee approvals:

Department of Social Work/MSW Program:	<u>January 6, 2012</u>
CHHS Graduate Curriculum Committee	<u>2/13/12</u>
Graduate council:	<u>3/15/2012</u>
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Dana Sullivan; dana.sullivan@wku.edu, 706-8597; Vivian Hurt, vivian.hurt@wku.edu, 745-8935

1. Identification of proposed course:

- 1.1 Course prefix and number: SWRK 578
- 1.2 Course title: Coaching and Mentoring Child Welfare Practice
- 1.3 Abbreviated course title: Mentoring Child Welfare Prac
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L – Lecture
- 1.6 Prerequisites/co-requisites: Prerequisites – Permission of the Credit for Learning (CFL) Program. Corequisites – SWRK 576 and 577.
- 1.7 Course catalog listing: Supervision, coaching and mentoring theory, research, practices, and policies in child welfare. This is one of three administration and supervision courses offered by the Credit for Learning Program along with SWRK 577 and 578.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course has been developed collaboratively with the University Training Consortium at Eastern Kentucky University and involves the three state universities with MSW and CFL programs: Western Kentucky University, University of Kentucky, and University of Louisville. The Administration and Supervision courses are currently being successfully piloted as special topic courses. This series, SWRK 576 (Advanced Casework Practice in Child Welfare), 577 (Supervision of Advanced Casework Practice in Child Welfare), and 578 (Mentoring Child Welfare Practice) will be offered as on-going academic courses for training Kentucky's child welfare workers.
- 2.2 Projected enrollment in the proposed course: 25 students. Supervisors working for the Kentucky Cabinet for Health and Family services will be required to complete this three course sequence. Typically, only state employees of the Cabinet will be taking this course.
- 2.3 Relationship of the proposed course to courses now offered by the department: This series of courses builds on current CFL offerings (SWRK 571, 572, 573, 574, and 575) and enhances WKU's relationship in supporting the Kentucky Cabinet for Health and Family Services with an effective workforce. The courses will offer MSW students the opportunity to fulfill elective requirements as well as gaining advanced level skills and training for supervision in child welfare.
- 2.4 Relationship of the proposed course to courses offered in other departments: Currently there are no other graduate courses offered at WKU that provide the format and specialized skills training for workers in child welfare supervision.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This series of courses were created jointly with the University of Louisville and the University of Kentucky with the assistance of Eastern Kentucky University's training resource branch. The supervision series is a direct result of a DACUM (Developing A Curriculum) workforce needs analysis and are in response to the educational needs expressed by the Department of Community Based Services' Office of Protection and Permanency. The request for these courses came from the Commissioner for the Department of Community Based Services. The courses will be offered strategically throughout the state with WKU being responsible for the southwestern area of the state.

3. Discussion of proposed course:

- 3.1 Course objectives:
 - Demonstrate knowledge of current context of child welfare supervisory coaching and mentoring practice including existing, recent, and emerging theories, research, policies and practices. (EPAS 2.1.3)
 - Learn to assess worker and team performance problems and identify coaching and mentoring needs to address them. (EPAS 2.1.10b)
 - Learn to apply coaching and mentoring plans, strategies and skills to improve worker and team performance in the child welfare setting. (EPAS 2.1.10)

- Understand worker performance as an outcome of coaching & mentoring, self-care, and professional development. (EPAS 2.1.1)

3.2 Content outline:

The course will be conducted in a hybrid format consisting of classroom and web-based instruction as well as opportunities for field application. Intensive face-to-face classroom instruction will occur one half day per month for six months at regional locations.

Course outline and content:

- Part 1: Introductions to mentoring and coaching: definitions and distinctions; mentoring style: styles, characteristics and assessment; systems wide challenges to mentoring and coaching challenges and barriers to mentoring and coaching within the child welfare system
- Part 2: Utilizing adult learning principles and styles as a base to inform coaching and mentoring practices; the learning cycle; adult learning principles and typologies; assessing for various learning styles; applying adult learning principles in coaching workers; learner type, work experience level, and coaching needs; understanding the difference between feedback and coaching; applying mentoring and coaching styles to supervisory practice
- Part 3: Coaching and mentoring, performance evaluations, and casework practice: benefits, likes and dislikes of performance evaluations; strategies for managing performance evaluations (and reactions to them); making performance evaluations more specific, realistic and achievable; applying information from performance evaluation to enhance coaching and mentoring; evaluating performance and categorizing the performance problems (competence, confidence, commitment); utilizing information from performance evaluation in coaching to improve an actual identified worker performance issue
- Part 4: Coaching and mentoring teams as aspect of child welfare supervision; teams and teamwork: definitions, functions, myths, obstacles, and issues in practice, supervision, coaching and mentoring; building, supporting, maintaining successful teams-developing common vision, mission, and goals; designing and implementing team coaching plan and solution focused strategies for team effectiveness; coaching and mentoring in context of the child welfare organization; constraints and supports for coaching and mentoring in the culture of the child welfare organization
- Part 5: Evaluation of ability of to implement mentoring and coaching plans; using the coaching model for issues related to casework, caseworker, and case management and mentoring in context of the child welfare organization.
- Part 6: Coaching and mentoring and on-going professional development; assessing professional development needs; developing professional development plans; coaching and mentoring and self-care (of you and workers) strategies and plans; assessing the various domains of self-care (physical, social, emotional, work, etc); developing self-care plans

Student learning will be evaluated via quizzes, field work portfolio, and class participation/Blackboard discussion.

3.3 Student expectations and requirements:

The course will include case-based learning utilizing cases from the field and scenarios reflecting the multi-problem casework experienced in practice. The teaching format will include the following components: 1) presentation of key concepts and core content; 2) presentation, discussion, and analysis of cases; 3) review and practice of related skills; and 4) development of action plans for transfer of learning.

Student learning will be evaluated via quizzes, field work portfolio, and class participation/Blackboard discussion.

3.4 Tentative texts and course materials:

Austin, M.J. & Hopkins, K. (2004). *Supervision as collaboration in the human services: Building a learning culture*. Thousand Oaks, Ca: Sage

Carter, M. (2003, May). Supervisor or coaching: What's the difference? *Child Care Information Exchange*, 20-22. Retrieved from http://cocoaches.net/uploads/Supervising_or_Coaching.pdf

Council on Accreditation. (2001). *Standards and self-study manual* (7th ed.). New York: Author.

