



**ACADEMIC AFFAIRS
COMMITTEE**

October 23, 2020

Jody Richards Hall – Regents Room / Zoom

INTERDISCIPLINARY PROFESSIONALISM AND SUCCESS UNDERGRADUATE CERTIFICATE

REQUEST: Approval of a Undergraduate Certificate in Interdisciplinary Professionalism and Success through the School of Professional Students within the College of Education and Behavioral Sciences.

FACTS: This 12-15 hours undergraduate certificate is interdisciplinary in nature and is applicable to all majors in the College of Education and Behavioral Sciences. It will be administered through the School of Professional Studies. In addition to traditional coursework, a 0-3 credit hour course used to monitor students' completion of the CEBS Student Success Academy must be completed prior to graduation to obtain the certificate. The certificate focuses on competencies needed for career readiness and professional development for transitioning into the workplace.

The certificate course categories and CEBS Student Success Academy achievements listed below are defined as:

Category I: Foundational Knowledge – Courses featuring foundational program content.

Category II: Research and Writing – Courses featuring discipline specific research methods, scholarly information sense-making, and undergraduate research featuring individual and collaborative projects.

Category III: Global Learning, Diversity, and Service – Courses featuring study abroad, service-learning components, and/or cultural diversity. Local to Global Connections courses are included in this category.

Category IV: Emerging Professional – Course sponsored internships, student teaching, career field experiences, capstones, and ePortfolios where students apply their knowledge in experiential learning in a hands-on environment.

BUDGETARY IMPLICATIONS: Existing faculty within the disciplines and programs are sufficient for the first few years. As the Student Success Academy program grows, additional resources will be needed to monitor student progress and meet the needs of our students enrolled in the undergraduate certificate.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of a Undergraduate Certificate in Interdisciplinary Professionalism and Success to be implemented Fall 2021.

MOTION: Approval to establish a Undergraduate Certificate in Interdisciplinary Professionalism and Success with implementation Fall 2021.

College of Education and Behavioral Sciences
School of Professional Studies
Proposal to Create a New Certificate Program
(Action Item)

Contact Person: Sara McCaslin, sara.mccaslin@wku.edu, 745-6103

1. Identification of program:

- 1.1 Program title: Interdisciplinary Professionalism and Success
- 1.2 Required hours in program: 12-15
- 1.3 Special information: This certificate is interdisciplinary in nature and is applicable to all majors in the College of Education and Behavioral Sciences. It will be administered through the School of Professional Studies. In addition to traditional coursework, a 0-3 credit hour course used to monitor students' completion of the CEBS Student Success Academy must be completed prior to graduation to obtain the certificate.
- 1.4 Catalog description: Certificate focusing on competencies needed for career readiness and professional development for transitioning into the workplace. Coursework required in the following areas: foundational knowledge; research and writing; global learning, diversity, and service; and emerging professional exploration. Completion of the CEBS Student Success Academy required for certificate completion. A grade of 'C' or better is required in all coursework.
- 1.5 Classification of Instructional Program Code (CIP): 24.0102

2. Learning outcomes of the proposed certificate program:

Upon completion of the program, students will:

- Communicate foundational knowledge in personal academic pursuits acquired via intellectual, personal, social, and professional opportunities in early course work.
- Demonstrate evidence of writing, collaborative projects, and research in their chosen academic discipline.
- Exemplify a commitment to cultural sensitivity through international experiences and service learning to engage with different cultures and ideas.
- Show evidence of professionalism from their participation in internships, student teaching, career field experiences, digital and technological applications, discipline specific capstone courses, and/or ePortfolios.

3. Rationale:

- 3.1 **Reason for developing the proposed certificate program:** The College of Education and Behavioral Sciences Student Leadership and Success Committee has created, at the request of the Dean, a Student Success Academy (SSA) program. This program strives to provide a high-impact student experiences that fosters success in academics and professional practice. The SSA incorporates student experiences inside and outside of the classroom including career field experiences, undergraduate research, internships, and campus participation. Examples of outside of the classroom experiences include M.A.S.T.E.R. Plan, CEBS Research Symposium, REACH Week, Intercultural Student Engagement Center (ISEC) Academy, and Dynamic Leadership Institute. The certificate

is an enhancement to the SSA program and will provide students a curricular credential that highlights their completion of the SSA program within the CEBS.

Based upon the Association of American Colleges and Universities High Impact Educational Practices (2019), the SSA and the Interdisciplinary Professionalism and Success Certificate incorporates experiences related to first-year courses, foundational student success, and exploration as well as common intellectual experiences provided by writing intensive courses and undergraduate research. Required sections of the certificate deliberately follow these guidelines and course options were chosen to meet these practices.

