

Graduate Studies and Research
Western Kentucky University
Office of the Dean
745-2446

REPORT TO THE UNIVERSITY SENATE

DATE: October 2008
FROM: Graduate Studies and Research

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

I. One time Only

SWRK 492G Social Work with Offenders* (item was voted on and passed at Graduate Council meeting)

II. Change Course Prefix

GRST 597 Contemporary Organizational Administration

III. Revise Course Title

GRST 597 Contemporary Organizational Administration

IV. Create New Course

LEAD 525 Leadership Ethics

V. Revise a Program

041 MA Administrative Dynamics
149 Master of Science in Nursing

VI. Create a New Course

GERO 501 Perspectives in Aging
GERO 503 Policy Foundations of Aging Services
GERO 505 Development & Change of Aging Programs
GERO 510 Current Issues in Aging
GERO 581 Global Aging

VII. Create a New Certificate Program

Aging Services
Post MSN: Nurse Administrator

VIII. Multiple Revisions to a Course

EXED 534 Research in Exceptional Child Education
EXED 590 Advanced Internship in Exceptional Education

IX. Exception to an Academic Policy

MSN, psychiatric nurse practitioner concentration

Proposal date: June 26, 2008

**Memorandum
Proposal to Change Course Prefix (GRST597)
(Consent Item)**

TO: Graduate Council

FROM: Sponsoring Unit: University College
Department: MA Administrative Dynamics
Contact Person's Name: Nevil Speer
Contact Person's Email: nevil.speer@wku.edu
Contact Person's Phone: 745.5959

CHANGE: Current Course Prefix: GRST
Proposed Course Prefix: LEAD

**COURSE NUMBERS TO BE INCLUDED UNDER THE NEW COURSE
PREFIX (SUBJECT AREA):**
GRST597

RATIONALE:

The course currently serves as the capstone project for the MA in Administrative Dynamics program. Transition of the Administrative Dynamics program to MA in Leadership Studies addresses the need to have the capstone course prefix align with the program.

DATE OF IMPLEMENTATION:

Effective Implementation: Fall semester, 2009

Attachment: Course Inventory Form

Proposal Date: June 26, 2008

**University College
Department of Administrative Dynamics
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Nevil Speer Nevil.speer@wku.edu 745-5959

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GRST597
- 1.2 Current course title: Contemporary Organizational Administration
- 1.3 Credit hours: 3 hours

2. Proposed course title:

Capstone in Leadership Studies

3. Proposed abbreviated course title:

Capstone Leadership Studies

4. Rationale for the revision of course title:

The course currently serves as the capstone project for the MA in Administrative Dynamics program. Transition of the Administrative Dynamics program to MA in Leadership Studies facilitates the need to have the capstone course title align with the program.

5. Proposed term for implementation:

Effective Implementation: Fall semester, 2009

6. Dates of prior committee approvals:

Center for Leadership Excellence	June 26, 2008
University College Curriculum Committee	August 27, 2008
Graduate Council	September 11, 2008
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: August 27, 2008

**University College
Leadership Studies
Proposal to Create a New Course
(Action Item)**

Contact Person: Shane Spiller, Shane.Spiller@wku.edu, 745-8877

1. Identification of proposed course:

- 1.4 Course prefix (subject area) and number: **LEAD 525**
- 1.5 Course title: **Leadership Ethics**
- 1.6 Abbreviated course title: Leadership Ethics
- 1.4 Credit hours and contact hours: 3 credit hours/37.5 contact hours
- 1.5 Type of course: S—Seminar
- 1.6 Prerequisites/corequisites: Graduate standing
- 1.7 Course catalog listing:
Study of contemporary ethical issues facing leaders, emphasis on examining and analyzing ethical issues for sound solutions.

2. Rationale:

- 2.1 Reason for developing the proposed course: Required course within the proposed Masters of Arts in Leadership Studies. A Masters in Leadership Studies would be incomplete without a grounding in the ethical expectations that society needs from its leaders. Research and practice indicate that the better ethics courses do not attempt to teach morality; instead they focus on the broadening of perspective in decision making through the exploration of ethical approaches in case studies and self-study. The goal of this ethics course is to encourage decision-making skills that result in better long-term decisions that balance the competing interests of society.
- 2.2 Projected enrollment in the proposed course: 20
- 2.3 Relationship of the proposed course to courses now offered by the department: There are no courses offered by the department that are similar.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other graduate ethics courses available at WKU are specific to specific disciplines. While there may be some overlap in theoretical content with PSY 541 Professional Issues and Ethics in Psychology, GEOG 544 Practical Environmental Ethics, PS 538 Ethics and Bureaucracy, and COMM 522, Seminar in Mass Media Ethics, in LEAD 525 the application would be interdisciplinary rather than discipline-specific. There are also several courses in the Department of Educational Administration, Leadership, and Research address leadership ethics as applied to school leaders. While LEAD 525 may cover aspects of ethics in educational areas it will not be limited to that discipline. Meanwhile, WOMN 625 is also interdisciplinary, its focus on women makes it distinctive from this course. LEAD 525 also overlaps some with EDLD 710 Leadership Theories and Ethics, one of the required courses in the Ed.D.

program. However, because of the accelerated pace and content of the Ed.D. course only one fourth of the content is actually focused on ethics. Additionally, enrollment in that course is restricted.

- 2.5 Relationship of the proposed course to courses offered in other institutions: The course is similar to master's level courses such as the following examples from other institutions:

University of Pennsylvania
LGST 652 Ethics and Responsibility:

Seattle University
MBA 512 Business Ethics and Social Responsibility

University of South Florida
Master of Science in Management:
Leadership and Organizational Effectiveness
GEB 6445—Social, Ethical and Legal Systems

3. Discussion of proposed course:

- 3.1 Course objectives:
- 1) To sensitize students to the various ethical issues they will face during their lives and careers
 - 2) To provide the basic tools of ethical analysis thereby encouraging students to deal with ethical issues
 - 3) To provide students with an understanding of the variety of factors that influences the ethics decisions made by leaders
 - 4) To help students identify their own values, develop a personal mission statement, and explore diversity in values among their classmates
 - 5) To provide students with an understanding of the benefits of ethical behavior to themselves, their organizations, and the society as a whole including cultural and legal boundaries.

3.2 Content outline:

- Mental Models of Ethical thought
 - Classical readings, and models
 - Kantian Ethics,
 - Utilitarianism,
 - Concepts of Justice, & Rights
 - Stakeholder Theory
 - Ethical Relativism
 - Corporate Social Responsibility
- Decision Making
 - Models of Decision Making
 - Perceptions
- Current Ethics Cases/Topics
 - Suggested Topics would include:
 - Sexual Harassment, Diversity, International Differences,
 - Corporate Governance, Negotiating Tactics, Child labor,

Sustainability, Leadership, Marketing, Information, Privacy
Employee Safety and other topics as determined by student interest
and current events

3.3 Student expectations and requirements: Student expectations may include reading assigned journal articles and text materials, participating actively in class discussions, leading class discussion on assigned topic, completing written reviews of literature, and developing their personal leadership objectives. A midterm and a final exam may assess student understanding of course content.

3.4 Tentative texts and course materials:

3.5

Ciulla, J. B. (2003). *The ethics of leadership*. Belmont, CA: Thomson Wadsworth.

Ciulla, J. B. (2004). *Ethics, the heart of leadership*. Westport, CT: Praeger.

Donaldson, T., & Werhane, P. (2007). *Ethical issues business: A philosophical approach (8th Ed.)*. Prentice Hall: Upper Saddle River, NJ.

Other readings (e.g., journal articles, book chapters) assigned as appropriate.

4. Resources: adequate.

4.1 Library resources: Adequate.

4.2 Computer resources: Adequate.

5. Budget implications: adequate.

5.1 Proposed method of staffing: This course should load at the graduate level. As courses in the Leadership Studies program are interdisciplinary, staff may be drawn from many different areas.

