GRADUATE COUNCIL REPORT TO THE UNIVERSITY SENATE

DATE: March 2015
FROM: The Graduate School

The Graduate Council submits the following items from the **March 19, 2015** meeting for consideration.

Information Items:

I. Temporary Course
NURS 560 Curriculum Development in Nursing Education
SLP 557 Speech Language Pathology and Autism Spectrum Disorders
SLP 558 Interprofessional Practice Across the Lifespan

Consent Items:

I. Revise Course Prerequisites/Corequisites
MATH 532 Real Analysis

Action Items:

I. Revise a Course
NURS 517 Advanced Applied Pharmacology
NURS 518 Clinical Teaching in Nursing
NURS 606 Advanced Clinical Practice
MATH 429G Probability and Statistics II

II. Create a New Course
NURS 519 Advanced Pathophysiology for Nurse Educators
NURS 521 Statistics in Health Care
NURS 532 Teaching in Nursing: Roles and Professional Issues
NURS 560 Curriculum Development in Nursing Education
NURS 561 Distance Education & Technology in Nursing
NURS 563 Teaching in Health Care Organizations
NURS 564 Teaching in Health Care Organizations Practicum
NURS 565 Teaching Strategies in Nursing Education
NURS 662 Assessment and Evaluation in Nursing Education
SLP 557 Speech-Language Pathology and Autism Spectrum Disorders
SLP 558 Interprofessional Practice Across the Lifespan
COMM 596 Internship in Communication

III. Revise a Program
0011 Doctor of Nursing Practice
149 Master of Science Nursing
152 Master of Public Health
0473 Master of Science Environmental and Occupational Health Science
085 Master of Science Mathematics
0421 Master of Arts Criminology
0448 Master of Arts Social Responsibility and Sustainable Communities

SYLLABUS

Course Title and Number: NURS 560 Curriculum Development in Nursing Education
Credit Hours: 2
Course Description: Provides the theory and process to develop, design, and evaluate nursing curricula. The use of curriculum accreditation standards that guide curriculum development and evaluation is studied to direct nursing faculty in curriculum development.
Course Information: This is a web-based course. Designed for students preparing for the nurse educator role in the MSN - nurse educator concentration. Also provides any current nurse educator the opportunity to learn theory and build competencies to participate knowledgably in the design, implementation, and evaluation of nursing curricula in schools offering both undergraduate and graduate nursing programs.
Faculty: Current Nurse Educator Faculty
Office Hours: This is an online course. Virtual and face-to-face office hours will be posted by faculty.
Course Objectives:

- Examine the historical and philosophical foundations of nursing education curricula.
- Critically analyze current educational and nursing research for implications on curriculum development.
- Analyze the impact of socio- political, cultural, technological, environmental, and regulatory factors on curriculum development and evaluation.
- Apply selected theories to the curriculum development process in the design of a selected curriculum component.
- Examine evaluation methods used to assess curriculum designs.

Content Outline:

I. Introduction to curriculum develop and approaches
   a. History
   b. Curriculum development & approval in changing educational environments
   c. Role of faculty in curriculum development and evaluation

II. Learning Theories, educational taxonomies, and critical thinking in nursing
   a. Learning theory applied to curriculum development
   b. Contextual design with taxonomies to promote critical thinking

III. Needs assessment in nursing curriculum development
   a. External factors
   b. Internal factors
   c. Finance and budget management

IV. Application to Nursing Education
   a. Component of the curriculum
   b. Curriculum for programs: associate degree, baccalaureate, graduate, staff development

V. Program Evaluation & Accreditation
   a. Program Evaluation
   b. Planning for accreditation

VI. Issues & Trends
   a. Informatics and technology
   b. Research
   c. Challenges for nurse educators.

Evaluation Methods:

- Online activities such as discussion boards, group work and critical thinking exercises (30% of grade)
- Paper: Major paper on application and evaluation of a selected curriculum model (35%)
- Quizzes or brief writing exercises (35%)

Required Texts/Materials:
Keating, S. B. (2011). Curriculum development and evaluation in nursing (2nd ed.). New York, NY: Springer Publishing Co
Other required materials (available free online)
Accreditation Commission for Education in Nursing (ACEN). (2014). *Accreditation Manual*. Retrieved from http://www.acenursing.org/accreditation-manual/
Commission on Collegiate Nursing Education (CCNE). (2013). *Standards for accreditation of baccalaureate and graduate programs* (amended 2015). Retrieved from http://www.aacn.nche.edu/ccne-accreditation/standards-procedures-resources/baccalaureate-graduate/standards
Course Policies:
Refer to the WKU School of Nursing Graduate Handbook and Graduate Catalog.

CD 557 Syllabus
Contemporary Issues in Communication Disorders:
Autism Spectrum Disorders Theory and Application
Summer 2015

Kimberly Green M.A., CCC-SLP
Office: Rm. 108-A Academic Complex
Phone: 270-745-4303; Fax: 270-745-3441
E-Mail: kimberly.green@wku.edu
Office Hours: Tuesdays/Wednesdays 9:00 am-2:00 pm *Central*, or by appointment. Hours subject to change. Call or email if you would like to schedule an appointment for a day/time outside of those posted.

Texts: Hall, Laura J. (2013). Autism Spectrum Disorders: From Theory to Practice. 2nd Edition. Pearson Education, Inc. ISBN 0-13-265809-7
*Additional reading will be required.

Course Meeting Dates: TBD

Course Description:

This course will provide most current research findings and best practices in the development of strategies for speech-language pathologists to assess and treat the social and communication needs of those with autism spectrum disorders. Theories of causation, developmental aspects, descriptive and diagnostic characteristics, and legal and social issues are discussed.

Modes of Instruction and Communication:

Instruction will be via online lectures, internet exploration, independent learning activities and assigned readings. Student WKU email addresses are the **ONLY** ones to which class correspondence will be sent. Students are responsible for checking their email and the Blackboard course site regularly.

Learning Objectives	**KASA Standard**
Throughout this course, students will:	
1. Develop an understanding of pertinent background information and the major etiologies of ASD in children and adults	III B., III C.
2. Develop an understanding of the impact of ASD and any adverse effect on the learning process	III C., III D.
3. Plan, implement, evaluate and modify intervention strategies	III D.
4. Develop an awareness of issues pertinent to service delivery such as cultural diversity, behavior management, and collaboration	III D.
5. Develop strategies for the prevention of language disorders	III D.
6. Develop appropriate knowledge and skills in professional issues	IV - G. (3)

***The instructor reserves the right to make changes to the topic schedule or point value for assignments based on schedule and/or class needs.*

Tentative Topic Schedule

AUTISM TOPIC	CHAPTER READINGS
• Syllabus, Intro	
• Classification Systems and Causation of ASD	Chapter 1
• *Assessment* Screening for Autism in Young Children Diagnostic Instruments	Chapter 2
• *Collaboration for Evidence Based Practices* • Curriculum & Classroom Structure	Chapter 3
• *Applied Behavioral Analysis* • Assessing Problematic Behaviors • Assessing Sensory & Motor Function	Chapter 4
• *Applied Behavioral Analysis and Behavioral Interventions*	Chapter 5
• *Developmental & Social-Relational Approaches*	Chapter 6
• *Cross-Cultural Issues and International Perspectives*	Chapter 7
• *Focus on Communication*	Chapter 8
• *Theory of Mind*	PowerPoint
• *Asperger's & High Functioning Autism* • Guest Speaker	PowerPoint
• *Building Social Skills & Social Relationships*	Chapter 9
• Strategies for Enhancing Communication & Learning • Guest speaker	PowerPoint
• *Transition to Adulthood* Employment Options Psychopharmacology	Chapter 10
• Personal Perspectives (parents, siblings, clinicians, teachers, caregivers)	PowerPoint

EVALUATION OF STUDENT ACHEIVEMENT:

Attendance (30 points)
Students are expected to attend any synchronous chats as well as access Tegrity lectures and other resources posted on Blackboard.

Blackboard Assignments (70 points)
Students will complete varied assignments provided on Blackboard. Detailed requirements for assignments will be provided via Blackboard.

Research Paper (100 points)
Students will write a research paper synthesizing published articles and related sources on autism. This project requires the search and analysis of the literature, integration of information and reporting functions. The paper should reflect current information regarding autism research, level of evidence, as well as the impact on our professional knowledge base. Detailed requirements for this assignment will be provided via Blackboard.

Research Presentation (100 points)
Students will select a topic of interest within ASD and develop a presentation to be shared with the class. The topic should differ from the research paper topic and must be approved by the instructor. The research-rich presentation must integrate multiple sources and include an analysis their importance to the knowledge base. The final product will contain 2 parts: 1) PowerPoint slides and 2) a recorded presentation by the student on the selected topic. The recording may be audio with the slides OR video of the student presenting the topic with the slides. All submitted presentations will be compiled and made available to the class. **Detailed requirements for this assignment will be provided via Blackboard.**

Mid-term and Final Examinations (100 total points)
Students will complete a mid-term (worth 50 points) and a final examination (worth 50 points) to assess on-going learning, retention, and application of knowledge.

Grading Scale:
Grades are based on the total percentage of points earned. This means that your grade equals earned points/total points. There are 400 total points possible. Grading is as follows:

A	93-100% (370-400 pts)
B	85-93% (338-369 pts)
C	77-84% (306-337 pts)
D	69-76% (274-305 pts)
F	68% and below (273 pts and below)

Technology Management:
This course will include use of Blackboard software. Managing student technology is the sole responsibility of the student. The student is responsible for making sure that: (a) student word processing software is compatible with that used by the University; (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor); (c) Internet service providers' equipment and software are installed and working properly in conjunction with student computers; (d) in the event that a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and (e) any other student technology problem or issue gets successfully resolved; this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course. Please familiarize yourself with the business hours of WKU's IT help desk as well as the website and alternative means of communication with the IT department.

Technology Management:
This course will be presented using Blackboard software. Managing student technology is the sole responsibility of the student. The student is responsible for making sure that: (a) student ***word processing software is compatible with that used by the University***; (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor); (c) Internet service providers' equipment and software are installed and working properly in conjunction with student computers; (d) in the event that a student's computer stops working

properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and (e) any other student technology problem or issue gets successfully resolved; this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course. Please familiarize yourself with the business hours of WKU's IT help desk as well as the website and alternative means of communication with the IT department.

The IT Help Desk can be reached at 270-745-7000.

Policies:

Attendance and Classroom Participation

Attendance and classroom participation are essential for the successful completion of this course. Feel free to ask questions or express concerns outside of the class structure. However remember that if you have questions, others may have similar concerns so please post to the discussion board when applicable. Asking questions on discussion board will help facilitate your learning and often stimulate discussion. There is no opportunity for make-up work.

Plagiarism:

From the Faculty Handbook: To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Student Disability Services:

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Contact Matt Davis at 270.745.5004 or matt.davis@wku.edu. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Grievance:

The Department of Communication Disorders is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology. Complaints about programs must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech Language-Hearing Association, 2200 Research Boulevard, Rockville, MD 20850-3289. The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by email or facsimile.

The University's Grievance Policy is specified at the following URL:
http://www.wku.edu/StuAffairs/StuLife/handbook/2004pdf/16%20Student%20Grievance%20Procedure.pdf

SLP 558- Interprofessional Practice Across the Lifespan
Summer 2015 – Campus Cohort
Monday and Thursday, 6:30 p.m. to 8:00 p.m. CST

Instructor: C. Allison Hatcher, M.S., CCC-SLP, Part-Time Faculty and Clinical Supervisor
Office: Health Sciences #1096
Office hours: Monday and Thursday: 1:00 to 4:00 p.m. CST; Other hours available by appointment
Phone number: 270.745.4164
Email: courtney.hatcher@wku.edu

Co-instructor: Jo Shackelford, Ed.D, CCC-SLP, Assistant Professor & Pre-SLP Program Coordinator
Office: Academic Complex # _____
Office hours:
Phone number: 270.745.4306

Catalog Course Description:

Students will learn principles of interprofessional (IP) collaboration and will explore roles of family/caregivers and health care and educational professionals. Course content will include interprofessional communication, decision making, and collaborative team problem solving as it relates to a variety of settings across the lifespan.

Prerequisite: Instructor permission

Upon completion of the course, students will be able to demonstrate:

KASA Standard	Core Objective Addressed	Evaluation
Standard IV-G: The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods):	1b, 1g 2a, 2g	Projects, discussion, examination
3. Interaction and Personal Qualities	a, b, c, d	Examination, presentations

Learning Outcomes

- Students will understand the concept of interprofessional teamwork and the evidence base that supports its effectiveness

- Students will demonstrate knowledge of roles of professionals, patient/client, and family members with whom they will collaborate (healthcare and educational professionals, their scope of practice, settings in which they work, and role of families/caregivers)

- Students will learn communication strategies and tools for effective interprofessional collaboration (communication, conflict management and negotiation)

- Students will demonstrate skills needed to engage parents, patients/clients, and related professionals during assessment and treatment of clients across the lifespan.

- Students will be introduced to the concepts of and strategies for leadership and membership

Text

Required:

Reeves, S., Lewin, S., Espin, S., & Zwarenstein, M. (2011). *Interprofessional teamwork for health and social care* (Vol. 8). John Wiley & Sons.
June 2013 issue of The ASHA Leader, focus on interprofessional collaboration (accessible from: http://leader.pubs.asha.org/issue.aspx#issueid=929387)

Recommended Readings (to be posted on Blackboard):

1. Howell, W.L.J., (2005). Building bridges between health professions. AAMC, 6-7

2. Institute of Medicine. (2003). Crossing the quality chasm: A new health system for the 21st century. Executive Summary. Washington, DC: National Academy of Sciences.

3. Institute of Medicine. (2000). To err is human: Building a safer health system. Washington, DC: National Academy of Sciences.

4. Additional readings may be assigned over the course of the semester and posted on Blackboard.

* Students are expected to search out additional articles and learning resources to meet each case's individual and team learning objectives.

Internet
Your secure WKU email address is the only one to which class correspondence will be sent. It is expected that you will check that account regularly. Furthermore, you will need to check the Blackboard site regularly in case additional assignments and materials have been posted.

Modes of Instruction
Class lectures, discussions, video modules, demonstrations and practice will be the modes of instruction. Adobe Connect Pro will be used to deliver lectures so you will need a computer with a reliable internet connection that includes a microphone and speakers in order to fully participate in class.

EVALUATION OF STUDENT ACHIEVEMENT

IP Quizzes (25 total points) **–** A total of five, 5-point IP quizzes will be posted to Blackboard over the course of the semester as determined by the instructor. Quiz questions will be based on topics discussed in the chats, readings, assignments, and the student's clinical experience.

Discussion Board (50 points) - Each week, two questions will be posted to the discussion board. Each student is expected to respond to ALL questions. An adequate response will be related to the question and demonstrates a thorough understanding of the concepts. The questions will be based on topics discussed in the chats, readings, assignments, and/or the student's clinical experience. Responses are due by 11:59 p.m. CST on Sunday. Any responses that post after the reported time will be considered late and no credit will be awarded. It is strongly

suggested that you respond well in advance of the deadline. While it is understandable that emergencies (personal, familial, technical, weather, etc.) happen, no emergency or circumstance will exempt a student from adhering to the timeline or minimum number of responses required. If your response is not acceptable, you will be notified so that you can possibly modify it before the due date. You must respond to ALL questions. Extra points may be awarded to additional posts in response to peers' posts, depending on quality and respectfulness of content.

IP Team Project (100 points) –

Teams will be assigned of approximately 6-8 students and will be representatives from the different professions, with at least 5 different professions represented on each team. The mock interprofessional teams will work through hypothetical case studies with the emphasis placed on team learning in a health care context. Each team will have a one facilitator and will meet over the course of 3 weeks as needed. Seeking out support from trained faculty at the university is encouraged. The interprofessional teams. Teams have two parallel learning activities: (a) Team process – acquiring knowledge about team building and practicing group process skills while performing the team tasks; and (b) Team task – acquiring knowledge and making decisions in order to manage patient or family centered health care per case studies. The facilitator's will guide their team through the project's term and will keep the group "on task". All decisions and outcomes for each case are up to the team. Team effectiveness and individual member participation must be demonstrated throughout the small group process.