Deans, F., Oakley, L., James, R., & Wrigley, R. (2006). *Praxis Paper 14: Coaching and mentoring for leadership development in civil society*. International NGO Training and Research Center, Osney Mead, Oxford, UK. Retrieved from

<http://www.intrac.org/data/files/resources/371/Praxis-Paper-14-Coaching-and-Mentoring-for-Leadership-Development.pdf>

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- Kentucky Cabinet for Health and Family Services University Training Consortium (2012). *Advanced Protection and Permanency supervisory seminar series: Child welfare supervisory coaching and mentoring* [student coursepack]. Retrieved from https://learn.eku.edu/bbcwebdav/orgs/O_2_TRC009CHFS_TRC/Protection%20%26%20Permanency%20Curriculums/Advanced%20P%26P%20Supervisory%20Seminar%20Series/Part%201%20Draft/NB_Part1AdvPPSupervisor%2010182011.pdf
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- Serrat, O. (2009). Coaching and mentoring: Knowledge solutions. *ADB*, 54, 1-5. Retrieved from <http://www.adb.org/documents/information/knowledge-solutions/coaching-and-mentoring.pdf>
- Trotter, Y. D. (2006). Adult learning theories: Impacting professional development programs. *Delta Kappa Gamma Bulletin*, 72(2). Retrieved from <http://wed.siu.edu/faculty/CSims/586/Adult%20Learning%20Theories%20Impacting%20Professional%20Development%20Programs%20article.pdf>

4. Resources:

- 4.1 Library resources: Library resources are adequate for this course as explained on the Library Resources Form.
- 4.2 Computer resources: Access to Blackboard and a computer needed for this course.

5. Budget implications:

- 5.1 Proposed method of staffing: SWRK 578 is a CFL course and the CFL Program is offered as a revenue generating project associated with the WKU DELO. Full-time faculty offer electives as part of their normal load, thus full-time faculty teach CFL courses as needed. In addition, CFL courses can be offered during the winter and summer terms providing full-time faculty with other CFL teaching opportunities. Highly qualified part-time faculty can be used as well.
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: Fall 2012.

7. Dates of prior committee approvals:

Department of Social Work/MSW Program:	<u>January 6, 2012</u>
CHHS Graduate Curriculum Committee	<u>2/13/2012</u>
Graduate Council	<u>3/15/2012</u>
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Dr. Amy Cappiccie, Amy.Cappiccie@wku.edu, 745-3820

1. Identification of proposed course:

- 1.1 Course prefix and number: SWRK 676
- 1.2 Course title: Social Work with Migrants
- 1.3 Abbreviated course title: Social Work with Migrants
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites/co-requisites: No co-requisites for SWRK 676. Pre-requisites are MSW Admission or Permission of the Instructor
- 1.7 Course catalog listing: Examine terms associated with migrants, the history of immigration in the U.S., cultural competency and migrant populations, theoretical underpinnings, effective interventions, the most vulnerable migrant groups, and the role of social work.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course has successfully been offered as a temporary course (SWRK 695). Students are requesting this course to be offered again and as such a proposal to create a course is needed.
- 2.2 Projected enrollment in the proposed course: 30 students
- 2.3 Relationship of the proposed course to courses now offered by the department: This course further undergirds core MSW course cultural competency material and the Council on Social Work Education's mandate to prepare students to work with diverse client populations. As well, the MSW program tries to provide electives that focus on a variety of specialized populations (examples include: SWRK 695: Belize Experience, SWRK 695: International Comparative Policy). MSW graduates increasingly move into jobs that require the knowledge and skills to work with various types of migrants.
- 2.4 Relationship of the proposed course to courses offered in other departments: While there are a variety of master level courses throughout the university that focus on cultural diversity and/or race relations (examples include CNS 555 Social and Cultural Diversity, COMM 578 Seminar of Interpersonal Communication, and LEAD 575 Cultural Discovery of Global Leaders), there are no courses that focus specifically on aspects of migration to the United States paired with the services necessary to work with this specialized population. This elective offering will provide the knowledge of practice models and interventions to effectively enhance the service delivery with the specialized population of migrants to the United States.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Other MSW programs throughout the United States offer courses that provide information on working with migrant populations. At times, this is offered within the context of International Social Work and at other times as a separate elective course. The Council on Social Work Education Annual Program meeting has a track for research specifically dedicated to immigrants and refugees. One specific example is found at the University of Louisville, Kent School of Social Work. This program offers an emphasis in International Social Work that specifically compares policies in the United States with various countries throughout the world.

3. Discussion of proposed course:

- 3.1 Course objectives:
 - Display an understanding of the history and social policy shaping practice with migrants,
 - Demonstrate ability to assess migrant populations,
 - Identify a variety of theoretical frameworks for working with migrants for the basis of intervention techniques and treatment planning,
 - Critically compare and contrast various models and approaches to work with migrants in order to identify best practice strategies and techniques for utilization with this client group in rural settings,

- Integrate theoretical models to form a basis for migrant social work practice,
- Demonstrate knowledge of intervention techniques as they relate to the various theoretical frameworks under study,
- Analyze migrant case example in order to match with appropriate theoretical underpinnings for specific intervention techniques,
- Demonstrate intervention techniques necessary for advanced social work practice with migrants,
- Evaluate the efficacy of intervention strategies for specific case situations,
- Demonstrate knowledge of community resources that may be applied within a migrant population,
- Demonstrate ability to understand the special nature of diagnosis with migrant populations,
- Demonstrate professional use of self in oral and written communication,
- Synthesize integrated practice skills into a rural context of direct practice,
- Modify intervention strategies for appropriateness for rural settings,
- Recognize legal conflicts inherent in working with migrant populations,
- Utilize knowledge on ethical problem solving to resolve major ethical dilemmas,
- Integrate principles and practices of cultural competence in all case assessments, treatment plans, and interventions and
- Integrate principles and practices of cultural competence in all case assessments, treatment plans, and interventions.

3.2 Content outline:

- Terminology and History of Immigration Policy 1884 – 1965;
- History of Immigration Policy 1965 to Present;
- Social Work and Migration; Week 4: Classifications of Migrants;
- Cultural Competency and Migrant Populations;
- Theory Underlying Work with Migrants,
- Physical Health;
- Mental Health;
- Criminal Justice System;
- Employment;
- Education and Migrant Children;
- Gender and Human Trafficking;
- Gay Lesbian Bisexual Transgendered and Questioning (GLBTQ) Migrants and Older Adult Migrants;
- Advocacy; and Week 15: Micro/Mezzo/Macro Level Interventions.

3.3 Student expectations and requirements: 1) Blackboard assignments on topics such as highlights of immigration policy, visa requirements, mental health, criminal justice, education, employment, human trafficking, and social work interventions 2) Book Analysis: Students will choose a book from the list provided by the professor. Areas covered in the analysis include: overview of the book, book themes, barriers experienced by the individual/family (micro,mezzo,macro), individual/family strengths, personal learning during assignment, and areas for social work advocacy on the particular topics presented in this book and 3) two skills quizzes. The first quiz on terminology, history, and policy; classifications, cultural competency, and theory and the second quiz on terminology, history, policy; classifications, cultural competency, and theory.