CEBS alumni, potential employers, and faculty see a need for graduates to possess workplace readiness and professionalism upon graduation. Students with an awareness of professionalism and workplace skills are highly sought after as employees. Ritter, Small, Mortimer, and Doll (2018) stated that academia must respond to stakeholder needs by reexamining curriculum and degree programs to reflect development of soft skills including teamwork, problem solving, and leadership. In addition to these soft skills, professional attitudes including self-discipline, prioritization, and timeliness play a major role in workplace readiness and post-graduate success (Campana & Peterson, 2013).

Works Cited

Association of American Colleges & Universities. (2019). High-impact educational practices. Retrieved from <https://www.aacu.org/leap/hips>

Campana, K., & Peterson, J. (2013). Do bosses give extra credit? Using the classroom to model real-world work experiences. *College Teaching*, 61(2), 60-66.

Ritter, B., Small, E., Mortimer, J., & Doll, J. (2018). Designing management curriculum for workplace readiness: developing students' soft skills. *Journal of Management Education*, 42(1), 80-103.

- 3.2 **Relationship of the proposed certificate program to other programs now offered by the department:** The School of Professional Studies currently offers one certificate program in Real Estate. The proposed Interdisciplinary Professionalism and Success Certificate will enhance the department's offerings while providing supporting the CEBS student retention and success initiatives.

Course options to complete the proposed certificate already count within CEBS major and minor programs or as electives within chosen major programs. For example, School of Teacher Education students are required to complete EDU 250. This course will count for the Scholastic Commitment Category for the proposed certificate program. This certificate will accept course work related to all CEBS major programs without requiring students to enroll in additional courses which will enable students to graduate in a timely manner.

- 3.3 **Relationship of the proposed certificate program to certificate programs offered in other departments:** GFCB offers an Advanced Professionalism Certificate (#1730, 12 hours) that focuses on “competencies needed for career readiness and professional development for transitioning to the business field.” This certificate requires 12 credit hours and enrollment in a zero credit hour course to monitor completion of several co-curricular activities. Certificate Coordinator, Monica Duvall, was contacted via email regarding the CEBS Interdisciplinary Professionalism and Success Certificate on Oct. 4, 2019. Overlap between the GFCB certificate and the CEBS certificate would include Organizational Leadership (LEAD) courses as this program/department is now a part of the Educational Administration, Leadership, and Research Department in CEBS. Dr. Evelyn Thrasher, Interim Associate Dean GFCB, was also contacted via email on Oct. 14, 2019 to provide input on the proposed certificate program. She indicated she was excited to see another college implementing this type of component and asked if the CEBS certificate was restricted to CEBS students. I confirmed that the proposed certificate will be restricted to CEBS students.
- 3.4 **Projected enrollment in the proposed certificate program:** 10-15 students in the first year. Enrollment will grow with the implementation of the CEBS Student Success Academy (Fall 2020) and as students progress through this four-year program.
- 3.5 **Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):** WKU Benchmark Institutions offering a similar program include the following:
Indiana State University – Workplace Professional Skills Certificate
Northern Illinois University – Learning and Leadership in the Workplace
University of North Carolina at Charlotte – Career Success Certificate
East Carolina University – Leadership and Professional Development Program
Eastern Kentucky University offers a nine credit hour Certificate in Corporate Communication that focuses on Leadership, Interculturalism, and Professionalism that is available to all students at ECU.
- 3.6 **Relationship of the proposed certificate program to the university mission and objectives:** The proposed program is consistent with both the WKU Mission and Strategic Plan “Climbing to Greater Heights.” The WKU Mission: Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.
- The Interdisciplinary Professionalism and Success Certificate will actively strive to instill the WKU Mission through coursework, research, global learning, and workforce preparation. CEBS graduates armed with the certificate, in addition to their chosen disciplines, will be set apart from their counterparts and be recognized as career ready and capable individuals.
- The Interdisciplinary Professionalism and Success Certificate directly relates to the section of the WKU Strategic Plan that states, “Every WKU student will participate in shared intellectual experiences in and out of the classroom and will have access to high-impact practices such as internships, study-abroad, service learning, and undergraduate research throughout their college career.” This certificate is purposeful in incorporating

High Impact Practices and student experiences related to research, global outreach, internships, and capstones throughout the CEBS curriculum.