Evaluation can be a powerful learning tool. With the focus of this project being on team work, how the group functions as a team will be evaluated. Several factors influence the success of the team including discussing, participating, listening, problem solving, and presenting. Be mindful that each individual contributes to the success of the team outcome. At the close of this project, students will discuss their performance as a team utilizing the "Team Evaluation" form. The facilitator will also provide feedback utilizing the same form. All team members will have the opportunity to discuss patient scenarios as means to evaluate if learning objectives have been met.

Final Exam (100 points) There will be 25 multiple choice questions and 5 open response questions covering information across the entire semester. You can take it one time so make sure that you arrange to take it at a time when you can complete it at one time, free from distractions or anything that would interfere with the test taking process. You will have 60 minutes to take the exam. Information will come from the readings, notes, videos, and information covered in chats. The exam will load to Blackboard at noon on July 6; it will be due by noon on July 10.

Grading –

Course Assignments	**Points**
IP quiz	25
Discussion Board Postings (5@10 pts)	50
Team Project	100
Final Exam	100
Total	275

PROPOSED COURSE OUTLINE

Note: This is the proposed outline. It may be adjusted to better serve the needs of the class. Every effort will be made to notify you of changes as soon as possible. Notes and/or handouts will post to the Blackboard site by Friday of each week for the following week.

Week	Class Date	Readings/Materials	Topics
1	05-18-2015 05-21-2015	Text Introduction Chapter 1	Introduction to IP (Interprofessional) Teamwork
2	05-25-2015 (NO CLASS-HOLIDAY) 05-28-2015	Chapter 2 & 3 Supplemental Readings	Current trends, key concepts & issues
3	06-01-2015	Chapter 4	Evidence base for IP

	06-04-2015	Supplemental Readings	
4	06-08-2015 06-11-2015	Supplemental Readings Video Modules	Roles of related healthcare professionals and families/caregivers Roles and responsibilities on IP Teams
5	06-15-2015 06-18-2015	Chapter 5	Influencing factors for IP
6	06-22-2015 06-25-2015	Chapter 6 Supplemental Readings	Communication strategies
7	06-29-2015 07-02-2015	Chapter 7 & 8 Supplemental Readings	Collaborative assessment and intervention Evaluation IP Teamwork
8	07-06-2015	Review of information from lectures, text and article readings	Final Exam

POLICIES

Attendance and participation

Attendance and classroom participation are essential for the successful completion of this course. Classroom (chat) discussion is important. It is expected however, the discussions will be between a student and the entire class, not just one or two people. Private discussions during chats are distracting to the instructor and to class members. There will be point deductions for assignment tardiness. All assignments are due by 11:59 p.m. CST on the due date unless otherwise indicated. There will be a 10% per week penalty for late assignments.

Communication

Every effort will be made to answer emails and voice messages within 24 hours, Monday through Friday, unless an away notice is posted and/or announced. Emails and phone calls will rarely be answered on Saturday or Sunday.

Plagiarism

From the Faculty Handbook: To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Student Accessibility Resource Center (SARC)

The purpose of SARC is to coordinate services and accommodations for students with documented disabilities. Therefore, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Student Accessibility Resource Center (SARC) located on the first floor of the Downing Student Union, 1074. The SARC telephone number is (270) 745-5004 and TDD is 745-3030; fax is 745-6289. Office hours are 8:00am-4:30pm. Email is sarc@wku.edu. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

Grievance

The Department of Communication Disorders is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology. Complaints about programs must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech

Language-Hearing Association, 2200 Research Boulevard, Rockville, MD 20850-3289. The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by email or facsimile.

The University's Grievance Policy is specified at the following URL:
https://www.wku.edu/eoo/documents/adaservices/universityadaservicesgrievancespolicyandprocedure.pdf

See the Blackboard Course Information section for additional policy information.

Grading Scale: Grades are based on the total percentage of points earned. This means that your grade equals earned points/total points. Grading is as follows:

A 93-100
B 85-92
C 77-84
D 68-76
F below 68

Proposal Date: 02/02/2015

Ogden College of Science and Engineering
Department of Mathematics
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: Ferhan Atici, ferhan.atici@wku.edu, 5-6229

1. **Identification of course:**
   - 1.1 Course prefix (subject area) and number: MATH 532
   - 1.2 Course title: Real Analysis

2. **Current prerequisites/corequisites/special requirements:**
   Math 432
3. **Proposed prerequisites/corequisites/special requirements:**
   Math 431 or permission of instructor.

4. **Rationale for the revision of prerequisites/corequisites/special requirements:**
   Math 432 and Math 432G has been deleted. Math 532 can be considered as continuation of Math 431 in terms of its contents and topics.

5. **Effect on completion of major/minor sequence:**
We offer Math 431 in one semester and Math 532 in the following semester so the change in the prerequisite should not delay completion of the program.

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

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

Mathematics Department	02/27/2015
Ogden College Graduate Curriculum Committee	02/27/2015
Graduate Council	3-19-15
University Senate	

Revise a Course
(Action)

Date: February 3, 2015
College, Department: CHHS - SON
Contact Person: Beverly Siegrist, beverly.siegrist@wku.edu, 270-745-3490
Tonya Bragg-Underwood, tonya.bragg-underwood@wku.edu, 270-745-4377

1. Identification of course

1.1 Course prefix and number: NURS 517
1.2 Course title: Advanced Applied Pharmacology

2. Proposed change(s):

2.1 course number: NURS 513
2.2 course title: Advanced Pharmacology for Nurse Educators
2.3 credit hours: 2
2.4 grade type:
2.5 prerequisites:
2.6 corequisites:
2.7 course description:
2.8 other:

3. Rationale for revision of course:

- After teaching NURS 517 for four years, a reduction of one hour is needed to omit content that is covered in other nurse educator courses related to teaching strategies. The core content related to pharmacology is unchanged. The course number is changed to prevent confusion with previous course.

2. Term of implementation: 201610

3. Dates of committee approvals:

SON Graduate Committee	02/03/2015
CHHS Graduate Curriculum Committee	02/23/2015
Graduate Council	**3-19-15**
University Senate	

**Course revision proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

Revise a Course
(Action)

Date: February 3, 2015
College, Department: CHHS - SON
Contact Person: Beverly Siegrist, beverly.siegrist@wku.edu, 270-745-3490
Tonya Bragg-Underwood, tonya.bragg-underwood@wku.edu, 270-745-4377

1. Identification of course

1.1 Course prefix and number: NURS 518
1.2 Course title: Clinical Teaching in Nursing

2. Proposed change(s):

2.1 course number: NURS 531
2.2 course title: Clinical Teaching in Nursing Education (Clinical Teaching Nsg Ed)
2.3 credit hours: 2
2.4 grade type:
2.5 prerequisites:
2.6 corequisites:
2.7 course description:
2.8 other:

3. Rationale for revision of course:

Due to changes in healthcare, it is necessary to make changes that narrow focus in the field of nursing education. Clinical teaching will be reduced to a two hour course to correspond with the addition of other two hour nurse educator courses. For example: a new course proposed is technology in healthcare that will cover some topics that were previously covered in clinical teaching in nursing; such as, simulations.

4. Term of implementation: 201610

5. Dates of committee approvals:

SON Graduate Curriculum	02/03/2015
CHHS Graduate Curriculum Committee	02/23/2015
Graduate Council	**3-19-15**
University Senate	

**Course revision proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

Revise a Course
(Action)

Date: February 3, 2015
College, Department: CHHS - SON
Contact Person: Beverly Siegrist, beverly.siegrist@wku.edu, 270-745-3490
Tonya Bragg-Underwood, tonya.bragg-underwood@wku.edu, 270-745-4377

1. Identification of course

1.1 Course prefix and number: NURS 606
1.2 Course title: Advanced Clinical Practice

2. Proposed change(s):

2.1 course number:
2.2 course title:
2.3 credit hours: 1
2.4 grade type:
2.5 prerequisites:
2.6 corequisites:
2.7 course description:
2.8 other:

3. Rationale for revision of course:

- After teaching NURS 606 for four semesters, a reduction of one hour is recommended by the course faculty and students. This is a clinical course in which the student implements a population health plan in a variety of settings. The related didactic course, NURS 605, requires that the student apply content by developing an intervention project for a patient population of the student's choice. By the conclusion of the course the planning for the project to be implemented in NURS 606 is complete. Currently the course required completion of 2 credit hours or 120 contact hours. Decreasing the credit hour to 2 or 60 contact hours is better reflective of the necessary time to complete the planned project.

6. Term of implementation: 201610

7. Dates of committee approvals:

SON Graduate Committee	02/03/2015
CHHS Graduate Curriculum Committee	02/23/2015
Graduate Council	**3-19-15**
University Senate	

**Course revision proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

Proposal Date: 2/1/2015

Ogden College of Science and Engineering
Department of Mathematics
Proposal to Revise Course Number
(Consent Item or Action)

Contact Person: Ngoc Nguyen, ngoc.nguyen@wku.edu, 270-745-6221

1. Identification of proposed course

1.1 Course prefix (subject area) and number: Math 429G

1.2 Course title: Probability and Statistics II

2. Proposed course number: Math 482G

3. **Rationale for revision of course number**: MATH 429 was renumbered as MATH 482 in the 2009-2010 academic year. We are now renumbering MATH 429G to MATH 482G for consistency.

4. Proposed term for implementation: Fall 2015

5. Dates of prior committee approvals:

Department/ Unit Mathematics	02/13/2015
Ogden College Graduate Curriculum Committee	02/27/2015
Graduate Council	**3-19-15**
University Senate	

Create a New Course
(Action)

Date: February 3, 2015
College, Department: CHHS - SON
Contact Person: Beverly Siegrist, beverly.siegrist@wku.edu, 270-745-3490
Tonya Bragg-Underwood, tonya.bragg-underwood@wku.edu, 270-745-4377

1. Proposed course:

1.1 Course prefix and number: NURS 519
1.2 Course title: Advanced Pathophysiology for Nurse Educators
1.3 Abbreviated course title: Adv Patho for Nse Educators
1.4 Credit hours: 2
1.5 Variable credit: (No):
1.6 Repeatable: No
1.7 Grade type: Standard Letter Grading
1.8 Prerequisites: Admission to MSN program or permission of instructor
1.9 Corequisites: None
1.10 Course description:

Normal physiological and pathophysiological mechanisms of disease are used to explain human responses to potential and actual health problems across the lifespan as a foundation for the nurse educator to educate nursing students.

1.11 Course equivalency:

NURS 500 (Advanced Physiological and Pathophysiological Concepts) with advisor approval

2. Rationale:

2.1 Reason for developing the proposed course:

- To specifically address the nurse educator needs of advanced applied pathophysiology and the instruction of related content to nursing students.

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

- This course includes selected content found in NURS 500 (Advanced Physiological and Pathophysiological Concepts), but has a narrowed focus for the nurse educator instead of the nurse practitioner which also focuses on diagnoses and treatment of diseases.

3. Discussion of proposed course:

3.1 Schedule type: L – Lecture
3.2 Learning Outcomes:

- Compare and contrast physiologic changes over the lifespan.
- Analyze the relationship between normal physiology and pathological phenomena produced by altered states across the lifespan.
- Analyze and apply current research-based knowledge regarding pathological changes in selected disease states.
- Describe the developmental physiology, etiology, pathogenesis, and clinical manifestations of commonly found altered health states.
- Develop a framework to assess, monitor and evaluate client responses.
- Analyze responses to illness and treatment modalities using a holistic approach.

3.3 Content outline:

I. Introduction to cellular biology:
   a. Normal and altered cellular and tissue biology
   b. The cellular environment: fluids, electrolytes, acids and bases

II. Introduction to genetics:
   a. Genes and genetic diseases.
   b. Genes, environment-lifestyle and common diseases

III. Mechanisms of self-defense:
   a. Innate immunity – inflammation
   b. Alterations in immunity and inflammation
   c. Infection

IV. Cellular proliferation: Cancer
   a. Cancer biology and epidemiology
   b. Cancer in children

V. The neurologic system

VI. The endocrine system
   a. Mechanisms and alterations of hormonal regulation

VII. The reproductive systems
   a. Structure and function of the reproductive systems
   b. Alterations of the female and male reproductive systems
   c. Sexually transmitted infections

VIII. The hematologic system
   a. Structure, function and alterations of the hematologic system

IX. The cardiovascular, lymphatic and pulmonary systems
   a. Structure, function and alterations in the cardiovascular, lymphatic and pulmonary systems
   b. Alterations in cardiovascular, lymphatic and pulmonary systems in children

X. The renal, urologic and digestive systems
   a. Structure and function of the renal, urologic and digestive systems
   b. Alterations of the renal, urologic and digestive systems
   c. Alterations of the renal, urologic and digestive systems in children

XI. Musculoskeletal and integumentary systems
   a. Structure and function of the musculoskeletal and integumentary systems
   b. Alterations of the musculoskeletal and integumentary systems
   c. Alterations of the musculoskeletal and integumentary systems in children

3.4 Student expectations and requirements:

- Online participation
- Discussion boards
- Exams

3.5 Tentative texts and course materials:

- McCance, K., & Huether, S. (2014). Pathophysiology: The biologic basis for disease in adults and children (7th ed.). St. Louis, MO: Elsevier Mosby.

4. Budget implications:

4.1 Proposed method of staffing: current faculty

4.2 Special equipment, materials, or library resources needed: N/A

5. Term for implementation: Fall 2015

6. Dates of committee approvals:

SON Graduate Committee	02/03/2015
CHHS Graduate Curriculum Committee	02/23/2015
Graduate Council	**3-19-15**
University Senate	

***New course proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

Create a New Course
(Action)

Date: January 22, 2015
College, Department: College of Health and Human Services, School of Nursing
Contact Person: Eve Main, eve.main@wku.edu

1. Proposed course:

1.1 Course prefix and number: NURS 521
1.2 Course title: Statistics in Health Care
1.3 Abbreviated course title: Statistics in Health Care
1.4 Credit hours: 3 hours
1.5 Variable credit (yes or no): No
1.6 Repeatable (yes or no) for total of ___ hours: No
1.7 Grade type: Standard Letter Grade
1.8 Prerequisites: None
1.9 Corequisites: None
1.10 Course description: Fundamental statistical concepts and techniques addressed include levels of measurement, measurement reliability and validity, and common statistical techniques. The emphasis will be on the application of statistics in health care research to improve clinical outcomes.
1.11 Course equivalency: None

2. Rationale:

2.1 Reason for developing the proposed course: This course was developed following consultation with the department of Public Health. Historically the majority of MSN and DNP students have taken PH 520, however over the past 1 -2 years students in nursing have been enrolled in one section and students in public health majors have been enrolled in another section due to differing teaching methods and practical application of content.
2.2 Relationship of the proposed course to other courses at WKU: This course has been developed to specifically meet the needs of graduate nursing students in consultation with Dr. Colin Farrell, the current instructor of PH 520. It is planned that he will be the instructor in NURS 521.

3. Discussion of proposed course:

3.1 Schedule type: L
3.2 Learning Outcomes:

- Demonstrate understanding and application of descriptive/inferential statistics in health care research.
- Interpret statistical results and identify clinical outcomes.
- Critique current health care research for appropriate statistical application.

3.3 Content outline:

I. Preliminary Analyses of Data
   a. Level of Measurement
   b. Descriptive Statistics
   c. Percentages, Percentile, Histograms, and Line Graphs
II. Probability and Nonprobability Sampling Methods
III. Understanding the Sampling Section
   a. Sample criteria
   b. Sample size

c. Refusal rate
d. Mortality rate

IV. Validity and Reliability

V. Statistical Techniques to Compare Groups
a. Non-parametric Statistics
b. *t*-tests
c. Analysis of Variance

VI. Statistical Techniques to Explore Relationships Among Variables
a. Pearson's Product-Moment Correlation Coefficient
b. Partial and Multiple Correlations
c. Simple Linear Regression
d. Multiple Linear Regression

3.4 Student expectations and requirements: Students will have assigned readings written application assignments, article critiques, and two examinations.

3.5 Tentative texts and course materials:
Grove, S. K. (2011). *Statistics for Health Care Research*. St. Louis, MO: Saunders Elsevier.

