



WKU[®]
Board of Regents

ACADEMIC AFFAIRS COMMITTEE

April 17, 2020

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 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.

The graduate certificate requires 15 credit hours, and includes the following courses:

LTCY 519	Foundations of Literacy Instruction	3
LTCY 523	Diagnostic Reading Procedures for Classroom Teachers	3
LTCY 524	Content Area and Disciplinary Literacy	3
LTCY 527	Literacy Learning and Cultural Differences	3
Elective:	The 3-hour elective can be selected from additional Literacy MAE coursework including electives.	3
Total Hours		15

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. The endorsement is only available to students with current teaching certificates. Please contact the Office of Professional Educator Services for more information.

BUDGETARY IMPLICATIONS: Implementation date will be Fall 2020, with no additional resources required.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of a Graduate Certificate in Literacy P-12 to be implemented Fall 2020.

MOTION: Approval to establish a Graduate Certificate in Literacy P-12 with implementation Fall 2020.

College of Education and Behavioral Science
 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 hours
- 1.3 Special information: N/A
- 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.

LTCY 519	Foundations of Literacy Instruction	3
LTCY 523	Diagnostic Reading Procedures for Classroom Teachers	3
LTCY 524	Content Area and Disciplinary Literacy	3
LTCY 527	Literacy Learning and Cultural Differences	3
Elective: The 3-hour elective can be selected from additional Literacy MAE coursework including electives.		3
Total Hours		15

1.5 **Classification of Instructional Program Code (CIP):** 13.1299

2. Learning outcomes of the proposed certificate program: Students will be able to demonstrate skills and strategies in literacy instruction for diverse P-12 learners.

3. Rationale: 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.

3.1 Relationship of the proposed certificate program to other programs now offered by the department: The certificate can be acquired through the completion of the first five courses in the Literacy Education MAE, thus those students will have the choice to continue into the Literacy Education MAE or to end their coursework with the completion of these 15 hours.

3.2 Relationship of the proposed certificate program to certificate programs offered in other departments: N/A

3.3 Projected enrollment in the proposed certificate program: 10-15 students

3.4 **Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):** No similar programs were located.

3.5 **Relationship of the proposed certificate program to the university mission and objectives:** 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.

This program will help to address the state's postsecondary education strategic agenda by providing an additional credential that students with and without teaching certificates can pursue.

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.

4. **Curriculum:**

LTCY 519	Foundations of Literacy Instruction	3
LTCY 523	Diagnostic Reading Procedures for Classroom Teachers	3
LTCY 524	Content Area and Disciplinary Literacy	3
LTCY 527	Literacy Learning and Cultural Differences	3
Elective: The 3-hour elective can be selected from additional Literacy MAE coursework including electives.		3
Total Hours		15

5. **Budget implications:** None. The courses in the certificate program are already taught as part of the Literacy Education MAE. Additional resources will not be needed.

6. **Proposed term for implementation:** Fall 2020

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

Committee	Date
School of Teacher Education	12/3/2019
CEBS Graduate Curriculum Committee	01/09/2020
Graduate Council	01/16/2020
Faculty Senate	02/20/2020
Provost	03/03/2020
Board of Regents	

**FLOODPLAIN MANAGEMENT
UNDERGRADUATE CERTIFICATE**

REQUEST: Approval of an Undergraduate Certificate in Floodplain Management offered through Ogden College of Science and Engineering.

FACTS: The Floodplain Management certificate requires completion of 14 semester hours. Students develop familiarity with federal floodplain management regulations, the National Flood Insurance Program, hydrology, surveying, and Geographic Information Systems that are critical to administering an aggressive floodplain management program. Completion of the certificate requires familiarity with many aspects of floodplain management and with the impacts of floods on individuals, on property, and on regional or national economics. This certificate has been coordinated with the Geography and Geology Department and with the Association of State Floodplain Managers (ASFPM). Students successfully completing the program are encouraged to take the Certified Floodplain Manager (CFM) exam. The CFM is a nationally recognized certification and is considered a desirable qualification by many employers.

Required courses for the certificate are CE 160/CE 161, CE 300, GISC 316, and CE 461 or GEOG 310/GEOL 310.

BUDGETARY IMPLICATIONS& IMPLEMENTATION DATE: Implementation date will be Fall 2020 with no additional resources required. This undergraduate certificate is a transformation of the floodplain management minor.

RECOMMENDATION: President Timothy C. Caboni recommends approval of an Undergraduate Certificate in Floodplain Management effective Fall 2020.

MOTION: Approval to establish an Undergraduate Certificate in Floodplain Management, effective Fall 2020.

Ogden College of Science and Engineering
Office of the Dean
Proposal to Create a New Certificate Program
(Action Item)

Contact Person: Dr. Warren Campbell
Warren.Campbell@wku.edu (270) 745-8988

1. Identification of program:

1.1. **Program title:** Floodplain Management

1.2. **Required hours in program:** 14

1.3. **Special information:** Transformation of Floodplain Management Minor

1.4. **Catalog description:** The Floodplain Management certificate requires completion of 14 semester hours. Students develop familiarity with federal floodplain management regulations, the National Flood Insurance Program, hydrology, surveying, and Geographic Information Systems that are critical to administering an aggressive floodplain management program. Completion of the certificate requires familiarity with many aspects of floodplain management and with the impacts of floods on individuals, on property, and on regional or national economics. This certificate has been coordinated with the Geography and Geology Department and with the Association of State Floodplain Managers (ASFPM). Students successfully completing the program are encouraged to take the Certified Floodplain Manager (CFM) exam. The CFM is a nationally recognized certification and is considered a desirable qualification by many employers. Required courses for the certificate are CE 160/CE 161, CE 300, GISC 316, and CE 461 or GEOG 310/GEOL 310.

1.5. **Classification of Instructional Program Code (CIP):** 03.0205 – Water, Wetlands, and Marine Resources Management

2. Learning outcomes of the proposed certificate program:

- Students will demonstrate a familiarity with the National Flood Insurance Program (NFIP) and associated Federal regulations.
- Students will be able to perform the land surveys required to develop NFIP elevation certificates used in floodplain management.
- Students will be able to use Flood Insurance Rate Maps (FIRMs) and Flood Insurance studies to determine flood elevations anywhere in the U.S.
- Students will be able to use, create, and apply GIS data used for floodplain management.
- Students will be able to develop basic watershed models used to determine flood discharges.
- Students should be able to pass the Certified Floodplain Manager exam.

3. Rationale:

3.1 **Reason for developing the proposed certificate program:** Floods are the natural disaster with the greatest loss of life and property. As the climate changes, more and more catastrophic floods can be expected. In 2005 Hurricane Katrina caused more than \$100B in damages and 1833 deaths. The cost just in property losses was about \$300 for every man, woman, and child in the U.S. Mistakes were made at the Federal, state, and local level in recovery efforts. It was estimated that 20 % of the 1833 casualties died because government agencies could not get food, water, and

medical supplies to an American city for 4 days. The more people who are aware of basic principles of floodplain management, the less likely these catastrophic mistakes. By Federal law, each NFIP participating community must designate a floodplain administrator. There are more than 22,000 NFIP participating communities but only about 11,000 Certified Floodplain Managers. This certificate would help develop professionals required for a critical national need.

- 3.2. **Relationship of the proposed certificate program to other programs now offered by the department:** It is related to WKU’s Floodplain Management Minor, which the department was requested to delete through the transformation process.
- 3.3. **Relationship of the proposed certificate program to certificate programs offered in other departments:** N/A
- 3.4. **Projected enrollment in the proposed certificate program:** 5 to 10
- 3.5. **Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):** No other university offers a certificate program although the University of Florida is exploring the possibility and the University of Washington has a Planning Master’s degree with floodplain management concentration.
- 3.6. **Relationship of the proposed certificate program to the university mission and objectives:** By helping prepare our students for careers in floodplain management it allows them “to be productive, engaged, and socially responsible citizen-leaders in a global society.” Floodplain management, more than most fields, is multidisciplinary requiring a combination of technical expertise combined with a socially responsive capability to communicate risk to those most vulnerable and least aware of their flood risk.
- 4. **Curriculum:**
 - CE 160 Principles of Surveying (3)
 - CE 161 Principles of Surveying Lab (1)
 - CE 300 Floodplain Management (3)
 - CE 461 Hydrology (3) or GEOG/GEOL 310 Global Hydrology (3)
 - GISC 316 Fundamentals of Geographic Information Systems (4)

5. Budget implications:

None. All courses are currently taught with or without this certificate program.

6. Proposed term for implementation: Fall 2020

7. Prior committee approvals:

Committee	Approval Dates
School of Engineering & Applied Sciences	10/15/2019

Ogden College Curriculum Committee	11/21/2019
Undergraduate Curriculum Committee	12/10/2019
University Senate	02/20/2020
Provost	03/03/2020
Board of Regents	

**BACHELOR OF FINE ARTS
FILM PRODUCTION**

REQUEST: Approval of a Bachelor of Fine Arts (BFA) in Film Production through the School of Media within Potter College of Arts and Letters.

FACTS: The BFA in Film Production is a pre-professional major providing an immersive, conservatory-style educational experience for students pursuing a career in the film industry. Hands-on instruction in pre-production (writing, producing), production (directing, cinematography, production design), and post-production (editing, sound, visual effects) provides students foundational concepts and practical skills which are reinforced through their work on short films. Film studies courses emphasize critical and analytical thinking through the study of global film culture, history, and aesthetics.

BFA in Film Production students will rotate through “below the line” (technical) and “above the line” (creative) roles on two short film production cycles, leading to a final thesis film cycle where seniors choose an area of emphasis (directing, cinematography, producing, production design, editing, sound). By the time of their graduation, every BFA in Film Production student will be ready to enter the workplace with nearly 30 student film credits for their resume.

Students seeking the BFA in Film Production must take 12 hours of film core curriculum their first year and submit to a portfolio review their second semester. Twenty-four students will be selected per year for admission into the program. After admission, students follow a prescribed class schedule to ensure completion of the program in four years. The BFA in Film Production does not allow for a minor or second major.

BUDGETARY IMPLICATIONS: An additional full-time faculty has been approved by the Provost and funded by WKU's Strategic Investment Fund. Implementation date will be Fall 2020.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of the Film Production major leading to the Bachelor of Fine Arts with implementation Fall 2020.

MOTION: Approval to establish a major in Film Production effective Fall 2020.

Potter College of Arts & Letters
School of Media
Proposal to Create a New Major
(Action Item)

Contact Person: Travis Newton, Film Program Coordinator and Associate Professor of Film
travis.newton@wku.edu

1. Identification of program:

1.1 **Program title:** Film Production (Bachelor of Fine Arts)

1.2 **Required hours in program:** 81 hours

1.3 **Special information:** In AY 2018-2019, Western Kentucky University undertook a campus-wide Comprehensive Academic Program Evaluation (CAPE) assessing all academic programs on campus. The BA in Film major was one of fifteen academic programs to receive a Grow/Enhance recommendation. As a way to support these Grow/Enhance programs, the university has set aside funding in its new Resource Allocation, Management, and Planning (RAMP) budgeting model for a Strategic Investment Fund. This Fund will support a new full-time, tenure-track film faculty line with a specialization in the area of Production Design, covering courses in the proposed BFA in Film Production, as well as the current BA in Film.

