

**Index of Topics**

Curriculum Minutes Reviewed  
 Nursing: RN to BSN- *Approved*  
 (Discussion & Motion)



Approved 1/22/2013  
 To Faculty Senate 1/28/2013

<http://www.wvu.edu/facultysenate>

**ACADEMIC COORDINATING COMMISSION**  
**Meeting of January 8, 2013**

**CALL TO ORDER.** Chair Yvonne Durham called the meeting of the 2012-13 Academic Coordinating Commission to order at 4:01 pm. There were thirty-two (32) persons present. See attached roster.

**APPROVAL OF MINUTES:** *ACC Minutes of 12/4/2012 approved* as written.

**REPORTS:** There were no reports.

**4:10 REVIEW OF CURRICULUM MINUTES (Exhibit B)**

	<i>CC Committee</i>	<i>Date</i>	<i>Topics</i>	<i>Secty</i>
28	College Humanities & Social Sciences	11/29/12	<p><b>ACCEPTED.</b> Discussion: 1) Some courses, such as PLSC101 (a GUR) restrict seniors in order to allow freshmen who require the course to have access. Departments can accomplish this by restricting access through various phases of registration; 2) It is standard practice for 300 level courses to have prerequisites but this is not true of certain Liberal Studies courses, including LIBRL380 &amp;, LIBRL382, termed "service GURs," which provide General Studies students with a way to get upper division credit. The rigor of such courses generally ensures that they merit 300 level status. One Commissioner suggested that ENGL101 could be a universal prerequisite for 300- level courses without prereqs. ACC plans a general discussion in the future on prerequisite requirements for upper level courses.</p> <p>SOC437C should read 10 credits in course description.</p> <p>ENG337T- cannot have a course equivalent to two different courses. Registrar/Catalog recommends department propose 2 different x37 courses with title distinctions to address equivalencies to ENG335 and ENG354.</p> <p>Registrar/Catalog office recommends deleting the word 'Senior' in Senior Thesis Option in the two proposed Humanities BA revisions.</p>	K.Schaeffer
29	Committee Undergrad Education (CUE)	11/29/12	<p><b>ACCEPTED.</b> Includes motions: 1) approved PSYC&amp;200, BIOL&amp;241/241, and BIOL&amp;260 to give GUR credit to transfer students; 2) GUR course outcome assessment to occur at GUR level does not preclude assessment at the capstone level; 3) pilot links were approved that pair a GUR course involving academic literacy with a GUR course focused on disciplinary content. NURS432 &amp; NURS412 , HNRS221 approved as GURs Edits to minutes accepted and incorporated.</p>	M.Price, DSE
30	Fairhaven College	11/14/12	<p><b>ACCEPTED.</b> (Delete the wording "(x-37) Faculty-led Study Abroad" from II.</p>	K.Johnson
31	Graduate Council	11/20/12	<p><b>ACCEPTED.</b> (MA, English, Creative Writing Thesis revision p. 14 withdrawn; include repeatability details for <b>ENG594</b>; Registrar/Catalog office recommends moving details from "Additional Information" to fall under "Electives" instead for ENGLISH MA's p.14.</p>	M. Barr

32	Graduate Council	12/4/12	<b>ACCEPTED.</b> Includes approved request to flag "stacked courses"; Registrar's office will work on changes to E-forms in summer. Two different syllabi will need to be provided. Commissioner requests that cross-listing be indicated too.	M. Barr
32a	Memo/Craig Dunn, Chair			
33	Huxley College	11/13/12	<b>ACCEPTED.</b>	D. Peterson
33A	Huxley College	12/10/12	<b>ACCEPTED BUT NOT B.A. IN BUSINESS &amp; SUSTAINABILITY, NOT ENV5460, NOT ENV5359.</b> Details for BA left out of minutes. Discussion <u>postponed until details are submitted</u> by both Huxley and CBE.  <b>ENV5359 Greening Business Policy and Practice Applications.</b> Recommended that overly long catalog description be shortened (perhaps to just last two sentences). Please coordinate change in description with CBE.  <b>Environmental Studies, BA</b> – typo, no change in credit range.	D. Peterson
34	Woodring College	11/2/12	<b>ACCEPTED: NURSING PROGRAM AND ATTACHED COURSES</b> (moved by Mark Kuntz, second by Ron Helms, <u>unanimously approved via hand count</u> ). (Mary Baroni, Jill Mount, Beth Boland, Victor Nolet, Chuck Lambert, Karen Dade, and Lois Longwood were present to answer questions from Commissioners.) <i>See Discussion Below**</i>  <b>Education and Social Justice program postponed</b> until both Woodring and Fairhaven minutes come forward for this joint program and equivalencies are reviewed.  <b>NURS307</b> is an elective, not in Program Requirements; <b>EDUC411</b> – delete "Also offered as FAIR411."	C. Mathison
35	Woodring College	11/9/12	<b>ACCEPTED.</b>	C. Mathison
36	Woodring College	11/30/12	<b>ACCEPTED,</b> pending TCCC approval. HSP437G accepted.	C. Mathison
37	Woodring College	12/7/12	<b>ACCEPTED,</b> pending TCCC approval. EDUC courses cancelled - new courses replace EDUC with more specific rubrics: ELED, SEC, AND SPED. Memo to colleges notifying of rubric change; courses may be further tailored in the future.	C. Mathison
38	College Sciences & Technology	11/5/12	<b>NOT ACCEPTED.</b> Minutes sent back with request to ensure all details are included regarding rationale, descriptions, credits, prerequisites, etc. E-forms need additional completion.	J. Mott
39	College Sciences & Technology	11/19/12	<b>POSTPONED. (Lateness of the hour)</b>	J. Mott