4. Budget implications:

4.1 Proposed method of staffing: current Public Health faculty

4.2 Special equipment, materials, or library resources needed: n/a

5. Term for implementation: Fall 2015

6. Dates of committee approvals:

School of Nursing	January 22, 2015
CHHS Graduate Curriculum Committee	02/23/2015
Graduate Council	**3-19-15**
University Senate	

***New course proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

Create a New Course
(Action)

Date: 02/03/2015
College, Department: CHHS School of Nursing
Contact Person: Beverly Siegrist, beverly.siegrist@wku.edu, 745-3490

1. Proposed course:

1.1 Course prefix and number: NURS 532
1.2 Course title: Teaching in Nursing: Roles and Professional Issues
1.3 Abbreviated course title: Teach Nsg Roles Prof Issues
1.4 Credit hours: 2
1.5 Variable credit (yes or no): No
1.6 Repeatable No
1.7 Grade type: Letter
1.8 Prerequisites: Admission to MSN program or permission of instructor
1.9 Corequisites: n/a
1.10 Course description: Provides an overview of the role of the nurse educator in academic settings. Includes selected topics relevant to successful transition to an academic role such as legal, ethical, and professional issues.
1.11 Course equivalency: n/a

2. Rationale:

2.1 Reason for developing the proposed course: Part of a revision of the MSN Nurse Educator concentration to more clearly identify how the program develops the *National League for Nursing (NLN) Core Competencies for Nurse Educators*.
2.2 Relationship of the proposed course to other courses at WKU: Includes selected content found in NURS 520 Teaching in Schools of Nursing and NURS 508 Adv. Professional Issues.

3. Discussion of proposed course:

3.1 Schedule type: L
3.2 Learning Outcomes:

- Discuss the NLN Core Competencies for Nurse Educators as the basis for practice as a nurse educator in academic and practice settings.
- Differentiate between the role of the nurse in practice and academic settings.
- Analyze legal, ethical, professional and other issues impacting nurse educator professional practice.

3.3 Content outline:

I. Transitioning to the role of nurse educator
  a. Discuss *NLN Core Competencies for Nurse Educators*
  b. Role of nurse as faculty in academe
    i. Job expectation
    ii. Role transitions
    iii. Career planning

II. Legal, ethical, professional issues
  a. Selected legal issues
  b. Selected ethical issues
  c. Selected professional issues

3.4 Student expectations and requirements:

- Papers: Competency self-assessment and career plan
- Discussion boards and online activities

3.5 Tentative texts and course materials:

Caputo, L. (2014). Innovations in nursing education: Building on the future of nursing. Philadelphia, PA: Lippincott Williams & Wilkins

NLN. (2012).*The scope and practice of academic nurse educators*. Philadelphia, PA: Lippincott Williams & Wilkins

Shultz, C. (2012). *Building a science of nursing education*. Philadelphia, PA: Lippincott Williams & Wilkins

4. Budget implications:

4.1 Proposed method of staffing: Current faculty

4.2 Special equipment, materials, or library resources needed: N/A

5. Term for implementation: Fall 2015

6. Dates of committee approvals:

SON Graduate Committee	02/03/2015
CHHS Graduate Curriculum Committee	02/23/2015
Graduate Council	**3-19-15**
University Senate	

***New course proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

Create a New Course
(Action)

Date: 02/03/2015

College, Department: CHHS School of Nursing

Contact Person: Beverly Siegrist, beverly.siegrist@wku.edu, or Tonya Bragg-Underwood, tonya.bragg-underwood@wku.edu, 745-3490

1. Proposed course:

1.1 Course prefix and number: NURS 560

1.2 Course title: Curriculum Development in Nursing Education

1.3 Abbreviated course title: Curriculum Development in Nsg Ed

1.4 Credit hours: 2

1.5 Variable credit (yes or no): No

1.6 Repeatable: No

1.7 Grade type: Letter Grade

1.8 Prerequisites: Admission to the program

1.9 Corequisites: n/a

1.10 Course description: Provides the theory and processes to develop, design, and evaluate nursing curricula and programs. The use of curriculum accreditation standards that guide curriculum development and evaluation is studied to direct nursing faculty in curriculum development. Develops the National League for Nursing (NLN) *Core Competencies for Nurse Educators* 4: Participate in curriculum design and evaluation of program outcomes.

1.11 Course equivalency: n/a

2. Rationale:

2.1 Reason for developing the proposed course: This course is part of a curriculum revision for the MSN Nurse Educator concentration. It specifically addresses more clearly the curriculum competency identified by NLN Nurse Educator Competency. Achievement of the NLN nurse educator competencies leads to preparation for setting for the national board certification for nurse Educators (CNE).

2.2 Relationship of the proposed course to other courses at WKU: Portions of this content was previously found in NURS 520 (Teaching in Schools of Nursing). CEBS offers curriculum courses for teachers in selected secondary settings. Examples include SEC 580 (The Curriculum), ELED 503 (Organization of the Elementary School Curriculum), MGE 571 (The Middle School Curriculum).

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes:

- Examine the historical and philosophical foundations of nursing education curricula.
- Critically analyze current educational and nursing research for implications on curriculum development.
- Analyze the impact of socio- political, cultural, technological, environmental, and regulatory factors on curriculum development and evaluation.
- Apply selected nursing theories to the curriculum development process in the design of a selected curriculum component.
- Examine evaluation methods used to assess curriculum designs including accreditation standards and board of nursing regulations.

3.3 Content outline:

I. Introduction to curriculum develop and approaches
   a. History
   b. Curriculum development & approval in changing educational environments
   c. Role of faculty in curriculum development and evaluation

II. Theories, educational taxonomies, and critical thinking in nursing
   a. Theory applied to curriculum development
   b. Contextual design with taxonomies to promote critical thinking

III. Needs assessment in nursing curriculum development
   a. External factors
   b. Internal factors
   c. Finance and budget management

IV. Application to nursing education
   a. Components of the curriculum
   b. Curriculum design for selected programs: associate degree, baccalaureate, graduate, staff development

V. Program Evaluation & Accreditation
   a. Program evaluation
   b. Planning for accreditation

VI. Issues & Trends
   a. Informatics and technology
   b. Research
   c. Challenges for nurse educators.

3.4 Student expectations and requirements:

- Online activities such as discussion boards, group work and critical thinking exercises (30% of grade)
- Paper: Major paper on application and evaluation of a selected curriculum model (35%)
- Quizzes or brief writing exercises (35%)

3.5 Tentative texts and course materials:

Cannon, S. & Boswell, C. (2015*). Evidence-based teaching in nursing: A foundation for educators (2nd Ed).* Sudbury, MA: Jones & Bartlett.

Keating, S. B. (2011). *Curriculum development and evaluation in nursing (2nd Ed)* New York, NY: Springer Publishing Co

Other required materials (available free online):
Accreditation Commission for Education in Nursing (ACEN). (2014). *Accreditation Manual*. Retrieved from http://www.acenursing.org/accreditation-manual/
Commission on Collegiate Nursing Education (CCNE). (2013). *Standards for accreditation of baccalaureate and graduate programs* (amended 2015). Retrieved from http://www.aacn.nche.edu/ccne-accreditation/standards-procedures-resources/baccalaureate-graduate/standards

4. Budget implications:

4.1 Proposed method of staffing: Current faculty

4.2 Special equipment, materials, or library resources needed: n/a

5. Term for implementation: Fall 2015

6. Dates of committee approvals:

SON Graduate Nursing Committee	02/03/2015
CHHS Graduate Curriculum Committee	02/23/2015
Graduate Council	**3-19-15**
University Senate	

***New course proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

Create a New Course
(Action)

Date: 02/03/2015
College, Department: CHHS School of Nursing
Contact Person: Beverly Siegrist, beverly.siegrist@wku.edu, or Tonya Bragg-Underwood, tonya.bragg-underwood@wku.edu, 745-3490

1. Proposed course:

1.1 Course prefix and number: NURS 561
1.2 Course title: Distance Education & Technology in Nursing
1.3 Abbreviated course title: Dist Ed & Technology in Nursing
1.4 Credit hours: 2
1.5 Variable credit (yes or no): no
1.6 Repeatable No
1.7 Grade type: standard letter
1.8 Prerequisites: admission to program or permission of instructor
1.9 Corequisites: n/a
1.10 Course description: Provides an overview of the basics of technology in nursing education including distance learning and web-based course design and simulation. Includes the theoretical underpinnings as well as suggestions for practical application in nursing education. Includes skills related to web-based course design and evaluation and use of high-fidelity simulators. Develops the National League for Nursing (NLN) *Core Competencies for Nurse Educators* 1: Facilitate learning: Uses information technology skillfully to support the teaching-learning process.
1.11 Course equivalency: n/a

2. Rationale:

2.1 Reason for developing the proposed course: Currently a brief overview of this topic is included in one core course for MSN Nurse Educators. An increasing number of courses and programs are now delivered through distant education requiring the need for new skills related to course design and management for nurse educators. Additionally simulations are recommended by the professional as a means to teach students allowing practice in high-risk situations and procedures in a safe environment. Nursing faculty need to have knowledge related to best practices in distant learning and use of high-fidelity simulators in various settings where nursing is taught. Achievement of the NLN nurse educator competencies leads to preparation for setting for the national board certification for nurse Educators (CNE).
2.2 Relationship of the proposed course to other courses at WKU: May include introduction to topics found in business informatics or computer science but no other course found that reflects this content from the perspective of nursing education.

3. Discussion of proposed course:

3.1 Schedule type: L
3.2 Learning Outcomes:

- Discuss the history of and the pedagogy associated with various technologies specific to nursing.

- Discuss online environments and related theory and skills to facilitate teaching learning practices in the nursing education and practice settings.
- Discuss and analyze best practices related to online learning environments.
- Discuss the history and the pedagogy of simulation in nursing and healthcare.
- Discuss and analyze best practices related to simulation in nursing education.

3.3 Content outline:

I. The history of and the pedagogy associated with distant learning.
   a. Introduction to teaching/learning in distant education
   b. Pedagogy associated
   c. National Initiatives: Alliance for Nursing Informatics, (ANA)
   d. Faculty preparation

II. Infrastructure consideration for online environments.
   a. Considerations for faculty and students
   b. Technical support and training

III. Online courses: design, management, and evaluation
   a. Reconceptualizing current instructional methods
   b. Design, management, and instructional considerations
   c. Quality Matters and other evaluation guides

IV. Best practices in nursing education
   a. Engaging students
   b. Interacting online
   c. Course management recommendations from the research

V. Simulations: Types, methods, and considerations
   a. History
   b. Types
   c. Current applications and recommendations from profession, accreditation and boards of nursing
   d. Evaluation of current simulations and uses in nursing education

3.4 Student expectations and requirements: Final examination; a group project related to simulations in nursing; activities and discussion boards

3.5 Tentative texts and course materials:

American Nurses Association. (2014) *Nursing Informatics: Scope and Standards*. Silver Spring, MD: ANA.

Cannon, S. & Boswell, C. (2015*). Evidence-based teaching in nursing: A foundation for educators (2nd Ed).* Sudbury, MA: Jones & Bartlett.

Jeffries, P.R. (2012). *Simulation in nursing education*. Philadelphia, PA: Williams & Wilkins.

O'Neil, C. A., Fisher, C.A. & Rietschel, M.J. (2014). *Developing online learning environments in nursing education*, 3rd Ed. NY: NY, Spring Publishing.

4. Budget implications:

4.1 Proposed method of staffing: Current MSN faculty

4.2 Special equipment, materials, or library resources needed: n/a

5. Date of Implementation: Fall 2015

6. Dates of committee approvals:

SON Graduate Committee	02/03/2015
CHHS Graduate Curriculum Committee	02/23/2015
Graduate Council	**3-19-15**
University Senate	

***New course proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

Create a New Course
(Action)

Date: 02/03/2015

College, Department: CHHS School of Nursing

Contact Person: Beverly Siegrist, beverly.siegrist@wku.edu, or Tonya Bragg-Underwood, tonya.bragg-underwood@wku.edu, 745-3490

1. Proposed course:

1.1 Course prefix and number: NURS 563

1.2 Course title: Teaching in Health Care Organizations

1.3 Abbreviated course title: Teach in Healthcare Org

1.4 Credit hours: 2

1.5 Variable credit (yes or no): No

1.6 Repeatable No

1.7 Grade type: Letter Grade

1.8 Prerequisites: Admission to the program or permission of instructor

1.9 Corequisites: n/a

1.10 Course description: Develops skills and competencies specific to the role of the nurse educator in staff development for hospitals and other healthcare organizations. Provides opportunity to build competencies for the staff development professional identified by the American Nurses Credentialing Center (ANCC) as preparation for advanced certification in Nursing Professional Development.

1.11 Course equivalency: n/a

2. Rationale:

2.1 Reason for developing the proposed course: This course is part of a curriculum revision for the MSN Nurse Educator concentration. It specifically addresses the unique needs of the nursing educator in the staff development specialist role in hospitals and other health care settings or prepares nurse faculty for collaboration with staff development units in health care organizations.

2.2 Relationship of the proposed course to other courses at WKU: none found

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes:

- Examine the role of the nursing professional development specialist.
- Expand educational design and delivery methods to meet the needs of the adult learning in the health care setting.
- Analyze the role of the staff development specialist in budgeting, outcome measurement, and evaluation.
- Develop knowledge in organizational principles, concepts and structures, and management skills necessary for the management of staff development programs.
- Discuss unique workplace environments and issues that impact teaching learning in workplace settings.
- Explore the role of the staff development specialist in consultation, teaching, and leadership in healthcare organizations.

3.3 Content outline:

I. Theories, Models and Principles

a. Teaching/learning theories
b. Educational Design and Delivery
c. Types of educational activities (e.g., orientation, in-service, competency validation, clinical affiliation/academic, preceptor development, role transition, research and scholarship, continuing education)
d. Evaluation: Methods of evaluation, cost-benefit analysis and return on investment

II. Leadership Principles and Practice
a. Shared governance (e.g., partnership councils, shared decision-making)
b. Decision-making concepts (e.g., types of decisions, decision-making styles, tools, and techniques)
c. Performance management process (e.g., hiring, orientation, setting expectations, performance review, retention)

IV. Ethical/Legal
a. Professional Standards, Certification and Credentialing
b. Risk management
c. Knowledge of: risk management tools and processes (e.g., Failure Mode Effect Analysis, Root Causes Analysis, Occurrence/Quality Improvement reports); line of authority (e.g., chain of command, "Just Culture", zero tolerance)
d. Accreditation standards effecting the organization (e.g., The Joint Commission, Magnet, applicable contact hour guidelines)

V. Practice and Process Improvement
a. Evidence-based Practice, and Practice-based Evidence, and Research
b. Research (e.g., human subject protection and recruitment, identifying problems, data collection, data analysis, dissemination)

VI. Process Improvement
a. Practice and excellence initiatives, and performance indicators (e.g., core measures, patient satisfaction, retention, dash boards, report cards, nurse sensitive indicators, IHI, Magnet, HCAHPS)
b. Process improvement methodology and resources (e.g., Six Sigma, PDSA/PDCA, Lean)

VII. Program and Project Management
a. Program and Project Management Tools and Processes
b. Project management tools and processes (e.g., project plan, timelines, marketing, public relations)
c. Managing projects (e.g., identification of champions and stakeholders, sustainability, measuring and monitoring, setting timelines, action plans, funding opportunities, customer service)
d. Team management and facilitation: Managing teams (e.g., leading, developing, group process, building consensus, clarifying team member roles, using champions and stakeholders)
e. Facilitating groups (e.g., interprofessional/interdisciplinary teams, focus groups, meetings)

3.4 Student expectations and requirements:
- Online activities such as discussion boards, group work and critical thinking exercises (30% of grade)
- Paper: Major paper on application and evaluation of a selected curriculum model (35%)
- Quizzes or brief writing exercises (35%)

3.5 Tentative texts and course materials:

American Nurses Association. (2010). *Nursing professional development: Scope and standards for practice.* Silver Spring MD. Nursesbooks.org

Avillion, A.E. (2011). *Professional growth in staff development: Strategies for new and experienced educators, (1st Ed).* NY, NY: HCPro, Inc.