1.4 **Catalog description:** The BFA in Film Production is a pre-professional major providing an immersive, conservatory-style educational experience for students pursuing a career in the film industry. Hands-on instruction in pre-production (writing, producing), production (directing, cinematography, production design), and post-production (editing, sound, visual effects) provides students foundational concepts and practical skills which are reinforced through their work on short films. Film studies courses emphasize critical and analytical thinking through the study of global film culture, history, and aesthetics.

BFA in Film Production students will rotate through “below the line” (technical) and “above the line” (creative) roles on two short film production cycles, leading to a final thesis film cycle where seniors choose an area of emphasis (directing, cinematography, producing, production design, editing, sound). By the time of their graduation, every BFA in Film Production student will be ready to enter the workplace with nearly 30 student film credits for their resume.

Students applying for the BFA in Film Production must take 12 hours of Film core curriculum their first year (FILM 100, 201, 202, and 250) and submit to a portfolio review during their second semester. Twenty-four students per academic year will be selected for admission into the program based on the quality of their creative portfolio, their professionalism in class and on set, and their scholastic work. After admission, students must follow a prescribed class schedule to ensure completion of the program in four years (including the first year of core courses).

The BFA in Film Production requires 81 semester hours. No course with a grade of “D” or below may be counted toward this major or fulfill prerequisite requirements for any major in the School of Media. The BFA in Film Production does not allow for a minor or second major.

In addition to a portfolio review, students applying for the BFA in Film Production must meet the following academic requirements:

1. Completion of a minimum of 30 hours of coursework applicable to a baccalaureate degree;
2. A minimum overall grade point average of 2.5;
3. Completion of ENG 100 with a grade of 'C' or better and 15 additional hours in the Colonnade Program;
4. Completion of the following courses with a grade of 'C' or better: FILM 100, FILM 201, FILM 202, FILM 250.

Students who are not selected for the BFA in Film Production or opt-out of the application process will have the option of pursuing the BA in Film if they meet the BA in Film's admission requirements.

1.5 **Classification of Instructional Program Code (CIP): 50.0602**

2. **Learning outcomes of the proposed program:**

Upon completion of the BFA in Film Production, students will be able to:

- Demonstrate technical proficiency in the below-the-line (technical) areas of camera, lighting, grip, sound, script supervising, and assistant directing.
- Develop visual storytelling proficiency in the above-the-line (creative) areas of writing, directing, producing, cinematography, production design, and editing.
 - Prepare a post-graduation employment plan based on an understanding of the film industry in both studio (Hollywood) and independent film production.
 - Evaluate films or solve production problems in an organized, coherent fashion using critical thinking and problem-solving skills.
 - Communicate effectively, orally and through the written word, on a film set or other professional setting that requires visual storytelling.
 - Manage a team or collaborate effectively as a team member, on a film set or other professional setting that requires visual storytelling.

3. **Rationale:**

- 3.1 **Reason for developing the proposed certificate program:** In order to gauge interest for a BFA in Film Production, an online survey was conducted via Qualtrics among current WKU film students and film alumni. Support among both groups for a BFA in Film Production was overwhelmingly positive. Of the 74 current students who responded, 85% (n=63) said they would have chosen a BFA in Film Production if it were an option when they arrived at WKU. Of the 28 alumni responses, 86% (n=24) answered similarly. Sixty-two percent (n=46) of student respondents said they would apply for the BFA in Film Production if it becomes available. Most tellingly, 57% (n=42) of current students and 50% (n=14) of alumni said they would have chosen a Kentucky university *other than WKU* if it had offered a BFA in Film Production. There is clearly a desire among students seeking an undergraduate degree in film for a BFA in Film Production.

- 3.2 Relationship of the proposed program to other programs now offered by the department:** The BFA in Film Production will be offered alongside WKU's BA in Film production. The BFA in Film Production will be an intensive pre-professional program which gives students numerous opportunities to make films without taking non-film courses concurrently. This option would be good for a student pursuing a career in the film/television industry in narrative filmmaking. The BA in Film is an open-ended liberal arts program giving students a wide breadth of knowledge through film electives and minor/double major options. This option would be good for a student who has a general interest in film, wants the option of double majoring, or intends to continue on to graduate school. Since many arts programs (including WKU's own Visual Art, Performing Arts, and Music programs), offer both degree types (pre-professional and liberal arts), there is precedent for the two programs to coexist at the same university.
- 3.3 Relationship of the proposed program to programs offered in other departments:** None
- 3.4 Projected enrollment in the proposed program:** 24-72 students
- 3.5 Similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):** None with the same CIP code.

The BFA in Film Production will take four years to complete due to its lock-step scheduling and selective-entry cohort, so any student wishing to transfer to WKU to pursue the BFA in Film Production must bear this in mind. Transfer students wishing to complete a film degree in the 2+2 year model would be better served by choosing WKU's BA in Film degree, which is being revised to allow completion in two years.

However, WKU's film faculty is in early discussions with Bluegrass Community & Technical College to allow graduates of their AFA in Digital Cinematic Arts to bypass the introductory first year of classes and move directly into the first year of the BFA, assuming they are admitted into the program. They could then complete the BFA in Film Production in six semesters. As of October 2019, no articulation agreements have been drafted.

Relationship of the proposed certificate program to the university mission and objectives: The BFA in Film Production is designed to support the following aspects of WKU's strategic plan "Climbing to Greater Heights":

A Culture of Innovation

The BFA in Film Production prepares students to be productive, engaged, and socially responsible citizens through its two-pronged emphasis on film production and film studies. In production courses, students use the latest technology in a collaborative, immersive environment to learn technical and creative skills necessary to tell stories in a visual medium, skills that will make them employable should they choose to pursue filmmaking as a profession.

A Regional Lighthouse

In addition, students learn essential problem-solving, teamwork, and leadership skills necessitated by the collaborative process of filmmaking. No team can succeed without clear goals, structure, and communication, and production courses emphasize these "soft skills" as strongly as technical skills. BFA

in Film Production students interact with the community through location filming around south central Kentucky and public showcases of student work on campus.

Global Learning

Film studies courses, including world cinema, expose students to cultures and filmmakers from diverse backgrounds from around the world while encouraging students to be engaged and aware of how their own films contribute to the cultural conversation. Students develop strong writing, research, and critical thinking skills, while engaging with an art form that crosses cultural and national boundaries.

The BFA in Film Production is also designed to support the following objectives of Kentucky’s postsecondary education strategic agenda:

Career Readiness and Employability (Objective 9)

Through its emphasis on technical and creative skills, professional practices and equipment, as well as critical thinking and problem solving, the BFA in Film Production ensures students are prepared and attractive to potential employers. As more film productions choose to film in Kentucky due to its competitive tax incentives, it is imperative the state have a local workforce ready to greet them. With its extensive film production courses and focus on professional practices, the BFA in Film Production is designed to build such a workforce.

Increase Persistence and Timely Completion (Objective 6)

By design, students who enroll in the BFA in Film Production as freshmen will complete their degree in four years. This timely completion is made possible by the major’s “lock-step” curriculum, which ensures classes are taken in a prescribed progression and at a pre-assigned time in the student’s undergraduate career. In addition, students move through the program as a cohort, thereby increasing their chances for persistence and completion.

4. Curriculum:

Prefix & Number	Course Title	Credit Hours
FILM 100	Film Industry & Aesthetics	3
FILM 201	Introduction to Cinema	3
FILM 202	Basic Film Production	3
FILM 250	Screenwriting I	3
FILM 251	Film Directing I	2
FILM 252	Film Producing	2
FILM 253	Cinematography I	2
FILM 254	Production Design I	2

FILM 255	Film Sound	2
FILM 274	Film Editing I	3
FILM 289	Practicum: Pre-Production I	2
FILM 291	Practicum: Below-the-Line I	3
FILM 292	Practicum: Above-the-Line I	3
FILM 350	Screenwriting II	2
FILM 351	Film Directing II	2
FILM 353	Cinematography II	2
FILM 354	Production Design II	2
FILM 365	Film Genres	2
FILM 369	Introduction to World Cinema	3
FILM 374	Film Editing II	2
FILM 389	Practicum: Pre-Production II	3
FILM 391	Practicum: Below-the-Line II	3
FILM 392	Practicum: Above-the-Line II	3
FILM 394	Practicum: Post-Production I	3
FILM 466	Film Theory	3
FILM 486	Film Capstone	3
FILM 488	Thesis Development	3
FILM 489	Practicum: Pre-Production III	3
FILM 491	Practicum: Below-the-Line III	3
FILM 492	Practicum: Above-the-Line III	3
FILM 494	Practicum: Post-Production II	3

5. **Budget implications:** An additional full-time faculty has been approved by the Provost and funded by WKU's Strategic Investment Fund.
6. **Proposed term for implementation:** Fall 2020

7. Dates of prior committee approvals:

Committee	Date
School of Media	11/6/2019
PCAL Undergraduate Curriculum Committee	11/19/2019
Undergraduate Curriculum Committee	12/10/2019
University Senate	02/20/2020
Provost	03/03/2020
Board of Regents	

**EPIDEMIOLOGY
GRADUATE CERTIFICATE**

REQUEST: Approval of a Graduate Certificate in Epidemiology offered through College of Health and Human Services.

FACTS: Epidemiology, as defined by the World Health Organization, is the study of the distribution and determinants of health-related states or events in specified populations, and the application of this study to the control of health problems. This graduate certificate develops competencies in epidemiology including those related to disease measurement and distribution, outbreak investigations, prevention and control, and applied analytical methods in public health.

Students are required to take a total of 12 hours. PH 581, 582, and 630 are required courses. In addition, students choose an elective from PH 620 or EOHS 572.

BUDGETARY IMPLICATIONS& IMPLEMENTATION DATE: Implementation date will be Fall 2020 with no additional resources required. Courses for the certificate are required for the MPH program.

RECOMMENDATION: President Timothy C. Caboni recommends approval of a Graduate Certificate in Epidemiology with implementation Fall 2020.

MOTION: Approval to establish a Graduate Certificate in Epidemiology effective Fall 2020.

College of Health and Human Services
Department of Public Health
Proposal to Create a New Certificate Program
(Action Item)

Contact Person: Dr. Marilyn Gardner
marilyn.gardner@wku.edu; 270-745-5864

1. Identification of program:

1.1. **Program title:** Epidemiology

1.2. **Required hours in program:** 12

1.3. **Special information:** N/A

1.4. **Catalog description:** Epidemiology, as defined by the World Health Organization, is the study of the distribution and determinants of health-related states or events in specified populations, and the application of this study to the control of health problems. This graduate certificate develops competencies in epidemiology, including those related to disease measurement and distribution, outbreak investigations, prevention and control, and applied analytical methods in public health.

Students are required to take a total of 12 hours. PH 581, 582, and 630 are required courses. In addition, students choose an elective from PH 620 or EOHS 572.