3.4 Tentative texts and course materials: (1) Chong-Muy, F. & Congress (2009). Social work with immigrants and refugees: Legal issues, clinical skills, and advocacy. New York: Spring and (2) Daniels, R. (2005). Guarding the golden door: American immigration policy and immigration since 1884. New York: Farrar, Straus, and Girouz.

4. Resources:

4.1 Library resources: Library resources are adequate for this course as explained on the Library resources form.

4.2 Computer resources: Uses Blackboard, Adobe Acrobat Connect Pro and Tegrity. All three have appropriate level of support needed for this course.

5. Budget implications:

5.1 Proposed method of staffing: Part of faculty workload or winter/summer DELO offering. Electives are currently offered Fall, Winter, Spring and Summer as part of the typical MSW program.

5.2 Special equipment needed: N/A

5.3 Expendable materials needed: N/A

5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Department of Social Work/MSW Program: January 6, 2012

CHHS Graduate Curriculum Committee 2/13/2012

Graduate Council 3/15/2012

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Summer Bateiha, summer.bateiha@wku.edu, 745-5491

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MATH 506
- 1.2 Course title: Mathematical Applications for Middle Grades Teachers
- 1.3 Abbreviated course title: MATH APPS MIDDLE GRADES TCHR
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L: Lecture
- 1.6 Prerequisites: Middle Grades Mathematics Certification or Permission of Instructor
- 1.7 Course catalog listing: Sets, logic, dimensional analysis, functions and modeling, and discrete mathematics with a focus on real-world applications. Not applicable for MS and MA in Mathematics.

2. Rationale:

- 2.1 Reason for developing the proposed course: The need for an additional graduate course for middle school teachers has become apparent. MATH 506 was previously offered as a temporary course, with the intent of making it permanent once the new standards for K-12 mathematics had been established. Now, with the new Common Core Standards in mind, this course has been revised to provide applications for the content knowledge required in the middle grades. The content chosen for this course is not covered in any other course offered in the Mathematics Division.
- 2.2 Projected enrollment in the proposed course: Based on current enrolment in other courses for Middle Grades Mathematics Certification, 15 students seems like a reasonable estimate.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course provides students with applications of middle grades mathematics at the graduate level. It is similar to but more rigorous and broader than the undergraduate course MATH 411: Problem Solving for Elementary and Middle School Teachers.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no comparable courses in other departments.
- 2.5 Relationship of the proposed course to courses offered in other institutions: The mathematics education faculty were unable to locate similar courses at other institutions. However, the math educators at WKU are glad to be at the forefront among comparable institutions in preparing teachers to improve their students' problem-solving skills.

3. Discussion of proposed course:

- 3.1 Course objectives: Upon completion of this course, students will:
 - evolve their knowledge of using sets for the purposes of understanding mathematics problems in context
 - develop a strong understanding of using logic for problem-solving
 - develop a strong understanding of dimensional analysis for problem-solving
 - be able to translate contextual problems into patterns, modeling, and functions
 - develop a strong understanding of discrete mathematics for problem-solving
 - develop a connection between procedural mathematics that is often taught in separated units in the middle grades and conceptual mathematics
 - be able to apply the concepts of the course to understanding mathematics in connected ways as it appears in real-world problems
- 3.2 Content outline:

Applications of mathematics to real-world problems using the following as problem-solving tools

- Sets and logic
- Dimensional analysis
- Functions and modeling
- Discrete mathematics

3.3 Student expectations and requirements: The student's grade in the course will be determined by performance on homework, participation in discussions, tests, and a comprehensive final examination.

3.4 Tentative texts and course materials:

National Council of Teachers of Mathematics. (2008). *Navigating Through Discrete Mathematics in Grades 6-12*.

National Council of Teachers of Mathematics. (2005). *Navigating Through Measurement in Grades 6-8*.

National Council of Teachers of Mathematics. (2008). *Navigating Through Mathematical Connections in Grades 6-8*.

National Council of Teachers of Mathematics. (2005). *Navigating Through Measurement in Grades 9-12*

National Council of Teachers of Mathematics. (2006). *Navigating Through Mathematical Connections in Grades 9-12*

National Council of Teachers of Mathematics. (2008). *Navigating Through Reasoning and Proof in Grades 9-12*

Barker-Plummer, D., Barwise, J., and Etchemendy, J.. (2007). *Language, Proof, and Logic*. California: CSLI Publications.

Rosen., K. (2012). *Discrete Math and Its Applications*. McGraw Hill.

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Mathematics education graduate faculty

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Summer 2012

7. Dates of prior committee approvals:

Department of Mathematics & Computer Science: 11/11/2011

OCSE Graduate Committee 12/16/2011

Professional Education Council 02/08/2012

Graduate Council 3/15/2012

University Senate _____

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Kinesiology, Recreation and Sport
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Scott Lyons, scott.lyons@wku.edu, 745.6035

- 1. Identification of course:**
 - 1.1 Current course prefix and number: PE 503
 - 1.2 Current course title: Motor Learning
 - 1.3 Credit hours: 3
- 2. Proposed course title:** Advanced Motor Learning and Control
- 3. Proposed abbreviated course title:** Adv Motor Learn and Control
- 4. Rationale for the revision of course title:** There is an undergraduate course entitled “Motor Learning and Control.” Adding the word “Advanced” suggests the more advanced, graduate content of this course and helps to prevent confusion. It also makes it consistent with how we have named other courses in our program.
- 5. Proposed term for implementation:** Spring 2013
- 6. Dates of prior committee approvals:**

KRS Department:	<u>1/31/12</u>
CHHS Graduate Curriculum Committee	<u>2/13/12</u>
Professional Education Council	<u>3/14/12</u>
Graduate Council	<u>3/15/2012</u>
University Senate	_____

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Kinesiology, Recreation and Sport
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Scott Lyons, scott.lyons@wku.edu, 745.6035

- 1. Identification of course:**
 - 1.1 Current course prefix and number: PE 523
 - 1.2 Current course title: Seminar in Exercise Science
 - 1.3 Credit hours: 3
- 2. Proposed course title:** Seminar in Exercise Physiology
- 3. Proposed abbreviated course title:** Seminar in Exercise Physiology
- 4. Rationale for the revision of course title:** This is simply changing the title of this course to make it consistent with the name of the specific concentration in which it is required. Also, the term “exercise science” is more general and usually seen when referring to undergraduate programs or courses, while the term “exercise physiology” is more specific and more appropriate for a graduate level course.
- 5. Proposed term for implementation:** Spring 2013
- 6. Dates of prior committee approvals:**

KRS Department:	<u>1/31/12</u>
CHHS Graduate Curriculum Committee	<u>2/13/12</u>
Graduate Council	<u>3/15/2012</u>
University Senate	_____

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Kinesiology, Recreation and Sport
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Scott Lyons, scott.lyons@wku.edu, 745.6035

- 1. Identification of course:**
 - 1.1 Course prefix and number: PE 504
 - 1.2 Course title: Advanced Exercise Physiology
 - 1.3 Credit hours: 3

- 2. Current course catalog listing:** Application of physiological principles of motor activity. Emphasis on improving instructional practices.