Keating, S. B. (2011). *Curriculum development and evaluation in nursing (2nd Ed)* New York, NY: Springer Publishing Co
Other required materials (available free online)

4. Budget implications:

4.1 Proposed method of staffing: Current faculty or staff development nurse educator (Part- time faculty)

4.2 Special equipment, materials, or library resources needed: n/a

5. Term for implementation: Fall 2015

6. Dates of committee approvals:

SON Graduate Nursing Committee	02/03/15
CHHS Graduate Curriculum Committee	02/23/2015
Graduate Council	**3-19-15**
University Senate	

***New course proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

Create a New Course
(Action)

Date: 02/03/2015

College, Department: CHHS School of Nursing

Contact Person: Beverly Siegrist, beverly.siegrist@wku.edu, or Tonya Bragg-Underwood, tonya.bragg-underwood@wku.edu, 745-3490

1. Proposed course:

1.1 Course prefix and number: NURS 564

1.2 Course title: Teaching in Health Care Organizations Practicum

1.3 Abbreviated course title: Teach HCO Practicum

1.4 Credit hours: 1

1.5 Variable credit (yes or no): No

1.6 Repeatable No

1.7 Grade type: pass/fail

1.8 Prerequisites: NURS 563 or permission of instructor

1.9 Corequisites: n/a

1.10 Course description: This is a practicum experience to facilitate the nurse educator in developing skills and competencies needed for successful implementation of the roles of the hospital or health care organization education specialist. The nurse works with an experienced preceptor to implement planned learning activities for a total of 60 contact hours. Provides opportunity to build competencies for the staff development professional identified by the American Nurses Credentialing Center (ANCC) as preparation for advanced certification in Nursing Professional Development.

1.11 Course equivalency: n/a

2. Rationale:

2.1 Reason for developing the proposed course: This course is part of a curriculum revision for the MSN Nurse Educator concentration. It specifically addresses the unique needs of the nursing educator in the staff development specialist role in hospitals and other health care settings or prepares nurse faculty for collaboration with staff development units in health care organizations.

2.2 Relationship of the proposed course to other courses at WKU: none found

3. Discussion of proposed course:

3.1 Schedule type: C

3.2 Learning Outcomes:

- Examine the role of the nursing professional development specialist.
- Expand educational design and delivery methods to meet the needs of the adult learning in the health care setting.
- Apply knowledge in organizational principles, concepts and structures, and management skills necessary for the management of staff development programs.
- Analyze the uniqueness of the workplace environments and issues that impact teaching learning in workplace settings.

3.3 Content outline:

Student will work with course faculty and preceptor to develop a learning contact build upon individual needs and AANC Nursing Professional Educator Competencies. The contract will

include: Objectives, competencies to be developed, activities planned with estimated time, and evaluation methods.

3.4 Student expectations and requirements:

- Development of learning contract and assuring approval by faculty and preceptor prior to initiating any clinical hours.
- Assist in completion of affiliation agreement with WKU if not in place per Graduate Student Handbook.
- Completion of any personnel requirements of clinical site not included in agency/WKU affiliation agreement.
- Online activities that include weekly reflective journal and documentation of progress on learning plan.
- Paper: Final evaluation of learning contract
- Any other evaluation outlined in learning contract.

3.5 Tentative texts and course materials:

American Nurses Association. (2010). *Nursing professional development: Scope and standards for practice.* Silver Spring MD. Nursesbooks.org

Avillion, A.E. (2011). *Professional growth in staff development: Strategies for new and experienced educators, (1st Ed).* NY, NY: HCPro, Inc.

Keating, S. B. (2011). *Curriculum development and evaluation in nursing (2nd Ed)* New York, NY: Springer Publishing Co

Other required materials (available free online)

4. Budget implications:

4.1 Proposed method of staffing: Current faculty or staff development nurse educator (Part-time faculty)

4.2 Special equipment, materials, or library resources needed: n/a

5. Term for implementation: Fall 2015

6. Dates of committee approvals:

SON Graduate Nursing Committee	02/03/2015
CHHS Graduate Curriculum Committee	02/23/2015
Graduate Council	**3-19-15**
University Senate	

***New course proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

Create a New Course
(Action)

Date: February 03, 2015
College, Department: CHHS - SON
Contact Person: Beverly Siegrist, beverly.siegrist@wku.edu, 270-745-3490
Tonya Bragg-Underwood, tonya.bragg-underwood@wku.edu, 270-745-4377

1. Proposed course:

1.1 Course prefix and number: NURS 565
1.2 Course title: Teaching Strategies in Nursing Education
1.3 Abbreviated course title: Teaching Strategies
1.4 Credit hours: 2
1.5 Variable credit (No):
1.6 Repeatable (No):
1.7 Grade type: Standard Letter Grading
1.8 Prerequisites: Admission to MSN program or permission of instructor
1.9 Corequisites: None
1.10 Course description: Builds upon educational theory presented in NURS 504 Advanced Nursing Theory, emphasizing andragogy and issues related to learner diversity. Analyzes teaching strategies and modalities relevant to classroom and clinical teaching in nursing education in structured and unstructured settings.
1.11 Course equivalency: None

2. Rationale:

2.1 Reason for developing the proposed course:
Expands content previously taught in NURS 520 (Teaching in Schools of Nursing). Expands teaching strategies and methods to include teaching diverse students in various settings and the best practices to build student competencies, skills, and critical thinking related to nursing practice. Course will address the needs of diverse learners and teaching strategies in various teaching environments as indicated in the *National League for Nurses (NLN) Core Competencies for Nurse Educators*, #1 Facilitate Learning.

2.2 Relationship of the course to other courses at WKU: Other WKU classes in CEBS such as ADED 520 Methods for Teaching Adults; TCHL 545 Classroom Instructional Strategies and Management include teaching strategies also included in NURS 565 however but do not include unique settings and clinical instruction in nursing education requiring consideration for effective instruction of nursing students.

3. Discussion of proposed course:

3.1. Schedule type: L – Lecture
3.2. Learning Outcomes:

- Analyze theoretical foundations and evidenced-based practices that enhance teaching strategies for instruction of nursing students.
- Design/plan appropriate methodologies for teaching strategies in structured and unstructured learning environments.
- Explore and recognize the influence of interpersonal interactions and socialization on learner outcomes.

- Analyze appropriate types of teaching strategies for the setting.

3.3 Content outline:

I. Introduction
   a. Effective learning
   b. Culture and diversity in the classroom
   c. Finding information - searching

II. Types of Learners
   a. Conditions for learning

III. Teaching in Structured Settings
   a. Types of lecture
   b. Problem based learning

IV. Teaching in Unstructured Settings
   a. Philosophical approaches to clinical instruction
   b. Concept mapping
   c. Precepted clinical experience
   d. Student learning in a facility
   e. Service learning
   f. Study abroad

3.4 Student expectations and requirements:

- Discussion boards
- Midterm and final exams
- Development of a concept map
- Development of a lecture (PowerPoint or Tegrity)

3.5 Tentative texts and course materials:

- Bradshaw, M. J., & Lowenstein, A. J. (2014). Innovative teaching strategies in nursing and related health professions (6th ed.). Burlington, MA: Jones & Bartlett Learning.

Felver, L., Gaines, B. Heims, M. Lasater, K. et al. (2012). Best practices in teaching and learning in nursing education. Philadelphia, PA: Williams and Wilkins.

Ondrejka, D. (2013). *Affective teaching in nursing.* Philadelphia, PA: Williams and Wilkins.

4. Budget implications:

4.1 Proposed method of staffing: Current nurse educator faculty

4.2 Special equipment, materials, or library resources needed: N/A

5. Term for implementation: Fall 2015

6. Dates of committee approvals:

SON Graduate Committee	02/03/2015
College Graduate Curriculum Committee	02/23/2015
Graduate Council	**3-19-15**
University Senate	

***New course proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

Create a New Course
(Action)

Date: 02/03/2015
College, Department: CHHS School of Nursing
Contact Person: Beverly Siegrist beverly.siegrist@wku.edu 53490 Tonya Bragg-Underwood tonya.bragg-underwood@wku.edu

1. Proposed course:

1.1 Course prefix and number: NURS 662
1.2 Course title: Assessment and Evaluation in Nursing Education
1.3 Abbreviated course title: Assess and Eval Nsg. Education
1.4 Credit hours: 2
1.5 Variable credit: no
1.6 Repeatable No
1.7 Grade type: Standard Letter
1.8 Prerequisites: none
1.9 Corequisites:
1.10 Course description: Assessment and evaluation strategies in nursing education are explored with an emphasis on the test plan design based upon the National Council of Licensing Examination (NCLEX), developing, analyzing, and revising classroom tests and competency validation of clinical nursing skills. Components and processes of program evaluation focuses on the nursing program, curriculum, environment, and university outcomes. Develops the *National League for Nursing (NLN) Competencies for Nurse Educators*, Competency 3: Use assessment and evaluation strategies and Competency 6 - Pursue continuous quality improvement in the nurse educator role.
1.11 Course equivalency: n/a

2. Rationale:

2.1 Reason for developing the proposed course: Expands content currently included in NURS 520 Teaching in Schools of Nursing to allow for inclusion of other assessment and evaluation methods recommended to validate nursing student competency and achievement of program outcomes. Achievement of the NLN nurse educator competencies leads to preparation for setting for the national board certification for nurse Educators (CNE).
2.2 Relationship of the proposed course to other courses at WKU: Courses listed in CEBS, TCHL 550 Student Assessment I; TCHL 554 Student Assessment II, and TCHL 558 Student Assessment III share common topics however these are taught from the perspective of the post-secondary teacher and are not built upon methods specific to nursing education.

3. Discussion of proposed course:

3.1 Schedule type: L
3.2 Learning Outcomes:

- Analyze evidence-based assessment and evaluation.
- Examine best practices in classroom testing in nursing education to enhance student learning.
- Use elements of test construction, administration, and analysis to improve assessment and evaluation skills.
- Discuss preparation of nursing students for licensure, and certification examinations.
- Explore related ethical, social, and legal issues related to evaluation in nursing education.

- Identify the faculty role in program evaluation related to state licensure, and accreditation at the program and university/college level.

3.3 Content outline:

I. Basic Concepts and Language related to Assessment and Evaluation
   a. Role of assessment in instruction
   b. Language of assessment
   c. NCLEX test plan

II. Elements of Test Construction, Administration, and Analysis
   a. Developing instructional objectives
   b. Implementing systematic test plan
   c. Elements of test construction and administration
   d. Writing critical thinking multiple choice questions based upon NCLEX test plan
   e. Establishing evidence of reliability & validity
   f. Interpreting test results
   g. Assigning grades
   h. Test items banks

III. Preparing Students for Success on Licensing & Certification Exams
   a. Research on student's and testing
   b. Test to predict student success in program and exams
   c. Licensure and certification prep courses

IV. Selected Issues
   a. Ethical, legal etc.
   b. Testing software

V. Understanding Program Evaluation
   a. Program review and accreditation
   b. University/college accreditation
   c. Faculty role in program evaluation

3.4 Student expectations and requirements: Midterm and Final exam; development of test plan and test questions with analysis of selected nursing course; discussion boards.

3.5 Tentative texts and course materials:
Cannon, S. & Boswell, C. (2015*). Evidence-based teaching in nursing: A foundation for educators (2nd Ed).* Sudbury, MA: Jones & Bartlett.

Dennison, R.D., Rosselli, J. & Dempsey, A. (2011). Evaluation beyond exams in nursing education: Designing assignments and evaluating with rubrics. Philadelphia, PA: Williams & Wilkins.

McDonald, M. (2014). *The nurse educator's guide to assessing learning outcomes.* Sudbury, MA: Jones & Bartlett.

4. Budget implications:

4.1 Proposed method of staffing: current graduate nursing faculty

4.2 Special equipment, materials, or library resources needed: N/A

5. Term for implementation: Fall 2015

6. Dates of committee approvals:

School of Nursing Graduate Committee	02/03/2015
CHHS College Grad Curriculum Committee	02/23/2015
Graduate Council	**3-19-15**
University Senate	

***New course proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

Create a New Course
(Action)

Date: 12/12/2014
College, Department: CHHS, Communication Sciences and Disorders
Contact Person: Kimberly Green, Kimberly.green@wku.edu, 745-4303

1. Proposed course:

1.1 Course prefix and number: SLP 557
1.2 Course title: Speech-Language Pathology and Autism Spectrum Disorders
1.3 Abbreviated course title: SLP & Autism Spectrum Disorder
1.4 Credit hours: 3
1.5 Variable credit: no
1.6 Repeatable for total of hours: no
1.7 Grade type: letter
1.8 Prerequisites: SLP 501, SLP 504
1.9 Corequisites: none
1.10 Course description: Development of strategies for speech-language pathologists to assess and treat the social and communication needs of those with autism spectrum disorders.
1.11 Course equivalency: none

2. Rationale:

2.1 Reason for developing the proposed course: This content has been taught as a section of a SLP 572 Contemporary Issues course for several semesters. It is quite popular with the graduate students. Because there is a limit to the number of times the SLP 572 course can be taken, the department would like to have a specific course in the subject. Current standards require that graduates of accredited programs be able to demonstrate competency in social aspects of communication; this course would help students meet that need. Further, exit surveys from students have indicated that this was a course that was needed. Projected enrollment is 15-20 students based on enrollment of students in elective SLP 572 Contemporary Issues course in Autism.

2.2 Relationship of the proposed course to other courses at WKU: Many courses in the WKU Autism Certificate Program cover the similar topic. In particular, SPED 619 Assistive Technology and Communication Interventions for students with Autism Spectrum Disorders (ASD) is offered. This course differs because its emphasis will be to help speech-language pathology graduate students earn one of the competencies needed to earn certification.

3. Discussion of proposed course:

3.1 Schedule type: L
3.2 Learning Outcomes:

- Demonstrate knowledge of pertinent background information and the major etiologies of ASD in children and adults
- Analyze the impact of ASD and any adverse effect on the social language learning process
- Plan, implement, evaluate and modify intervention strategies
- Explore issues pertinent to speech-language pathology service delivery such as cultural diversity, behavior management, and collaboration.

3.3 Content outline: Autism Spectrum Disorders, the SLP's role in assessment and service delivery to the ASD population, competency development in social communication

3.4 Student expectations and requirements: research project, attend lectures, exams, presentation

3.5 Tentative texts and course materials:
Hall, Laura J. (2013). Autism Spectrum Disorders: From Theory to Practice. 2nd Edition.
2014 Certification Standards for Speech-Language Pathology, ASHA
2014 Speech-Language Pathology Practice Portal - Autism
http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935303&section=Resources

4. Budget implications:

4.1 Proposed method of staffing: current faculty; there is room in current faculty members' teaching loads to cover electives

4.2 Special equipment, materials, or library resources needed: none

5. Term for implementation: Fall 2015

6. Dates of committee approvals:

Department of Communication Sciences and Disorders	12/12/2014
CHHS Graduate Curriculum Committee	02/23/2015
Graduate Council	**3-19-15**
University Senate	

***New course proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

Create a New Course
(Action)

Date: 12/12/2014
College, Department: CHHS, Department of Communication Sciences and Disorders
Contact Person: Jo Shackelford, jo.shackelford@wku.edu, 270-745-4306

1. Proposed course:

1.1 Course prefix and number: SLP 558
1.2 Course title: Interprofessional Practice Across the Lifespan
1.3 Abbreviated course title: Interprofessional Practice
1.4 Credit hours: 3
1.5 Variable credit (yes or no): No
1.6 Repeatable (yes or no) for total of ___ hours: No
1.7 Grade type: Standard Letter
1.8 Prerequisites: Permission of instructor
1.9 Corequisites: N/A
1.10 Course description: Principles of interprofessional collaboration and exploration of roles of family/caregivers and health care and educational professionals; interprofessional communication, decision making, and collaborative team problem solving as it relates to a variety of settings across the lifespan.
1.11 Course equivalency: N/A

2. Rationale:

2.1 Reason for developing the proposed course: Reason for developing the proposed course:

- Interprofessional collaborative practice is important for high quality patient-centered care
- "Through the experience of learning with and from those in other professions, students also develop leadership qualities and respect for each other, which prepares them for work on teams and in settings where collaboration is a key to success. This success is measured by better and safer patient care as well as improved population health outcomes."- Institute of Medicine Global Forum on Health Professions Education, Interprofessional Education for Collaboration Workshop Summary (May 2013)

2.2 Relationship of the proposed course to other courses at WKU: There are no courses at WKU which offer this content in depth.