This certificate also promotes the following: “Increased partnerships with employers to provide co-op education opportunities, job-shadowing, and internship experiences, as well as placement of graduates, will be critical to our ability to produce a fully prepared workforce and to meet the needs of business and industry in our region and beyond.” Students committed to completing the Interdisciplinary Professionalism and Success Certificate will exemplify a WKU graduate prepared and ready to enter the workforce.

To prepare students for the global stage, the certificate promotes service to the greater good while emphasizing the importance of global learning through study abroad, student teaching abroad, and diversity.

4. **Curriculum:** The certificate course categories and CEBS Student Success Academy achievements listed below are defined as:

Category I: Foundational Knowledge – Courses featuring foundational program content.

Category II: Research and Writing – Courses featuring discipline specific research methods, scholarly information sense-making, and undergraduate research featuring individual and collaborative projects.

Category III: Global Learning, Diversity, and Service – Courses featuring study abroad, service-learning components, and/or cultural diversity. Local to Global Connections courses are included in this category.

Category IV: Emerging Professional – Course sponsored internships, student teaching, career field experiences, capstones, and ePortfolios where students apply their knowledge in experiential learning in a hands-on environment.

Category I	Foundational Knowledge	Hours
3 hours from one of the following courses***		3
CNS 110	Human Relations	
CNS 432	Helping Skills	
EDU 175	University Experience - EDU	
EDU 250	Discover Teaching	
IDST 199	University Learning	
LEAD 200	Introduction to Leadership Studies	
LEAD 300	Leadership Theory and Application	
MGE 275	Foundations of Middle Grades Education	
MIL 101	Military Mountaineering and Leadership	
MIL 102	Development Skills	
MIL 201	Basic Leadership	
MIL 202	Team Building and Military Doctrine	
PSY 100	Intro to Psychology	
PSY 175	University Experience - PSY	
SMED 101	Step 1: Inquiry-Based Teaching	
SMED 102	Step 2: Inquiry-Based Lesson Design	

Category II	Research and Writing		3
3 hours from one of the following courses***			
EDU 400	Investigations in Education		
ENG 300	Writing in the Disciplines		
IDST 395	Investigative Methods in Interdisciplinary Studies		
PSY 210*/211*	Research Methods		
PSY 290	Supervised Study in Psychology		
PSY 313*	Statistics in Psychology		
PSY 490*	Research, Readings or Special Projects in Psychology		
SMED 360*	Research Methods		
WFA 347	Workforce Linkage and Applications		
Category III	Global Learning, Diversity and Service		3
3 hours from one of the following courses***			
EDU 276	Displaced Persons		
EDU 385	Climate, Resources, and Society		
EDFN 310	Global Issues in Educational Policy and Practice		
LEAD 450*	Leadership in Global Context		
IDST 350	Study Abroad		
LME 448	Technology Applications in Education		
PSY 355	Cross Cultural Psychology		
SPED 330	Diversity in Learning		
SPS 400	Global Citizenship		
Category IV	Emerging Professional		3
3 hours from one of the following courses***			
BE 486	Business and Marketing Education Seminar		
ELED 465**	Elementary Education Senior Project		
ELED 490**	Student Teaching		
IECE 490*	Student Teaching		
IDST 369 (3 credit hours)	Career Related Field Experience		
IDST 495*	Interdisciplinary Studies Capstone		
LEAD 400	Practicum in Leadership		
LEAD 465	Leadership Coaching		
MGE 490	Student Teaching		
PSY 390	Field Experience in Psychology		
PSY 490 (3 credit hour)*	Research Project in Psychology		
PSY499*	Senior Seminar in Psychology		
SEC 350*	Clinical Practice in Secondary Teaching I		
SEC 450*	Clinical Practice in Secondary Teaching II		
SEC 490 (3 credit hour)	Student Teaching		
SMED 470*	Project Based Instruction		
SPS 399	Independent Study		

Category V	Culminating Course (Repeatable three times)	0-3
Students must complete this 0-3 credit hour course prior to graduation		
SPS 495	Workplace Readiness and Professionalism	
Total Hours		12-15
*Each of these courses lists prerequisites that are already required in our undergraduate programs.		
**Each of these courses lists prerequisites that could require additional coursework by the student. It is important to note that the prerequisite statement also includes “or permission of instructor.”		
***Students may petition the certificate director to use current and future WKU courses to satisfy any Category. A grade of ‘C’ or better is required in all courses.		

5. **Budget implications:** All participating departments have been informed of the new certificate and new course proposal. Each department/program was contacted and encouraged to provide input related to course placement in each category. Existing faculty within the disciplines and programs are sufficient for the first few years. As the Student Success Academy program grows, additional resources will be needed to monitor student progress and meet the needs of our students enrolled in the undergraduate certificate.