- 3. Proposed course catalog listing:** A comprehensive study of the acute responses and chronic adaptations resulting from exercise or other stressors on the physiological function of the human body. Particular attention will be given to applied learning, as well as to review and critique of current research.

- 4. Rationale for revision of the course catalog listing:** The current catalog listing is not only inadequate in length, but it does not reflect the content of this graduate level, advanced exercise physiology course. The proposed catalog listing resolves this problem.

- 5. Proposed term for implementation:** Spring 2013

- 6. Dates of prior committee approvals:**

KRS Department:	<u>1/31/12</u>
CHHS Graduate Curriculum Committee	<u>2/13/12</u>
Professional Education Council	<u>3/14/12</u>
Graduate Council	<u>3/15/2012</u>
University Senate	_____

Attachment: Course Inventory Form

**Potter College of Arts & Letters
Department of English
Proposal to Revise Course Credit Hours
(Action Item)**

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 509
- 1.2 Course title: Practicum in One-to-One Writing Instruction
- 1.3 Credit hours: 1

2. Proposed course credit hours: 0

3. Rationale for revision of course credit hours:

When we first devised this practicum, which our graduate assistants take the first semester they work in the Writing Center, we wanted them to feel they had earned something tangible for their efforts, so we offered one credit for its completion. Since then, however, the method for charging tuition has changed; students now pay for each hour of credit. The cost of this course now seriously erodes the tuition waiver G.A.s receive, imposes a financial hardship, and creates a disincentive to join our program. We do not intend to change content or requirements of the practicum, as it is an essential part of the G.T.A. training. Since the course will no longer carry credit, we will also change the grading to NG.

4. Proposed term for implementation: Fall 2012

5. Dates of prior committee approvals:

English Department/Division:	<u>12/9/2011</u>
PCAL Curriculum Committee	<u>2/2/12</u>
Graduate Council	<u>3/15/2012</u>
University Senate	_____

Attachment: Course Inventory Form

**Potter College of Arts & Letters
Department of English
Proposal to Revise Course Credit Hours
(Action Item)**

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 511
- 1.2 Course title: Writing Instruction Practicum
- 1.3 Credit hours: 1

2. Proposed course credit hours: 0

3. Rationale for revision of course credit hours:

When we first devised this practicum, which our graduate assistants take as part of their teacher training, we wanted them to feel they had earned something tangible for their efforts, so we offered one credit for its completion. Since then, however, the method for charging tuition has changed; graduate students now pay for each hour of credit. The cost of this course seriously erodes the tuition waiver G.A.s receive, imposes a financial hardship, and creates a disincentive to join our program. We do not intend to change content or requirements of the practicum, as it is an essential part of the G.T.A. training. Since the course will no longer carry credit, we will also change the grading to NG.

4. Proposed term for implementation: Fall 2012

5. Dates of prior committee approvals:

English Department/Division:	<u>12/9/2011</u>
PCAL Curriculum Committee	<u>2/2/12</u>
Graduate Council	<u>3/15/2012</u>
University Senate	_____

Attachment: Course Inventory Form

**Potter College of Arts & Letters
Department of English
Proposal to Revise Course Grading System
(Action Item)**

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

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: ENG 509
 - 1.2 Course title: Practicum in One-to-One Writing Instruction
 - 1.3 Credit hours: 1
- 2. Current course grading system:** S (letter grade)
- 3. Proposed course grading system:** NG
- 4. Rationale for revision of course grading system:** We are changing the course from one credit hour to zero credit hours (see concurrent proposal) and therefore wish to change grading system to the more appropriate NG. The course content is unchanged.
- 5. Proposed term for implementation:** Fall 2012
- 6. Dates of prior committee approvals:**

English Department/: 12/9/2011

PCAL Curriculum Committee 02/02/2012

Graduate Council 3/15/2012

University Senate _____

Attachment: Course Inventory Form

**Potter College of Arts & Letters
Department of English
Proposal to Revise Course Grading System
(Action Item)**

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

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: ENG 511
 - 1.2 Course title: Writing Instruction Practicum
 - 1.3 Credit hours: 1
- 2. Current course grading system:** S (letter grade)
- 3. Proposed course grading system:** NG
- 4. Rationale for revision of course grading system:** We are changing the course from one credit hour to zero credit hours (see concurrent proposal) and therefore wish to change grading system to the more appropriate NG. The course content is unchanged.
- 5. Proposed term for implementation:** Fall 2012
- 6. Dates of prior committee approvals:**

English Department/:	<u>12/9/2011</u>
PCAL Curriculum Committee	<u>02/02/2012</u>
Graduate Council	<u>3/15/2012</u>
University Senate	_____

Attachment: Course Inventory Form

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

Contact Person: Scott Lyons, scott.lyons@wku.edu, 745-6035

1. Identification of course:

- 1.1 Current course prefix and number: PE 501
- 1.2 Course title: Research Methods in Physical Education
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Research Methods in Physical Education
- 2.2 Proposed course title: Research Methods in Kinesiology
- 2.3 Proposed abbreviated title: Research Methods Kinesiology
- 2.4 Rationale for revision of course title: This change is to reflect the title revision of the Master's program in Physical Education to Kinesiology.

3. Revise course number: N/A

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

4. Revise course prerequisites/corequisites/special requirements: N/A

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

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Selected studies in the physical education literature related to methods, materials, techniques, and planning of research studies used and conducted by the profession. (To be taken in first term of enrollment)
- 5.2 Proposed course catalog listing: An examination of the methods, materials, techniques, and planning of research studies used and conducted in the various disciplines of kinesiology. (To be taken in first term of enrollment.)
- 5.3 Rationale for revision of course catalog listing: This change is to reflect the title revision of the Master's program in Physical Education to Kinesiology.

6. Revise course credit hours: N/A

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

7. Proposed term for implementation: Spring 2013

8. Dates of prior committee approvals:

KRS Department:	<u>1/31/12</u>
CHHS Graduate Curriculum Committee	<u>2/13/12</u>
Professional Education Council	<u>3/14/12</u>
Graduate Council	<u>3/15/2012</u>
University Senate	_____

Attachment: Course Inventory Form

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

Contact Person: Scott Lyons, scott.lyons@wku.edu, 745.6035

1. Identification of course:

- 1.1 Current course prefix and number: PE 515
- 1.2 Course title: PE/Rec Assessment
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: PE/Rec Assessment
- 2.2 Proposed course title: Advanced Measurement and Evaluation
- 2.3 Proposed abbreviated title: Adv Measurement & Evaluation
- 2.4 Rationale for revision of course title: This is the graduate version of our undergraduate course in Measurement and Evaluation, thus this title will make it consistent with how we have named other courses.