3. Discussion of proposed course:

3.1 Schedule type: Lecture
3.2 Learning Outcomes:

- Students will analyze elements of interprofessional teamwork and the evidence base that supports its effectiveness
- Students will examine roles of professionals, patient/client, and family members with whom they will collaborate (healthcare and educational professionals, their scope of practice, settings in which they work, and role of families/caregivers)
- Students will use communication strategies and tools for effective interprofessional collaboration (communication, conflict management and negotiation)
- Students will identify skills needed to engage parents, patients/clients, and related professionals during assessment and treatment of clients across the lifespan.

- Students will discuss the concepts of and strategies for leadership and membership

3.3 Content outline:

- Introduction to interprofessional teamwork
- Current developments, key concepts and issues
- Evidence base for interprofessional education
- Roles of related professionals and families/caregivers
- Factors that influence interprofessional teamwork (attitudes, culture, schedules, workload, training, professional boundaries)
- Communication strategies for interprofessional collaboration
- Collaborative assessment and intervention
- Roles and responsibilities of interprofessional teams

3.4 Evaluating interprofessional teamwork

Student expectations and requirements:

- Discussion
- Researching and reporting on topics
- Projects and assignments
- Examination

3.5 Tentative texts and course materials:

Reeves, S., Lewin, S., Espin, S., & Zwarenstein, M. (2011). *Interprofessional teamwork for health and social care* (Vol. 8). John Wiley & Sons.

4. Budget implications:

4.1 Proposed method of staffing: Current staff

4.2 Special equipment, materials, or library resources needed: N/A

5. Term for implementation: Summer 2015

6. Dates of committee approvals:

Department of Communication Sciences and Disorders	12/12/2014
CHHS Graduate Curriculum Committee	02/23/2015
Professional Education Council (if applicable)	
Graduate Council	**3-19-15**
University Senate	

***New course proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

Proposal Date: February 20, 2015

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

Contact Person: Angela M. Jerome, **angela.jerome@wku.edu**, 270-745-5884

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: COMM 596

1.2 Course title: Graduate Internship in Communication

1.3 Abbreviated course title: Grad Internship in COMM
Credit hours: 3 Variable credit NO

1.4 Grade type: Standard Letter Grade

1.5 Prerequisites/corequisites: 18 hours of course credit earned with a 3.0 GPA and graduate director permission required; restricted to students in the MA in Organizational Communication program

1.6 Course description: This course offers students a project-based work experience in an organization under faculty direction.

2. Rationale:

2.1 Reason for developing the proposed course: The stated mission of our program is: "to provide graduate students with engaging, challenging, and rewarding programs integrating communication theory, practice, and problem-based research…Utilizing foundational works and contemporary studies of communication processes, we prepare students to advance in professional and academic endeavors." What current courses in our program do not offer students is an extended experiential learning opportunity whereby they can gain knowledge of how communication phenomena may be altered due to the actual, real-time organizational circumstances, opportunities and/or constraints that are constantly in flux (e.g., budget constraints, employee morale, and legal/policy issues). An internship course wherein students are embedded in an organization for an extended period of time and asked to complete project-based outputs allows us to offer students such an experience.

2.2 Projected enrollment in the proposed course: The projected enrollment for this course is 5 students per semester. This course will be one among several communication electives.

2.3 Relationship of the proposed course to courses now offered by the department: This course will allow students to apply theories, concepts and methods they learn in the first 18 hours of their program in an applied setting.

2.4 Relationship of the proposed course to courses offered in other departments: Other graduate programs in PCAL have internships (e.g., MPA, Sociology). However, this course will require students to obtain an internship with a communication-related component and to use discipline-specific scholarship and analyses to complete course assignments so there will be no overlap amongst other such courses in the college and university.

2.5 Relationship of the proposed course to courses offered in other institutions: Communication graduate programs at least three of our benchmark institutions (Ball State University, Northern Illinois, and Northern Kentucky University) offer similar courses.

3. Discussion of proposed course:

3.1 Schedule type: N

3.2 Learning Outcomes: Students will gain practical experience utilizing communication principles. They will also learn to integrate communication theory and practice and create communication-based outputs for their organization of employ.

3.3 Content outline: The content of the internship will be constructed by the internal supervisor, external supervisor, and the student. The main goal of this course is that students gain practical experience in the field of communication outside the classroom and applies communication theory/concepts in completing a project.

3.4 Student expectations and requirements: Typically, students taking this course will complete between 100-150 hours of service at their agreed-upon internship organization during the course of the semester. The student will have both an internal (WKU) and external (internship-based) supervisor for the internship. For the external supervisor, the student will complete some type of project-based output that will assist the organization in improving their communication in some fashion. The student and the external and internal supervisors will agree on the type and length of the project-based output to be completed and its due date before the internship begins. Along with that project-based output, the student will write a reflection/ application paper using guidelines provided by the internal supervisor. That paper will use communication scholarship to assess his/her internship experience/performance and output. A deadline for this paper will be set before the internship begins as well. The internal supervisor will assign the final course grade based on the external supervisor's assessment of the student's project-based outcome and professionalism as measured by an assessment device developed by the Department of Communication Graduate program faculty and the internal supervisor's assessment of the project-based outcome and reflection/application paper.

3.5 Tentative texts and course materials: No text will be required for the course. However, the reflection paper described in 3.4 will require the use of academic literature.

4. Resources:

4.1 Library resources: Current library resources will be sufficient for students to complete this course.

4.2 Computer resources: Current technology resources will be sufficient for students to complete this course.

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient; however, if the program grows as we hope, the department might need to request additional faculty lines.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2015

7. Dates of prior committee approvals:

Department of Communication	February 22, 2015
Potter College of Arts & Letters College Curriculum Committee	**March 9, 2015**
Graduate Council	**3-19-15**
University Senate	

Revise a Program
(Action)

Date: January 28, 2015
College: College of Health and Human Services
Department: School of Nursing
Contact Person: Eve Main, eve.main@wku.edu, 5-3489

1. Identification of program:

1.1 Reference number: 0011
1.2 Program title: Doctor of Nursing Practice (DNP), BSN to DNP Option (DNPF)

2. Proposed change(s):

2.1 ☐ title:
2.2 ☐ admission criteria:
2.3 X curriculum: Delete NURS 520 and add NURS 605
2.4 ☐ other:

3. Detailed program description:

Existing Program	Revised Program
Graduate Statistics Course (3 hours) NURS 500 Advanced Pathophysiology (4 hours) NURS 503 Advanced Health Assessment (2 hours) NURS 504 Theoretical Foundations of Professional Nursing (3 hours) NURS 505 Advanced Health Assessment Clinical (1 hour) NURS 508 Advanced Issues in Professional Nursing (1 hour) NURS 509 Advanced Practice Management (1 hour) NURS 510 Advanced Nursing Research (3 hours) NURS 515 Advanced Pharmacology (4 hours) ~~NURS 520 Teaching in Schools of Nursing (3 hours)~~ NURS 546 Primary Care of Infant, Child and Adolescent (3 hours) NURS 547 Primary Care of Infant, Child and Adolescent Clinical (2 hours) NURS 548 Primary Care of Adults (3 hours) NURS 549 Primary Care of Adults Clinical (2 hours) NURS 554 Primary Care Practicum (5 hours) NURS 601 Orientation to Doctor of Nursing Practice (2 hours) NURS 620 Biostatistics for Healthcare Professionals (3 hours) NURS 630 Advanced Epidemiology (3 hours) NURS 700 Leadership and Organizational Theory (3 hours) NURS 701 Leadership in Health Policy (3 hours)	Graduate Statistics Course (3 hours) NURS 500 Advanced Pathophysiology (4 hours) NURS 503 Advanced Health Assessment (2 hours) NURS 504 Theoretical Foundations of Professional Nursing (3 hours) NURS 505 Advanced Health Assessment Clinical (1 hour) NURS 508 Advanced Issues in Professional Nursing (1 hour) NURS 509 Advanced Practice Management (1 hour) NURS 510 Advanced Nursing Research (3 hours) NURS 515 Advanced Pharmacology (4 hours) NURS 605 Leadership in Nursing Practice (3 hours) NURS 546 Primary Care of Infant, Child and Adolescent (3 hours) NURS 547 Primary Care of Infant, Child and Adolescent Clinical (2 hours) NURS 548 Primary Care of Adults (3 hours) NURS 549 Primary Care of Adults Clinical (2 hours) NURS 554 Primary Care Practicum (5 hours) NURS 601 Orientation to Doctor of Nursing Practice (2 hours) NURS 620 Biostatistics for Healthcare Professionals (3 hours) NURS 630 Advanced Epidemiology (3 hours) NURS 700 Leadership and Organizational Theory (3 hours)

NURS 712 Evidence-Based Practice (3 hours) NURS 714 Economic and Financial Influences in Healthcare Systems (3 hours) NURS 740 Technology in Healthcare (3 hours) NURS 750 Program Development and Evaluation (3 hours) NURS 755 Quality Improvement in Healthcare (3 hours) NURS 765 Institutional Review Board Process in Nursing (1 hour) NURS 780 Clinical Practicum (6 hours)	NURS 701 Leadership in Health Policy (3 hours) NURS 712 Evidence-Based Practice (3 hours) NURS 714 Economic and Financial Influences in Healthcare Systems (3 hours) NURS 740 Technology in Healthcare (3 hours) NURS 750 Program Development and Evaluation (3 hours) NURS 755 Quality Improvement in Healthcare (3 hours) NURS 765 Institutional Review Board Process in Nursing (1 hour) NURS 780 Clinical Practicum (6 hours)
Total Hours: 76 hours	Total Hours: 76 hours

4. **Rationale:** The deletion of NURS 520, Teaching in Schools of Nursing and the addition of NURS 605, Leadership in Nursing Practice will better prepare our students for practice as a DNPs. NURS 605 course content will provide the student with needed preparation in clinical prevention and population health to improve health outcomes through interdisciplinary collaboration, consultation, and management of patient care. The deletion of NURS 520 will not adversely affect the curriculum as the majority of our BSN to DNP students will be in clinical practice and not nursing education.

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

6. **Dates of committee approvals:**

School of Nursing	December 3, 2014
CHHS Graduate Curriculum Committee	02/23/2015
Graduate Council	**3-19-15**
University Senate	

Revise a Program
(Action)

Date: 02/03/2015
College: CHHS
Department: School of Nursing
Contact Person: Beverly Siegrist, Beverly.siegrist@wku.edu , 745-3490
Tonya Bragg-Underwood tonya.bragg-underwood@wku.edu

1. Identification of program:

1.1 Reference number: 149
1.2 Program title: MSN:Nurse Educator

2. Proposed change(s):

2.1 ☐ title:
2.2 ☒ admission criteria: Practice statement added for nurse educator concentration
2.3 ☒ curriculum:

Courses deleted:

- NURS 500 Advanced Patho
- NURS 506 Transition to Professional Practice
- NURS 508 Advanced Professional Issues
- NURS 520 Teaching in Schools of Nursing

Course Revised:

- NURS 517 Applied Pharmacology
- NURS 518 Clinical Teaching in Nursing
- NURS 606 Advanced Clinical Practice

New Courses:

- NURS 519 Adv Pathophysiology for Nurse Educators
- NURS 531 Clinical Teaching in Nursing Education
- NURS 532 Teaching in Nursing: Roles and Professional Issues
- NURS 560 Curriculum Development in Nursing Education
- NURS 561 Distance Education & Technology in Nursing
- NURS 563 Teaching in Health Care Organizations
- NURS 564 Teaching in HCOs Clinical (optional course)
- NURS 565 Teaching Strategies in Nursing Education
- NURS 662 Assessment & Evaluation in Nursing Education

2.4 ☒ other: Increase total program hours by 2 credit hrs.

3. Detailed program description:

Existing Program		**Revised Program**	
Nurse Educator Concentration (MSNE) Concentration This option prepares the registered nurse for the roles of nursing faculty in university or community college settings.	~~**38-44**~~	Nurse Educator Concentration (MSNE) Concentration This option prepares the registered nurse for the roles of nursing faculty in university or community college settings.	**40-47**

Admission to the MSN program is competitive and limited to available space. Following initial review, if applicant meets minimum admission standards, consideration is given to the applicant's professional work experience, statement of professional and personal goals, and professional references. An interview may be requested following a review of admission materials but does not assure acceptance into the program. Minimum admission requirements: 1.Earned BSN degree from nationally accredited nursing program 2.Hold unencumbered RN licensure at the time of application, and must be licensed in the state w here clinical experiences will be completed 3.Cumulative GPA of at least 3.0 on 4.0 scale 4.Applicants with a cumulative GPA between 2.75-2.99 in the BSN degree, will be considered for admission provided they have at least a 3.0 GPA in the last 60 hours of the BSN degree; and have a satisfactory review of additional required admission materials (goal statement, resume, references); plus a positive interview. Admission if approved will be on a probationary status requiring that the student earn a minimum grade of B in each course in the first 12 hours of the program experience prior to acceptance. Additional Required Application Materials: 1. A written goal statement (500-700 words in length, 12 pt. font, in Microsoft Word or RTF) describing your personal and professional career goals; your academic strengths and weaknesses; life modifications you will make to help you be successful in the program; and, your understanding of online or independent learning. 2. Three professional references (on form provided) to include nurse manager or nurse administrator and nursing faculty if a recent (<3yrs.) BSN graduate. 3. Professional resume 4. All program admission materials must be received prior to the due date noted on the program web page. An interview may be offered following a review of admission materials. Completion of an interview and acceptance by the Graduate School does not assure acceptance		Admission to the MSN program is competitive and limited to available space. Following initial review, if applicant meets minimum admission standards, consideration is given to the applicant's professional work experience, statement of professional and personal goals, and professional references. An interview may be requested following a review of admission materials but does not assure acceptance into the program. Minimum admission requirements: 1.Earned BSN degree from nationally accredited nursing program 2.Hold unencumbered RN licensure at the time of application, and must be licensed in the state w here clinical experiences will be completed 3.Cumulative GPA of at least 3.0 on 4.0 scale 4.Applicants with a cumulative GPA between 2.75-2.99 in the BSN degree, will be considered for admission provided they have at least a 3.0 GPA in the last 60 hours of the BSN degree; and have a satisfactory review of additional required admission materials (goal statement, resume, references); plus a positive interview. Admission if approved will be on a probationary status requiring that the student earn a minimum grade of B in each course in the first 12 hours of the program experience prior to acceptance. Additional Required Application Materials: 1. A written goal statement (500-700 words in length, 12 pt. font, in Microsoft Word or RTF) describing your personal and professional career goals; your academic strengths and weaknesses; life modifications you will make to help you be successful in the program; and, your understanding of online or independent learning. 2. Three professional references (on form provided) to include nurse manager or nurse administrator and nursing faculty if a recent (<3yrs.) BSN graduate. 3. Professional resume 4. All program admission materials must be received prior to the due date noted on the program web page. An interview may be offered following a review of admission materials. Completion of an interview and acceptance by the	

into the MSN program. Incomplete applications will not be considered for admission. Applicants must reapply to be considered for the next admission cycle by updating the Graduate School application, and submitting all required program materials.		Graduate School does not assure acceptance into the MSN program. Incomplete applications will not be considered for admission. Applicants must reapply to be considered for the next admission cycle by updating the Graduate School application, and submitting all required program materials. One year of practice as a registered nurse is required prior to completing any clinical courses.	
NURS 408 Professional Issues* *ASN to MSN Students only*	3	NURS 408 Professional Issues* *ASN to MSN Students only*	3
NURS 430 Concepts of Public Health Nursing* *ASN to MSN Students only*	3	NURS 430 Concepts of Public Health Nursing* *ASN to MSN Students only*	3
~~NURS 500 Advanced Physiological and Pathological Concepts~~	~~4~~	NURS 519 Adv Pathophysiology for Nurse Educators	2
NURS 501 Nursing, Politics & Health Policy	2	NURS 501 Nursing, Politics & Health Policy	2
NURS 503 Advanced Health Assessment	2	NURS 503 Advanced Health Assessment	2
NURS 504 Theoretical Foundations of Professional Nursing	3	NURS 504 Theoretical Foundations of Professional Nursing	3
NURS 505 Advanced Health Assessment Clinic	1	NURS 505 Advanced Health Assessment Clinic	1
~~NURS 506 Transition to Advanced Nursing Practice~~	~~1~~	NURS 532 Teaching in Nursing: Roles and Professional Issues	2
~~NURS 508 Advanced Issues in Professional Nursing~~	~~1~~		
NURS 510 Advanced Nursing Research	3	NURS 510 Advanced Nursing Research	3
NURS 512 Research Applications	2	NURS 512 Research Applications	2
NURS ~~517~~ Advanced Applied Pharmacology	~~3~~	NURS 513 Advanced Pharmacology for Nurse Educators	2
~~NURS 518~~ Clinical Teaching in Nursing	~~3~~	NURS 531 Clinical Teaching in Nursing Education	2
~~NURS 520 Teaching in Schools of Nursing~~	~~3~~		
NURS 522 Teaching in Schools of Nursing Internship	2	NURS 522 Teaching in Schools of Nursing Internship	2
NURS 605 Leadership in Nursing Practice	3	NURS 605 Leadership in Nursing Practice	3
NURS 606 Advanced Clinical Practice	~~2~~	NURS 606 Advanced Clinical Practice	1
Graduate Statistics course	3	Graduate Statistics course	3
Optional thesis	6	Optional Thesis	(6)
		NURS 560 Curriculum Development in Nursing Education	2
		NURS 561 Distance Education & Technology in Nursing	2