6. **Proposed term for implementation:** Fall 2021

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

Committee	Date
School of Professional Studies	10/23/19
CEBS Curriculum Committee	3/3/2020
Undergraduate Curriculum Committee	3/26/2020
Faculty Senate	4/5/2020
Provost	9/22/2020
Board of Regents	

**Interdisciplinary Professionalism and Success Undergraduate Certificate
Supplemental Information**

1. **If the student demand total is less than 10, describe how you plan to market the program to increase student demand/interest at WKU. N/A**
2. **If the student demand is greater than 10, describe how you plan to advertise the program's availability to the current student body and/or to prospective students.**

The Interdisciplinary Professionalism and Success Certificate (IPSC) proposal indicates student demand at 10 or more in the first year. As a certificate exclusively for College of Education and Behavioral Sciences (CEBS) students, the program will be advertised to current students through the efforts of the CEBS Student Success and Leadership Team including promotional videos, flyers, and other direct-to-student marketing materials available via the CEBS website and in Gary Ransdell Hall. The Student Success and Leadership Team will create a dedicated student area available in Gary Ransdell Hall and this area will feature information about the certificate opportunity for all CEBS students. In addition, students enrolled in CEBS foundational courses will have access to information about the certificate through their instructors and academic advisors. Excellent partnerships exist between the CEBS faculty and Advising and Career Development Center (ACDC) academic advisors. These advisors are highly knowledgeable about CEBS curriculum offerings and provide students information related to the programs.

New CEBS students will be introduced to the certificate program at MASTER Plan events. Another exciting partnership exists between CEBS and the Admissions Office. In January 2020, the CEBS Student Success and Leadership Team provided a campus-wide presentation to WKU faculty and staff related to the CEBS student success initiatives including the potential certificate program. This presentation sparked conversations related to the Admissions Office and how it could play a role in marketing and informing prospective students about this certificate opportunity for CEBS students.

3. **If the employment total is less than 5, provide a rationale on how this program can lead to employability of students. Address any partnerships developed to assist finding employment for students with this credential.**

While the Gray Associates Data for CIP code 24.0102 (a generic, general studies CIP) indicates a low association for employment, this is misleading when considering the potential impacts of the IPSC on employability. This certificate is not designed to be the primary credential with which graduates will pursue employment upon graduation. Indeed, if this were the case (as is assumed by the Gray Associates Data), one would clearly expect the employment score to be quite low. However, students pursuing the IPSC have chosen primary baccalaureate majors within CEBS that lead to high-demand positions in areas such as Teacher Education, Psychology, Organizational Leadership, and Workforce Administration. The IPSC is designed to provide these students with additional, work ready, professional skills that will complement any of these majors. Thus, students who complete the IPSC will enhance their Major and/or Minor programs to effectively transition into successful careers.

The certificate is an enhancement that emphasizes their preparedness for the workforce or graduate school.

Based upon the Association of American Colleges and Universities High Impact Educational Practices (2019), the IPSC incorporates experiences related to first-year courses, foundational student success, and exploration, as well as common intellectual experiences provided by writing-intensive courses and undergraduate research. Required components of the certificate deliberately follow these guidelines and course options were developed to meet best practices.

CEBS alumni, potential employers, and faculty indicate a need for graduates to possess workplace readiness and professionalism upon graduation. Students with an awareness of professionalism and workplace skills are highly marketable as employees. Ritter, Small, Mortimer, and Doll (2018) stated that academia must respond to stakeholder needs by reexamining curriculum and degree programs to reflect the development of soft skills including teamwork, problem solving, and leadership. In addition to these soft skills, professional attitudes including self-discipline, prioritization, and timeliness play a major role in workplace readiness and post-graduate success (Campana & Peterson, 2013).

Works Cited

Association of American Colleges & Universities. (2019). High-impact educational practices. Retrieved from <https://www.aacu.org/leap/hips>

Campana, K., & Peterson, J. (2013). Do bosses give extra credit? Using the classroom to model real-world work experiences. *College Teaching*, 61(2), 60-66.

Ritter, B., Small, E., Mortimer, J., & Doll, J. (2018). Designing management curriculum for workplace readiness: developing students' soft skills. *Journal of Management Education*, 42(1), 80-103.

4. **List any institutions offering a similar program. Refer to <https://dataportal.cpe.ky.gov/KYAcademicProgInventory.aspx> to attain program listings using the same CIP code at other institutions.**

The IPSC CIP Code 24.0102 is related to Interdisciplinary Studies and General Studies programs throughout the Commonwealth. Many Kentucky institutions offer Baccalaureate and Associate programs. There is only one Kentucky institution that offers an undergraduate certificate with this CIP Code.