1.5. **Classification of Instructional Program Code (CIP):** 26.1309 - Epidemiology

2. Learning outcomes of the proposed certificate program:

- Apply epidemiological methods to describe public health problems.
- Apply epidemiological methods to assess and analyze impact of public health problems.
- Interpret epidemiological findings, including relevance to public health practice.
- Communicate epidemiological findings to professional and lay audiences.

3. Rationale:

3.1 Reason for developing the proposed certificate program:

The Kentucky Department of Health actively seeks to build epidemiologic capacity in the Commonwealth. There is a need for epidemiologists in local and health state agencies, as well as in medical care settings. Some MPH applicants and MPH students have expressed a desire for an epidemiology certificate.

3.2. Relationship of the proposed certificate program to other programs now offered by the department: The required and elective courses for the proposed certificate are currently offered as core Master of Public Health courses and electives.

3.3. Relationship of the proposed certificate program to certificate programs offered in other departments: There are no similar certificate programs offered in other departments

3.4. Projected enrollment in the proposed certificate program: We project four to six students in the certificate annually during the first few years. However, given the COVID-19 pandemic, epidemiology is in the news daily, which may boost enrollments.

3.5. Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): The Kentucky Department of Health actively seeks to build epidemiologic capacity in the Commonwealth. There is a need for epidemiologists in local

and health state agencies, as well as in medical care settings. Some MPH applicants and MPH students have expressed a desire for an epidemiology certificate.

Currently, no universities in the Commonwealth of Kentucky have an epidemiology graduate certificate program. The University of Kentucky and University of Louisville both have certificates in Biostatistics, but neither certificate incorporates epidemiology.

A comprehensive search of Council on Education for Public Health (CEPH) accredited schools (24) and programs (27) of public health in Southern Regional Education Board (SREB) states yielded only six institutions offering stand-alone graduate certificates in public health. Two other institutions offer add-on certificates to MPH students. All eight institutions are schools of public health.

- University of South Florida (2) Concepts & Tools of Epidemiology and Epidemiology of Infectious Disease
- University of Florida: Psychiatric Epidemiology
- Emory: Genetic & Molecular Epidemiology (degree add-on)
- University of Georgia: Infectious Disease Epidemiology
- Tulane University (2): Epidemiology Methods and Genetic Epidemiology (both degree add-on)
- Johns Hopkins: Epidemiology for Public Health Professionals
- University of North Carolina – Chapel Hill: Field Epidemiology
- Eastern Tennessee State University: Epidemiology

Certificates in Public Health Research Methods and in Advanced Epidemiology at Columbia University seem to be add-on certificates if enrolled in another program. A certificate in Public Health Fundamentals and Principles with some epidemiology courses is offered at the University of Albany, yet seems to be only for students enrolled in a degree program.

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

The online Certificate in Epidemiology, available as a standalone graduate certificate or as a set of electives within the Council on Education for Public Health (CEPH) accredited Master of Public Health (MPH) program, equips students to apply epidemiological methods to uncover the patterns, causes and effects of disease, and ultimately to help solve public health issues. Through research, education and policy, epidemiologists take on the task of uncovering trends and minimizing the risk and incidence of negative health outcomes. The skills required cross many disciplines from communication to the sciences.

This certificate program has direct applicability to several KY Council on Post-secondary Education Strategic Objective and Strategies:

- CPE Objective 9. Improve the career readiness and employability of post-secondary education graduates.

- CPE Strategy 9.5. Identify current and emerging workforce demands, entrepreneurial business opportunities, and stackable credentials that can lead to additional education/training.
- CPE Strategy 9.6. Advance Kentucky’s STEM and health agendas through ongoing leadership, advocacy, and collaboration.
- CPE 3. Objective 11. Expand regional partnerships, outreach and public service that improve the health and quality of life of Kentucky communities.
- CPE Objective 11. Expand regional partnerships, outreach and public service that improve the health and quality of life of Kentucky communities.

This certificate furthers the statewide plan by: 1) preparing students to address critical needs for epidemiologists in local health departments and districts; 2) attracting additional adult learners to WKU from the public health workforce and related fields; and, 3) enhancing career readiness of students through applied learning approaches.

4. Curriculum:

- PH 581 Applied Methods in Public Health Practice/Field Epidemiology (3)
- PH 582 Epidemiology (3)
- PH 630 Advanced Epidemiology (3)

Elective (3 hours): PH 620 Advanced Biostatistics (3) or EOHS 572 (Environmental and Occupational Epidemiology)

5. Budget implications: None. All courses are part of the current MPH program.

6. Proposed term for implementation: Fall 2020

7. Prior committee approvals:

Committee	Approval Dates
Department of Public Health	8/27/2019
CHHS Curriculum Committee	01/28/2020
Graduate Curriculum Committee	02/06/2020
Graduate Council	02/13/2020
University Senate	03/19/2020
Provost	03/26/2020
Board of Regents	

**ACCREDITED FINANCIAL COUNSELOR
UNDERGRADUATE CERTIFICATE**

REQUEST: Approval of an Undergraduate Certificate in Accredited Financial Counselor offered through the Gordon Ford College of Business.

FACTS: WKU's Accredited Financial Counselor certificate program is designed to fulfill the educational requirements of the Accredited Financial Counselor® certification, awarded following passage of a separate test by the AFCPE. The program prepares individuals to: (1) educate clients in sound financial principles; (2) assist clients in the process of overcoming their financial indebtedness; (3) help clients identify and modify ineffective money management behaviors; (4) guide clients in developing successful strategies for achieving their financial goals; (5) support clients as they work through their financial challenges and opportunities; and (6) help clients develop new perspectives on the dynamics of money in relation to family, friends and individual self-esteem. The AFC® certification also requires 1,000 hours of relevant financial counseling experience, three letters of reference, and adherence to a code of ethics.

BUDGETARY IMPLICATIONS& IMPLEMENTATION DATE: The Department of Finance received, from the Provost, funding for an additional professor, who has been hired starting Fall 2020, with the goal of expanding the number of offerings in, and enrollment in, personal financial planning courses. No further budgetary implications of a significant nature are known. Implementation is Fall 2020.

RECOMMENDATION: President Timothy C. Caboni recommends approval of an Undergraduate Certificate in Accredited Financial Counselor with implementation Fall 2020.

MOTION: Approval to establish an Undergraduate Certificate in Accredited Financial Counselor effective Fall 2020.

**Gordon Ford College of Business
Department of Finance
Proposal to Create a New Certificate Program (Action Item)**

Contact Person: Dr. Ron A. Rhoades, Director, Personal Financial Planning Program
Ron.Rhoades@wku.edu; 352-228-1672

1. Identification of program:

- 1.1. **Program title:** Accredited Financial Counselor
- 1.2. **Required hours in program:** 9
- 1.3. **Special information:** Intended to lead to the Accredited Financial Counselor® certification, which leads to the ability to counsel individuals on budgeting, proper use of credit, various aspects of insurance, basic aspects of taxation, and making good financial decisions. The AFC® certificate, per the AFCPE (which awards the certificate), normally requires two courses, but our curriculum requires three.
- 1.4. **Catalog description:** WKU's Accredited Financial Counselor certificate program is designed to fulfill the educational requirements of the Accredited Financial Counselor® certification, awarded following passage of a separate test by the AFCPE. The program prepares individuals to: (1) educate clients in sound financial principles; (2) assist clients in the process of overcoming their financial indebtedness; (3) help clients identify and modify ineffective money management behaviors; (4) guide clients in developing successful strategies for achieving their financial goals; (5) support clients as they work through their financial challenges and opportunities; and (6) help clients develop new perspectives on the dynamics of money in relation to family, friends and individual self-esteem. The AFC® certification also requires 1,000 hours of relevant financial counseling experience, three letters of reference, and adherence to a code of ethics.
- 1.5. **Classification of Instructional Program Code (CIP):** 52.0804 - Financial Planning and Services

2. Learning outcomes of the proposed certificate program:

- Demonstrate a fundamental understanding of personal financial statements and financial ratios
- Demonstrate a fundamental understanding of privacy regulations and investor consumer protection laws
- Demonstrate a fundamental understanding of credit card debt, consumer protections relating to credit, credit scores, and credit reporting
- Demonstrate a fundamental understanding of the various forms and characteristics of vehicle insurance, homeowners' insurance, and life insurance

3. Rationale:

3.1 Reason for developing the proposed certificate program:

Financial literacy educational requirements in high schools are driving the need for financial counseling certification by teachers. Social workers, psychologists, and sociologists also deal with the emotional and financial consequences of poor decision-making. The purpose of the Accredited Financial Counselor certificate program is to provide students in education, psychology, social work, sociology, and related majors with the foundational instruction to address with clients the practical and emotional consequences of personal financial decisions

3.2. **Relationship of the proposed certificate program to other programs now offered by the department:** The Department of Finance offers a robust B.S. Finance (Financial Planning track) program, consisting of many more required courses (including courses within the business core, three courses in business finance, three investments courses, and six other financial planning-specific courses). The degree is designed to make graduates eligible to sit for the Certified Financial Planner™ exam. Becoming a CFP® also requires 2-3 years of experience in financial services. The Department of Finance also offers a Personal Financial Planning certificate program, which with a concurrently submitted proposal requires 7 courses. The degree is designed to make graduates eligible to sit for the Certified Financial Planner™ exam. Becoming a CFP® also requires 2-3 years of experience in financial services. The Accredited Financial Counselor program’s coverage is not as broad nor as deep as the other programs. It is designed to address the basic financial planning needs of most Americans – budgeting, savings rates, management of debt, proper use of credit, ensuring appropriate homeowner’s and vehicle and life insurance, making appropriate major financial purchasing decisions, consumer rights, and the very basics of investments.

3.3. **Relationship of the proposed certificate program to certificate programs offered in other departments:** N/A

3.4. **Projected enrollment in the proposed certificate program:** 5-10 students in the first year; up to 20 per year, in subsequent years

3.5. **Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):** Similar programs are offered at these leading colleges which also offer personal financial planning programs: University of Georgia, University of Alabama, Texas Tech University, and Utah Valley State.

A full list is currently approved education programs is available at <https://www.afcpe.org/certification-and-training/become-an-approved-educationprogram/>.

3.6. **Relationship of the proposed certificate program to the university mission and objectives:** Proper planning for the attainment of lifetime financial goals can lead to greater happiness and fulfillment in life. In this regard, part of WKU’s mission is to: “Enriche the quality of life for those within its reach.” Among the components of the WKU strategic plan is the goal of fostering a “Personal and Professional Development Plan, provide common intellectual experiences and high impact practices to develop hard and soft skills as well as to cultivate good, productive citizens.” This Certificate will empower students with skills to manage their own finances, as well as to influence others in their communities.

4. **Curriculum:**
 FIN 161 Personal Finance
 FIN 333 Advanced Topics in PFP
 FIN 350 Risk Management and Insurance

TOPICS COVERED IN THE ABOVE COURSES INCLUDE, BUT ARE NOT LIMITED TO:
 (Percentages below are in relation to the AFC® exam, not the course content.)