		NURS 563 Teaching in Health Care Organizations	2
		NURS 564 Teaching in HCOs Clinical (optional course)	(1)
		NURS 565 Teaching Strategies in Nursing Education	2
		NURS 662 Assessment & Evaluation in Nursing Education	2
*Students entering the AD to MSN Nurse Educator Option must first complete these courses.		*Students entering the AD to MSN Nurse Educator Option must first complete these courses.	
Total Hours	~~38 44~~	Total Hours	40-47

4. **Rationale:** This proposal represents a major reorganization of curriculum content for students in the MSN Nurse Educator Concentration. This concentration is designed to prepare the registered nurse for teaching in schools of nursing. The current curriculum was designed based upon the National League for Nursing (NLN) Core Competencies for Nurse Educators. This document is utilized to develop the NLN Certified Nurse Educator Examination (CNE), the national board certification for nurse educators. Students exiting from this curriculum may sit for this examination following completion of two years of practice as a full-time nurse educator. While this remains the focus of this concentration, content has been added to address the needs of nurse educators who plan careers in hospital, or other health care organizations, education departments. The addition of MSN prepared nurse educator to manage staff development, clinical placement of students with preceptors, and other related activities is a fairly new occurrence. The addition of a course addressing this role (NURS 563 Teaching in Health Care Organizations (2 hrs) and NURS 564 Teaching in HCOs Clinical (optional course, 1 hr. clinical – 60 contact hrs.) will assist nurse educators seeking careers in this practice site. The following courses will be deleted, revised, or added as new courses.

Courses deleted:

- NURS 500 Advanced Patho (4) – one half of this course focuses on diagnoses and treatment necessary for nurse practitioner students but not needed for the nurse educator role. Students who have completed this course or plan to continue following graduation completing the Post MSN Family Nurse Practitioner or Psychiatric Nurse Practitioner Certificates may take this course.
- NURS 506 Transition to Professional Practice (1 hr) This course is no longer needed, essential content will be incorporated in other courses or in the required program orientation.
- NURS 508 Advanced Professional Issues (1hr) Content incorporated into new NURS 530 Teaching in Schools of Nursing: Roles and Issues
- NURS 520 Teaching in Schools of Nursing (3) Content redistributed into other courses.

Course Revised:

- NURS 517 Applied Pharmacology (3) Credit hours decreased to 2 hours and number changed to NURS 513. Program evaluation revealed content related to teaching strategies duplicate material included in other courses.

- NURS 518 Clinical Teaching in Nursing (3). Portion of content redistributed to other courses where more appropriate. Course renumbered for better transition to new curriculum.
- NURS 606 Advanced Clinical Practice (2). Decreased credit hour to 1 (60 contact hrs). Much of the planning is accomplished in the theory course, NURS 605. This is appropriate since it is a population health course taught by application of theory to a client population of the student's choice. More appropriated recognizes the expected student effort in contact hours.

New Courses:

The new courses more clearly identify the NLN Core Competencies for Nurse Educator by expanding essential theory and competencies previously found in core courses but not emphasized in importance. It is anticipated the new and revised courses will be more attractive and requested by new educators not prepared for this specialty. Due to the national shortage of nurse educators, it is a common practice for programs to hire clinical expert nurses with no experience or formal education in teaching. These courses will be included in the Post MSN Nurse Educator Certificate.

- NURS 519 Adv Pathophysiology for Nurse Educators (2 hrs.)
- NURS 532 Teaching in Nursing: Roles and Professional Issues (2 hrs.)
- NURS 531 Clinical Teaching in Nursing Education (2 hrs.)
- NURS 560 Curriculum Development in Nursing Education (2 hrs.)
- NURS 561 Distance Education & Technology in Nursing (2 hrs.)
- NURS 563 Teaching in Health Care Organizations (2 hrs.)
- NURS 564 Teaching in HCOs Clinical (optional course) (1 hr.)
- NURS 565 Teaching Strategies in Nursing Education (2 hrs.)
- NURS 662 Assessment & Evaluation in Nursing Education (2 hrs.)

A transition plan has been developed to move students completing the current curriculum without extending their planned program of study. Current students have requested additional content in several of the areas, e.g. distance learning & technology, and health care organization education, and it is expected that current students will elect to add selected new courses to their program of study.

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

6. **Dates of committee approvals:**

SON Graduate Nursing Committee	02/03/2015
CHHS Graduate Curriculum Committee	02/23/2015
Graduate Council	**3-19-15**
University Senate	

Revise a Program
(Action)

Date: October 31, 2014
College: College of Health and Human Services
Department: Public Health
Contact Person: Grace Lartey, PhD; grace.lartey@wku.edu; 53941. Darlene Shearer, DrPH; darlene.shearer@wku.edu; 55868. Gary English, PhD; gary.english@wku.edu; 52678.

1. Identification of program:

1.1 Reference number: 152
1.2 Program title: Master of Public Health

2. Proposed change(s):

2.1 ☐ title:
2.2 X admission criteria: Yes
2.3 X curriculum:
2.4 X other: Adding a third concentration Generalist (Online) to the MPH Program. Revising program description.

3. Current detailed program description:

Current Program	**Proposed Program**
The Master of Public Health degree is designed to meet the needs of a wide range of health professionals ~~(e.g. public health educators, nurses, environmentalists, public health administrators, industrial health personnel, nutritionists, dental hygienists, physicians, and other professionals) who desire~~ graduate education in public health. The MPH degree program is accredited by the Council on Education for Public Health (CEPH). ~~Two concentrations are offered: Environmental Health and Health Education. To pursue the MPH degree, the applicant must have completed a baccalaureate in health sciences, or have adequate academic preparation in disciplines basic to public health.~~	The Master of Public Health degree is designed to meet the needs of a wide range of health professionals desiring a graduate education in public health. The MPH degree program is accredited by the Council on Education for Public Health (CEPH). The MPH program has **three** concentrations are offered: Environmental Health, **Generalist** and Health Education.
Admission Requirements: 1. Completion of a baccalaureate degree from an accredited institution or its equivalent. ~~2. At least an undergraduate minor in health or previous education in the sciences basic to health.~~ 3. A minimum GAP score of 593 [GAP = (GRE-V + GRE-Q) + (Undergraduate GPA x 100)]. Students who took the GRE between 2002 and August 2011must submit a minimum GAP score of 2200 [GAP = (GRE-V + GRE-Q) x	**Admission Requirements:** 1. Completion of a baccalaureate degree from an accredited institution or its equivalent. 2. A minimum GAP score of 593 [GAP = (GRE-V + GRE-Q) + (Undergraduate GPA x 100)]. Students who took the GRE between 2002 and August 2011must submit a minimum GAP score

Undergraduate GPA]. Students who took the GRE prior to 2002 must submit a minimum GAP score of 3500 [GAP = (GRE-V + GRE-Q + GRE-A) x Undergraduate GPA]. 4. A recommended GPA of 3.0 on a 4.0 scale. 5. If applicable, test of English as a foreign language (TOEFL) exam: minimum score of ~~500~~ on the written TOEFL; or minimum of 79 on the internet-based TOEFL (iBT). 6. All applicants are encouraged to take the GRE. However, full admission will be granted to applicants who fulfill one of the following conditions: a) GRE minimums of 145 for the verbal score, 148 for the quantitative score and 3.5 for the analytical writing score; b) or cumulative GPA of at least 3.2 on 4.0 scale from a US accredited university. 7. Submission of: a) a written statement of purpose b) a resume c) 2 letters of academic reference Admission Requirements For International Students Who Enroll Through ~~Navitas~~ 1. Completion of a baccalaureate degree from an accredited institution or its equivalent ~~2. At least an undergraduate minor in health, or previous education in the sciences basic to health.~~ 3. A recommended GPA of 3.0 on a 4.0 scale. 4. English language assessments waived provided candidate earns a "B" or higher in each of the graduate (500 level) courses taken in the ~~Navitas~~ Pre-Master's program. 5. GRE waived provided candidate earns a "B" or higher in each of the graduate (500 level) courses taken in the ~~Navitas~~ Pre-Master's program. 6. Submission of: a) a written statement of purpose b) a resume c) 2 letters of academic reference	of 2200 [GAP = (GRE-V + GRE-Q) x Undergraduate GPA]. Students who took the GRE prior to 2002 must submit a minimum GAP score of 3500 [GAP = (GRE-V + GRE-Q + GRE-A) x Undergraduate GPA]. 3. A recommended GPA of 3.0 on a 4.0 scale. 4. If applicable, test of English as a foreign language (TOEFL) exam: minimum score of 550 on the written TOEFL; or minimum of 79 on the internet-based TOEFL (iBT). 5. All applicants are encouraged to take the GRE. However, full admission will be granted to applicants who fulfill one of the following conditions: a) GRE minimums of 145 for the verbal score, 148 for the quantitative score and 3.5 for the analytical writing score; b) cumulative GPA of at least 3.2 on 4.0 scale from a US accredited university; c) admission into a US Medical School (option for MPH Generalist Concentration only). 6. Submission of: a) a written statement of purpose b) a resume c) 2 letters of academic reference **Admission Requirements For International Students Who Enroll Through a Pre-Master's Program** 1. Completion of a baccalaureate degree from an accredited institution or its equivalent 2. A recommended GPA of 3.0 on a 4.0 scale. 3. English language assessments waived provided candidate earns a "B" or higher in each of the graduate (500 level) courses taken in the Pre-Master's program. 4. GRE waived provided candidate earns a "B" or higher in each of the graduate (500 level) courses taken in the Pre-Master's program. 5. Submission of: a) a written statement of purpose b) a resume c) 2 letters of academic reference

Concentration Objectives

Environmental Health Concentration	Health Education Concentration	Generalist Concentration
The goal of the environmental health option of the MPH program is to prepare graduates who can function as professional environmental health specialist in a variety of public and private settings. A student completing the environmental health option in the MPH program will be able to:	The public health education specialization prepares public health education professionals to effectively plan, implement, and evaluate health education and promotion programs, and carry out the related professional functions. Graduates will be able to:	The generalist concentration will provide a broad-based foundation to address the health and well-being of populations and communities. This concentration would also provide students with the opportunity to integrate public health practice into other academic or career paths that they have already chosen. Graduates will be able to:
• Understand basic concepts of ecology and the role of humans in altering the ecosystem	• Assess individual and community needs for health education	• Describe behavioral , social and cultural factors that contribute to the health and well-being of individuals, communities and populations
• Assess a community to determine the presence of adverse environmental conditions and their potential impact on human health	• Plan effective health education programs	• Communicate public health information and issues effectively to health professionals and the public through diverse communication channels
• Monitor the community's environment to assure that the environmental quality is conducive to good health	• Implement health education programs	• Critically review and apply evidence-based evaluation of published medical and public health literature
• Develop and implement strategies to remediate unhealthy environmental conditions	• Evaluate the effectiveness of health education programs	• Apply principles of ethical conduct to public health practice
• Understand the role of and work with the public and private sectors in controlling adverse environmental conditions	• Coordinate provisions of health education programs	• Integrate the broad base of public health knowledge and skills acquired from coursework, practicum and other learning activities into a culminating experience (special studies project or capstone)
• Manage resources and personnel to effectively carry out an environmental health program	• Act as a resource person in health education	• Apply skills and knowledge in public health setting(s) through planned and supervised experience(s) related to professional career objectives

• Identify, interpret, and implement environmental health laws, regulations, and policies	• Communicate health and health education needs, concerns, and resources	• Develop the capacity for lifelong learning in public health
• Function effectively as a member of the public health team	• Solve problems in ways sensitive to cultural differences	• Act as an advocate for the public's health at local, national and international levels

Existing Program			**Revised Program**		
Prefix	Course Title	Hrs	Prefix	Course Title	Hrs
Required Core (24 hours)			**Required Core (24 hours)**		
PH 520	Biostatistics for Public Health	3	PH 520	Biostatistics for Public Health	3
PH 580	Introduction to Public Health	3	PH 580	Introduction to Public Health	3
PH 582	Epidemiology	3	PH 582	Epidemiology	3
PH 583	Public Health Administration	3	PH 583	Public Health Administration	3
PH 584	Principles of Environmental Health	3	PH 584	Principles of Environmental Health	3
PH 587	Health Behavior	3	PH 587	Health Behavior	3
PH 546	Graduate Internship	3	PH 546	Graduate Internship	3
PH 591	Health Program Evaluation	3	PH 591	Health Program Evaluation	3
Concentration Courses: Environmental Health (18 hours)			**Concentration Courses: Environmental Health (18 hours)**		
PH 510	Watershed Management & Science	3	PH 510	Watershed Management & Science	3
PH 571	Air Quality Management	3	PH 571	Air Quality Management	3
PH 577	Environmental Toxicology	3	PH 577	Environmental Toxicology	3
EHS 580	Solid and Hazardous Waste	3	EHS 580	Solid and Hazardous Waste	3
PH 599	Thesis OR	6	PH 599 OR	Thesis	6
PH 588	Public Health Capstone	3	PH 588	Public Health Capstone	3
Elective 1		3	Elective 1		3
Total		**42**	**Total**		**42**
Environmental Health Electives					
PH, ENV, EHS or HCA prefix. Advisor may					

approve courses with different prefix.					
Concentration Courses: Health Education (18 hours)			**Concentration Courses: Health Education (18 hours)**		
PH 548	Community Health Organization	3	PH 548	Community Health Organization	3
PH 575	Health Education & Promotion Planning	3	PH 575	Health Education & Promotion Planning	3
PH 576	Health Education and Communication Techniques in PH	3	PH 576	Health Education and Communication Techniques in PH	3
PH 599 OR	Thesis	6	PH 599 OR	Thesis	6
PH 588	Public Health Capstone	3	PH 588	Public Health Capstone	3
Elective 1		3	Elective 1		3
Elective 2		3	Elective 2		3
Total		**42**	**Total**		**42**
Health Education Electives					
~~**PH, ENV, EHS or HCA prefix. Advisor may approve courses with different prefix.**~~					
			Environmental Health and Health Education Electives		
			PH 467G	Drug Abuse Education	3
			PH 501	Research Methods	3
			PH 502	Health Promotion in the Workplace	3
			PH 530	Independent Investigations in PH	1-6
			PH 564	Public Health Issues in Women's Health	3
			EHS 572	Environmental and Occupational Epidemiology	3
			PH 585	International Health	3
			PH 595	PH Management of Disasters	3
			PH 620	Advanced Biostatistics	3
			PH 630	Advanced Epidemiology	3

			PH 591	Health Program Evaluation	3
			Advisor may approve other electives not listed		
			Concentration Courses: Generalist (18 hours)		
			PH 588	Capstone	3
			Focus Area: Choose 3 from this list (9 hours)		
			PH 548	Community Health Organization	3
			PH 575	Health Education & Promotion Program Planning	3
			PH 576	Education and Communication Techniques in PH	3
			EHS 572	Environmental and Occupational Epidemiology	3
			PH 577	Environmental Toxicology	3
			PH 595	PH Management of Disasters	3
			HCA 541	Strategic Management and Marketing Health Services	3
			HCA 545	Managerial Finance in Health Services	3
			HCA 586	Health Economics and Policy	3
			Other Public Health focus area courses may be selected with advisor permission		
			Generalist Electives: Choose 2 from this list (6 hours)		
			PH 467G	Drug Abuse Education	3
			PH 501	Research Methods	3
			PH 502	Health Promotion in the Workplace	3
			PH 530	Independent Investigations in PH	1-6

			PH 548	Community Health organization	3
			PH 564	PH issues in Women's Health	3
			PH 575	Program Planning	3
			PH 576	Education and Communication Techniques	3
			EHS 572	Environmental and Occupational Epidemiology	3
			PH 577	Environmental Toxicology	3
			PH 585	International Health	3
			PH 595	PH Management of Disasters	3
			EHS 580	Solid & Hazardous Waste Management	
			HCA 541	Strategic Management and Marketing Health Services	3
			HCA 545	Managerial Finance in Health Services	3
			HCA 586	Health Economics and Policy	3
			Total		**42**
			Advisor may approve other electives not listed		

4. **Rationale:** The Master of Public Health (MPH) is a professional degree designed to meet the needs of a wide range of professionals. The Master of Public Health program is already in existence at Western Kentucky University (WKU). The program has two concentrations: Health Education and Environmental Health. The Generalist concentration is designed to meet the needs of working professionals and will be offered 100% on-line. In a growing market of MPH programs that compete for students, adding an online concentration that is broad-based will make our program more competitive. The Generalist concentration also meets requirements of the Council on Education for Public Health (CEPH) in terms of our existing curriculum. The concentration will provide a broad-based foundation to address the health and well-being of populations and communities. This concentration would also provide students with the opportunity to integrate public health practice into other academic or career paths that they have already chosen.