5.2 Special equipment needed: adequate. Adequate.

5.3 Expendable materials needed: adequate. Adequate.

5.4 Laboratory materials needed: adequate. Adequate.

6. Proposed term for implementation: January 2009

7. Dates of prior committee approvals:

Center for Leadership Excellence August 25, 2008

University College Curriculum Committee August 27, 2008

Graduate Council September 11, 2008

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Bibliography Lead 525

A small sample of available resources for this class

Applied Ethics Resources. Retrieved August 25, 2008, from <http://www.ethicsweb.ca/resources/>

US Department of Commerce. *Business Ethics: A Manual for Managing a Responsible Business Enterprise in Emerging Market Economies. A publication of the Good Governance Program.* Retrieved August 25, 2008, from http://trade.gov/goodgovernance/adobe/bem_manual.pdf

Code of Ethics Online. *Center for the Study of Ethics in the Professions at IIT.* Retrieved August 25, 2008, from <http://www.iit.edu/departments/csep/PublicWWW/codes/>

Corporate Social Responsibility. Retrieved August 25, 2008, from <http://www.mallenbaker.net/csr/CSRfiles/Resources.html>

Crane, A. and Matten, D. (2004). *Business Ethics: A European Perspective.* Oxford: OUP.

DeWitt, M. and Jonger, J. (2006). *Management Models for Corporate Social Responsibility.* Berlin: Springer.

Hinkley, Robert (2002). *How Corporate Law Inhibits Social Responsibility.* Retrieved August 25, 2008, from <http://www.work-ethics.com/info/businessethics1.html>

International Labour Standards. Retrieved August 25, 2008 from www.ilo.org/public/english/standards/norm/index.htm

Newton, Lisa. (2005). *Business Ethics in the Natural Environment.* Oxford: Blackwell.

OECD. *Convention on Combating Bribery of Foreign Public Officials.* Retrieved August 25, 2008, from www.oecd.org

Sarbanes-Oxley Act. Retrieved August 25, 2008, from www.sarbanes-oxley-forum.com

UN Convention against Bribery and Corruption. Retrieved August 25, 2008, from http://www.unodc.org/unodc/crime_convention_corruption.html

UN Declaration of Human Rights. Retrieved August 25, 2008, from <http://www.un.org/Overview/rights.html>

UN Principles for Responsible Investment. Retrieved August 25, 2008, from <http://www.unpri.org/principles/>

**University College
MA Administrative Dynamics / Center for Leadership Excellence
Proposal to Revise A Program
(Action Item)**

Contact Person: Nevil Speer Nevil.speer@wku.edu 745-5959

1. Identification of program:

- 1.7 Current program reference number: 041
Current program title: Master of Arts in Administrative Dynamics
- 1.8 Credit hours: 33

2. Identification of the proposed program changes:

Proposed changes include renaming the program to Master of Arts in Leadership Studies. Programmatic changes also include revision of courses and curriculum tracks used to fulfill degree requirements.

Proposed Program Changes

General / Structural Changes

- Degree program renamed:
 - From: Master of Arts in Administrative Dynamics (MAD)
 - To: Master of Arts in Leadership Studies (MLS)
- Reclassification of Requirements:
 - Current program includes 24 hours of core courses / 9 hours of electives
 - Proposed program includes 18 hours of core courses / 15 hours of electives
- Reclassification of electives:
 - Current MAD program includes only a generalized list of electives. The proposed MLS program includes both General *and* Restrictive categories (“Applied Issues” - 3 hours and “Cultural Perspectives” – 3 hours, respectively)

Catalog Description Change

<ul style="list-style-type: none"> • <u>Current description:</u> <i>The Master of Arts in Administrative Dynamics is designed to meet needs of diverse students for professional training that is broadly based upon knowledge from business, economics, communication, organizational functioning, leadership principles, psychology, political science, and research. Students have the opportunity to develop and refine administrative knowledge and skills applicable to a variety of modern organizations within both the public and private sector.</i> 	<ul style="list-style-type: none"> • <u>Proposed description:</u> <i>The Master of Arts in Leadership Studies is designed to meet the diverse needs of students while preparing them with a specific focus upon leadership. The program emphasizes application and synthesis while including curriculum from a variety of disciplines. Students may develop individualized course of study suited to their respective needs to advance leadership skills and competencies applicable to a variety of modern organizations within both the public and private sector. (Electives outside pre-approved curriculum may be utilized within the degree program with</i>
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Specific Curriculum Changes

- Courses deleted from the core:
 - BA500: Management Dynamics
 - PSY512: Experimental Design
 - PSY551: Social Psychology of Organizations
- Courses deleted from the core and moved to General Electives:
 - PS538: Ethics and Bureaucracy
- Courses exchanged within the core:
 - COMM581: Applied Organizational Communication
 - Replaces COMM461G: Organizational Communication
 - EDFN500: Research Methods in Education
 - Replaces PSY512: Experimental Design
 - LEAD525: Leadership Ethics
 - Replaces PS538: Ethics and Bureaucracy
- Courses deleted from list of electives:
 - COMM569: Values and Leadership in Organizational Communication
- Reclassified courses within the program
 - From General Elective to Restrictive Categories
 - Restrictive Category: Applied Issues
 - COMM586: Processes of Group Communication
 - GEOG525: Seminar in Political Geography
 - Restrictive Category: Cultural Perspectives
 - COMM561: Multinational Business Communication
 - CNS555: Social and Cultural Diversity
- Courses added to list of electives:
 - Restrictive Category: Applied Issues
 - AMS520: Resource Management
 - AMS671: Quality Management
 - BA592: Special Topics In Business
 - HCA540: Health Care Organization and Administration
 - Restrictive Category: Cultural Perspectives
 - AGE468G: World Food Development
 - COMM531: Global Leadership Communication
 - GEOG530: Seminar in Cultural Geography
 - WOMN555: Global and Cross-Cultural Perspectives on Women
 - General Electives
 - ADED611: Adult Development and Learning
 - CNS585: Leadership and Administration in Student Affairs
 - COMM587: Communication in Intercultural Negotiation and Mediation
 - HCA545: Managerial Finance in Health Services
 - LEAD575: Special Topics in Leadership
 - SOCL541: Demography
 - SOCL542: Community
 - SOCL545: Rural Poverty
 - WOMN575: Gender, Justice and Sustainability
- Course name change:
 - BA501: Survey of Economics to ECON501: Survey of Economic Theory

- GEOG525: Advanced Political Geography to GEOG525: Seminar in Political Geography
- Course Prefix/Title Change:
 - From: GRST597: Contemporary Organizational Administration
 - To: LEAD597: Capstone in Leadership Studies

3. Detailed program description:

Proposed Requirements for MLS		Current Requirements of the MAD
<p style="text-align: center;">Core of required courses – 18 hours</p> <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>ECON 501: Survey of Economic Theory</i></p> <p style="text-align: center;"><i>COMM581: Applied Organizational Communication</i></p> <p style="text-align: center;"><i>EDFN500: Research Methods OR</i> <i>SOCL513: Methods of Social Research</i></p> <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>LEAD500: Effective Leadership Studies</i></p> <p style="text-align: center;"><i>LEAD525: Leadership Ethics</i></p> <p style="text-align: center;"><i>LEAD597: Capstone in Leadership Studies</i></p>	<p>---</p> <p>---</p> <p>---</p> <p>---</p> <p>---</p> <p>---</p> <p>---</p> <p>---</p>	<p style="text-align: center;">Core of required courses – 24 hours</p> <p style="text-align: center;"><i>BA500: Management Dynamics</i></p> <p style="text-align: center;"><i>BA501: Survey of Economics</i></p> <p style="text-align: center;"><i>COMM461G: Organizational Communication</i></p> <p style="text-align: center;"><i>PSY512: Experimental Design OR</i> <i>SOCL513: Methods of Social Research</i></p> <p style="text-align: center;"><i>PSY551: Social Psychology of Organizations</i></p> <p style="text-align: center;"><i>LEAD500: Effective Leadership Studies</i></p> <p style="text-align: center;"><i>PS538: Ethics and Bureaucracy</i></p> <p style="text-align: center;"><i>GRST597: Contemporary Organizational Administration</i></p>