3. Revise course number: N/A

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

4. Revise course prerequisites/corequisites/special requirements: N/A

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

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Focusing on assessment tools utilized to measure motor development, fitness, motor skills, etc.
- 5.2 Proposed course catalog listing: Study and application of assessment tools and statistical techniques commonly used in kinesiology research. Includes regression modeling, single and multi-factor analysis of variance, and repeated measures designs.
- 5.3 Rationale for revision of course catalog listing: Current course description is inadequate. Proposed course description is a better representation of what is entailed in the course.

6. Revise course credit hours: N/A

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

7. Proposed term for implementation: Spring 2013

8. Dates of prior committee approvals:

KRS Department:	<u>1/31/12</u>
CHHS Graduate Curriculum Committee	<u>2/13/12</u>
Professional Education Council	<u>3/14/12</u>
Graduate Council	<u>3/15/2012</u>
University Senate	_____

Attachment: Course Inventory Form

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

Contact Person: Scott Lyons, scott.lyons@wku.edu, 745-6035

1. Identification of course:

- 1.1 Current course prefix and number: PE 522
- 1.2 Course title: Advanced Exercise Prescription
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Advanced Exercise Prescription
- 2.2 Proposed course title: Advanced Exercise Testing and Prescription
- 2.3 Proposed abbreviated title: Adv Exercise Testing and Presc
- 2.4 Rationale for revision of course title: This is the graduate version of our undergraduate course in Exercise Testing and Prescription, thus this title will make it consistent with how we have named other courses.

3. Revise course number: N/A

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

4. Revise course prerequisites/corequisites/special requirements: N/A

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

5. Revise course catalog listing:

- 5.1 Current course catalog listing: There is not a course description listed on TopNet or in the Graduate Catalog.
- 5.2 Proposed course catalog listing: Focuses on the use of exercise in the treatment and diagnosis of various major disease states. Provides the student with an advanced understanding of electrocardiogram (ECG) monitoring, interpretation, graded exercise testing, blood pressure measurement, interviewing skills, screening, risk stratification, and pharmacology. Emphasizes exercise prescription for clinical populations, such as those with endocrinological/metabolic disorders, cardiovascular disease, respiratory disease, and neuromuscular disorders. (course fee)
- 5.3 Rationale for revision of course catalog listing: A current course listing does not exist, thus one is needed.

6. Revise course credit hours: N/A

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

7. Proposed term for implementation: Spring 2013

8. Dates of prior committee approvals:

- KRS Department: 1/31/12
- CHHS Graduate Curriculum Committee 2/13/12
- Graduate Council 3/15/2012
- University Senate _____

Attachment: Course Inventory Form

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

Contact Person: Scott Lyons, scott.lyons@wku.edu, 745.6035

- 1. Identification of course:**
 - 1.1 Current course prefix and number: PE 530
 - 1.2 Course title: Independent Investigation in Physical Education
 - 1.3 Credit hours: 1 - 3

- 2. Revise course title:**
 - 2.1 Current course title: Independent Investigation in Physical Education
 - 2.2 Proposed course title: Independent Investigation in Kinesiology
 - 2.3 Proposed abbreviated title: Indep Invest in Kinesiology
 - 2.4 Rationale for revision of course title: This change is to reflect the title revision of the Master's program in Physical Education to Kinesiology.

- 3. Revise course number: N/A**
 - 3.1 Current course number:
 - 3.2 Proposed course number:
 - 3.3 Rationale for revision of course number:

- 4. Revise course prerequisites/corequisites/special requirements: N/A**
 - 4.1 Current prerequisites/corequisites/special requirements:
 - 4.2 Proposed prerequisites/corequisites/special requirements:
 - 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
 - 4.4 Effect on completion of major/minor sequence:

- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: Research problems or projects in the organizational, administrative, or supervisory areas of physical education.
 - 5.2 Proposed course catalog listing: Research problems or projects in the scientific, organizational, administrative, or supervisory areas of kinesiology.
 - 5.3 Rationale for revision of course catalog listing: This change is to reflect the title revision of the Master's program in Physical Education to Kinesiology.

- 6. Revise course credit hours: N/A**
 - 6.1 Current course credit hours:
 - 6.2 Proposed course credit hours:
 - 6.3 Rationale for revision of course credit hours:

- 7. Proposed term for implementation:** Spring 2013

- 8. Dates of prior committee approvals:**

KRS Department:	1/31/12 _____
CHHS Graduate Curriculum Committee	2/13/12 _____
Graduate Council	3/15/2012 _____
University Senate	_____

Attachment: Course Inventory Form

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

Contact Person: Scott Lyons, scott.lyons@wku.edu, 745.6035

1. Identification of course:

- 1.1 Current course prefix and number: PE 596
- 1.2 Course title: Practicum in Exercise Science
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Practicum in Exercise Science
- 2.2 Proposed course title: Practicum in Exercise Physiology
- 2.3 Proposed abbreviated title: Practicum in Exercise Physiol
- 2.4 Rationale for revision of course title: The current concentration in Exercise Science is being changed to a concentration in Exercise Physiology. Exercise Physiology is considered a more graduate level-term whereas Exercise Science is considered a more general, undergraduate term.

3. Revise course number: N/A

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

4. Revise course prerequisites/corequisites/special requirements: N/A

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

5. Revise course catalog listing:

- 5.1 Current course catalog listing: None
- 5.2 Proposed course catalog listing: Work and/or laboratory experience in Exercise Physiology practical settings in progression towards completion of the graduate program. Liability insurance is required.
- 5.3 Rationale for revision of course catalog listing: A current course listing does not exist, thus one is needed.

6. Revise course credit hours: N/A

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

7. Proposed term for implementation: Spring 2013

8. Dates of prior committee approvals:

KRS Department:	<u>1/31/12</u>
CHHS Graduate Curriculum Committee	<u>2/13/12</u>
Graduate Council	<u>3/15/2012</u>
University Senate	_____

Attachment: Course Inventory Form

Memorandum
Proposal to Change Course Prefix
(Information Item)

TO: University Curriculum Committee
FROM: Sponsoring Unit: Kinesiology, Recreation and Sport
Department: Kinesiology, Recreation and Sport
Contact Person's Name: Scott Lyons
Contact Person's Email: scott.lyons@wku.edu
Contact Person's Phone: 745.6035
CHANGE: Current Course Prefix: PE
Proposed Course Prefix: KIN

COURSE NUMBERS TO BE INCLUDED UNDER THE NEW COURSE
PREFIX: 501, 503, 504, 505, 507, 508, 513, 514, 515, 516, 520, 521, 522,
523, 524, 530, 596, 599, 600

RATIONALE: Course prefix is being changed to reflect the title revision of the Master's program in Physical Education to Kinesiology.