1. Set the Stage and Gather Client Information (10%)
 - Establish the counseling environment
 - Gather client information
 - Form a strategic counseling plan

2. Assist a Client in Creating an Action Plan (12%)
 - Assist a client in establishing goals
 - Assist a client in identifying strategies to attain goals
3. Develop Financial Statements, Ratios and Spending Plans (10%)
 - Educate a client about a cash flow statement
 - Educate a client about a net worth statement
 - Educate a client about personal financial ratios
 - Educate a client about spending plans
4. Manage Money (15%)
 - Educate a client about financial services
 - Familiarize a client with basic tax management
 - Discuss employment considerations with a client
5. Manage Credit and Debt (15%)
 - Educate a client about uses of credit
 - Educate a client about credit reports and scores
 - Educate a client about credit products
 - Educate a client about debt management
6. Educate a Client about Consumer Protection (6%)
 - Educate a client about consumer rights and responsibilities
 - Educate a client about identity theft
 - Educate a client about investor protection
7. Educate a Client about Major Acquisitions (7%)
 - Acquire property
 - Educate a client about renting a home
 - Educate a client about purchasing a home
 - Educate a client about selling a home
8. Manage Financial Risks (9%)
 - Educate a client about financial risk
 - Educate a client about insurance products
9. Discuss Investment Basics with a Client (8%)
 - Educate a client about investment fundamentals
 - Educate a client about investment choices
10. Educate a Client about the Financial Aspects of Retirement and Estate Planning (8%)
 - Educate a client about retirement planning
 - Educate a client about estate planning

5. Budget implications: The Department of Finance has already received, from the Provost, funding for an additional professor, who has been hired starting Fall 2020, with the goal of expanding the number of offerings in, and enrollment in, personal financial planning courses. No further budgetary implications of a significant nature are known.

6. Proposed term for implementation: Fall 2020

7. Prior committee approvals:

Committee	Approval Dates
Department of Finance	01/22/2020
GFCB Curriculum Committee	02/5/2020
Undergraduate Curriculum Committee	02/25/2020
University Senate	03/19/2020
Provost	03/26/2020
Board of Regents	

**CITIZENSHIP & SOCIAL JUSTICE
UNDERGRADUATE CERTIFICATE**

REQUEST: Approval of an Undergraduate Certificate in Citizenship & Social Justice offered through the Potter College of Arts and Letters.

FACTS: The Institute for Citizenship & Social Responsibility was created in AY 2009/10. In AY 2010/11, an 18 hour certificate was created. In AY 2014/15, the institute was renamed the Institute for Citizenship & Social Justice and the certificate became a 22 hour minor of the same name. In AY 2019/20, the Institute was dissolved, the minor moved to the department of sociology and criminology, and marked for “transformation” through the Comprehensive Academic Program Evaluation (CAPE) process. The rationale for the proposed certificate remains the same as stated when the first certificate program was created in 2010/11 “Western Kentucky University has long been a leader in civic education and community engagement” and the certificate “builds upon the institution’s commitment to educating reflective and socially responsible citizens.” Specifically, we propose that the minor revert back into a certificate as we believe the shared core between the departments of political science and sociology & criminology offers **market-ready skills** associated with social advocacy and political change. These revisions truly reflect a transformation both in content and organization.

BUDGETARY IMPLICATIONS& IMPLEMENTATION DATE: One new course is being created alongside creation of this certificate, other courses are already being offered and can accommodate additional students. Staffing has been considered and availability of courses is known. No new faculty resources are needed at this time.

RECOMMENDATION: President Timothy C. Caboni recommends approval of an Undergraduate Certificate in Citizenship & Social Justice with implementation Fall 2020.

MOTION: Approval to establish an Undergraduate Certificate in Citizenship & Social Justice effective Fall 2020.

**Potter College of Arts and Letters
Department of Sociology and Criminology
Proposal to Create a New Certificate Program (Action Item)**

Contact Person: Dr. Holli Drummond, holli.drummond@wku.edu, 270-745-2259

1. Identification of program:

1.1. **Program title:** Certificate in Citizenship & Social Justice

1.2. **Required hours in program:** 21

1.3. **Special information:**

The program is interdisciplinary with a core that is shared between the Departments of Political Science and Sociology & Criminology. Students with the following majors are likely to enroll in this program: Sociology, Political Science, Philosophy, Diversity & Community Studies, English, Broadcasting, Photojournalism, and Communication Studies.

1.4. **Catalog description:** The Certificate in Citizenship and Social Justice is an interdisciplinary program, focusing on contemporary social issues, that prepares students to be effective citizens—civic agents of change for the common good. The certificate program includes both coursework and co-curricular public work. The market-ready skills honed by the certificate in Citizenship & Social Justice open many opportunities, both locally and outside the region. For those interested in the public sector, there are openings in local, state, and federal governmental agencies, as well as educational institutions. Regarding private-sector work, organizations and businesses are increasingly interested in students with empathetic listening skills resulting in successful social media and other marketing campaigns, consulting, and entrepreneurship endeavors. The program requires 21 hours with a 15 hour core and 6 hours of electives selected from a list of courses.

Suggested Course Sequence

First Semester

CSJ 200: Introduction to Social Justice

Second Semester

PS 275: Introduction to Citizenship

Third Semester

PS 375: Political Campaign Management
Elective

Fourth Semester

SOCL 312: Collective Behavior & Social Movements
Elective

Final Semester

CSJ 499: Capstone in Citizenship & Social Justice or CRIM 439: Internship in Criminology or PS 403: Field Studies in Politics or PS: 405 Washington Internship & Academic Seminar or SOCL 494: Internship in Sociology

1.5. **Classification of Instructional Program Code (CIP):** 33.0104 – Community Involvement

2. Learning outcomes of the proposed certificate program:

Upon completion of the certificate requirements, students will be able to:

- Demonstrate knowledge of the meanings of social justice & citizenship;
- Explain key concepts in social justice & citizenship such as: equity, dignity, solidarity, rights, responsibility, recognition, agency, opportunity, and freedom;
- Explain the theoretical frameworks that exist in social justice movements as well as the processes defining democratic participation;
- Analyze the socio-political nature of categories that are often assumed to be natural (race, gender, sexuality, etc.);
- Investigate ways to put theory into social and political action.

3. Rationale:

3.1 Reason for developing the proposed certificate program: The Institute for Citizenship & Social Responsibility was created in AY 2009/10. In AY 2010/11, an 18 hour certificate was created. In AY 2014/15, the institute was renamed the Institute for Citizenship & Social Justice and the certificate became a 22 hour minor of the same name. In AY 2019/20, the Institute was dissolved, the minor moved to the department of sociology and criminology, and marked for “transformation” through the Comprehensive Academic Program Evaluation (CAPE) process. The rationale for the proposed certificate remains the same as stated when the first certificate program was created in 2010/11 “Western Kentucky University has long been a leader in civic education and community engagement” and the certificate “builds upon the institution’s commitment to educating reflective and socially responsible citizens.” Specifically, we propose that the minor revert back into a certificate as we believe the shared core between the departments of political science and sociology & criminology offers **market-ready skills** associated with social advocacy and political change. These revisions truly reflect a transformation both in content and organization.

3.2. Relationship of the proposed certificate program to other programs now offered by the department: The department of sociology and criminology has three majors and two minors. The department of political science has three majors, a minor, and an associates of arts. One core course retains the interdisciplinary CSJ prefix, while three are electives in the sociology or political science curriculum. The final requirement provides multiple avenues for applied practice either as a group (via the CSJ 499: Capstone in Citizenship & Social Justice) or individual (4 internship options available in CRIM, PS, or SOCL).

3.3. Relationship of the proposed certificate program to certificate programs offered in other departments: There are no certificate programs to which the proposed certificate is related.

3.4. Projected enrollment in the proposed certificate program: 25-50

3.5. Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): The closest related certificates are: The University of Louisville’s 12 hour certificate in *Peace, Justice, and Conflict Transformation* & the University of Kentucky’s 12 hour certificate in *Peace Studies*. Turning to our benchmarks, Florida Atlantic University has a certificate in *Peace Justice and Human Rights*, Ohio University has certificate in *Law, Justice, and Culture* and UNC Greensboro has a certificate *Peace and Conflict*. Thus, the Certificate in Citizenship and Social Justice would complement, not compete with other programs in the state and benchmark institutions.

3.6 Relationship of the proposed certificate program to the university mission and objectives: According to WKU’s mission and objectives as outline in the 2018-2028 *Strategic Plan*, the certificate in Citizenship & Social Responsibility addresses the 5th goal within *Our Students* “Prepare students for career and life in a global context” and the 3rd goal within *Our Hill* “Increase faculty participation in programs offered through the Center for Innovative Teaching and Learning to build a culture of innovation through the use of current and emerging instructional technologies, and create specific programming to enhance teaching and active learning.” **Specifically**, the core animates citizenship & action toward social justice through the hands-on experiences required in 3 of 5 courses. This approach naturally offers “high-impact practices to develop hard and soft skills as well as to cultivate good, productive citizens” while also providing “immersive learning in different cultures, process-learning

practices, and collaborative learning and instructional opportunities.” However, the certificate in Citizenship & Social Justice perhaps best addresses the first goal within *Our Community & Beyond* as the intent of the program is to both “Engage with the communities we serve to be a resource and partner in finding innovative solutions to social, economic, and other Challenges” and “Align university priorities with communities, business and industry, educational institutions, and others to create a mutually beneficial cultural, environmental, scientific, and social opportunities for all.” **In fact**, a successful program in Citizenship & Social Justice partners WKU with community organizations, businesses, and agencies to engage in meaningful dialogue and problem solving addressing some of the most complex social and political challenges of the day.

4. Curriculum:

Core Requirements (15 hours)

CSJ 200: Introduction to Social Justice

PS 275: Introduction to Citizenship

SOCL 312: Collective Behavior & Social Movements

PS 375: Political Campaign Management

CSJ 499: Capstone in Citizenship & Social Justice or CRIM 439: Internship in Criminology or

PS 403: Field Studies in Politics or PS 405 Washington Internship and Academic Seminars or

PS 490: Internship in State Government or SOCL 494: Internship in Sociology

Elective Requirements (6 hours)

AFAM 190: Introduction to AFAM

AFAM/HIST 329: Black Intellectual History

AFAM/HIST 343: Communities of Struggle

ANTH 360: Applied Anthropology

CSJ 301: Seminar in Social Justice

CSJ 435: Reimagining Citizenship

DCS 300: Public Problem Solving

FLK 330: Cultural Connections and Diversity

GWS 200: Introduction to Gender and Women’s Studies

HON 251: Citizen & Self

PHIL 103: The Committed Life

PHIL 323: Social Ethics

PS 110: American National Government

PS 338: Government & Ethics

SOCL 240: Global Social Problems

SOCL 362: Race, Class, and Gender

SOCL 452: Social Change

SWRK 300: Diversity and Social Welfare

SWRK 395: Social Welfare Policy & Issues

5. Budget implications:

One new course is being created alongside creation of this certificate, other courses are already being offered and can accommodate additional students. Staffing has been considered and availability of courses is known. No new faculty resources are needed at this time.