Institution 1: Indiana Wesleyan University

Program Name: General Studies Undergraduate Certificate (one year program)

Similarities/Differences with Proposed Program: Indiana Wesleyan University's certificate program is a one-year program offering students a block of introductory general education courses. It is not designed to offer students an organized, purposeful credential upon graduation from the institution. The IPSC will allow WKU students to create a meaningful certificate program based on High Impact Practices through existing courses that highlight CEBS students' employability skills upon graduation. Moreover, the IPSC will be the first four-year undergraduate certificate in the state to reflect the CIP Code 24.0102.

Further investigation into WKU's Benchmark Institutions revealed several certificate programs related to the goals and outcomes of the IPSC.

Indiana State University – Workplace Professional Skills Certificate

Northern Illinois University – Learning and Leadership in the Workplace

University of North Carolina at Charlotte – Career Success Certificate

East Carolina University – Leadership and Professional Development Program

5. **Provide a budgetary rationale for creating this certificate program. If the certificate will use current faculty and existing courses, be sure to address any positive budgetary impacts.**

From a fiscal standpoint, the Interdisciplinary Professionalism and Success Certificate (IPSC) provides additional benefits to both students and the institution while bearing no additional cost. Each course embedded in the IPSC is already offered within CEBS, and no additional course sections would be necessary to implement the IPSC. No additional faculty or other resources are required.

This certificate is designed to foster retention, persistence, and graduation among CEBS students. Joe Cuseo (2010), a leading expert on higher education and retention, maintains that retention efforts are far less expensive than recruitment efforts. Moreover, Nicholl and Sutton (2001) found that a modest one percent increase in first-year student retention generated approximately \$500,000 in revenue by the time students graduated at the University of St. Louis.

While there is no additional cost required, there are several benefits to implementing the IPSC. Students would have the ability to package existing coursework into a certificate program that allows employers to understand the value and employability of CEBS graduates. Increased employer satisfaction and increased alumni satisfaction may lead to increased unrestricted gifts. Moreover, opportunities exist to generate additional revenue from state performance-based funding measures by increasing student credential attainment.

Works Cited

- Cuseo, J. (2010). "The Fiscal Benefits of Student Retention and First-Year Retention Initiatives." Retrieved from <https://www.ohio.edu/fye/upload/retention-fiscal-benefits.pdf>.
- Nicholl, J., & Sutton, A. (2001). Student retention and success: A brief description and key issues. Tertiary Education Advisory Committee, 1-19.

6. **Expanding on the rationale submitted through the WKU curricular process, use any data source (Gray Data, etc.) to provide additional rationale for your program. Address on how it pertains to the recruitment and retention of students, the job market, the value of the credential, and student interest. EMSI data is available through the Division of Extended Learning and Outreach. Contact Anna Kerr (anna.olson@wku.edu) to get EMSI data for your rationale.**

The Interdisciplinary Professionalism and Success Certificate (IPSC) is designed to enhance CEBS students' academic programs as they transition to the workforce or graduate school. Ever cognizant of the need for students to complete their degrees in the shortest time possible, the CEBS Student Success and Leadership Team developed the certificate around the core requirements already embedded in students' chosen academic programs (e.g., Teacher Education, Psychology, Organizational Leadership, etc.). Packaging existing coursework into the IPSC provides additional value to students' educational experience and workforce preparation with no additional cost. In addition, the CEBS Student Success and Leadership Team has devised a four-year program dedicated to student engagement and success. This initiative is the Student Success Academy and is available to all CEBS students beginning in their first year. This initiative is extracurricular in nature while the IPSC is an academic credential.

The IPSC highlights students’ participation in High Impact Practices (HIPs) as undergraduate students at WKU. HIPs are research-based, proven learning experiences identified by the Association of American Colleges and Universities that foster retention, persistence, and graduation for college students (<https://www.aacu.org/node/4084>). These practices include first-year experiences, writing-intensive courses, global learning, internships, and field experiences. Students who complete the IPSC will actively engage in HIPs that already exist in their chosen field of study that bridge their coursework to fulfill their core requirements. In addition, IPSC students will build a portfolio emphasizing their HIPs experiences, strengthening their position as an emerging professional and WKU graduate. The portfolio is a tangible product of the certificate that may be shared with perspective employers to demonstrate accomplishments in these professional areas.