DATE OF IMPLEMENTATION: Spring 2013

Attachment: Course Inventory Form

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

Contact Person: Scott Lyons, scott.lyons@wku.edu, 745.6035

1. Identification of program:

- 1.1 Current program reference number: 090
- 1.2 Current program title: Master of Science in Physical Education
- 1.3 Credit hours: 33

2. Identification of the proposed program changes:

- Program title will be changed to Master of Science in Kinesiology.
- The current general concentration in Exercise Science, which included fifteen hours of unrestricted electives, will be replaced by three well-defined concentrations in Exercise Physiology, Fitness Management, and Corporate Health Management.
- Admission requirements for these concentrations (Exercise Physiology, Fitness Management, and Corporate Health Management) will be consistent with those stipulated by Western Kentucky University's Office of Graduate Studies.
- Addition of KIN 598 as a requirement for students in the Exercise Physiology concentration who choose the non-thesis option. The non-thesis option students will complete this course and take comprehensive exams. This is the *only* new course that has been written for this program revision. All other courses are already on the books and are currently being taught by existing faculty. No new faculty will be required to satisfy this program revision.

3. Detailed program description:

Current Program				Proposed Program			
Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
		<i>Core requirements</i>				<i>Core requirements</i>	
PE	501	Research Methods	3	PE	501	Research Methods	3
PE	503	Adv Motor Learn & Con	3	PE	503	Adv Motor Learn & Con	3
PE	504	Adv Ex Phys	3	PE	504	Adv Ex Phys	3
PE	515	Adv Meas & Eval	3	PE	515	Adv Meas & Eval	3
		Total	12			Total	12
		<i>Restricted electives</i>				<i>Restricted electives</i>	
PE	505 OR	Foundations of Curric Instruction	3	PE	505 OR	Foundations of Curric Instruction	3
PE	521	Crit Anal of Lit		PE	521	Crit Anal of Lit	
PE	520 or	Teaching Strategies in Physical Education	3	PE	520 or	Teaching Strategies in Physical Education	3
PE	522	Adv Ex Test & Presc		PE	522	Adv Ex Test & Presc	
		Total	6			Total	6
		<i>Exercise Science Concentration</i>				<i>Exercise Physiology Concentration</i>	
		Unrestricted electives	15	PE	514	Lab Methods	3
				PE	523	Seminar in Ex Phys	3
				PE	524	Applied Biomechanics	3
				KIN PE	598 599	Capstone Research Exp OR Thesis Research	6
						Total	15
						<i>Fitness Management Concentration</i>	
				RSA	515	Rec/Sport Facility Dvlpmt	
				RSA	517	Legal Issues in Rec/Sport	3

					RSA	519	Fiscal Prac in Rec/Sport	3
					HCA	541	Strat Mgmt & Mkt Hlth Svcs	3
					PE	596	Practicum	3
							Total	15
							<i>Corporate Health Management</i>	
					PH	502	Health Promo in the Workplace	3
					PH	587	Health Behavior	3
					PH	591	Health Program Eval	3
					HCA	541	Strat Mgmt & Mkt Hlth Svcs	3
					COMM	523	Seminar in Health Comm	3
							Total	15
TOTALS		Credit Hours	33		TOTALS		Credit Hours	33

4. Rationale for the proposed program change:

- There are two primary reasons for changing the title of the program: 1. The term “Kinesiology” is a much more current and appropriate term as Kinesiology is the study of human movement. While the term “Physical Education” is certainly appropriate for our undergraduate program in Teacher Education, it does not sufficiently encompass the various concentrations contained within this graduate program. 2. The name of the department was changed a couple of years ago from “Physical Education and Recreation” to “Kinesiology, Recreation and Sport.” Changing the name of the program makes it more congruent with our department name, especially as we have a separate graduate program in “Recreation and Sport Administration.”
- The reasons for replacing the Exercise Science concentration are to update to more current terminology, to give a more rigid structure to our graduate program, and to better define the offerings within the graduate program. Exercise Science is a general term that is usually reserved for undergraduate programs, while Exercise Physiology is considered the appropriate term for the more focused graduate level programs. This concentration will be offered face-to-face and will include significant laboratory time within the required courses. The Fitness Management concentration will be done collaboratively with the Recreation and Sport Administration faculty, while the Corporate Health Management concentration will be a collaborative effort between our department and the Department of Public Health. These two concentrations will be offered on-line and may be cohorts through DELO.
- With the replacement of one concentration with three defined concentrations, the admission requirements need to be delineated for the three concentrations of Exercise Physiology, Fitness Management, and Corporate Health Management.
- The reason for adding KIN 598 is that we have historically allowed the “non-thesis option” students to take electives and then take comprehensive exams. Now, the non-thesis option students will be required to take KIN 598. This will provide the students with exposure to the research process on a smaller scale than with the thesis, which we believe is important to the graduate education process. Those students choosing the thesis option will still take KIN 599 (thesis research).

5. Proposed term for implementation: Fall 2012

6. Dates of prior committee approvals:

KRS Department: 1/31/12

CHHS Graduate Curriculum Committee 2/13/12

Professional Education Council 3/14/12

Graduate Council 3/15/2012

University Senate _____

Attachment: Program Inventory Form

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

Contact Person: Kirk Atkinson, kirk.atkinson@wku.edu, 5-8845

1. Identification of proposed policy revision:

The Graduate Records Examination (hereafter GRE) revised general test scoring mechanisms changed effective 8/1/2011. The Rules Subcommittee desires to ease the transition to this new system for all WKU programs that require students to submit GRE scores as one component of the admission process.

2. Catalog statement of existing policy:

Standardized Examination Scores

The MBA program requires the GMAT test for admission. The GRE may be required for admission to a graduate program. Please inquire with the specific program or with Graduate Studies and Research.

Graduate Record Examination (GRE)

As of August 2011, the GRE revised General Test measures the verbal and quantitative reasoning, critical thinking and analytical writing skills. If required by the program the student is applying to, standardized test scores must be received by the Office of Graduate Studies and Research prior to admission. In these cases, the admission decision will be based upon the undergraduate transcript, the GRE score, and other materials required by the program to which the student is applying.

Registration materials for the GRE and GMAT are available at the Counseling and Testing Center, the Office of Graduate Studies and Research, <http://www.gre.org>, or <http://www.gmat.org>, or by calling 1 (800) 473-2255.

If a student has a master's degree from an accredited institution in a field of study related to the desired program, the student may request that the completed master's degree be considered as a substitute for the GRE General Test. Each department has the discretion to approve this exception to the GRE requirement. Depending on the program, some admissions decisions are based upon both the undergraduate grade point average and the GRE General Test score, which is known as the GAP score. The GAP score is the sum of the GRE Verbal & Quantitative scores times the overall undergraduate grade point average.