6. Proposed term for implementation: Fall 2020

7. Prior committee approvals:

Committee	Approval Dates
Department of Sociology & Criminology	11/01/2019
PCAL Curriculum Committee	02/04/2020
Undergraduate Curriculum Committee	02/25/2020
University Senate	03/19/2020
Provost	03/26/2020
Board of Regents	

WORKPLACE COMMUNICATION UNDERGRADUATE CERTIFICATE

REQUEST: Approval of an Undergraduate Certificate in Workplace Communication offered through the Potter College of Arts and Letters.

FACTS: Modern organizations are characterized by flatter hierarchical structures, advanced technology tools, and global partnerships. Now, more than ever, employees need communication skills specific to working on project teams, exchanging information, and working with diverse employees from around the world. In fact, a 2016 National Association of Colleges and Employers survey cited the ability to communicate verbally, work in a team structure, and solve problems among the top three skills needed by college graduates. While many national surveys provide similar results regarding employee skills (AAC&U, 2015; Clokie & Fourie, 2016; Cyphert, Holke-Farnam, Dodge, Lee, & Rosal, 2019; LinkedIn Survey; Robles, 2010; LinkedIn Survey, 2019), there is also evidence of skill deficiencies within the region. Project Paragon, a 2016 workforce development survey conducted in South Central Kentucky echoed these findings and identified: maintaining effective interaction (under stressful working conditions), problem solving (problem recognition, information interpretation, and solution formulation), sociability (maintaining positive working environments with stakeholders and handling conflict situations), active listening, team work, and self-confidence as critical and serious training needs for our area. Furthermore, in a January 2019 forum, business leaders from Bowling Green addressed the WKU Comprehensive Academic Program Evaluation (CAPE) committee and provided a synopsis of needed skills in WKU graduates. The speakers identified the following communication soft skills: teamwork, collaboration, decision-making, conflict management, interpersonal communication, persuasion, multicultural communication, critical thinking, speaking, and writing among their top needs. While the curriculum for majors in higher education focuses on technical skills, Watts and Watts (2008) found that managers credited 85% of employee success to soft skills and 15% to hard skills. The proposed certificate in Workplace Communication provides an opportunity for students to build the communication skills critical to their employability and success.

BUDGETARY IMPLICATIONS& IMPLEMENTATION DATE: Faculty in the Department of Communication will teach the courses which are already integrated within the Communication Studies and the Corporate and Organizational Communication majors. Increases in enrollment may necessitate the need for hiring adjunct faculty.

RECOMMENDATION: President Timothy C. Caboni recommends approval of an Undergraduate Certificate in Workplace Communication with implementation Fall 2020.

MOTION: Approval to establish an Undergraduate Certificate in Workplace Communication effective Fall 2020.

Potter College of Arts and Letters
Department of Communication
Proposal to Create a New Certificate Program (Action Item)

Contact Person: Holly Payne, holly.payne@wku.edu, 270-745-5876

1. **Identification of program:**
 - 1.1. **Program title:** Workplace Communication
 - 1.2. **Required hours in program:** 18
 - 1.3. **Special information:** The certificate is available to students from any major and was designed with consideration of transfer students and dual-credit students entering WKU with required courses. Additionally, the certificate is available to non-traditional students wishing solely to earn this undergraduate certificate. All classes must be completed with a “C” or higher.
 - 1.4. **Catalog description:** Interpersonal communication skills within the workplace are rated by organizations and leaders as important for employee success. In fact, many employers go so far as to emphasize communication skills such as team communication, problem solving, and conflict resolution as more important than the technical skills needed for different professions. The certificate in Workplace Communication is an 18 credit hour program designed to equip students with practical and meaningful communication skills for workforce success. The certificate allows students from any major to explore their own patterns of communication and that of others so that they can construct competent messages for different audiences within professional settings. Through hands-on learning experiences, students will engage and practice the skills needed to communicate with confidence even in difficult situations. Students will complete six courses including: COMM 145, COMM 240, COMM 330, COMM 349, COMM 348, and COMM 365.
 - 1.5. **Classification of Instructional Program Code (CIP):** 09.0901 – Organizational Communication, General
2. **Learning outcomes of the proposed certificate program:** Students completing the certificate in Workplace Communication will be able to:
 - Create, communicate, and adapt messages appropriate to business audiences, purposes, and contexts;
 - Critically analyze messages by engaging in active listening and enacting mindful responses to messages;
 - Perform verbal and nonverbal communication behaviors that illustrate self-efficacy in accomplishing communicative goals;
 - Demonstrate the ability to recognize cultural differences and adapt one’s communication to culturally diverse audiences;
 - Demonstrate the steps of the problem-solving process with emphasis on team building behaviors;
 - Analyze and resolve conflict using appropriate and constructive resolution methods.
3. **Rationale:**
 - 3.1 **Reason for developing the proposed certificate program:** Modern organizations are characterized by flatter hierarchical structures, advanced technology tools, and global partnerships. Now, more than ever, employees need communication skills specific to working on project teams, exchanging information, and working with diverse employees from around the world. In fact, a 2016 National Association of Colleges and Employers survey cited the ability to

communicate verbally, work in a team structure, and solve problems among the top three skills needed by college graduates.

While many national surveys provide similar results regarding employee skills (AAC&U, 2015; Clokie & Fourie, 2016; Cyphert, Holke-Farnam, Dodge, Lee, & Rosal, 2019; LinkedIn Survey; Robles, 2010; LinkedIn Survey, 2019), there is also evidence of skill deficiencies within the region. Project Paragon, a 2016 workforce development survey conducted in South Central Kentucky echoed these findings and identified: maintaining effective interaction (under stressful working conditions), problem solving (problem recognition, information interpretation, and solution formulation), sociability (maintaining positive working environments with stakeholders and handling conflict situations), active listening, team work, and self-confidence as critical and serious training needs for our area. Furthermore, in a January 2019 forum, business leaders from Bowling Green addressed the WKU CAPE committee and provided a synopsis of needed skills in WKU graduates. The speakers identified the following communication soft skills: teamwork, collaboration, decision-making, conflict management, interpersonal communication, persuasion, multicultural communication, critical thinking, speaking, and writing among their top needs. While the curriculum for majors in higher education focuses on technical skills, Watts and Watts (2008) found that managers credited 85% of employee success to soft skills and 15% to hard skills. The proposed certificate in Workplace Communication provides an opportunity for students to build the communication skills critical to their employability and success.

- 3.2. **Relationship of the proposed certificate program to other programs now offered by the department:** The proposed certificate program will take the place of the Communication Studies minor, which will be suspended. At this time, the department only has one Certificate program in the Advertising area, User Experience. The UX certificate focuses on designing interactive platforms for digital content.
- 3.3. **Relationship of the proposed certificate program to certificate programs offered in other departments:** The proposed certificate has some overlap with a certificate in the Gordon Ford College of Business entitled Advanced Professionalism which is 24 hours. AP is an interdisciplinary certificate where students select courses from areas such as Communication, English, Management, and Marketing. While there might be overlap in some of the Communication courses offered as electives, the AP certificate is limited to Business students only and has a focus on writing, personal selling, and critical thinking in management.
- 3.4. **Projected enrollment in the proposed certificate program:** We project initial enrollment to begin at 50 students with growth to at least 75 students. This projection is based on the current enrollment of 42 students in the Communication Studies Minor, the number of current Communication majors (169) that could easily pick up the certificate as part of their coursework, and students from around the university who need a certificate or minor to pair with their major.
- 3.5. **Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):** Similar certificates are offered at universities around the country including Thomas Edison State University (Communications), University of South Dakota (Communication and Leadership), Kansas University (Professional Communication), CSU Santa Barbara (Communication Skills), Southwestern College (Organizational Communication). Within the state, Eastern Kentucky University offers a certificate in Communication Studies.

- 3.6 **Relationship of the proposed certificate program to the university mission and objectives:**
 The Certificate in Workplace Communication directly connects to the university’s mission of creating productive, engaged, and socially responsible citizen-leaders of a global society. This certificate addresses many of WKU’s core values by emphasizing cooperation, teamwork, and mutual respect for individual differences in scholarship, diversity, and culture. Furthermore, the Certificate in Workplace Communication most directly addresses three elements of the WKU Strategic Plan including: improving the quality of life within the region, becoming a regional lighthouse, and providing continuing education. This certificate will provide opportunities for people of the region to be educated; WKU graduates with skills to think critically, solve problems, and engage effectively with others; and, a marketable credential for WKU graduates.
4. **Curriculum:**
 COMM 145 Fund Speaking/Communication (3 hours)
 COMM 240 Effective Listening (3 hours)
 COMM 349 Small Group Communication (3 hours)
 COMM 330 Leadership Communication (3 hours)
 COMM 348 Interpersonal Communication (3 hours)
 COMM 365 Intercultural Communication (3 hours)
 Total Number of Credits Hours: 18
5. **Budget implications:** Faculty in the Department of Communication will teach the courses which are already integrated within the Communication Studies and the Corporate and Organizational Communication majors. Increases in enrollment may necessitate the need for hiring adjunct faculty.
6. **Proposed term for implementation:** Fall 2020

7. Prior committee approvals:

Committee	Approval Dates
Department of Communication	01/23/2020
PCAL Curriculum Committee	02/04/2020
Undergraduate Curriculum Committee	02/25/2020
University Senate	03/19/2020
Provost	03/26/2020
Board of Regents	

**GAME DESIGN
UNDERGRADUATE CERTIFICATE**

REQUEST: Approval of an Undergraduate Certificate in Game Design offered through the Potter College of Arts and Letters.

FACTS: Data provided to WKU by the consulting firm Gray Associates suggests that game and interactive media design is a ripe area for growth at WKU. Data demonstrate the viability of a game and interactive media design program using three regional market indicators to support this conclusion. First, student demand for the program is strong. Paid-for inquiries into game and interactive media design are in the 95th percentile of all CIP codes in our region. This demand is likely to continue; year-over-year change in inquiries is also in the 95 percentile of all CIP codes. Second, the lack of competition in the region supports entering this market. According to Gray Associates data, there are no bachelor degree programs offered by any institution in Kentucky or our broader region offered under this CIP code. Finally, employment outcomes show some promise. Last year there were 825 total job postings to BurningGlass in our region over the last 12 months (as of January 23rd, 2020) matched to this CIP code. This was in the 90th percentile of all CIP codes available in the data. Even more impressively, there was a 159 unit increase in postings in our region from the previous year; this was in the 98th percentile of CIP codes.

BUDGETARY IMPLICATIONS& IMPLEMENTATION DATE: Courses can be staffed with existing faculty, with existing hardware and software, and in existing classrooms / labs in each of the three areas. No new faculty resources are needed at this time.

RECOMMENDATION: President Timothy C. Caboni recommends approval of an Undergraduate Certificate in Game Design with implementation Fall 2020.

MOTION: Approval to establish an Undergraduate Certificate in Game Design effective Fall 2020.

Potter College of Arts and Letters
Department of Art
Proposal to Create a New Certificate Program (Action Item)

Contact Person: Kristina Arnold; kristina.arnold@wku.edu; 270-745-6566

1. Identification of program:

1.1. **Program title:** Game Design

1.2. **Required hours in program:** 18

1.3. **Special information:** Game Design is an interdisciplinary certificate including departments from PCAL (Art, Communication) and OCSE (Computer Science). It is open to all students with an interest in computer game design. The certificate will be administered by the Department of Art for the PCAL Dean's office as one of PCAL's *Interdisciplinary Programs*. RAMP credit for students enrolled in the certificate (for certificate coursework) will be split evenly between OCSE and PCAL. (This split is possible, per October 8 email conversation with Tuesdi Helbig.)