Student interest in this certificate will begin upon acceptance at WKU and through communications with CEBS faculty and advisors. Current and new students will have the opportunity to add this certificate to their existing academic programs.

According to EMSI data gathered through the Division of Extended Learning and Outreach, employers are posting positions announcements that seek individuals with the following skills:

Skills	Percentage of Job Postings
Communication	46%
Leadership	46%
Teamwork	15%
Problem Solving	29%
Customer Service	30%
Professionalism	14%
Written Communication	22%

The IPSC is designed to focus on these and other skills as students matriculate through WKU. Beginning with foundational knowledge and progressing to written and oral communication skills, students will explore, develop, and master these skills through their chosen Major while engaging in meaningful High Impact Practices. The IPSC focuses on creating globally-aware professionals prepared for success beyond WKU.

LITERACY P-12 GRADUATE CERTIFICATE

REQUEST: Approval of a Graduate Certificate in Literacy P-12 through the School of Teacher Education within the College of Education and Behavioral Sciences.

FACTS: The Literacy P-12 certificate requires 15 hours and is meant for teachers and students in education-related fields who are interested in adding to their knowledge of literacy education. Coursework includes the topics of literacy development and instruction, assessment and intervention of reading and writing, content area and disciplinary literacy, and diversity and equity in literacy education.

BUDGETARY IMPLICATIONS: No new courses are being created for this certificate and no new resources, faculty or otherwise will be required.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of a Graduate Certificate in Literacy P-12 to be implemented Fall 2021.

MOTION: Approval to establish a Graduate Certificate in Literacy P-12 with implementation Fall 2021.

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Certificate Program
(Action Item)

Contact Person: Nancy Hulan, nancy.hulan@wku.edu; 270-745-4324

1. Identification of program:

- 1.1 Program title: Literacy P-12
- 1.2 Required hours in program: 15
- 1.3 Special information: None
- 1.4 Catalog description: The Literacy P-12 certificate is meant for teachers and students in education-related fields who are interested in adding to their knowledge of literacy education. Coursework includes the topics of literacy development and instruction, assessment and intervention of reading and writing, content area and disciplinary literacy, and diversity and equity in literacy education.
- 1.5 Classification of Instructional Program Code (CIP): 13.1299

2. Learning outcomes of the proposed certificate program:

Upon completion of the program, students will be able to demonstrate skills and strategies in literacy instruction for diverse P-12 learners.

3. Rationale:

3.1 Reason for developing the proposed certificate program:

WKU's graduate programs have experienced a significant decline in enrollment in the past 5 years due to competition from institutions with lower price points and due to the removal of the state's requirement for a masters degree for teachers. Both district and student feedback suggests that candidates want programs that are value-added, more accessible, and cost-competitive. Addressing each of these elements is particularly relevant given new rank options for teachers, coupled with the fact that the state is no longer requiring teachers to obtain advanced degrees.

The P-12 Literacy Certificate is clearly value-added. Completers receive a WKU credential, have an opportunity to pass the Praxis II, and receive a Reading Endorsement on their teaching certificate. These enhanced credentials make them more valuable to their school and district and give them the opportunity to advance. Additionally, this Certificate also puts them half way to a MAE in either Literacy Education or Advanced Teacher education.

The recently approved Kentucky Educator Discount clearly makes this credential highly cost-competitive and will enable WKU to compete with other institutions on price-point. The quality of this credential, its stackability, and its cost will increase enrollment and prove to be significantly revenue positive for WKU.

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

The courses required within this certificate are already offered as the first 15 hours of the Literacy Education MAE. Several of the courses within this certificate are taken as part of other initial and advanced degree programs in education, including Special Education, School Administration, and Elementary Education. This certificate program could add value to students who are already engaged in other degree programs, but desire further knowledge of Literacy Education. Students will be able to combine this certificate with other coursework to enhance their degrees and outcomes.

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

No other department offers a similar certificate.

3.4 Projected enrollment in the proposed certificate program: 10-20

3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): No other institution in the Commonwealth offers a similar credential.

3.6 Relationship of the proposed certificate program to the university mission and objectives:

WKU’s mission statement says that it “prepares students of all backgrounds to be **productive, engaged, and socially responsible citizen-leaders of a global society.**” In establishing this certificate, WKU will make literacy coursework more accessible and meaningful to students who can go into their communities around the commonwealth to be productive educators, to meaningfully engage their students and the families of their students, and to develop within themselves and within their students the value of social engagement and responsibility to make our commonwealth more healthy, safe, and just for all its citizens. In addition, according to the mission statement, “the University provides **research, service and lifelong learning opportunities** for its students, faculty, and other constituents.” Embedded within the coursework in this certificate are opportunities to research literacy issues that are meaningful to students, to better serve their classrooms and schools. Finally, according to the mission statement, “WKU **enriches the quality of life** for those within its reach.” Increased literacy rates coincide with enriched quality of life. By putting more highly trained literacy educators and citizens out into the workforce, WKU will positively impact the lives of many Kentuckians.