For example, a GRE score of 800 (Verbal + Quantitative) and a grade average of 3.5/4.0 would produce a GAP score of 2800. Because GAP is a product of both the GRE score and undergraduate grade point average, both the GRE and transcript record are essential for making an admission decision. The GRE General Test also includes a writing component; some programs have established a minimum Analytical Writing score requirement.

Most programs requiring a GAP score require a minimum of 2200, although individual degree programs may be higher. Previous graduate course work does not have any bearing on admission requirements, i.e., GAP score calculation. For students who took the GRE General Test prior to October 1, 2002, most programs requiring the GAP score require a minimum 3500 or better. This GRE General Test consisted of verbal, quantitative, and analytical sections, and in this case the GAP score is generated by the sum of the three parts of the GRE times the overall undergraduate grade point average.

GMAT Score

Admission decisions to the Master of Business Administration are based upon the scores of the Graduate Management Admission Test. The requirements for general admission to the MBA program are a 500 total GMAT test score and a GAP score of 1050 (undergraduate grade point average times 200 plus GMAT score).

Admission Requirements

Individual programs may have more stringent requirements than the Office of Graduate Studies, but all students must meet the minimum Graduate Studies requirements to be considered for admission.

Master's Degrees

Applicants for a master's degree program must:

1. Submit a completed application, along with a \$40.00 (non-refundable) application fee by the admission deadline;
2. Have completed a bachelor's degree from an accredited college or university (applicants from non-accredited institutions: see Applicants from Non-Regionally Accredited Institutions);
3. Have adequate preparation in the field of specialization;
4. Submit a copy of teaching certification or statement of eligibility for students holding current certification;
5. Submit qualifying standardized test scores, if required by the specific program (applicants to the MBA Program must have a GMAT score of 500 and a GAP score of 1050); and
6. Appropriate language training or test scores for international students.

Specialist Degrees

Applicants for a specialist degree program must:

1. Submit a completed application, along with a \$40.00 (non-refundable) application fee by the admission deadline;
2. Have completed a master's degree from an accredited college or university (exception: Ed.S. in School Psychology does not require an applicant to hold a master's degree);
3. Have adequate preparation in the proposed field of specialization;
4. Submit a copy of current teaching certificate (for students applying for the Ed.S. in Elementary Education, Secondary Education or School Administration only);
5. Have earned a score not less than 850 on the GRE General Test Verbal and Quantitative sections and a Writing Score of 4.0, or have a grade point average of not less than 3.5 on the course work for the master's degree program (the specialist degree in School Administration requires a 3.5 GPA and 850 GRE score); **and**
6. Submit three letters of recommendation from graduate faculty and professional associates.

Doctoral Degrees

Applicants for doctoral programs must:

1. Submit a completed application, along with a \$40.00 (non-refundable) application fee by the admission deadline;
2. Have completed a bachelor's degree (or higher, as specified by program) from an accredited college or university (applicants from non-accredited institutions: see Applicants from Non-Regionally Accredited Institutions);
3. Have adequate preparation in the field of specialization;
4. Submit a copy of teaching certification or statement of eligibility for students holding current certification;
5. Submit qualifying standardized test scores, if required by the specific program (applicants to the MBA Program must have a GMAT score of 500 and a GAP score of 1050); and
6. Appropriate language training or test scores for international students.

3. Catalog statement of proposed policy:

Admission Requirements

Individual programs may have more stringent requirements than the Office of Graduate Studies, but all students must meet the minimum Graduate Studies requirements to be considered for admission. Any program with established, Graduate Council approved admission guidelines that rely on other metrics may continue to utilize them.

Graduate Record Examination (GRE)

The GRE General Test measures the verbal and quantitative reasoning, critical thinking and analytical writing skills. If required by the program the student is applying to, standardized test scores must be received by the Office of Graduate Studies and Research prior to admission. In these cases, the admission decision will be based upon the undergraduate transcript, the GRE score, and other materials required by the program to which the student is applying.

Graduate Management Admission Test (GMAT)

Admission decisions to the Master of Business Administration are based upon the scores of the Graduate Management Admission Test. The requirements for general admission to the MBA program are a 500 total GMAT test score and a GAP score of 1050 (calculated as follows: undergraduate grade point average multiplied by 200, plus GMAT score).

Other Standardized Tests

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

Registration materials for the GRE and GMAT are available at the Office of Graduate Studies and Research located in the Wetherby Administration Building room 207. Contact information by telephone is (270) 745-2446 and via email graduate.studies@wku.edu. Registration materials are also available through Educational Testing Services (ETS) (<http://www.gre.org>, or <http://www.gmat.org>, or by calling 1 (800) 473-2255).

If a student has a master's degree from an accredited institution in a field of study related to the desired program, the student may request that the completed master's degree be considered as a substitute for the GRE General Test. Each program has the discretion to approve this exception to the GRE requirement. Programs that do not approve exceptions to the GRE require the following admissions criteria:

- GRE score minimums of a **139** for Master's programs, **142 for Specialist degrees**, and **145** for Doctoral programs on each of the sections (Verbal and Quantitative), respectively,

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

NOTE: *The method in which GRE and other standardized test scores are reported may change. For applicants that took the GRE prior to August 1, 2011 the following GAP formula should be utilized:*

The GAP score is the sum of the GRE Verbal & Quantitative scores times the overall undergraduate grade point average.

For example, a GRE score of 800 (Verbal + Quantitative) and a grade average of 3.5/4.0 would produce a GAP score of 2800. Because GAP is a product of the GRE score and undergraduate grade point average, both the GRE and transcript record are essential for making an admission decision. The GRE General Test also includes a writing component; some programs have established a minimum Analytical Writing score requirement.

Most programs requiring a GAP score require a minimum of 2200, although individual degree programs may be higher. Previous graduate course work does not have any bearing on admission requirements, i.e., GAP score calculation. For students who took the GRE General Test prior to October 1, 2002, most programs requiring the GAP score require a minimum 3500 or better. This GRE General Test consisted of verbal, quantitative, and analytical sections, and in this case the GAP score is generated by the sum of the three parts of the GRE times the overall undergraduate grade point average.

Master's Degrees

Applicants for a master's degree program must:

1. Submit a completed application, along with a \$40.00 (non-refundable) application fee by the admission deadline;

2. Have completed a bachelor's degree from an accredited college or university (applicants from non-accredited institutions: see Applicants from Non-Regionally Accredited Institutions);
3. Have adequate preparation in the field of specialization;
4. Submit qualifying standardized test scores and other required materials, if required by the specific program
 - For students who took the GRE General Test (Verbal, Quantitative, and Analytical) prior to October 1, 2002, most programs requiring the GAP score require a minimum 3500 or better,
 - For students who took the GRE General Test on or after October 1, 2002 but prior to August 1, 2011, programs requiring the GAP score require a minimum 2200 or better,
 - For students who took the GRE General Test on or after August 1, 2011, programs requiring the GAP score necessitate a minimum 550 score and 139 minimum scores on both the Verbal and Quantitative sections, (applicants to the MBA Program must have a GMAT score of 500 and a GAP score of 1050); and
6. Appropriate language training or test scores for international students.