1.4. **Catalog description:** This 6-course, 18-hour Game Design Certificate includes one basic Computer Science course (to be selected from CS 146 "Introduction to Programming" or CS 170 "Problem Solving and Programming" or CS 180 "Computer Science I" or CS 239 "Problem Solving with Computational Techniques"), one required Computer Science course (CS 301 "Game Programming"), one foundations-level art course (to be selected from ART 130 "2D Design" or ART 131 "3D Design" or ART 140 "Drawing 1"), one required art course (ART 244 "Computer Animation 1"), one Communication course (UX 380 "Gaming: Culture, Theory and Practice"), and one restricted elective to be selected from: ART 105; ART 106; ART 344; ART 390; ART 405; ART 431; ART 436; BCOM 264; CS 270; CS 290; ENG 203; ENT 312; MUS 120; PERF 101; POP 201; THEA 101; THEA 303; SOCL 245; UX 330; or an additional selection from the basic computer science courses (CS 146; CS 170; CS 180; CS 239). Within Computer Science, courses must be taken in numerical sequence, no other specific course sequences are necessary. This flexibility allows for multiple entry points into the program.

1.5. **Classification of Instructional Program Code (CIP):** 50.0411 – Game and Interactive Media Design

2. **Learning outcomes of the proposed certificate program:** Students who successfully complete the certificate will:

- Design and build a functioning game
- Demonstrate practical skills in at least one industry-standard programming language
- Explore at least one industry-standard game design engine
- Demonstrate the ability to successfully use the elements and principles of design to visually communicate ideas
- Demonstrate logic thinking, critical thinking skills, and problem solving

3. Rationale:

3.1 **Reason for developing the proposed certificate program:**

- Prospective Art and Computer Science students express significant interest in Game Design. It is one of the top programs that prospective students and families enquire about at recruiting events *for both Art and Computer Science*.
- Currently neither Art nor CS have a game design track, though for the past several years, both areas have been interested in creating one. Neither unit has the resources to create the track on their own, and the current team approach emerged through conversations begun in Spring 2019.

- Game design and its related components encompass a fast-trending jobs field.
- Being able to offer any Game Design program, with a related and sustained PR push, would assist with incoming student recruitment for two colleges.
- Few Game Design programs exist in our region, but they are developing quickly.

Additionally, data provided to WKU by the consulting firm Gray Associates suggests that game and interactive media design is a ripe area for growth at WKU. Data demonstrate the viability of a game and interactive media design program using three regional market indicators to support this conclusion. First, student demand for the program is strong. Paid-for inquiries into game and interactive media design are in the 95th percentile of all CIP codes in our region. This demand is likely to continue; year-over-year change in inquiries is also in the 95th percentile of all CIP codes. Second, the lack of competition in the region supports entering this market. According to Gray Associates data, there are no bachelor degree programs offered by any institution in Kentucky or our broader region offered under this CIP code. Finally, employment outcomes show some promise. Last year there were 825 total job postings to BurningGlass in our region over the last 12 months (as of January 23rd, 2020) matched to this CIP code. This was in the 90th percentile of all CIP codes available in the data. Even more impressively, there was a 159 unit increase in postings in our region from the previous year; this was in the 98th percentile of CIP codes.

3.2. Relationship of the proposed certificate program to other programs now offered by the department: This interdisciplinary certificate program will add a new art / design option to the areas currently offered by the Art Department. The area of game design is one currently requested by incoming students, but an area in which we do not yet offer a program. The discipline is related to animation, and will use coursework from this quickly growing departmental area. As the certificate is interdisciplinary, we anticipate students from both in and outside of the Art Department will enroll. This is the first certificate proposed by the Art Department, and we anticipate that it will add to the curricular options for our current students as well as introducing non-art students to our area.

3.3. Relationship of the proposed certificate program to certificate programs offered in other departments: As a corollary, this interdisciplinary certificate program will add a new curricular option to the areas currently offered by the Computer Science Program. The area of game design is one currently requested by incoming students, but one in which they do not yet offer a program. The discipline is related to programming, and will use coursework from that CS area. As the certificate is interdisciplinary, we anticipate students from both in and outside of the Computer Science Program will enroll. We anticipate that this certificate will add an option for students already in the CS program, and introduce students from outside the program to Computer Science.

3.4. Projected enrollment in the proposed certificate program: 25 – 35 students, with planned potential growth (based on similar growth in the related new Art Department animation program)

3.5. Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Game Design offerings elsewhere in Kentucky and at our benchmark institutions are across the board, ranging from none to one or two courses offered; to certificates in game design; to related animation or interactive media programs; to degrees with a focus in Game Design. While most Universities in Kentucky have some game design offerings, no four-year degree programs specifically in Game Design exist in Kentucky and very few benchmark institutions outside of the state have specific programs in game design. Most of our benchmark institutions do have

programs in related areas such as animation or interactive design, with most of these programs originating in Art and Design units.

Within this cohort, Game Design programs originate and reside in many places, including Computer Science, Art, Communication, and Business schools and departments. *This proposed certificate at WKU is distinct in that it bridges disciplines and offers coursework in both computer science and visual art / design.*

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

This certificate **prepares students for the global stage**, as it “develops hard and soft skills,” providing a job-ready and industry-specific skillset. As a cutting-edge, interdisciplinary program, it **promotes a culture of innovation**. The program will promote WKU as a **regional lighthouse**, with a certificate that enables students to “graduate with skills to think critically (and) solve problems.” A Game Design certificate in a trending field will provide **continuing education** as one of WKU’s “certificate programs to match job market opportunities”.

4. Curriculum:

Game Design Certificate: 18 hours

Computer Science (6 hours)

- CS 146 “Introduction to Programming” (existing Colonnade course) OR CS 170 “Problem Solving and Programming” (existing course) OR CS 180 “Computer Science I” (existing course) OR CS 239 “Problem Solving with Computational Techniques” (existing course)
- CS 301 “Game Programming” (new course developed by current faculty)

Art (6 hours)

- ART 130 “Design” OR 131 “3D Design” OR 140 “Drawing” (Art & Design Foundations courses) (existing courses)
- ART 244 “Computer Animation I” (existing course)

Communication (3 hours)

- UX 380 “Gaming: Culture, Theory and Practice” (new course developed by current faculty)

Restricted Elective, select from (3 hours):

ANTH 448 Visual Anthropology
 ART 105 Art Survey: Prehistory to the Renaissance
 ART 106 Art Survey: Renaissance to Contemporary
 ART 344 Animation II
 ART 390 Contemporary Art
 ART 405 Art Theory and Criticism
 ART 431 Illustration
 ART 436 Electronic Illustration
 BCOM 264 Digital Video Production and Distribution – R. DeMarse, Jan 7
 CS 270 Introduction to Web Programming
 CS 290 Computer Science II
 ENG 203 Creative Writing
 ENT 312 Entrepreneurship – W. Peake, Dec 16
 MUS 120 Music Appreciation

POP 201 Introduction to Popular Culture Studies
 THEA 101 Acting I
 THEA 303 Acting for the Camera
 SOCL 245 Sociology of Popular Culture – Drummond; Dec 10
 UX 330 Interactive Design

Or another selection from:

CS 146 Introduction to Programming
 CS 170 Problem Solving and Programming
 CS 180 Computer Science I
 CS 239 Problem Solving with Computational Techniques

5. Budget implications:

Courses can be staffed with existing faculty, with existing hardware and software, and in existing classrooms / labs in each of the three areas.

6. Proposed term for implementation: Fall 2020

7. Prior committee approvals:

COMM approves their participation in the certificate, per Communication Departmental Undergraduate Curriculum Committee (email Jan 24, 2020); approval Dr. Helen Sterk (email Dec 17, 2019).
 Engineering and Applied Sciences (home of CS) approves their participation in the certificate, per Dr. Greg Arbuckle, Interim Dean OCSE (email Dec 5, 2019) and Dr. Stacy Wilson, Director, Engineering and Applied Sciences (email Dec 5, 2019).

Committee	Approval Dates
Department of Art	12/06/2019
PCAL Curriculum Committee	02/04/2020
Undergraduate Curriculum Committee	02/25/2020
University Senate	03/19/2020
Provost	03/26/2020
Board of Regents	

GRAPHIC DESIGN UNDERGRADUATE CERTIFICATE

REQUEST: Approval of an Undergraduate Certificate in Graphic Design offered through the Potter College of Arts and Letters.

FACTS: Data provided to WKU by the consulting firm Gray Associates suggests that Graphic Design is a potential area for growth at WKU. According to Gray, student demand regionally for graphic design programs is high. National data show high student demand, and high student employment following graduation with a graphic design degree.

Additionally, research conducted last year for our CAPE evaluations showed there is projected growth in Kentucky in *Arts, Design, Entertainment, Sports, and Media Occupations*, the sector most likely to hire graduates from this program, over the next five years, with an anticipated addition of more than 5,000 positions with a mean salary over \$45,000. The Kentucky Future Skills Report predicts more than 1,000 jobs will be added in graphic design-related positions alone, with salaries as high as \$60,000. In Spring 2019 there were over 1,000 print-related jobs in Kentucky, just *one* profession that is an offshoot of graphic design, posted on Indeed.com.

Last, as the Art Department has sustained 100+ majors in our 79-hour Graphic Design BFA program and 40+ Graphic Design minors for well over a decade, we can also attest to the continued demand for this type of training.

BUDGETARY IMPLICATIONS& IMPLEMENTATION DATE: Courses can be staffed with existing faculty (including full and part-time), with existing hardware and software, and in existing classrooms and computer labs. No additional budgetary needs are needed at this time. Fall 2020 implementation date.

RECOMMENDATION: President Timothy C. Caboni recommends approval of an Undergraduate Certificate in Graphic Design with implementation Fall 2020.

MOTION: Approval to establish an Undergraduate Certificate in Graphic Design effective Fall 2020.

Potter College of Arts and Letters
Department of Art
Proposal to Create a New Certificate Program (Action Item)

Contact Person: Kristina Arnold; kristina.arnold@wku.edu; 270-745-6566

1. Identification of program:

1.1. **Program title:** Graphic Design

1.2. **Required hours in program:** 18

1.3. **Special information:** The Graphic Design certificate is open to all students with an interest in graphic design. It is a slightly shorter version of the current Art Department 24-hour minor in graphic design, for students who would like an official certificate on their transcript or who want the increased flexibility in their overall curriculum that a shorter program offers. The certificate will pair well with Studio Art and P-12 Art Education majors and with majors outside of the Art Department. All courses in the certificate are offered in the Department of Art.

All of the Art Department's programs in art and design are accredited by the National Association for Schools of Art & Design; our accrediting body supports and promotes certificate programs and oversees all programs with a focus in graphic design.