4. Curriculum:

Required Courses

- LTCY 519 Literacy Development and Instruction (3 hours)
- LTCY 523 Assessment and Intervention of Reading and Writing (3 hours)
- LTCY 524 Content Area and Disciplinary Literacy (3 hours)
- LTCY 527 Diversity and Equity in Literacy Education (3 hours)
- Elective (3 hours)
- Total Hours 15

The 3-hour elective can be selected from additional Literacy MAE coursework including electives.

A certification examination is not a requirement to earn this certificate. However, the Kentucky State Department of Education does require a passing score on the PRAXIS II Assessment to earn the Reading P-12 Endorsement. Please contact the Office of Professional Educator Services for more information. The endorsement is only available to students with current teaching certificates.

- 5. **Budget implications:** No new courses are being created for this certificate and no new resources, faculty or otherwise will be required.
- 6. **Proposed term for implementation:** Fall 2021
- 7. **Dates of prior committee approvals:**

Committee	Date
School of Teacher Education	11/08/2019
CEBS Graduate Curriculum Committee	12/03/2019
Graduate Curriculum Committee	1/9/2020
Graduate Council	1/16/2020
Faculty Senate	2/20/2020
Provost	9/22/2020
Board of Regents	

**Literacy P-12 Graduate Certificate
Supplemental Information**

- 1. **If the student demand total is less than 10, describe how you plan to market the program to increase student demand/interest at WKU.** N/A
- 2. **If the student demand is greater than 10, describe how you plan to advertise the program’s availability to the current student body and/or to prospective students.**

Courses for the proposed Certificate program already exist in the School of Teacher Education as part of the MAE in Literacy Education. The state no longer requires a master’s degree for P-12 educators, but with the Literacy P-12 Certificate, teachers could take these courses, pass the Praxis II in Literacy, and qualify to add the Reading P-12 Endorsement to their current Kentucky teaching certification. Unfortunately, given that teacher certification and endorsement are administered by the Kentucky Education Professional Standards Board and are distinct from any official recognition of accomplishment from WKU, completers of this collection of courses do not currently receive any WKU credential. The addition of this Certificate would remedy this situation and grant completers a WKU credential upon accomplishment of the required 15 hours. Individuals with an interest in literacy education but who do not hold teaching certificates also can take advantage of this new certificate. This includes people who work in day cares, parents, private industry/publishing/educational services, etc. Approving this set of courses as a WKU Certificate will enable these individuals to obtain a graduate credential from WKU as well, opening up this program to new audiences. This will appeal to professionals and others who do

not wish to pursue an entire MAE but who want a recognizable credential in acknowledgement of their achievement in a desirable area of professional development.

Additionally, transforming this set of existing courses into a WKU Certificate will make it even more attractive to certified teachers in the state and region because it will become an ideal “stackable” credential with the MAE in Literacy Education or our recently transformed MAE in Advanced Teacher Education. All 15 of the credit hours earned in the Literacy P-12 Certificate will be accepted into either MAE. Certified teachers who obtain this Certificate will have at least three options; (1) pass the Praxis II, receive the Reading P-12 Endorsement, and go no further (2) continue in the MAE in Literacy Education, or (3) continue in the MAE in Advanced Teacher Education.

- 3. If the employment total is less than 5, provide a rationale on how this program can lead to employability of students. Address any partnerships developed to assist finding employment for students with this credential.**

It is important to note that the Literacy P-12 Certificate is not a credential that will be utilized by completers to obtain initial employment. It is designed to provide critical professional development and enhanced credentials for those already employed, primarily for P-12 certified teachers but also for other related professionals. The key question is the importance of the Literacy P-12 Certificate and the Reading Endorsement to our partner school districts in the WKU region and across the Commonwealth.

Many districts in our region and across Kentucky (from which 92% of STE masters seekers come), are in dire need for teachers with Literacy Education skills at all levels. The General Assembly of Kentucky has stated that reading and math proficiency are gateway skills for all Kentucky students to achieve the academic goals established in KRS.158.6451. Additionally, under KRS.158.840, #7, Colleges and universities shall deliver continuing education in reading to support a statewide agenda for improving achievement in literacy. The principal goal of this Certificate is to be responsive to district leaders and district-specific needs for literacy education competency. The Literacy P-12 Certificate provides an excellent professional development opportunity for students plus it fulfills employer demand.