5. Proposed term for implementation: Fall 2015

6. Dates of committee approvals:

Department of Public Health 2/9/15

CHHS Graduate Curriculum Committee 02/23/2015

Graduate Council	**3-19-15**
University Senate	

Revise a Program
(Action)

Date: February 9, 2015
College: College of Health and Human Services
Department: Public Health
Contact Person: Cecilia Watkins, cecilia.watkins@wku.edu, 270-745-4796

1. **Identification of program:**
   - 1.1 Current program reference number: 0473
   - 1.2 Current program title: Master of Science, Environmental and Occupational Health Science

2. **Identification of the proposed program changes:**
   - 2.1 ☐ title:
   - 2.2 ☐ admission criteria:
   - 2.3 ☒ curriculum: Replace COMM 523 with PH 576
   - 2.4 ☐ other:

3. **Detailed program description:**

Master of Science, Environmental and Occupational Health Science Total Hours = 36 credit hours	Master of Science, Environmental and Occupational Health Science Total Hours = 36 credit hours
Core Courses (18 credit hours required) PH 520 - Biostatistics for Public Health (3 hrs) PH 577 – Environmental Toxicology (3 hrs) PH 582 – Epidemiology: Practice and Theory (3 hrs) PH 584 - Principles of Environmental Health (3 hrs) PH 501 – Research Methods (3 hrs) EHS 572 - Environmental and Occupational Epidemiology (3 hrs)	Core Courses (18 credit hours required) PH 520 - Biostatistics for Public Health (3 hrs) PH 577 – Environmental Toxicology (3 hrs) PH 582 – Epidemiology: Practice and Theory (3 hrs) PH 584 - Principles of Environmental Health (3 hrs) PH 501 – Research Methods (3 hrs) EHS 572 - Environmental and Occupational Epidemiology (3 hrs)
Electives (minimum of 12 credit hours required) EOHS Electives PH 510 - Watershed Management and Science (3 hrs) PH 560 – Environmental Management and Risk Assessment (3 hrs) PH 571 - Air Quality Management (3 hrs) EHS 580 - Solid and Hazardous Waste Management (3 hrs) PH 595 - Public Health Management of Disasters (3 hrs)	Electives (minimum of 12 credit hours required) EOHS Electives PH 510 - Watershed Management and Science (3 hrs) PH 560 – Environmental Management and Risk Assessment (3 hrs) PH 571 - Air Quality Management (3 hrs) EHS 580 - Solid and Hazardous Waste Management (3 hrs) PH 595 - Public Health Management of Disasters (3 hrs)
Worksite Health Promotion Electives PH 502 - Health Promotion in the Workplace (3 hrs) PH 575 - Health Education/Promotion Program Planning (3 hrs) ~~**COMM 523 - Health Communication (3 hrs)**~~ PH 587 – Health Behavior (3 hrs)	Worksite Health Promotion Electives PH 502 - Health Promotion in the Workplace (3 hrs) PH 575 - Health Education/Promotion Program Planning (3 hrs) **PH 576 – Education and Communication Techniques (3 hrs)** PH 587 – Health Behavior (3 hrs)
Culminating experience - students must choose a thesis or an internship – (6 credit hrs) *Plan A – Thesis Option – (PH 599 – Thesis Research/Writing - 6 credit hours)* Plan A requires that the student complete a thesis according to the requirements of WKU Graduate Studies. A committee of at	**Culminating experience - students must choose a thesis or an internship – (6 credit hrs)** *Plan A – Thesis Option – (PH 599 – Thesis Research/Writing - 6 credit hours)* Plan A requires that the student complete a thesis according to the requirements of WKU Graduate Studies. A committee of at

least three (3) faculty members will direct each thesis. Students will be required to develop a proposal, defend the proposal, complete thesis research, write the thesis document, and then present the thesis to faculty and students. Additionally, each student will orally defend their thesis before their graduate committee. *Plan B – Internship Option (Portfolio Option) – (PH 546 – Graduate Internship - 6 credit hours)* Plan B requires that a student complete an internship experience of 400 hours. As part of this option, each student must develop a portfolio that details the internship experience. Each portfolio will follow a rubric of required elements. The graduate advisor, in conjunction with the EOHS internship coordinator, must approve the internship. Internships will require that the student keeps a daily log of activities, compiles weekly summaries, and documents the major objectives associated with the internship. The portfolio will include all internship documentation and the final presentation for the internship. Students completing the internship are required to make an oral defense of their portfolio to their graduate committee and present their work to faculty and students. Each portfolio must follow a rubric of required elements.	least three (3) faculty members will direct each thesis. Students will be required to develop a proposal, defend the proposal, complete thesis research, write the thesis document, and then present the thesis to faculty and students. Additionally, each student will orally defend their thesis before their graduate committee. *Plan B – Internship Option (Portfolio Option) – (PH 546 – Graduate Internship - 6 credit hours)* Plan B requires that a student complete an internship experience of 400 hours. As part of this option, each student must develop a portfolio that details the internship experience. Each portfolio will follow a rubric of required elements. The graduate advisor, in conjunction with the EOHS internship coordinator, must approve the internship. Internships will require that the student keeps a daily log of activities, compiles weekly summaries, and documents the major objectives associated with the internship. The portfolio will include all internship documentation and the final presentation for the internship. Students completing the internship are required to make an oral defense of their portfolio to their graduate committee and present their work to faculty and students. Each portfolio must follow a rubric of required elements.

4. **Rationale for the proposed program change:** PH 576 Education & Communication Techniques is a public health course, which has communication techniques, and is in the Department of Public Health.

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

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

Department of Public Health	02/09/2015
CHHS Graduate Curriculum Committee	02/23/2015
Graduate Council	**3-19-15**
University Senate	

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

Contact Person: Ferhan Atici, ferhan.atici@wku.edu, 5-6229

1. **Identification of program:**
   1.1 Current program reference number: 085
   1.2 Current program title: Master of Science: in Mathematics
   1.3 Credit hours:30

2. **Identification of the proposed program changes:**
   Changing required core courses as basic requirements in the program, adding more 400G and 500 courses in the requirements and removing listed undergraduate courses in the research tool.

3. **Detailed program description:**

Current Program	Proposed Program
The M.S. has two options available. The M.S. (general option) provides knowledge in such traditional areas as analysis, algebra, topology, and applied mathematics, and is recommended for students who wish to obtain a Ph. D. degree, to teach in a community college, or to seek employment in industry with an emphasis on conceptual foundations. The M.S. (computational option) is designed for students seeking employment in industry with an emphasis on computational mathematics and/or computer science in addition to knowledge in traditional areas.	The M.S. has two options available. The M.S. (general option) provides knowledge in such traditional areas as analysis, algebra, topology, and applied mathematics, and is recommended for students who wish to obtain a Ph. D. degree, to teach in a community college, or to seek employment in industry with an emphasis on conceptual foundations. The M.S. (computational option) is designed for students seeking employment in industry with an emphasis on computational mathematics and/or computer science in addition to knowledge in traditional areas.
General Option: Admission Requirements Admission requirements for the M.S. in Mathematics General Option include: 1.One of the following: (a) A minimum GAP score of 600 [GAP = (GRE-V + GRE-Q) + (Undergraduate GPA x 100)] or a minimum GAP score of 3000 for students who took the GRE prior to August 2011 [GAP = (GRE-V + GRE-Q) x Undergraduate GPA] *Students who took the GRE prior to 2002 should contact the graduate advisor of the program; (b) A GRE score of at least 300. ~~For options (a) or (b) WKU requires a minimum score of 139 on both the verbal and quantitative parts of the GRE;~~ (c) For students that graduate from WKU with a mathematics major, a GPA of at least 3.3 in their mathematics major. 2. Successful completion of the following undergraduate courses: (a) a one year calculus sequence;	General Option: Admission Requirements Admission requirements for the M.S. in Mathematics General Option include: 1.One of the following: (a) A minimum GAP score of 600 [GAP = (GRE-V + GRE-Q) + (Undergraduate GPA x 100)] or a minimum GAP score of 3000 for students who took the GRE prior to August 2011 [GAP = (GRE-V + GRE-Q) x Undergraduate GPA] *Students who took the GRE prior to 2002 should contact the graduate advisor of the program; (b) A GRE score of at least 300; (c) For students that graduate from WKU with a mathematics major, a GPA of at least 3.3 in their mathematics major. 2. Successful completion of the following undergraduate courses: (a) a one year calculus sequence; (b) linear algebra; (c) discrete mathematics;

(b) linear algebra; (c) discrete mathematics; (d) an applied mathematics course (e.g. differential equations, probability, calculus-based statistics, numerical analysis); (e) abstract algebra. 3. A cumulative grade point average of 3.0 (on a 4.0 scale) is required in at least one of the following: (a) A cumulative grade point average of 3.0 (on a 4.0 scale) in at least one of the following: (a) all mathematics courses that are applicable to the undergraduate mathematics major; (b) courses specified in (b) through (e) of Item 2 above. Degree Requirements minimum of 30 hours The Master of Science in Mathematics (General Option) requires a minimum of 30 hours of graduate-level mathematics courses. A maximum of 12 hours at the 400G level may be included in the entire program. A research tool is required and may entail coursework beyond the 30 hours of mathematics. The research tool must be completed during the first 15 hours of coursework and may be fulfilled by a mathematics reading course, a computer science course, a foreign language examination, or another option approved by a Mathematics Department graduate advisor. In addition, all students in the M.S. program (general option) must have a working knowledge of a high-level programming language or computer algebra system. A student may, upon prior approval of the Mathematics Department Graduate Committee, include in his/her program a maximum of 6 hours of coursework from a related field. Comprehensive exams are required. Required Core The following courses must be completed: MATH 417G Algebraic Systems* MATH 431G Intermediate Analysis I* MATH 439G Topology I*	((d) an applied mathematics course (e.g. differential equations, probability, calculus-based statistics, numerical analysis); (e) abstract algebra. 3. A cumulative grade point average of 3.0 (on a 4.0 scale) is required in at least one of the following: (a) A cumulative grade point average of 3.0 (on a 4.0 scale) in at least one of the following: (a) all mathematics courses that are applicable to the undergraduate mathematics major; (b) courses specified in (b) through (e) of Item 2 above. Degree Requirements minimum of 30 hours The Master of Science in Mathematics (General Option) requires a minimum of 30 hours of graduate-level mathematics courses. A maximum of 12 hours at the 400G level may be included in the entire program. A research tool is required and may entail coursework beyond the 30 hours of mathematics. The research tool must be completed during the first 15 hours of coursework and may be fulfilled by a mathematics reading course, a computer science course, a foreign language examination, or another option approved by a Mathematics Department graduate advisor. ~~In addition, all students in the M.S. program (general option) must have a working knowledge of a high-level programming language or computer algebra system.~~ A student may, upon prior approval of the Mathematics Department Graduate Committee, include in his/her program a maximum of 6 hours of coursework from a related field. Comprehensive exams are required only for students who choose not to write a thesis. Required Core (9 hours) 1. The following courses must be completed: MATH 431G Intermediate Analysis I MATH 417G Algebraic Systems or MATH 439G Topology or MATH 450G Complex Variables or MATH 435G Partial Differential Equations MATH532 Real Analysis or MATH 550 Complex Analysis, or MATH 535 Advanced Applied Mathematics-I, or MATH 541 Graph Theory

2. One of the following applied mathematics courses: MATH 529 Applied Probability MATH 531 Advanced Differential Equations MATH 535 Advanced Applied Mathematics I MATH 536 Advanced Applied Mathematics II MATH 540 Stochastic Processes *MATH 541 Graph Theory* *MATH 542 Advanced Topics in Discrete Mathematics* *MATH 550 Complex Analysis* *MATH 570 Topics in Operations Research* *STAT 549 Statistical Methods I* STAT 550 Statistical Methods II	~~2. One of the following applied mathematics courses:~~ ~~MATH 529 Applied Probability~~ ~~MATH 531 Advanced Differential Equations~~ ~~MATH 535 Advanced Applied Mathematics I~~ ~~MATH 536 Advanced Applied Mathematics II~~ ~~MATH 540 Stochastic Processes~~ ~~*MATH 541 Graph Theory*~~ ~~*MATH 542 Advanced Topics in Discrete Mathematics*~~ ~~*MATH 550 Complex Analysis*~~ ~~*MATH 570 Topics in Operations Research*~~ ~~*STAT 549 Statistical Methods I*~~ ~~STAT 550 Statistical Methods II~~
Another course as approved by the Mathematics Department Graduate Committee.	~~Another course as approved by the Mathematics Department Graduate Committee.~~
3. The following course is required: *MATH 532 Real Analysis*	~~3. The following course is required:~~ ~~MATH 532 Real Analysis~~
4. One of the following two-course sequences: *MATH 417G Algebraic Systems AND* *MATH 517 Topics from Algebra* *MATH 439G Topology I AND MATH 539 Topology II* *MATH 450G Complex Variables AND MATH 550 Complex Analysis* *MATH 435G Partial Differential Equations AND MATH 535 Advanced Applied Mathematics I* *MATH 470G Introduction to Operations Research AND MATH 570 Topics in Operations Research* *MATH 529 Applied Probability AND MATH 540 Stochastic Processes* *MATH 435G Partial Differential Equations AND MATH 531 Advanced Differential Equations* *MATH 535 Advanced Applied Mathematics I AND MATH 536 Advanced Applied Mathematics II* *MATH 405G Numerical Analysis I AND MATH 406G^ Numerical Analysis II* STAT 549 Statistical Methods I AND STAT 550 Statistical Methods II	~~4. One of the following two-course sequences:~~ ~~MATH 417G Algebraic Systems AND~~ ~~MATH 517 Topics from Algebra~~ ~~MATH 439G Topology I AND MATH 539 Topology II~~ ~~MATH 450G Complex Variables AND MATH 550 Complex Analysis~~ ~~MATH 435G Partial Differential Equations AND MATH 535 Advanced Applied Mathematics I~~ ~~MATH 470G Introduction to Operations Research AND MATH 570 Topics in Operations Research~~ ~~MATH 529 Applied Probability AND MATH 540 Stochastic Processes~~ ~~MATH 435G Partial Differential Equations AND MATH 531 Advanced Differential Equations~~ ~~MATH 535 Advanced Applied Mathematics I AND MATH 536 Advanced Applied Mathematics II~~ ~~MATH 405G Numerical Analysis I AND MATH 406G^ Numerical Analysis II~~ ~~STAT 549 Statistical Methods I AND STAT 550 Statistical Methods II~~
**If equivalent courses were taken at the undergraduate level, then the student must substitute appropriate graduate mathematics courses selected in consultation with a Mathematics Department graduate advisor.*	*If equivalent courses were taken at the undergraduate level, then the student must substitute appropriate graduate mathematics courses selected in consultation with a Mathematics Department graduate advisor.
^Sequence can be taken by students who have substituted a 500-level course for at least one of the three courses listed in (1)	~~^Sequence can be taken by students who have substituted a 500-level course for at least one of the three courses listed in (1).~~
Electives *The remaining mathematics courses in the student program must be chosen from:*	Electives (21 hours) The remaining mathematics courses in the student program must be chosen from: MATH 405G Numerical Analysis I