Proposed Requirements for MLS		Current Requirements of the MAD
<p align="center">Restricted Electives – Applied Issues 3 hrs (chosen from the following)</p>		<p align="center">General Electives – 9 hrs (chosen from the following – at least 2 different disciplines must be represented in the electives)</p>
<p><i>AMS520: Resource Management</i></p> <p><i>AMS671: Quality Management</i></p> <p><i>BA592: Special Topics In Business</i></p> <p><i>COMM586: Processes of Group Communication</i></p> <p><i>HCA540: Health Care Organization and Administration</i></p> <p><i>GEOG525: Seminar in Political Geography</i></p>	<p>---</p> <p>---</p> <p>---</p> <p>---</p> <p>---</p> <p>---</p>	<p>-----</p> <p>-----</p> <p>-----</p> <p><i>COMM586: Processes of Group Communication</i></p> <p>-----</p> <p><i>GEOG525: Advanced Political Geography</i></p>
<p align="center">Restricted Electives – Cultural Perspectives 3 hrs (chosen from the following)</p>		
<p><i>AGEC468G: World Food Development</i></p> <p><i>COMM531: Global Leadership Communication ,</i></p> <p><i>COMM561: Multinational Business Communication</i></p> <p><i>CNS5555: Social and Cultural Diversity</i></p> <p><i>GEOG530: Seminar in Cultural Geography</i></p> <p><i>WOMN555: Global and Cross-Cultural Perspectives on Women</i></p>	<p>---</p> <p>---</p> <p>---</p> <p>---</p> <p>---</p> <p>---</p>	<p>-----</p> <p>-----</p> <p><i>COMM561: Multinational Business Communication</i></p> <p><i>CNS5555: Social and Cultural Diversity</i></p> <p>-----</p> <p>-----</p> <p align="center"><i>(Continued below.....)</i></p>

Proposed Requirements for MLS		Current Requirements of the MAD
General Electives – 9 hrs (chosen from the following – at least 2 different disciplines must be represented in the electives)		General Electives – 9 hrs (chosen from the following – at least 2 different disciplines must be represented in the electives)
<p><i>ADED611: Adult Development and Learning</i></p> <p><i>BA505: Survey of Accounting Principles</i></p> <p><i>CNS585: Leadership and Administration in Student Affairs</i></p> <p><i>COMM563: Issues Management</i></p> <p><i>COMM564: Crisis Communication :</i></p> <p><i>COMM565: Communication and Conflict</i></p> <p><i>COMM587: Communication Intercultural Negotiation / Mediation</i></p> <p><i>HCA545: Managerial Finance in Health Services</i></p> <p><i>LEAD575: Special Topics in Leadership</i></p> <p><i>PS440G: Elements of Public Administration</i></p> <p><i>PS538: Ethics and Bureaucracy</i></p> <p><i>PS541: Public Personnel Administration</i></p> <p><i>PSY570: Job Analysis and Compensation</i></p> <p><i>SOCL541: Demography</i></p> <p><i>SOCL542: Community</i></p> <p><i>SOCL545: Rural Poverty</i></p> <p><i>WOMN575: Gender, Justice and Sustainability</i></p> <p>-----</p>	<p>---</p> <p>---</p> <p>---</p> <p>---</p> <p>---</p> <p>---</p> <p>---</p> <p>---</p> <p>---</p> <p>---</p> <p>---</p> <p>---</p> <p>---</p> <p>---</p> <p>---</p> <p>---</p> <p>---</p> <p>---</p> <p>---</p> <p>---</p>	<p>-----</p> <p><i>BA505: Survey of Accounting Principles</i></p> <p>-----</p> <p><i>COMM563: Issue Management</i></p> <p><i>COMM564: Crisis Communication</i></p> <p><i>COMM565: Communication and Conflict</i></p> <p>-----</p> <p>-----</p> <p>-----</p> <p><i>PS440G: Elements of Public Administration</i></p> <p>----- (Core Course) -----</p> <p><i>PS541: Public Personnel Administration</i></p> <p><i>PSY570: Job Analysis and Compensation</i></p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p><i>COMM569: Values and Leadership Organizational Communication</i></p>
<p>Other electives may potentially be utilized within the degree program to meet specific student needs with prior approval of advisor</p>		

4. Rationale for the proposed program change:

- I. Leadership Studies, during the past 5 years, has evolved into a thriving program. Current projections indicate the program will surpass goals established within the WKU Strategic Plan. Curricular and programmatic development of leadership studies at WKU has followed a pattern similar to other institutions with well-established history in the discipline. That history, however, has allowed institutions with established programs to offer graduate-level academic degrees in leadership, usually focusing on a range of interdisciplinary areas of concentration. In conjunction with the expansion of interdisciplinarity at WKU (proposed enhancement of the BIS, the interdisciplinary new doctoral degree in leadership, enhancement of University College) the time seems appropriate to initiate a masters-level degree in leadership that emphasizes interdisciplinary curriculum.
- II. The Master of Arts in Administrative Dynamics (MAD) currently has solid footing at WKU; the program is increasingly attractive to students who desire to emphasize their skills in the following areas: human resource management, decision-making, interpersonal communication and most importantly, leadership. The program, in its current configuration, has an inherent association with the Leadership Studies program at WKU. By the very nature of the program and its elemental organizational emphasis, nearly all students in the program choose to focus upon leadership or a closely related area in their respective capstone projects (GRST597); they have a keen interest in the field and also believe that such studies will make them more competitive when searching for a job. Moreover, a growing percentage of students also opt to complete the Leadership Studies certificate for the same reasons. Given this interest, there exists an obvious need to emphasize leadership within the Master of Administrative Dynamics and to expand the curriculum to accommodate this interest; doing so would increase the attractiveness of the program to a diverse group of graduate students while more closely defining the purpose of the degree.
- III. Advantages of changing the program per the proposal above:
 - i. Better suits the needs of current students and more closely aligns the true intention of the MAD
 - ii. Adds credibility to an already-existing, strong, popular program as it connects to an important interdisciplinary academic discipline while providing an identifiable and vibrant academic home within the WKU system.
 - iii. Enhances the mission of social responsibility in a global society per WKU's Strategic Plan
 - iv. Establishes a degree title which is increasingly attractive and marketable to potential graduate students across the state and across the globe
 - v. Congruent with and supportive of the newly-developed doctoral program
 - vi. Potentially creates a venue for a 4-and-1 program for our own undergraduates interested in a leadership emphasis within the BIS
 - vii. Provides UC an exciting, updated program
 - viii. Fits the needs of potential employers
 - ix. Supportive of Graduate Studies and Research's mission to expand programmatically and enrollment simultaneously

- x. Provides Leadership Studies with its own academic program thereby allowing a launching pad for improved outreach with the community and WKU's stakeholders

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

Effective Implementation: Fall semester, 2009

6. Dates of prior committee approvals:

Center for Leadership Excellence	June 26, 2008
University College Curriculum Committee	August 27, 2008
Graduate Council	September 11, 2008
University Senate	_____

Attachment: Program Inventory Form

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

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

1. Identification of program:

- 1.9 Current program reference number: 149
- 1.10 Current program title: Master of Science in Nursing
- 1.11 Credit hours: 36-46 depending upon specialty concentration

2. Identification of the proposed program changes:

- Addition of new program specialty concentration – Psychiatric Nurse Practitioner in collaboration with University of Louisville School of Nursing.