- 4. List any institutions offering a similar program. Refer to <https://dataportal.cpe.ky.gov/KYAcademicProgInventory.aspx> to attain program listings using the same CIP code at other institutions.**

No other institution in the Commonwealth offers a similar credential.

- 5. Provide a budgetary rationale for creating this certificate program. If the certificate will use current faculty and existing courses, be sure to address any positive budgetary impacts.**

As described previously, no new courses are being created for this certificate and no new resources, faculty or otherwise will be required.

WKU’s graduate programs have experienced a significant decline in enrollment in the past 5 years due to competition from institutions with lower price points and due to the removal of the state’s requirement for a masters degree for teachers. Both district and student feedback suggests that candidates want programs that are value-added, more accessible, and cost-competitive. Addressing each of these elements is particularly relevant given new rank options for teachers, coupled with the fact that the state no longer requiring teachers to obtain advanced degrees.

The P-12 Literacy Certificate is clearly value-added. Completers receive a WKU credential, have an opportunity to pass the Praxis II, and receive a Reading Endorsement on their teaching certificate. These enhanced credentials makes them more valuable to their school and district and gives them the opportunity to advance. Additionally, this Certificate also puts them half way to a MAE in either Literacy Education or Advanced Teacher education.

The recently approved Kentucky Educator Discount clearly makes this credential highly cost-competitive and will enable WKU to compete with other institutions on price-point. The quality of this credential, its stackability, and its cost will increase enrollment and prove to be significantly revenue positive for WKU.

6. **Expanding on the rationale submitted through the WKU curricular process, use any data source (Gray Data, etc.) to provide additional rationale for your program. Address on how it pertains to the recruitment and retention of students, the job market, the value of the credential, and student interest. EMSI data is available through the Division of Extended Learning and Outreach. Contact Anna Kerr (Anna.olson@wku.edu) to get EMSI data for your rationale.**

Most of this information has been addressed above. It should be noted that the Gray Data provided for this program is misleading in the sense that it is for education in general and not specific to literacy. Also, as mentioned previously, the Literacy P-12 Certificate is not designed to address initial employability but rather a strengthening of the credentials of students already employed. The skills developed in this certificate are mandated by the General Assembly and in Kentucky Revised Statute and are furthermore in great demand from school districts in our region and across the state.

This program addresses the need for a literate community and workforce. Teachers can enhance their knowledge of literacy instruction with the courses in this program, in turn creating more literate students in their classrooms. With more Kentuckians trained to build literacy skills in P-12 students, our student population will become more skilled readers and consumers of information, thus making Kentucky a stronger state.

As a final example of the importance of building competence in teaching literacy it should be noted that the Prichard Committee for Academic Excellence (Pcae) is convening a Task Force on Teacher Preparation and Professional Learning: Literacy and Numeracy for Primary Grades in an effort to elevate policies and practices to ensure every student achieves proficiency in reading and mathematics by the end of third grade. The Pcae clearly views this as a critical step in guiding best practice and public investment to support teachers in developing the skills, knowledge, and confidence to support learners achieving proficiency in reading and mathematics.

**EMERITUS
APPOINTMENTS**

REQUEST: Approval of faculty emeritus status for the faculty members listed below.

FACTS: Listed below are faculty members who have been recommended by tenured faculty, department chairs, and college deans to be awarded emeritus status. All have served the university for at least ten years and have had distinguished records of achievement and service.

College of Education & Behavioral Sciences

Dr. Elizabeth (Libby) Jones, Associate Professor of Psychology, Emeritus

Dr. Antony (Tony) Norman, Professor of Psychology, Emeritus

College of Health & Human Services

Ms. Becky Tabor, Associate Professor of Nursing and Allied Health, Emeritus

Gordon Ford College of Business

Dr. Afzal Rahim, University Distinguished Professor of Management, Emeritus

Dr. Robert Reber, Professor of Management, Emeritus

Ogden College of Science and Engineering

Dr. Dan Jackson, Professor of Engineering and Applied Sciences, Emeritus

Potter College of Arts and Letters

Dr. Cecile Garmon, Professor of Communication, Emeritus

BUDGETARY IMPLICATIONS: No funds requested

RECOMMENDATION: President Timothy C. Caboni recommends awarding the above individuals emeritus status.

MOTION: Approval of emeritus status awarded for the recommended individuals.