MATH 405G Numerical Analysis I *MATH 406G Numerical Analysis II* *MATH 415G Algebra and Number Theory* *MATH 423G Geometry II* *MATH 435G Partial Differential Equations* *MATH 450G Complex Variables* *MATH 470G Introduction to Operations Research* *MATH 504 Application of Technology to Problems in Mathematics* *MATH 517 Topics from Algebra* *MATH 529 Applied Probability* *MATH 531 Advanced Differential Equations* *MATH 535 Advanced Applied Mathematics I* *MATH 536 Advanced. Applied Mathematics II* *MATH 539 Topology II* *MATH 540 Stochastic Processes* *MATH 541 Graph Theory* *MATH 542 Advanced Topics in Discrete Mathematics* MATH 550 Complex Analysis MATH 560 Functional Analysis MATH 570 Topics in Operations Research MATH 590 Special Topics in Mathematics MATH 598 Graduate Seminar STAT 549 Statistical Methods I STAT 550 Statistical Methods II	MATH 406G Numerical Analysis II MATH 415G Algebra and Number Theory MATH 417G Algebraic Systems MATH 439G Topology MATH 423G Geometry II MATH 435G Partial Differential Equations MATH 450G Complex Variables MATH 470G Introduction to Operations Research ~~MATH 504 Application of Technology to Problems in Mathematics~~ MATH 500 Readings in Mathematics MATH 517 Topics from Algebra MATH 529 Applied Probability MATH 531 Advanced Differential Equations MATH 532 Real Analysis MATH 535 Advanced Applied Mathematics I MATH 536 Advanced. Applied Mathematics II MATH 539 Topology II MATH 540 Stochastic Processes MATH 541 Graph Theory MATH 542 Advanced Topics in Discrete Mathematics MATH 550 Complex Analysis MATH 560 Functional Analysis MATH 570 Topics in Operations Research MATH 590 Special Topics in Mathematics MATH 598 Graduate Seminar MATH 599 Thesis/Research STAT 549 Statistical Methods I STAT 550 Statistical Methods II
Research Tool A research tool is required and may entail coursework beyond the 30 hours of mathematics. The research tool can be fulfilled in a variety of ways, some of which are listed below: ·Taking the MATH 598 Graduate Seminar ·Courses in other disciplines. The research tool course should be in disciplines that have a strong relation to mathematics. For example, any graduate or 400 level computer science course pre-approved by the student's graduate advisor will be accepted. However, a student with no prior programming experience cannot take such a course and instead could choose a first year undergraduate programming course. ·Learning how to use a standard statistical or mathematical package (such as SAS, SPSS, R or Mathematica by taking a course. The research tool cannot be taken during the last semester. Optional Thesis 6 hours	Research Tool A research tool is required and may entail coursework beyond the 30 hours of mathematics. The research tool can be fulfilled in a variety of ways, some of which are listed below: ·Taking the MATH 598 Graduate Seminar ·Graduate level courses in other disciplines. The research tool course should be in disciplines that have a strong relation to mathematics. For example, any graduate level course pre-approved by the student's graduate advisor will be accepted. ~~However, a student with no prior programming experience cannot take such a course and instead could choose a first year undergraduate programming course.~~ ~~·Learning how to use a standard statistical or mathematical package (such as SAS, SPSS, R or Mathematica by taking a course.~~ The research tool cannot be taken during the last semester.

Students who choose to write a thesis are required to complete 6 hours of MATH 599 Thesis Research and Writing and to give an oral defense of the thesis. Computational Mathematics Option Admission Requirements 1. One of the following: (a) A minimum GAP score of 600 [GAP = (GRE-V + GRE-Q) + (Undergraduate GPA x 100)] or a minimum GAP score of 3000 for students who took the GRE prior to August 2011 [GAP = (GRE-V + GRE-Q) x Undergraduate GPA] *Students who took the GRE prior to 2002 should contact the graduate advisor of the program; (b) A GRE score of at least 300. ~~For options (a) or (b) WKU requires a minimum score of 139 on both the verbal and quantitative parts of the GRE~~; (c) For students that graduate from WKU with a mathematics major, a GPA of at least 3.3 in their mathematics major. 2. Completion of the following undergraduate courses: (a) a one year calculus sequence; (b) linear algebra; (c) discrete mathematics; (d) a one year sequence of programming courses; (e) a B.A. degree with a major in either Computer Science, Engineering, Mathematics or Physics. 3. A cumulative grade point average of at least 3.0 (on a 4.0 scale) in at least one of the following: (a) all mathematics and computer science courses that are listed in (a) through (d) of Item 2 above; or (b) all courses in the major listed in (e) of Item 2 *above.* *Students cannot enter the program if they have a deficiency in the courses listed in Item 2 above* *Degree Requirements minimum of 30 hours* *The Master of Science in Mathematics (Computational Mathematics Option) requires a minimum of 30 hours of graduate-level mathematics and computer science courses. A maximum of 12 hours at the 400G level may be included in the entire program. All students in the M.S. program (computational mathematics option) must have a working knowledge of a high-level programming language. The CS classes required in this option do not allow for additional courses in a related field.* *Comprehensive exams are required.* *Required Core* *MATH/CS 405G Numerical Analysis I** *MATH 470G Introduction to Operations Research** *CS 549 Algorithms Analysis** *STAT 549 Statistical Methods I*	Optional Thesis 6 hours Students who choose to write a thesis are required to complete 6 hours of MATH 599 Thesis Research and Writing and to give an oral defense of the thesis. Computational Mathematics Option Admission Requirements 1. One of the following: (a) A minimum GAP score of 600 [GAP = (GRE-V + GRE-Q) + (Undergraduate GPA x 100)] or a minimum GAP score of 3000 for students who took the GRE prior to August 2011 [GAP = (GRE-V + GRE-Q) x Undergraduate GPA] *Students who took the GRE prior to 2002 should contact the graduate advisor of the program; (b) A GRE score of at least 300; (c) For students that graduate from WKU with a mathematics major, a GPA of at least 3.3 in their mathematics major. 2. Completion of the following undergraduate courses: (a) a one year calculus sequence; (b) linear algebra; (c) discrete mathematics; (d) a one year sequence of programming courses; (e) a B.A. degree with a major in either Computer Science, Engineering, Mathematics or Physics. 3. A cumulative grade point average of at least 3.0 (on a 4.0 scale) in at least one of the following: (a) all mathematics and computer science courses that are listed in (a) through (d) of Item 2 above; or (b) all courses in the major listed in (e) of Item 2 above. Students cannot enter the program if they have a deficiency in the courses listed in Item 2 above Degree Requirements minimum of 30 hours The Master of Science in Mathematics (Computational Mathematics Option) requires a minimum of 30 hours of graduate-level mathematics and computer science courses. A maximum of 12 hours at the 400G level may be included in the entire program. All students in the M.S. program (computational mathematics option) must have a working knowledge of a high-level programming language. The CS classes required in this option do not allow for additional courses in a related field. Comprehensive exams are required only for students who choose not to write a thesis. Required Core (21 hours) MATH/CS 405G Numerical Analysis I* MATH 470G Introduction to Operations Research* CS 549 Algorithms Analysis* STAT 549 Statistical Methods I

MATH 406G Numerical Analysis II *At least two courses from the list below:* *CS 562 Parallel and Distributed Computing* *CS 565 Data Mining Techniques and Tools* *CS 595 Advanced Topics in Computer Science (with advisor approval)* **If equivalent courses were taken at the undergraduate level, then the student must substitute appropriate graduate mathematics courses selected in consultation with a Mathematics Department graduate advisor.* *Electives* *MATH 431G Intermediate Analysis I* *MATH 541 Graph Theory* *MATH 570 Topics in Operations Research* *MATH 504 Application of Technology to Problems in Mathematics* *MATH 540 Stochastic Processes* *MATH 542 Advanced Topics in Discrete Mathematics* *MATH 590 Special Topics in Mathematics (with advisor approval)* STAT 550 Statistical Methods II *Research Tool* *This requirement is satisfied by the computer science classes.* *Optional Thesis 6 hours* *Students who choose to write a thesis are required to complete 6 hours of MATH 599 Thesis Research and Writing and to give an oral defense of the thesis.*	MATH 406G Numerical Analysis II At least two courses from the list below: CS 562 Parallel and Distributed Computing CS 565 Data Mining Techniques and Tools CS 595 Advanced Topics in Computer Science (with advisor approval) *If equivalent courses were taken at the undergraduate level, then the student must substitute appropriate graduate mathematics courses selected in consultation with a Mathematics Department graduate advisor. Electives (9 hours) MATH 431G Intermediate Analysis I MATH 541 Graph Theory MATH 570 Topics in Operations Research MATH 504 Application of Technology to Problems in Mathematics MATH 540 Stochastic Processes MATH 542 Advanced Topics in Discrete Mathematics MATH 590 Special Topics in Mathematics (with advisor approval) MATH 599 Thesis/Research STAT 550 Statistical Methods II Research Tool This requirement is satisfied by the computer science classes. Optional Thesis 6 hours Students who choose to write a thesis are required to complete 6 hours of MATH 599 Thesis Research and Writing and to give an oral defense of the thesis.

4. Rationale for the proposed program change: The current core includes three 400 level graduate courses. With this new proposal, students will get to choose <u>two</u> of the other 400 level graduate courses, such as 405G-406G. This new Program of Study also gives the student the opportunity to choose a 400 level graduate course as a research tool. The new proposal gives students greater flexibility for choosing graduate level courses in their area of interest.

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

6. Dates of prior committee approvals:

Department of Mathematics	02/13/2015
Ogden College Graduate Curriculum Committee	02/27/2015
Graduate Council	3-19-15
University Senate	

Proposal Date: February 9, 2015

Potter College of Arts & Letters
Department of Sociology
Proposal to Revise A Program
(Action Item)

Contact Person: John Faine, john.faine@wku.edu

1. **Identification of program:**
   - 1.1 Current program reference number: 0421
   - 1.2 Current program title: Master of Arts in Criminology
   - 1.3 Credit hours: 30

2. **Identification of the proposed program changes:**
   - Drop the Research Tool Requirement
   - Move SOCL513 (the former Research Tool Course) to the required core curriculum.

3. **Detailed program description:**

CURRENT PROGRAM:	**PROPOSED PROGRAM:**
Required Courses (12 hours)	Required Courses (15 hours)
SOCL 514 Advanced Social Statistics	SOCL513 Quantitative Research Methods
SOCL 525 Survey of Criminal Justice Studies	SOCL 514 Advanced Social Statistics
SOCL 532 Criminology	SOCL 525 Survey of Criminal Justice Studies
SOCL 596 Applied Research Project	SOCL 532 Criminology
Electives	SOCL 596 Applied Research Project
SOCL 530 Penology	Electives (15 hours)
SOCL 531 Deviant Behavior	SOCL 530 Penology
SOCL 533 Criminology and Law	SOCL 531 Deviant Behavior
SOCL 534 Neighborhoods and Crime	SOCL 533 Criminology and Law
SOCL 535 Family Violence	SOCL 534 Neighborhoods and Crime
SOCL 536 Juvenile Delinquency	SOCL 535 Family Violence
SOCL 537 Comparative Criminology	SOCL 536 Juvenile Delinquency
SOCL 538 Victimology	SOCL 537 Comparative Criminology
SOCL 546 Gender, Crime and Justice	SOCL 538 Victimology
SOCL 547 Life-course Criminology	SOCL 546 Gender, Crime and Justice
SOCL 548 Race, Class and Crime	SOCL 547 Life-course Criminology
SOCL 572 Environmental Criminology	SOCL 548 Race, Class and Crime
~~**Research Tool**~~	SOCL 572 Environmental Criminology
~~**SOCL 513 Quantitative Research Methods**~~	Electives from EKU
Electives from EKU	COR 823 Topical Seminar in Corrections/Juvenile Justice
COR 823 Topical Seminar in Corrections/Juvenile Justice	COR 830 Corrections and Society
COR 830 Corrections and Society	COR 835 Administration of Corrections and Juvenile Justice
COR 835 Administration of Corrections and Juvenile Justice	COR 840 Adult Corrections
COR 840 Adult Corrections	COR 850 Offender Rehabilitation Strategies
COR 850 Offender Rehabilitation Strategies	COR 856 Law and Ethics in Corrections and Juvenile Justice
COR 856 Law and Ethics in Corrections and Juvenile Justice	CRJ 814 Policing and Society
CRJ 814 Policing and Society	CRJ 874 Crime and Popular Culture
CRJ 874 Crime and Popular Culture	CRJ 875 Crime and Public Policy

CRJ 875 Crime and Public Policy CRJ 878 Ideology and Criminal Justice	CRJ 878 Ideology and Criminal Justice

4. Rationale for the proposed program change:

The Graduate School no longer requires a Research Tool in addition to the hours of coursework required for an MA degree. The first change is to drop the Research Tool Requirement for completion of the Criminology MA degree.

However, at least half of the hours in an MA degree must be common to all students in the degree. So SOCL513 Quantitative Research Methods, the course formerly used most often for the Research Tool Requirement in Criminology, is being added to the core curriculum as a degree requirement for the Criminology MA degree.

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

6. Dates of prior committee approvals:

Sociology Department	**February 9, 2015**
Potter College Curriculum Committee	**March 9, 2015**
Professional Education Council (if applicable)	**N/A**
Graduate Council	**3-19-15**
University Senate	

Revise a Program
(Action)

Date: February 15, 2015
College: University College
Department: Diversity & Community Studies
Contact Person: Jane Olmsted, jane.olmsted@wku.edu, 5787

1. **Identification of program:**
   1.1 Reference number: 0448
   1.2 Program title: M.A. in Social Responsibility & Sustainable Communities

2. **Proposed change(s):**
   2.1 ☐ title:
   2.2 ☐ admission criteria:
   2.3 X **curriculum:**
   2.4 ☐ other:

3. **Detailed program description:**

Existing Program (2013-14 Catalog)	Revised Program
The MA in Social Responsibility and Sustainable Communities is comprised of a thesis and a non-thesis option. Both options require 18 hours of Core Courses plus electives, ~~and including the thesis option~~, for a total of 33 hours; students are required to be in attendance during the ~~campus-based ICSR 590~~ Sustainability Symposium. *Required Core Courses (18 hours):* **SRSC** 510 Perspectives on Social Justice **SRSC** 520 Community-Based Research **SRSC** 530 Social Justice & Social Policy **SRSC** 540 Community-Building for Sustainability LEAD 500 Effective Leadership Studies **SRSC** 590 Sustainability Symposium	The MA in Social Responsibility and Sustainable Communities is comprised of a thesis and a non-thesis option. Both options require 18 hours of Core Courses plus electives, for a total of 33 hours; students are required to be in attendance during the **week-long portion of SRSC 590** Sustainability Symposium. *Required Core Courses – 18 hours* SRSC 510 Perspectives on Social Justice SRSC 520 Community-Based Research SRSC 530 Social Justice and Social Policy SRSC 540 Community-Building for Sustainability SUST 512 Foundations of Sustainability OR SUST 514 Environmental Justice & Public Spaces SRSC 590 Sustainability Symposium

4. **Rationale:** LEAD 500 is being replaced with SUST 512 or SUST 514 for two reasons: The primary reason is address a recurring request to provide students with a broad-based course on sustainability issues. To allow for flexibility in students' interests and schedules, we are offering a choice of SUST 512 or SUST 514. While other SRSC courses may have sustainability in the title and as one important theme, none of them offer a sustained analysis of principles and solutions. A second reason makes this revision more urgent, and that is that the Leadership program can no longer dedicate a special section for SRSC students that addresses sustainability.

5. **Proposed term for implementation:** Summer 2015

6. Dates of committee approvals:

Department	**February 18, 2015**
College Curriculum Committee	**February 25, 2015**
Graduate Council	**3-19-15**
University Senate	