3. Detailed program description:

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

Proposed Curriculum	Credit Hours	Current Curriculum	Credit Hours
NURS 501 Health Policy & Politics	2	NURS 501 Health Policy & Politics	2
NURS 502 Advanced Health Assessment	3	NURS 502 Advanced Health Assessment	3
NURS 504 Advanced Nursing Theory	3	NURS 504 Advanced Nursing Theory	3
NURS 506 Transition to Advanced Practice	1	NURS 506 Transition to Advanced Practice	1
NURS 508 Advanced Professional Practice Issues	1	NURS 508 Advanced Professional Practice Issues	1
NURS 509 Practice Management	1	NURS 509 Practice Management	1
NURS 510 Advanced Nursing Research	3	NURS 510 Advanced Nursing Research	3
NURS 512 Research Applications	2	NURS 512 Research Applications	2
Statistics	3	Statistics	3
NURS 645 Clinical Psychopharmacology & Psychopathology (U of L)	5		
NURS 641 Advanced Psych/Mental Health Theory I	3		

(U of L)			
NURS 645 Advanced Clinical Practice I: Psych/Mental Health (U of L)	3		
NURS 641 Advanced Psych/Mental Health Theory II (U of L)	3		
NURS 646 Advanced Clinical Practice II: Psych/Mental Health (U of L)	3		
HCA 564 Health Systems Informatics (WKU)	3		
PH 587 Health Behaviors (WKU)	3		
Total Program Hrs.	42		

Applicants must meet admission criteria for both the University of Louisville and WKU. University of Louisville School of Nursing will admit the student as a non-degree seeking for the specialty courses. Psychiatric Mental Health Nursing specialty courses will be transferred to WKU allowing graduates to complete content required to sit for national certification as a psychiatric nurse practitioner. The MSN degree will be awarded from WKU. Admission requirements for both programs are listed below:

Admission Requirements WKU – MSN Program	Admission Requirements U of L – MSN Program
<ol style="list-style-type: none"> 1. Be a graduate of a NLN or CCNE accredited BSN program 2. Submit an WKU application for admission to the Graduate College with appropriate fee 3. Provide official transcripts of all undergraduate & higher education coursework 4. Earn a GAP score of 2200 (Graduate Record Examination score X GPA) and a 3.5 or better on GRE written analytical component 5. Hold RN licensure or have applied for RN licensure in Kentucky or a nursing compact state. 6. Submit 3 professional references on form provided 7. Submit a typed, 1-2 page statement of goals 8. Successfully complete an interview with graduate faculty (scheduled upon completion of above). 	<ol style="list-style-type: none"> 1. Submit U of L Graduate School Application and fee. 2. Submit transcripts of all college coursework including one verifying completion of an accredited (by NLN or CCNE) baccalaureate program in nursing, with a cumulative grade point average of at least 3.0 on a 4.0 scale. 3. Complete the Graduate Record Examination (GRE) submit scores (successful applicants usually score at 425 or higher on each of the verbal and quantitative scores; and 4 on the analytic score). 4. Submit at least two letters of reference from individuals who can speak of academic and/or professional nursing capabilities and potential. 5. Submit a copy of valid Kentucky registered nurse license (without restrictions) or proof of eligibility for that licensure. 6. Complete the School of Nursing Master’s Application Data Sheet and a Certified Background Check. 7. Student may also be required to complete a personal interview with faculty.

4. Rationale for the proposed program change:

This proposal allows the School of Nursing to meet the educational goals of baccalaureate degree nurses currently practicing in psychiatric settings or desiring to prepare for a career in this practice setting. Currently 4-5 students request this specialty each academic year. U of L desires to build numbers in this specialty concentration and currently has established clinical contracts and preceptors in psychiatric settings in the south central Kentucky. WKU has an established MSN program but has no current faculty board certified as psychiatric nurse practitioners. Due to the small number of students this program is not economically feasible as an independent specialty option offered by WKU School of Nursing. This program requires faculty credentialed as Psychiatric Nurse Practitioners to teach clinical courses. This cooperative effort will benefit both universities as well as area health care facilities providing psychiatric mental health services. The proposed curriculum requires the development of no new courses and will build enrollment numbers in MSN program and current MSN courses. The support courses proposed from HCA and PH programs are also current courses. The total program hours for this specialty, if approved, is 42 credit hours with 17 hours transferred from the University of Louisville.

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

Expected implementation is spring 2009 pending approval by U of L and WKU.

6. Dates of prior committee approvals:

School of Nursing MSN Committee:	<u>July 15, 2008</u>
CHHS Graduate Curriculum Committee	<u>August 26, 2008</u>
Graduate Council	<u>September 11, 2008</u>
University Senate	_____

Attachment: Program Inventory Form

**College of Health and Human Services
Center for Gerontology/ CHHS Dean's Office
Proposal to Create a New Course
(Action Item)**

Contact Person: Dana Burr Bradley, Ph.D. Dana.bradley@wku.edu, 5-2356

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: GERO 501
- 1.2 Course title: Perspectives in Aging
- 1.3 Abbreviated course title: Perspectives in Aging
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: L (lecture)
- 1.6 Prerequisites/corequisites:
N.A.
- 1.7 Course catalog listing:
Overview of the fundamental theories, issues and concepts in gerontology.
Includes individual and societal aging; and disciplinary perspectives of
adaptations and changes to aging.

2. Rationale:

- 2.6 Reason for developing the proposed course:

This graduate level course is one of three core classes for the Graduate Certificate in Aging. It meets the Association for Gerontology in Higher Education (AGHE) recommended Standards and Guidelines for Gerontology for curriculum on aging theory and principles to provide students with the knowledge to work in the field of aging. It will also help students to prepare for the national credential for professional gerontologists. This new course is endorsed by the interdisciplinary gerontology committee and responds to projected workforce needs as the "graying of the population" accelerates in both Kentucky and nationally over the next two decades.

- 2.7 Projected enrollment in the proposed course: Enrollment, based on needs assessments and survey of GERO 100 students, in this on-line course is projected to be 20 students. This course will be open to all students who are eligible to take graduate level courses at Western Kentucky University.
- 2.8 Relationship of the proposed course to courses now offered by the department:
The Center for Gerontology does not currently offer any graduate level courses. This course will offer a broad foundation in the interdisciplinary nature of gerontology and complement the other core courses in the Graduate Certificate in Aging.
- 2.9 Relationship of the proposed course to courses offered in other departments:
There are no other gerontological principles and theories courses offered by other units in the College of Health and Human Services or Western Kentucky University.

- 2.10 Relationship of the proposed course to courses offered in other institutions:
University of Kentucky offers an overview course in its Certificate in Gerontology that focuses on preparing students for graduate level research in a face-to-face delivery method. Seven of the 19 benchmark institutions offer either a graduate certificate or masters in gerontology; all offer at least one interdisciplinary gerontological principles and theories course.

3. Discussion of proposed course:

- 3.6 Course objectives:
Upon completion of this course, students will:
- Recognize aging as a normal developmental phase of the life course
 - Describe models and theories of aging
 - Identify and critically analyze major social, economic and health issues and controversies in aging
 - Identify and compare contemporary best practice and/or aging services
- 3.2 Content outline:
- A. Overview of the Life Course Perspective on Aging
 - B. Theories and Models of Normal Aging
 - C. Social and Economic Outlook for an Aging Society
 - D. Aging, Health Care and Society
 - E. Model Programs, Practices and Services
- 3.3 Student expectations and requirements:
Students will be expected to complete examinations, class assignments, a group aging problem analysis and a research paper.
- 3.4 Tentative texts and course materials:
Moody, H. R. (2006). *Aging: Concepts and Controversies. Third Edition.* Thousand Oaks, CA: Pine Forge Press.
- Sheets, D., Hendricks, J. and Bradley, D. (2005) *Enduring Questions in Gerontology.* NY: Springer Publishing

4. Resources:

- 4.3 Library resources:
Current resources are adequate.
- 4.4 Computer resources:
The College of Health and Human Services has adequate computer support for this course. The Division of Extended Learning and Outreach will provide distance education support.