**NURSING PROGRAM: DISCUSSION AND APPROVAL.** Mary Baroni, Jill Mount, Beth Boland, Victor Nolet, Chuck Lambert, Karen Dade, and Lois Longwood were present to answer questions from Commissioners. Commissioners had received documents that traced the history that led to the development of the nursing program, along with charts that described transferable credit examples, graduation requirements, and the program GUR overview. (*Documents available by email request to the Senate office*).

- Mary Baroni explained that the proposed nursing program at Western is allowing more lower division credits for transfer but not awarding as much credit for the NCLEX exam as those at other universities in Washington. Nursing students transfer with many lower level courses, and some of the 200-level courses at the community/technical colleges are equivalent in rigor to the 300-level pre-licensure courses at 4-year institutions. However, because they are taken at community or technical colleges, they cannot be assigned upper division credit. The upper division credits given for the NCLEX exam are the pathway through which these credits from the community/technical colleges can be assigned the upper division work they represent. The credits for the NCLEX exam will essentially be “backed” by these actual credits taken to ensure no “double dipping” is occurring.<sup>1</sup> It is the state that has mandated that all RN to BSN programs be practiced in the same way, and that the exam be used to demonstrate competency. We are trying to streamline even more to prevent transfer students from getting caught in the lack of alignment between the institutions. If we can identify GURs across the State, students can more easily apply to institutions across the State. The Joint Transfer Council has identified 45 credits that all universities will transfer in as GUR’s.
- Beth Boland, Chair of Human Services and Rehabilitation suggested that the way to think about the BSN is as professional preparation since the students are already nurses. The Human Services department prepares professionals to go into clinical and professional scenarios. What ties Human Services Counseling and Nursing together are accreditation standards, preparing critical thinkers, and the next level of professionalism in the program. There is a lot of overlap for continuing education as nurse trainers also. Human Services and Rehabilitation is also figuring out who they are becoming and may undergo a name change at some point to capture all of their disciplines. Lots of students transfer to the B.A. in Human Services. So the Nursing program would not really be all that new to them. The new thing is the licensing exam (NCLEX). Boland added that the vote was unanimous to bring Nursing into Human Services and Rehabilitation once it was understood as a professional program, not a clinical program.
- Victor Nolet, Secondary Education, suggested that teacher education is professional education at the 300 and 400 level where the end-of-course assessment work is extremely rigorous. The professional culture around the preparation of teachers is very similar to the preparation of nurses; there is alignment on how to create healthy families, healthy communities; talk about the intellectual growth of the child as well as the physical and emotional growth; concern with international and global child health, maternity health, etc., which are all huge issues in sustainable education around the world. There is an easy fit with nursing.
- Mary Baroni described the NCLEX exam as an advance over the 70s and 80s when returning nurses were integrated into nursing programs with 18 and 19 year olds and had to pass a challenge exam or take the clinical course again. So if a nurse concentrated in one area such as cardiac nursing, it would be quite a challenge to remember everything about obstetrical or other types of nursing and this meant that students were put “through the ringer.” Again, there is an effort being made to streamline. Baroni emphasized the effort to increase the number of B.A. prepared nurses, which is intended to move to 80% by 2020. Some hospitals already require the BSN or a signature that the nurse will achieve the BSN within 5 years.
- The appeal of a “1+2+1” program was discussed, although the community colleges would have to plan to make spaces for Western students. Having a 3+1 program in place would allow us to enhance our relationships with regional Associate Degree Nursing programs and increase our ability to seek support for the shared commitment that would be required for a 1+2+1 model in the future. One commissioner also suggested exploring the possibility of allowing some of the 200-level courses to directly transfer in at the 300-level, making transparent and explicit the relationship between these credits rather than doing it through the NCLEX exam in the future. At the state level, the idea is to put all the details out on the table, form a template, and hopefully have all the universities support this with stakeholder input. The core of classes in the program is compatible with Woodring’s culture in that students are out in the

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<sup>1</sup> The 30 upper division credits received as competency by exam when the NCLEX is passed would be specific to 30 credits of 200 level courses taken in the last year of the Associate Degree in Nursing major, with remaining credit hours evaluated for transfer using the existing guidelines.

schools and nurses are out there practicing. This requires some different thinking about calendars, classroom space usage, etc.