1.4. **Catalog description:** This 6-course, 18-hour Graphic Design Certificate includes four required courses and two restricted electives, all taught in the Department of Art. Required courses are ART 130 Design OR ART 140 Drawing; ART 243 Digital Media; ART 231 Graphic Design; and ART 334 Graphic Design Survey (an art history course). Electives can be selected from ART 330 Graphic Design; ART 331 Visual Thinking; ART 430 Graphic Design; ART 431 Illustration; ART 432 Portfolio: Graphic Design; ART 433 Package Design; ART 436 Electronic Illustration and ART 438 Advanced Media Design. 100-level courses are prerequisites for 200-level courses; 200-levels are prerequisites for 300-levels; and 300-levels are prerequisites for 400-levels. If no 400-level courses are selected, the certificate can be completed in three semesters, or two semesters and a summer / January term.

This certificate will teach students to become more effective visual communicators. Students will learn the basic tenets, strategies and tools of visual communication and graphic design, including how to generate and edit images and visually-based multi-media content. Students will learn industry-standard tools and software for both analog and computer-aided design for digital, print and web applications; including page layout, image editing, and illustration. Students will gain experience in creating assets for use in book and scientific illustration and layout, advertising or marketing campaigns, and infographics. Elective courses allow for students to cater to more specific interests (for example illustration) if desired. Can be paired with any majors that would benefit from an enhanced ability in visual communication, including studio art, professional writing, marketing, advertising, journalism, broadcasting, film, entrepreneurship, and biology, among others.

1.5. **Classification of Instructional Program Code (CIP):** 50.0409 – Graphic Design

2. Learning outcomes of the proposed certificate program: Students completing the certificate in
Students who successfully complete the certificate will be able to:

1. Utilize design thinking, processes and strategy to identify and solve visual communication problems
2. Create visual messages that address audiences and contexts by recognizing the physical, cognitive, cultural, and social human factors that influence design effectiveness

3. Demonstrate concepts, conduct necessary research, and synthesize ideas to create and analyze design solutions
4. Develop, produce, and implement a diverse collection of design assets for various platforms, including print and web, using a variety of tools and technologies
5. Demonstrate an understanding of the elements and principles of effective design (including visual organization and composition; information hierarchy; symbolic representation; typography; motion; sequencing; and the use of images and diagrams) to create original meaningful visual forms
6. Demonstrate aesthetic fluency by recognizing and applying principles of design history, theory, and criticism from a variety of perspectives
7. Demonstrate an understanding of industry practices, including proficiency in industry standard software and knowledge of the basic business practices and ethics related to graphic design
8. Demonstrate the ability to organize complex projects and work productively in teams, including the effective implementation and evaluation of projects.

3. Rationale:

3.1 Reason for developing the proposed certificate program: As our world becomes increasingly dominated by images and technology, the ability to communicate ideas (and in the corporate world to compete for viewers and buyers) becomes more and more tied to an individual or company's ability to create effective visual images and design strategies. Successful students graduating with a certificate in graphic design will be able to pair the skills, tools, and knowledge developed in the program with a wide variety of majors and interests to help them more effectively communicate content in their interest areas and to become more attractive candidates for employment in their fields.

Until Fall 2018, the Art Department's Graphic Design minor was restricted to Advertising Majors only. When advertising eliminated the Graphic Design minor as a requirement, it enabled the Art Department to open the minor to students across campus. The Graphic Design minor enrollment quickly increased by 25%, illustrating the broader interest in the program, and advisors across campus have been pleased that the minor is now available to their interested students. This certificate will give students in a variety of fields even more flexibility in tailoring their educational program by providing a second, less time-intensive graphic design option.

This certificate will also give working adults interested in shifting careers an option to retrain or enhance their skills. Based on the discipline and the reputation of the program, we get multiple inquiries about our graphic design program and courses weekly. One recent potential candidate reached out to find out more about the Art Department's design options, stating that "most of the working designers that she talked to [in the region] recommended WKU over any other options because of our strong program and quality reputation."

With a curriculum that requires progressively independent-level critical thinking and creative problem-solving skills, a disciplined work ethic and the ability to realize effective progress on multiple simultaneous projects, this program develops the skills needed to be effective in any position. Students develop strategies to effectively set and meet short and long-term goals and the skills to excel in a workforce position that demands creativity, attentiveness to detail, time and material management, hand and organizational skills, and the ability to research and synthesize multidisciplinary knowledge to create production-oriented solutions.

Data provided to WKU by the consulting firm Gray Associates suggests that Graphic Design is a potential area for growth at WKU. According to Gray, student demand regionally for graphic design programs is high. National data show high student demand, and high student employment following graduation with a graphic design degree.

Additionally, research conducted last year for our Comprehensive Academic Program Evaluation (CAPE) evaluations showed there is projected growth in Kentucky in *Arts, Design, Entertainment, Sports, and Media Occupations*, the sector most likely to hire graduates from this program, over the next five years, with an anticipated addition of more than 5,000 positions with a mean salary over \$45,000. The Kentucky Future Skills Report predicts more than 1,000 jobs will be added in graphic design-related positions alone, with salaries as high as \$60,000. In Spring 2019 there were over 1,000 print-related jobs in Kentucky, just *one* profession that is an offshoot of graphic design, posted on Indeed.com.

Last, as the Art Department has sustained 100+ majors in our 79-hour Graphic Design BFA program and 40+ Graphic Design minors for well over a decade, we can also attest to the continued demand for this type of training.

3.2. Relationship of the proposed certificate program to other programs now offered by the department: While the art department currently has no certificate programs, the Graphic Design Certificate is a more industry-focused subset of the current Graphic Design minor offered. With a 24-hour minor and an 18-hour certificate, the department hopes to be able to offer programs that complement majors both below 36 hours, and majors of 36 hours or more [to meet the magic number of 54 hours required in major / minor combinations for majors under 48 hours in total].

3.3. Relationship of the proposed certificate program to certificate programs offered in other departments: The proposed Graphic Design Certificate is related to the Certificate in User Experience (Communication) and the Game Design Certificate (Art / Comm / Computer Science) that is currently under development. While the certificates share an exploration of design thinking and industry tools used, they are each distinct in their specific focus areas.

3.4. Projected enrollment in the proposed certificate program: 25 – 35 students, with planned potential growth (based on similar growth in the related new Art Department animation program).

3.5. Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): No Graphic Design certificate programs exist at any of the other seven public institutions in Kentucky or at any of the 18 current out-of-state WKU benchmarks listed (www.wku.edu/instres/benchmark.php); in fact, no certificates of any kind are offered through the Departments of Art / Art & Design at any public institution in Kentucky, though we believe with the increased focus on certificate programs both at the state level and nationally, it is only a matter of time before they develop.

The only art and design-related certificates in this 28-school cohort currently offered are: a certificate in Apparel Design & Merchandising at ECU offered by the College of Health Sciences, with a similar certificate offered at the University of Southern Mississippi through Theatre and Merchandising; an 18-hour graduate-level certificate at Ball State in Emerging Media Design and Development (through the Journalism Department); a graduate certificate in Art History at Northern Illinois University; a post-baccalaureate certificate in Interactive Media Design at Towson University; and a post-baccalaureate certificate in Design and Making in Education (through the School of Education) at UNC Greensboro. A certificate in instructional design (more of an educational-psychology program than one based in art and design) is offered by BGSU, ETSU, Indiana State University, and the University of South Alabama.

3.6 Relationship of the proposed certificate program to the university mission and objectives:
 This certificate prepares students for the global stage, as it “develops hard and soft skills,” providing a job-ready and industry-specific skillset. As a technology-centric program, it promotes a culture of innovation. The program will promote WKU as a regional lighthouse, with a certificate that enables students to “graduate with skills to think critically (and) solve problems.” A Graphic Design Certificate will provide continuing education as one of WKU’s “certificate programs to match job market opportunities”.

4. Curriculum:

Graphic Design Certificate: 18 Hours
All courses are existing Art Department Courses.
 Required Courses (12 hours):
 ART 130 Design OR ART 140 Drawing
 ART 243 Digital Media
 ART 231 Graphic Design
 ART 334 Graphic Design Survey
 Restricted Electives (6 hours):
 ART 330 Graphic Design
 ART 331 Visual Thinking
 ART 430 Graphic Design
 ART 431 Illustration
 ART 432 Portfolio: Graphic Design
 ART 433 Package Design
 ART 436 Electronic Illustration
 ART 438 Advanced Media Design

5. Budget implications: Courses can be staffed with existing faculty (including full and part-time), with existing hardware and software, and in existing classrooms and computer labs.

6. Proposed term for implementation: Fall 2020

7. Prior committee approvals:

Committee	Approval Dates
Department of Art	01/24/2020
PCAL Curriculum Committee	02/04/2020
Undergraduate Curriculum Committee	02/25/2020
University Senate	03/19/2020
Provost	03/26/2020
Board of Regents	

**PARALEGAL STUDIES
UNDERGRADUATE CERTIFICATE**

REQUEST: Approval of an Undergraduate Certificate in Paralegal Studies offered through the Potter College of Arts and Letters.

FACTS: Traditionally, an associate's degree from WKU's Paralegal Program has been the entry-level degree required by most employers in our region. As disclosed in the program Comprehensive Academic Program Evaluation (CAPE) report, that market trend is changing. Currently, most students enrolled in the associate degree option hold first degrees in other disciplines and are seeking an affordable and efficient resource for workforce advancement or transition.

The National Center for Education Statistics found from 2000–01 to 2015–16, the number of certificates below the associate's level conferred by public institutions increased by 99 percent (from 310,000 to 615,000). The paralegal profession will grow quickly through 2026 as projected by state and national employment experts, and a certificate would help meet this employment growth projection in an expedient fashion and may overcome barriers to higher education for the non-traditional student population.

BUDGETARY IMPLICATIONS& IMPLEMENTATION DATE: All required and elective courses exist within the paralegal studies portfolio and are offered according to an established course rotation with full-time and part-time faculty assignments. No additional resources are needed at this time. Implementation will be Fall 2020.

RECOMMENDATION: President Timothy C. Caboni recommends approval of an Undergraduate Certificate in Paralegal Studies with implementation Fall 2020.

MOTION: Approval to establish an Undergraduate Certificate in Paralegal Studies effective Fall 2020.

**Potter College of Arts and Letters
Department of Political Science
Proposal to Create a New Certificate Program (Action Item)**

Contact Person: Julie Shadoan, julie.shadoan@wku.edu; (270) 780-2539

1. Identification of program:

- 1.1. **Program title:** Certificate in Paralegal Studies
- 1.2. **Required hours in program:** 21
- 1.3. **Special information:** N/A
- 1.4. **Catalog description:** This pre-professional certificate combines legal theory and professional skills preparing graduates for immediate employment or advancement within the field. It requires completion of 15 hours of legal specialty core courses and 6 hours of legal specialty course electives as follows:

Legal Specialty Core Courses: (15 hours)

Course Prefix/Number	Course Title	Course Hours
PLS 225	Introduction to Law	3
PLS 200	Legal Ethics	3
PLS 250	Legal Research/Writing I	3
PLS 291	Criminal Law/Procedure	3
PLS 393	Civil Procedure	3
TOTAL CORE		15

Legal Specialty Elective Courses: (6 hours)

Course Prefix/Number	Course Hours
Choose from any 2 PLS courses not listed in the Core	6
TOTAL ELECTIVES	6

- 1.5. **Classification of Instructional Program Code (CIP):** 22.0302 – Legal Assistant/Paralegal
- 2. **Learning outcomes of the proposed certificate program:** Upon successful completion of this certificate, students will be able to:
 - Demonstrate an understanding of the paralegal profession and the ethical restrictions of practice;
 - Communicate effectively within the standards of practice;
 - Apply concepts of substantive law and procedure;
 - Execute effective legal research strategies;
 - Critically construct legal argument;
 - Practice with sensitivity and recognition of cultural and socioeconomic differences; and,
 - Demonstrate the importance of public service and community engagement.