5. Budget implications:

- 5.5 Proposed method of staffing:
There is sufficient full time faculty to teach this course.
- 5.6 Special equipment needed:
No special equipment is required.
- 5.7 Expendable materials needed:
No expendable materials are needed as this is an on-line course.
- 5.8 Laboratory materials needed:
No laboratory supplies are needed.

6. Proposed term for implementation:
Spring 2009

7. Dates of prior committee approvals:

Gerontology Advisory Committee:	<u>August 15, 2008</u>
CHHS Graduate Curriculum Committee	<u>August 26, 2008</u>
Graduate Council	<u>September 11, 2008</u>
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 8/15/08

**College of Health and Human Services
Center for Gerontology/ CHHS Dean's Office
Proposal to Create a New Course
(Action Item)**

Contact Person: Dana Burr Bradley, Ph.D. Dana.bradley@wku.edu, 5-2356

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: GERO 503
- 1.2 Course title: Policy Foundations of Aging Services
- 1.3 Abbreviated course title: Policy Foundations Aging Serv
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: L (lecture)
- 1.6 Prerequisites/corequisites:
N.A.
- 1.7 Course catalog listing:
Provides students with knowledge of the policy process and the politics of aging.
Focuses on aging policy development & analysis by offering insight into relevant aging issues.

2. Rationale:

- 2.1 Reason for developing the proposed course:

This graduate level course is one of three core classes for the Graduate Certificate in Aging. It meets the Association for Gerontology in Higher Education (AGHE) recommended Standards and Guidelines for Gerontology for curriculum on aging policy issues to provide students with the knowledge and advocacy skills necessary to work in the field of aging. It will also help students to prepare for the national credential for professional gerontologists. This new course is endorsed by the interdisciplinary gerontology committee and responds to projected workforce needs as the "graying of the population" accelerates in both Kentucky and nationally over the next two decades.

- 2.2 Projected enrollment in the proposed course: Enrollment in this on-line course is projected to be 20 students based on needs assessments and a survey of GERO 100 students. This course will be open to all students who are eligible to take graduate level courses at Western Kentucky University.
- 2.3 Relationship of the proposed course to courses now offered by the department: The Center for Gerontology does not currently offer any graduate level courses. This course will offer a broad foundation in the interdisciplinary nature of gerontology and complement the other core courses in the Graduate Certificate in Aging.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no other gerontological policy courses offered by other units in the College of Health and Human Services; The Department of Political Science

offers PS 545 Seminar in Public Policy Analysis which does not focus on aging policy systems or politics.

- 2.5 Relationship of the proposed course to courses offered in other institutions: University of Kentucky offers a health policy and analysis course as part of its Certificate in Gerontology. Seven of the 18 benchmark institutions offer either a graduate certificate or masters in gerontology; five offer coursework in aging policy.

3. Discussion of proposed course:

- 3.1 Course objectives:
Upon completion of this course, students:
- Describe the major steps in the aging public policy process.
 - Be able to identify major landmarks in the development of aging policy in the U.S.
 - Develop, explain, and defend an approach to addressing challenges of an aging population.
 - Develop and defend a policy proposal for a service or program of importance to older Americans.
- 3.2 Content outline:
- A. Overview of Aging Policy and the Aging Policy Process
 - B. The Politics of Aging Service Delivery and Administration
 - C. The Aging Network
 - D. Contemporary Aging Policy Dilemmas
 - E. The Future of Aging Policy
- 3.3 Student expectations and requirements:
Students will be expected to complete examinations, class assignments, a short policy memorandum and a policy analysis research paper.
- 3.4 Tentative texts and course materials:
Jurkowski, E. (2007). *Policy and Program Planning for Older Adults*, NY: Springer Pub.
Gelfand, D. (2006). *The Aging Network: Programs and Services*. 6th ed. NY: Springer, Pub.

4. Resources:

- 4.1 Library resources:
Current resources are adequate.
- 4.2 Computer resources:
The College of Health and Human Services has adequate computer support for this course. The Division of Extended Learning and Outreach will provide distance education support.

5. Budget implications:

- 5.1 Proposed method of staffing:
There is sufficient full time faculty to teach this course.
- 5.2 Special equipment needed:
No special equipment is required.
- 5.3 Expendable materials needed:
No expendable materials are needed as this is an on-line course.
- 5.4 Laboratory materials needed:
No laboratory supplies are needed.

6. Proposed term for implementation:

Summer 2009

7. Dates of prior committee approvals:

Gerontology Advisory Committee:	<u>August 15, 2008</u>
CHHS Graduate Curriculum Committee	<u>August 26, 2008</u>
Graduate Council	<u>September 11, 2008</u>
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 8/15/08

**College of Health and Human Services
Center for Gerontology/ CHHS Dean's Office
Proposal to Create a New Course
(Action Item)**

Contact Person: Dana Burr Bradley, Ph.D. Dana.bradley@wku.edu, 5-2356

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: GERO 505
- 1.2 Course title: Development & Change of Aging Programs
- 1.3 Abbreviated course title: Dev & Change Aging Programs
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: L (lecture)
- 1.6 Prerequisites/corequisites:
N.A.
- 1.7 Course catalog listing:
Prepares students to develop gerontology programs and services for diverse aging populations. Provides students with the knowledge and skills necessary to develop and/or administer services in the field of aging.

2. Rationale:

- 2.1 Reason for developing the proposed course:

This graduate level course is one of three core classes for the Graduate Certificate in Aging. It meets the Association for Gerontology in Higher Education (AGHE) recommended Standards and Guidelines for Gerontology for curriculum on aging program development to provide students with the knowledge and skills necessary to develop and/or administer services in the field of aging. It will also help students to prepare for the national credential for professional gerontologists. This new course is endorsed by the interdisciplinary gerontology committee and responds to projected workforce needs as the "graying of the population" accelerates in both Kentucky and nationally over the next two decades.

- 2.2 Projected enrollment in the proposed course: Enrollment in this on-line course is projected to be 20 students based on a needs assessment and survey of GERO 100 students. This course will be open to all students who are eligible to take graduate level courses at Western Kentucky University.
- 2.3 Relationship of the proposed course to courses now offered by the department:
The Center for Gerontology does not currently offer any graduate level courses. This course will offer a broad foundation in the interdisciplinary nature of gerontology and complement the other core courses in the Graduate Certificate in Aging.
- 2.4 Relationship of the proposed course to courses offered in other departments:
There are no other gerontological program development courses offered by other units in the College of Health and Human Services. ADED 530 (College of

Education and Behavioral Sciences), an elective in the proposed Certificate in Aging, focuses on adult learning programming.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Currently University of Kentucky does not list a course in aging services development on their approved course list for their Graduate Certificate in Gerontology. Of the 7 benchmark institutions offer either a graduate certificate or masters in gerontology; 4 offer a course related to some form of aging program administration or development.

3. Discussion of proposed course:

- 3.1 Course objectives:
Upon completion of this course, students will be able to:
- Demonstrate a basic understanding of program development in the field of aging
 - Identify key sources of funding for aging services and programs
 - Articulate principles of administration for programs for the aging.
 - Be able to conduct a program evaluation
 - Develop a grant proposal for funding a project for older adults.

- 3.7 Content outline:
- A. Develop understanding of aging programming
 - B. Identify mission, goals and objectives of a program
 - C. Identify funding models
 - D. Articulate administrative plans
 - E. Develop evaluation strategies
 - F. Plan for future needs of older adults

- 3.3 Student expectations and requirements:
Students will be expected to complete examinations, class assignments, case studies and a final project.

- 3.4 Tentative texts and course materials:
- Sand, M. (2005). *How to Manage an Effective Nonprofit Organization: From Writing and Managing Grants to Fundraising, Board Development, and Strategic Planning*. Career Press
- Wholey, J., Hatry, H., Newcomer, K., (2004). *Handbook of Practical Program Evaluation*. 2nd edition (Jossey Bass Nonprofit & Public Management Series), Jossey-Bass.
- Karsh, E., and Fox, A. (2006) *The only grant-writing book you'll ever need: Top grant writers and grant givers share their secrets*.