Graduate course work may be used as an admission requirement (i.e., GAP score calculation) in lieu of the undergraduate grade point average should the program choose to do so providing that there is no less than 12 graduate credit hours available for consideration.

Specialist Degrees

Applicants for a specialist degree program must:

1. Submit a completed application, along with a \$40.00 (non-refundable) application fee by the admission deadline;
2. Have completed a master's degree from an accredited college or university (exception: Ed.S. in School Psychology does not require an applicant to hold a master's degree);
3. Have adequate preparation in the proposed field of specialization;
4. Submit a copy of current teaching certificate (for students applying for the Ed.S. in Elementary Education, Secondary Education or School Administration only);
5. Have earned a score not less than:
 - For students who took the GRE General Test prior to October 1, 2002
 - 1250 on the GRE General Test (Verbal, Quantitative, and Analytical) , OR have a grade point average of not less than 3.5 on the course work for the master's degree program (the specialist degree in School Administration requires a 3.5 GPA and 1250 GRE score)
 - For students who took the GRE General Test after October 1, 2002 but prior to August 1, 2011
 - 850 on the GRE General Test (Verbal and Quantitative) and a Writing Score of 4.0, or have a grade point average of not less than 3.5 on the course work for the master's degree program (the specialist degree in School Administration requires a 3.5 GPA and 850 GRE score)
 - For students who took the GRE General Test after August 1, 2011
 - GRE scores with minimums of 142 on the Verbal and 142 on the Quantitative sections of the examination
 - the GAP score is a required minimum 555 combined score and a Writing Score of 4.0, OR have a grade point average of not less than 3.5 on the course work for the master's degree program (the specialist degree in School Administration requires a 3.5 GPA and 555 GAP score); **and**
6. Submit three letters of recommendation from graduate faculty and professional associates.

Graduate course work associated with a completed degree may be used as an admission requirement (i.e., GAP score calculation) in lieu of the undergraduate grade point average should the program choose to do so.

Doctoral Degrees

Applicants for doctoral programs must:

1. Submit a completed application, along with a \$40.00 (non-refundable) application fee by the admission deadline;
2. Have completed a bachelor's degree (or higher, as specified by program) from an accredited college or university (applicants from non-accredited institutions: see Applicants from Non-Regionally Accredited Institutions);

3. Have adequate preparation in the field of specialization;
4. Submit any specialized materials that may be required by the program;
5. Submit qualifying standardized test scores, if required by the specific program, applicants to some doctoral programs need to have
 - GRE scores with minimums of **145** on the Verbal and **145** on the Quantitative sections of the examination and a Writing Score of 4.0,
 - a minimum GAP score of,
 - For students who took the GRE General Test (Verbal, Quantitative, and Analytical) prior to October 1, 2002, programs requiring the GAP score set a minimum of 3500,
 - For students who took the GRE General Test (Verbal and Quantitative) after October 1, 2002 but prior to August 1, 2011, programs requiring the GAP score set a minimum of 2200,
 - For students who took the GRE General Test (Verbal and Quantitative) after August 1, 2011, programs requiring a GAP score set a minimum of **600**, and
6. Appropriate language training or test scores for international students.

Graduate course work associated with a completed degree may be used as an admission requirement (i.e., GAP score calculation) in lieu of the undergraduate grade point average should the program choose to do so.

4. Rationale for proposed policy revision:

ETS revised the scoring scale effective August 2011 as explained by information from the ETS web site.

GRE® revised General Test (tests taken on or after August 1, 2011)

Measure	Scores Reported
Verbal Reasoning	130 – 170, in 1 point increments
Quantitative Reasoning	130 – 170, in 1 point increments
Analytical Writing	0 – 6, in half point increments

If no questions are answered for a specific measure (e.g., Verbal Reasoning), then you will receive a No Score (NS) for that measure.

GRE® General Test (tests taken prior to August 1, 2011)

Measure	Scores Reported*
Verbal Reasoning	200 – 800, in 10-point increments
Quantitative Reasoning	200 – 800, in 10-point increments
Analytical Writing	0 – 6, in half-point increments

If no questions are answered for a specific measure (e.g., Verbal Reasoning), then you will receive a No Score (NS) for that measure.

*Effective November 2011, score reports include Verbal Reasoning and Quantitative Reasoning scores on the prior 200 – 800 scales as well as estimated Verbal Reasoning and Quantitative Reasoning scores on the new 130 – 170 score scales.

GRE materials as cited from the ETS website.

Additional work when examining the old and revised GRE scores indicated considerable variance. The following table contrasts the pre-August 1, 2011 and post-July 31st, 2011 scores.

	Prior to August 1, 2011		Diff/600	As of August 1, 2011		Diff/40
	Verbal	Quantitative		Verbal	Quantitative	
10%	310	385	.1167	139	139	0
20%	347	473	.21	142.6	142.3	.0075
30%	387	526	.232	145.6	144.67	.02325
40%	420	575	.258	148	147	.025
50%	457	625	.28	150.7	149.5	.0125
60%	497	658	.268	152.7	151.8	.0025
70%	537	712	.292	155.7	155.2	.0125
80%	582	747	.275	158.2	158.7	.0125
90%	635	787	.253	162	163.7	.0425

The Diff column represents the difference between respective quantitative and verbal scores divided by the range of the highest and lowest possible scores. For example, on exams prior to August 1, 2011, the range is the difference between the highest possible score of 800 and the lowest possible score of 200. For exams taken post August 1, 2011, the range is the difference between the highest possible score of 170 and the lowest possible score of 130. The point of the table is to demonstrate that equivalent scale scores did not equate to equivalent percentile scores. For example, a 70 percentile on Old GRE-Verbal is 537 while a 70 percentile on the Old GRE-Quantitative is 712. Such a disparity made it difficult to create a one-to-one conversion from the old GAP score to the new GAP score. The new GRE seems to have largely alleviated this disparity, making it easier to create a more stable GAP score. The proposed changes address the new GRE scores and update the GAP score requirements for those programs that have not identified their own admissions criteria. Additionally, the new approach to calculating the GAP score places less emphasis on scores at the upper end of a scale and more emphasis on undergraduate GPA.

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

None anticipated.

6. Proposed term for implementation:

Summer 2012

7. Dates of prior committee approvals:

Graduate Council Rules Subcommittee: 2/6/2012

Graduate Council: 3/15/2012

University Senate: _____