**MOTION:** Following the discussion a motion was made by Mark Kuntz, seconded by Ron Helms, to approve the Nursing Program as presented. A hand count was taken and the **motion passed unanimously**.

**CONSTITUENT CONCERN:** One Commissioner pointed out that the Nursing Program was masterfully conceived, and deals with needs of the State, etc. However, the Commissioner expressed concern with the extent of faculty governance involvement and suggested taking great care in the future of alleviating the possibility of a door opening to any “willy-nilly” creation without regard to historical memory or Western’s mission. This concern was also echoed by other commissioners.

**Minutes postponed.** Due to the lateness of the hours it was decided that consideration of College of Sciences and Technology minutes of 11/19/2012 would be postponed until the next meeting.

**Adjournment: 5:59 pm.**

*Rose Marie Norton-Nader, Recorder – January 8, 2013*

#### ACADEMIC COORDINATING COMMISSION 2012 ROSTER

ACC website: [http://www.wvu.edu/facultysenate/B\\_ACC\\_Main/ACC\\_Main\\_Index.shtml](http://www.wvu.edu/facultysenate/B_ACC_Main/ACC_Main_Index.shtml)

	<u>Voting Membership (terms ending 2014)</u>			<u>Guests</u>	
1	A – Janice Lapsansky	P	1	Lea Ann Martin, <i>Assoc Dean, CHSS</i>	P
2	B – Ron Helms, <i>Sociology</i>	P	2	Mary Baroni, <i>Interim Program director, Nursing</i>	P
3	C – Holly Folk, <i>Liberal Studies</i>	P	3	Jill Mount, <i>Human Svcs &amp; Rehab, Nursing</i>	P
4	At-Lg: Kristin Denham, <i>English</i>	P	4	Elizabeth Boland, <i>Human Svcs &amp; Rehab</i>	P
5	I – Peter Smith, <i>Library</i>	P	5	Victor Nolet, <i>Sec Ed</i>	P
6	F- Stan Tag, <i>FAIRHAVEN</i>	P	6	Chuck Lambert, <i>Special Ed</i>	P
	<u>Voting Membership (terms ending 2013)</u>		7	Karen Dade, <i>Assoc Dean, WCE</i>	P
7	E- Yvonne Durham, <i>Economics, ACC Chair 2012-2013</i>	P	8	Rand Jimerson, <i>History, Archives &amp; Records</i>	P
8	D – Mark Kuntz, <i>Theater, ACC Vice Chair</i>	P	9	Kevin Leonard, <i>History, Chair</i>	P
9	A- Andreas Riemann, <b>SENATOR</b>	P	10	Stephen Senge, <i>Accounting</i>	P
10	E- David Gilbertson, <i>Accounting, SENATOR</i>	P	11	George Sanders, <i>Accounting</i>	P
11	G – David Rossiter (for Troy Abel), <i>Huxley College</i>	--	12	Lois Longwood, <i>EE, Director Degree programs</i>	P
12	H – Tracy Thorndike Christ, <i>Woodring College</i>	--	13	Maggie Barklind, <i>EE, Assoc Dir/Student/Course</i>	P
13	VPUE Steve VanderStaay ( <i>ex officio, voting</i> )	P			
14	Victor Celis, ASVP Academics: <a href="mailto:CelisV@students.wvu.edu">CelisV@students.wvu.edu</a>	P		<b>Records: Senate Assistant</b>	
15	Amy Darst Student rep <a href="mailto:darstb@students.wvu.edu">darstb@students.wvu.edu</a>	P	1	Rose Marie Norton-Nader, <i>Recorder</i>	P
16	Stephanie Cox / Student rep <a href="mailto:coxs4@students.wvu.edu">coxs4@students.wvu.edu</a>	P	2	Zach Sisco, <i>Distinguished Student Employee</i>	P
17	Matthew Hilliard /Student rep <a href="mailto:hiliam@students.wvu.edu">hiliam@students.wvu.edu</a>	P		<b>Members Present</b>	<b>17</b>
18	Dave Brunnemer, <i>Registrar (nv)</i>	P		<b>Recorder and Guests</b>	<b>15</b>
19	Lisa Zuzarte, <i>Catalog Coordinator (nv)</i>	P		<b>TOTAL: January 8, 2013</b>	<b>32</b>