4. Resources:

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

The College of Health and Human Services has adequate computer support for this course. The Division of Extended Learning and Outreach will provide distance education support.

5. Budget implications:

- 5.1 Proposed method of staffing:
There is sufficient full time faculty to teach this course.

- 5.2 Special equipment needed:
No special equipment is required.

- 5.3 Expendable materials needed:
No expendable materials are needed as this is an on-line course.

- 5.4 Laboratory materials needed:
No laboratory supplies are needed.

6. Proposed term for implementation:

Summer 2009

7. Dates of prior committee approvals:

Gerontology Advisory Committee: August 15, 2008

CHHS Graduate Curriculum Committee August 26, 2008

Graduate Council September 11, 2008

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Center for Gerontology/ CHHS Dean's Office
Proposal to Create a New Course
(Action Item)**

Contact Person: Dana Burr Bradley, Ph.D. Dana.bradley@wku.edu, 5-2356

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: GERO 510
- 1.2 Course title: Current Issues in Aging
- 1.3 Abbreviated course title: Current Issues in Aging
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: S (seminar)
- 1.6 Prerequisites/corequisites:
N.A.
- 1.7 Course catalog listing:
Addresses selected topics in aging presented at an advanced level considered key for gerontology professionals.

2. Rationale:

- 2.1 Reason for developing the proposed course:

This graduate level course is an elective in the proposed Graduate Certificate in Aging. It meets the Association for Gerontology in Higher Education (AGHE) recommended Standards and Guidelines for Gerontology for graduate curriculum on aging and provides students with the knowledge and skills necessary to develop and/or administer services in the field of aging. It will also help students to prepare for the national credential for professional gerontologists. This new course is endorsed by the interdisciplinary gerontology committee and responds to projected workforce needs as the "graying of the population" accelerates in both Kentucky and nationally over the next two decades.

- 2.2 Projected enrollment in the proposed course: Enrollment in this on-line course is projected to be 20 students based on a needs assessment and survey of GERO 100 students. This course will be open to all students who are eligible to take graduate level courses at Western Kentucky University.
- 2.3 Relationship of the proposed course to courses now offered by the department: The Center for Gerontology does not currently offer any graduate level courses. This course will offer a broad foundation in the interdisciplinary nature of gerontology and complement the core courses in the Graduate Certificate in Aging.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no other gerontological topics or current aging issue courses by other units in the College of Health and Human Services or at Western Kentucky University.

- 2.5 Relationship of the proposed course to courses offered in other institutions:
University of Kentucky offers a contemporary research issues in aging course as part of their Graduate Certificate in Gerontology. Of the 7 benchmark institutions offering either a graduate certificate or masters in gerontology; 5 offer a course related to current issues in aging.

3. Discussion of proposed course:

- 3.1 Course objectives:
Upon completion of this course, students will be able to:
- Identify key literature used in gerontological research
 - Critically analyze and interpret qualitative and quantitative research on a current issue in aging
 - Develop understanding of a current issue in aging
 - Integrate effectively the literature on a current issue in aging
- 3.2 Content outline:
- A. Trends in Gerontological Research
 - B. Emerging Issues in Aging
 - C. Methodological Frameworks for Analyzing Aging Issues
- 3.3 Student expectations and requirements:
Students will be expected to complete examinations, class assignments, several short topics papers and a current issues final project.
- 3.4 Tentative texts and course materials:
Schulz, James R & Binstock, R, H. (2006). *Aging Nation: The Economics and Politics of Growing Older in America*. New York: Greenwood Publishing.

4. Resources:

- 4.1 Library resources:
Current resources are adequate.
- 4.2 Computer resources:
The College of Health and Human Services has adequate computer support for this course. The Division of Extended Learning and Outreach will provide distance education support.

5. Budget implications:

- 5.1 Proposed method of staffing:
There is sufficient full time faculty to teach this course.
- 5.2 Special equipment needed:
No special equipment is required.
- 5.3 Expendable materials needed:
No expendable materials are needed as this is an on-line course.

5.4 Laboratory materials needed:
No laboratory supplies are needed.

6. **Proposed term for implementation:**
Fall 2009

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

Gerontology Advisory Committee: August 15, 2008

CHHS Graduate Curriculum Committee August 26, 2008

Graduate Council September 11, 2008

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 8/15/08

**College of Health and Human Services
Center for Gerontology/ CHHS Dean's Office
Proposal to Create a New Course
(Action Item)**

Contact Person: Dana Burr Bradley, Ph.D. Dana.bradley@wku.edu, 5-2356

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: GERO 581
- 1.2 Course title: Global Aging
- 1.3 Abbreviated course title: Global Aging
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: L (lecture)
- 1.6 Prerequisites/corequisites:
N.A.
- 1.7 Course catalog listing:
Provides an understanding of international population aging and explores the problems and solutions encountered in different sociocultural contexts for dealing with challenges and opportunities of aging.

2. Rationale:

- 2.1 Reason for developing the proposed course:

This graduate level course is an elective for the Graduate Certificate in Aging. It meets the Association for Gerontology in Higher Education (AGHE) recommended Standards and Guidelines for Gerontology for curriculum on aging theory and principles to provide students with the knowledge to work in the field of aging. It will also help students to prepare for the national credential for professional gerontologists. This new course is endorsed by the interdisciplinary gerontology committee and responds to projected workforce needs as the "graying of the population" accelerates in both Kentucky, nationally and internationally over the next two decades.

- 2.2 Projected enrollment in the proposed course: Enrollment in this on-line course is projected to be 20 students based upon a needs assessment and a survey of GERO 100 students in 2007-2008. This course will be open to all students who are eligible to take graduate level courses at Western Kentucky University.
- 2.3 Relationship of the proposed course to courses now offered by the department: The Center for Gerontology does not currently offer any graduate level courses. This course will offer a broad foundation in the interdisciplinary nature of gerontology and complement the courses in the Graduate Certificate in Aging.
- 2.4 Relationship of the proposed course to courses offered in other departments: Both Public Health 585 International Health and Women's Studies 555: Global and Cross-Cultural Perspectives on Women offer a broad international perspective of their field; Neither course addresses issues related to population aging and global aging polices.

- 2.5 Relationship of the proposed course to courses offered in other institutions: University of Kentucky offers a course in comparative health economics which may be used as an elective in its Certificate in Gerontology. Three of the 19 benchmark institutions offer an elective in some aspect of comparative or international aging.

3. Discussion of proposed course:

- 3.1 Course objectives:
Upon completion of this course, students:
- Discuss the demographic transitions, including the causes and determinants of the increase in number and proportion of the older population;
 - Demonstrate an understanding of changing population structures, their implications and consequences on health care, family and social supports, and pensions and income security;
 - Identify major international policies and programs for the elderly;
 - Understand how the conditions, policies and aging programs of different countries compare with the U.S. and other selected countries.
- 3.2 Content outline:
- A. Introduction to Population Aging in a Cross-Cultural Perspective
 - B. Overview of Global Population Aging
 - C. Health and Disability
 - D. Family and Intergenerational Relations
 - E. Economic and Income Security
 - F. Global Aging Policy and Institutions
 - G. Comparison of Aging Support Programs and Services
- 3.3 Student expectations and requirements:
Students will be expected to complete examinations, class assignments, an analysis of a country-specific aging policy and a research paper.
- 3.4 Tentative texts and course materials:
Bengston, V. L. and Lowenstein. (2003). *Global Aging and Challenges to Families*. New York: Aldine de Gruyter.
Kinsella, K., & Phillips, D.R (2005). Population Reference Bureau vol. 60, No. 1, Global Aging: The Challenge of Success.
<http://www.prb.org/pdf05/60.1GlobalAging.pdf>
National Institute on Aging (2007). Why Population Aging Matters: A Global Perspective. <http://www.state.gov/documents/organization/81775.pdf>

4. Resources:

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

The College of Health and Human Services has adequate computer support for this course. The Division of Extended Learning and Outreach will provide distance education support.

5. Budget implications:

- 5.1 Proposed method of staffing:
There is sufficient full time faculty to teach this course.
- 5.2 Special equipment needed:
No special equipment is required.
- 5.3 Expendable materials needed:
No expendable materials are needed as this is an on-line course.
- 5.4 Laboratory materials needed:
No laboratory supplies are needed.

6. Proposed term for implementation:

Spring 2009

7. Dates of prior committee approvals:

Gerontology Advisory Committee: August 15, 2008

CHHS Graduate Curriculum Committee August 26, 2008

Graduate Council September 11, 2008

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health & Human Services
Center for Gerontology/CHHS Dean's Office
Proposal to Create a New Certificate Program
(Action Item)**

Dana Burr Bradley, Ph.D., dana.bradley@wku.edu, 5-2356

1. Identification of program:

- 1.1 Program Title: Aging Services
- 1.2 Required hours in program: 12
- 1.3 Special information: Interdisciplinary; an on-line class scheduling will reflect the needs of a working student population.
- 1.4 Catalog description: The Graduate Certificate in Aging Services prepares a qualified work force to address the needs of our aging population. The need for a gerontology certificate arises because the complex issues and problems of aging require an interdisciplinary perspective that is not provided within any single discipline. The knowledge and skills acquired will enable graduates to integrate gerontology into their discipline and to provide services for an older population. The certificate provides documentation that students have completed an organized program of interdisciplinary gerontology courses. Pre-requisites: a bachelor's degree.

2. Objectives of the proposed certificate program:

Students who complete a graduate certificate in aging will:

- 2.1 Integrate core competencies in gerontology into their demonstrated professional practice.
- 2.2 Apply knowledge of aging policies, programs and services to advocate effectively on behalf of older adults.
- 2.3 Apply knowledge of program development and evaluation to recognize and respond to the needs of older adults within the community.
- 2.4 Speak and write effectively in the discourse of gerontology while administering their professional roles in the aging community.
- 2.5 Think critically and utilize problem solving skills to address organizational problems.
- 2.6 Function effectively in administrative and leadership roles in organizations serving older adults.

3. Rationale:

- 3.1 Reason for developing the proposed certificate program:
After more than 2 years of information gathering and discussions, the interdisciplinary gerontology committee fully endorses the following proposed program modifications.

The proposed program reflects the findings of a needs assessments conducted in 2007-08 with over 100 professionals in the aging network, research on other gerontology certificate programs nationwide, and an assessment of student needs

and career opportunities associated with graduate level gerontology certificate programs, informed by the Kentucky Elder Readiness Initiative (KERI, 2008). A survey of Introduction to Gerontology (GERO 100) students in Fall 1007 and Spring 2008 (n = 100) indicated a willingness to enroll in a Graduate Certificate in Aging at Western Kentucky University. The proposed certificate is accessible and responsive to the needs of both graduate students and mid-career professionals. The program reflects Association for Gerontology in Higher Education (AGHE) standards and guidelines for a graduate certificate and prepares students to seek credentialing through the National Association for Professional Gerontologists (NAPG).

The interdisciplinary and cross-listed graduate courses will allow students to integrate knowledge of gerontology into their own disciplinary field, to bring their specific training to the provision of services for an older target population, and to engage in scientific investigation of the issues and problems of human aging. Our intent is to build on existing academic preparation, where possible, while working to develop professionals who are qualified for careers in the field of aging. The need for a certificate arises because most issues and problems of aging require at least a minimum understanding of the several multidisciplinary areas of study within the field of gerontology. It is also recognized that practice with older individuals and research on the problems of aging require familiarity with principles and methods not ordinarily taught as part of graduate training in the traditional disciplines.

3.2 Relationship of the proposed certificate program to other programs now offered by the department:

The proposed graduate certificate in aging coordinated by the Center for Gerontology is distinct in content and educational focus from the gerontology minor.

3.3 Relationship of the proposed certificate program to certificate programs offered in other departments:

No overlap with existing WKU graduate certificate programs and content complements that of Graduate Certificates in Women's Studies, Leadership Studies and Community College Faculty Preparation.

3.4 Projected enrollment in the proposed certificate program: 20 annually.

3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

University of Kentucky offers a traditional (face-to-face delivery) 15 hour graduate certification in gerontology with a minimum 200 hour practicum. That program is designed as a feeder to the Ph.D. program in Gerontology. Among our 19 benchmark institutions, none offers a 12 hour on-line graduate certificate in gerontology. Wichita State offers an on-line Masters in Gerontology; Eastern Illinois and Central Missouri offers a traditional Masters in Gerontology, Ball State offers a mixed method delivery 18 hour graduate certificate, Florida Atlantic offers a 15 hour face-to face certificate; Towson and Eastern Michigan offer a traditional (face-to-face) delivery 18 hour post baccalaureate certificate.

- 3.6 Relationship of the proposed certificate program to the university mission and objectives:
 The proposed graduate certificate in aging will prepare students to meet the anticipated personal, family and community needs of the fastest growing segment of the population, those over age 60. Students will gain skills critical to developing programs and services the segment of society estimated to reach over 20% of the population by 2030.

4. Curriculum:

Core Requirements (9 hours)

GERO 501	Perspectives on Aging	3 hours
GERO 503	Policy Foundations of Aging Services	3
GERO 505	Development & Change of Aging Programs	3

Elective (3 hours)

ADED 520	Methods for Teaching Older Adults	3
ADED 530	Program Planning for Adults	3
ADED 611	Adult Learning and Development	3
CD 489G	Geriatric Communication Disorders	3
CFS 585	Nutrition for the Elderly	3
GERO 510	Current Issues in Aging	3
GERO 581	Global Aging	3
HCA 540	Health Care Org & Management	3
HCA 541	Strategic Mgt & Marketing Health Services	3
HCA 571	Managed Care	3
NURS 552	Primary Care: Adults	5
NURS 502	Advanced Health Assessment	3
PH 443G	Health Problems of the Aged	3
PH 444G	Death Education	3
PH 464G	Women's Health	3
PHIL 426G	Philosophy and Old Age	3
PSY 423G	Psychology of Adult Life and Aging	3

Other courses as approved by adviser

5. Budget implications:

Five new graduate level and interdisciplinary gerontology courses are proposed. The program complements existing graduate programs in health and human services. Funding through the Division of Extended Learning and Outreach will be sought to develop this online certificate. Collaborative partnerships will be sought across the university to ensure successful marketing of the program.

6. Proposed term for implementation: Spring 2009.

7. Dates of prior committee approvals:

Gerontology Advisory Committee: _____August 15, 2008____

CHHS Graduate Curriculum Committee _____August 26, 2008____

Graduate Council

September 11, 2008

University Senate

Attachment: Program Inventory Form

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

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

1. Identification of program:

- 1.1 Program title: Post MSN: Nurse Administrator
- 1.2 Required hours in program: 18
- 1.3 Special information: n/a
- 1.4 Catalog description: The Nursing Administration Certificate is designed for MSN prepared nurses currently practicing in nursing management, or interested in a future career change to this specialty. The curriculum is designed to enhance nursing administration and leadership skills in a variety of health care settings. MSN students in other nursing specialties may enroll in this certificate.

2. Objectives of the proposed certificate program:

- Prepare the advanced practice nurse for the specialty of nursing administration.
- Develop essential competencies identified by the American Nurses Association in the *ANA Scope and Standards for Nurse Administrators*.

3. Rationale:

- 3.1 Reason for developing the proposed certificate program: To further career goals of advanced practice nurses.
- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: The school of nursing currently offers a nurse administration specialty option in the MSN program. This certificate will require completion of the nurse administrator specialty core, a total of 18 credit hours.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: the graduate Leadership certificate core course LEAD 500 can be taken by students in this certificate. Students completing this certificate will choose courses from other WKU masters programs such as Health Care Administration, Communication or the Masters in Business Administration to fulfill the requirement for 12 credit hours of support courses.
- 3.4 Projected enrollment in the proposed certificate program: 3-5 new students per year, will join students currently enrolled in the nursing administration specialty.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Towson University has a Clinician-Administrator Transition (CAT) Certificate which is one specialty that can be selected in while students are enrolled in the MSN program. University of Kentucky offers a nursing management specialty in the MSN program and Eastern Kentucky University offers a concentration in nursing administration within the rural nurse practitioner MSN program.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives: This certificate relates to the mission of WKU to prepare students to

be productive, engaged leaders in a global society and to provides service and lifelong learning opportunities for its constituents by providing an additional opportunity for career development. The Post- MSN certificate will provide leadership and management theory and internship experiences for the advanced practice nurse.

4. Curriculum:

All of the required courses comprise the nurse administrator specialty core curriculum. Specific support courses in the categories listed are selected by the student and approved by the nursing advisor.

Required Courses	Credit Hours
Business Management/Finance Support Course	3
Organizational Theory/Health Care System Support Course	3
Human Resource Management Support Course	3
Health Care Ethics/Law Support Course	3
Nurs 528 Leadership & Management in Nursing Administration	3
Nurs 530 Leadership Administration Internship	3

5. Budget implications: No additional faculty or resources are required by the addition of this certificate. The additional students that will enroll in the required specialty courses will improve the faculty productivity by adding students to nursing administration courses which have had low student enrollment numbers in the last five years but continue to be requested by area agencies and nurses.

6. Proposed term for implementation: Spring 2009

7. Dates of prior committee approvals:

School of Nursing MSN Committee: 4-28-2008

CHHS Graduate Curriculum Committee August 26, 2008

Graduate Council September 11, 2008

University Senate _____

Attachment: Program Inventory Form

College of Education and Behavioral Sciences
Special Instructional Programs
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Nedra Atwell nedra.atwell@wku.edu 745-4647

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EXED 534
- 1.2 Course title: Seminar: Research in Exceptional Child Education
- 1.3 Credit hours: 03

2. Revise course title:

- 2.1 Current course title: Seminar: Research in Exceptional Child Education
- 2.2 Proposed course title: Research in Exceptional Education
- 2.3 Proposed abbreviated title: Research in EXED
- 2.4 Rationale for revision of course title: The primary focus of the current class is the research project each student is completing.

3. Revise course number:

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

4. Revise course prerequisites/corequisites/special requirements:

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

5. Revise course catalog listing:

- 5.1 Current course catalog listing: This course enables students to become more skillful in reading, interpreting, and conducting research with children with disabilities, parents, and teachers - an independent research project is required.
- 5.2 Proposed course catalog listing: This course enables students to become more skillful in reading, interpreting, and conducting research with children with disabilities, parents, and teachers - an independent research project is required. The course may be repeated once with the permission of the program.
- 5.3 Rationale for revision of course catalog listing: This change is made as part of the restructuring of the MAE. The advanced MAE programs are increasing the requirement for research and will assist students with the research process.

6. Revise course credit hours:

- 6.1 Current course credit hours: 03
- 6.2 Proposed course credit hours: May be repeated once for a total of 06 hours.
- 6.3 Rationale for revision of course credit hours: The students that have an LDB background may need to increase their fundamental knowledge in a MSD or DOSE program. This class will assist them with increasing their understanding of research and increasing their knowledge base.

7. Proposed term for implementation: Fall 2009

8. Dates of prior committee approvals:

Special Instructional Programs	___4/18/08___
CEBS Curriculum Committee	___6/3/08___
Professional Education Council	___6/11/08___
Graduate Council	___9/11/08___
University Senate	_____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Special Instructional Programs
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Nedra Atwell nedra.atwell@wku.edu 745-4647

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EXED 590
- 1.2 Course title: Advanced Internship in Exceptional Education
- 1.3 Credit hours: 03

2. Revise course title:

- 2.1 Current course title: NA
- 2.2 Proposed course title: NA
- 2.3 Proposed abbreviated title: NA
- 2.4 Rationale for revision of course title: NA

3. Revise course number:

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

4. Revise course prerequisites/corequisites/special requirements:

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

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Supervised practice in an appropriate setting for development of advanced instructional skills and experience. These settings will vary according to student background and are made with advisor approval. Students are responsible for arranging their own transportation to designated or assigned sites. Grading for this course will be Pass/Fail.
- 5.2 Proposed course catalog listing: Clinically supervised instructional practice in an appropriate setting for development of advanced skills and experience. These settings will vary according to student background and are made with program approval. Students without prior certification will repeat the experience for two semesters to develop the breadth of skills required of an advanced internship experience. Grading for this course will be Pass/Fail.
- 5.3 Rationale for revision of course catalog listing: This change is made as part of the restructuring of the MAE. Feedback from the field requests that students be

supervised for an entire year. Other graduate level internship experiences also require a year supervision.

6. Revise course credit hours:

6.1 Current course credit hours: 03

6.2 Proposed course credit hours: May be repeated once for a total of 06 hours.

6.3 Rationale for revision of course credit hours: The students that have no prior certification need additional field experience. As part of the program revision for the new MAE and at the request of school districts, students will receive university supervision for a full year.

7. Proposed term for implementation: Fall 2009

8. Dates of prior committee approvals:

Special Instructional Programs ___4/18/08___

CEBS Curriculum Committee ___6/3/08___

Professional Education Council ___6/11/08___

Graduate Council ___9/11/08___

University Senate _____

Attachment: Course Inventory Form

**College of Health and Human Services
School of Nursing
Proposal for an Exception to an Academic Policy
(Action Item)**

Contact Person: Beverly Siegrist e-mail: beverly.siegrist@wku.edu Phone: 5-3490

- 1. Identification of proposed policy exception:**
Waiver of transfer credit policy for WKU graduate students seeking the Master of Science in nursing degree, psychiatric nurse practitioner concentration. Students enrolled in this concentration will complete 17 hours of specialty courses from the University of Louisville School of Nursing.
- 2. Catalog statement of existing policy:**
“A maximum of 12 transfer credits may be used in any degree program.” Page 16 of WKU Graduate Catalog, 2007-09.
- 3. Statement of proposed policy exception: (changes in italics)**
Students enrolled in the WKU MSN program (reference # 149) psychiatric nurse practitioner concentration may transfer up to 17 credit hours of specialty courses from the University of Louisville School of Nursing or other accredited school of nursing.
- 4. Rationale for proposed policy exception:**
The advanced practice role of psychiatric nurse practitioner requires completion of course work and clinical internship hours not currently available at WKU. Faculty teaching this specialty must be board certified and maintain a psychiatric nurse practitioner practice. No current faculty in the WKU School of Nursing has earned this certification. Each year a limited number of students in the WKU service area request this specialty; however, the number of students does not reach a cohort large enough to justify development of this specialty concentration. Through an agreement with the University of Louisville, WKU students will transfer 17 hours of specialty courses toward completion of the WKU MSN degree. The MSN degree for this specialty will require 42 credit hours. The U of L specialty courses will be offered on an every other year rotation. The addition of MSN students in this specialty will increase numbers of students in the existing core classes without adding nursing faculty as well as increase the number of program graduates. The degree will be conferred by WKU.
- 5. Impact of proposed policy exception on existing academic or non-academic policies:**
The addition of this concentration in the MSN program will increase student numbers in the existing MSN program and facilitate student career goals through the addition of the psychiatric nurse practitioner specialty.
- 6. Proposed term for implementation:**
Spring 2009
- 7. Dates of prior committee approvals:**

MSN Committee, SON

8-18-2008 _____

CHHS Graduate Curriculum Committee

8-26-2008_____

Graduate Council

9-11-2008_____

University Senate