3. Rationale:

- 3.1 **Reason for developing the proposed certificate program:** Traditionally, an associate’s degree from WKU’s Paralegal Program has been the entry-level degree required by most employers in our region. As disclosed in the program CAPE report, that market trend is changing. Currently, most students enrolled in the associate degree option hold first degrees in other disciplines and are seeking an affordable and efficient resource for workforce advancement or transition.

The National Center for Education Statistics found from 2000–01 to 2015–16, the number of certificates below the associate's level conferred by public institutions increased by 99 percent (from 310,000 to 615,000).

The paralegal profession will grow quickly through 2026 as projected by state and national employment experts, and a certificate would help meet this employment growth projection in an expedient fashion and may overcome barriers to higher education for the non-traditional student population.

- 3.2. **Relationship of the proposed certificate program to other programs now offered by the department:** There are no other certificate programs offered within the Political Science department. The Certificate in Political Communication has been/will be suspended. It is anticipated that this proposed certificate would provide a legal theory and skill-based enhancement to other programs in the department that prepare students for employment within various fields including law, politics, and public administration. The proposed certificate has similar objectives to the associate's degree in paralegal studies, but a proposal to suspend the associate's degree program has been submitted. This certificate would replace the associate's degree with a more efficient and focused route to employment and/or advancement within the field.
- 3.3. **Relationship of the proposed certificate program to certificate programs offered in other departments:** There are no similar certificate programs offered at WKU; however, it is anticipated that this proposed certificate would provide a legal theory and skill-based enhancement to other programs that prepare students for employment within various fields including law, politics, public administration, business, real estate, health care and many others.
- 3.4. **Projected enrollment in the proposed certificate program:** 25.
- 3.5. **Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):** Certificates in paralegal studies are offered at two Kentucky institutions: Eastern Kentucky University and Sullivan University. Many other institutions within the American Association for Paralegal Education national network offer certificates in conjunction with baccalaureate degrees.
- 3.6. **Relationship of the proposed certificate program to the university mission and objectives:** The mission of the Paralegal Studies Program is to engage students in the scholarly pursuit of the law and its practice. The Program is committed to provide students with knowledge of procedural and substantive law and a professional skill set that will prepare them for employment in a changing and competitive legal environment.

The mission statement of the Paralegal Program is reflective of the University and College statements in that it focuses on academic quality and student engagement while providing practical skills that will transition the student to the workplace or provide advancement within existing employment. The focus will be on research, writing, analysis and application through curriculum approved by the American Bar Association and administered by practicing attorneys in the community.

4. Curriculum:

Legal Specialty Core Courses: (15 hours)

Course Prefix/Number	Course Title	Course Hours
PLS 225	Introduction to Law	3
PLS 200	Legal Ethics	3
PLS 250	Legal Research/Writing I	3
PLS 291	Criminal Law/Procedure	3
PLS 393	Civil Procedure	3
TOTAL CORE		15

Legal Specialty Elective Courses: (6 hours)

Course Prefix/Number	Course Hours
Choose from any 2 PLS courses not listed in the Core	6
TOTAL ELECTIVES	6

5. Budget implications: All required and elective courses exist within the paralegal studies portfolio and are offered according to an established course rotation with full-time and part-time faculty assignments.

6. Proposed term for implementation: Fall 2020

7. Prior committee approvals:

Committee	Approval Dates
Department of Political Science	11/15/2019
PCAL Curriculum Committee	02/04/2020
Undergraduate Curriculum Committee	02/25/2020
University Senate	03/19/2020
Provost	03/26/2020
Board of Regents	

**BACHELOR OF SCIENCE
ENVIRONMENTAL, SUSTAINABILITY, AND GEOGRAPHIC STUDIES**

REQUEST: Approval of a Bachelor of Science in Environmental, Sustainability, and Geographic Studies from the Department of Geography and Geology within Ogden College of Science and Engineering.

FACTS: This program is proposed as part of the WKU Comprehensive Academic Program Evaluation (CAPE), wherein the institution supported the forward thinking of the Department of Geography and Geology to transform its majors in Geography and Environmental Studies and GIS into a merged, single major. The **new program in Environmental, Sustainability, and Geographic Studies (ESGS)** will enhance student training, follow market trends, integrate high-impact learning practices, capitalize on faculty expertise and research via student-faculty engagement, and streamline the current majors in various concentrations within the degrees undergoing transformation. This will make advising and programming more efficient for majors and also provide them with a degree that integrates the skills and topics that are necessary and relevant to today's workforce demands. The program not only will prepare students with essential knowledge in the fields of environment and sustainability, but will also train students with critical information processing and geospatial analysis skills to meet the demands of employers in diverse industries with information-age needs in the 21st Century.

BUDGETARY IMPLICATIONS: Given that this is a merger of two existing programs, there are no pertinent budget impacts; however, the budgetary rationale for creating this new program is to promote efficiencies and effectiveness of instructor resources within the Department of Geography and Geology and Ogden College at WKU. Implementation is Fall 2020.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of the Environmental, Sustainability, and Geographic Studies major leading to the Bachelor of Science with implementation Fall 2020.

MOTION: Approval to establish a major in Environmental, Sustainability, and Geographic Studies effective Fall 2020.

Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Create a New Undergraduate Major
(Action Item)

Contact Person: Dr. Fred Siewers, Associate Professor and Chair

Fred.Siewers@wku.edu, 270-745-5988

1. **Identification of program:**

1.1 **Program title:** Environmental, Sustainability, and Geographic Studies

1.2 **Required hours in program:** 53

1.3 **Special information:** This program is proposed as part of the WKU comprehensive program review (CAPE), wherein the institution supported the forward thinking of the Department of Geography and Geology to transform its majors in Geography and Environmental Studies and GIS into a merged, single major.

1.4 **Catalog description:** The Environmental, Sustainability, and Geographic Studies program will focus on environment-related issues using scientific, technological, and humanistic approaches to understand the interactive nature and interdependence of environmental and human factors. The proposed program is structured around foundational courses, technical course work, and applied, high-impact real-world experiences. Foundational instruction introduces students to basic principles of environmental science and related subjects, such as sustainability science, environmental planning, pollution control, natural resource management, spatial data analysis, economics, cultural geography, and the general interactions of humans and nature. The foundational courses will provide students with common intellectual experiences via integrative approaches so students can accumulate solid foundational knowledge and prepare them to learn effectively technical, analytical, and applied skills essential to job demands in the geoenvironmental sectors.

The program will prepare students for thinking critically about the complexities of human-environmental interactions through technical course work encompassing scientific writing, quantitative skills and data analysis, applied field- and lab-based experiences (including internships, study abroad, community service, collaborative assignments and research, capstone projects), and effective use of geospatial technologies (e.g., GIS and cartography, GPS, radar, satellite, drone, photogrammetry, environmental quality monitors, and surveying). Since the geoenvironmental sector is very broad in scope, the major does not include pre-defined and narrow concentrations. Instead, the program will allow students to complete a customized set of elective coursework that best prepares them for a graduate program or any one of the wide-ranging careers in the environmental field that they find of most interest. The customized nature of the program will enhance student-faculty interactions and engagement in all stages of student advising, especially in early advising, to meet evolving needs of students and ever-changing market demands both regionally and nationally.

1.5 **Classification of Instructional Program Code (CIP):** 03.0103 – Environmental Studies

2. **Learning outcomes of the proposed program:** The specifics of these broad learning outcomes for the Environmental, Sustainability, and Geographical Studies program can be divided into three broad categories and are aligned with Bloom's Taxonomy for learning outcomes which are also listed below.

Student Learning Outcomes – Foundational Required Courses (Define/Describe)

The foundational courses provide students with common intellectual experiences via integrative approaches so students can accumulate solid foundational knowledge and prepare them to effectively learn technical, analytical, and applied skills essential to job demands in the geoenvironmental sector. Students will demonstrate engagement with the fundamental principles of environment, sustainability, and human geography to develop discipline-specific knowledge and skills within the program of study. Students will learn how the concepts such as place, scale, region, and diffusion, which make up an environmental geographer's 'toolkit', can be used for identifying, mapping, and quantifiably analyzing environmental data and geospatial patterns of human and natural environments, as well as the interaction between the two. Students will be able to articulate the pillars of sustainability as they relate to the individual, community, and world.

1. Articulate basic environmental concepts, sustainability pillars, and geographical principles and convey an understanding of their value and importance to stakeholders and the public.
2. Compare and contrast circumstances from place-to-place and within different environmental conditions to recognize how actions and policies can predict outcomes.

Student Learning Outcomes – Technical Required Courses (Method)

The required technical and professional courses engage students with many hands-on high impact learning opportunities, which not only provide students with many opportunities to gain and accumulate real-world experiences but also facilitate further student-faculty engagement. Students will demonstrate competence in written and visual communication through research and writing experiences in the program. Students will demonstrate how qualitative/quantitative measures can be used to assess, report, and design approaches that address sustainability challenges and opportunities. Students will be able to articulate the principles of the scientific method. Within a projects-based learning model, students will be able to apply geospatial and techniques in solving real-world problems, and provide quantifiable assessment of geospatial and environmental data, as well as demonstrate operational knowledge of GIS software and geospatial analytical techniques. Furthermore, professional courses guide students through their career path by updating ePortfolios, preparing resumes, transforming skills gained through coursework to applicable workforce job qualities, honing interview skills, and guiding students through job searches that should result in a rewarding career.

3. Execute fieldwork and/or research to collect data regarding socioenvironmental problems.
4. Analyze and communicate complex datasets by integrating human and environmental variables to contextualize broader patterns, trends, and relationships within a spatial, geographical, and environmental context using GIS and other sub-discipline specific techniques.

Student Learning Outcomes – Career Emphasis Courses (Electives) (Synthesize)

Students can explain the complexities of social, cultural, and environmental diversity, and demonstrate critical thinking and evidence-based argument skills related to diverse, complex, and nuanced real-world social, cultural, environmental, and sustainability problems in geospatial and socioenvironmental contexts in preparation for their specific professional career aspirations.

5. Gain competency in applied information processing skills and geospatial analytical techniques.
6. Recognize that contemporary challenges and problem-solving requires holistic research and reflection, using knowledge and technology.

In summary, with many high impact learning opportunities in the new program, students who complete our program will be well-prepared to succeed in their chosen career paths and fully capable of applying their critical thinking skills and their technical and scientific expertise to effectively solve problems at the local, regional, and global scales. Our graduates will have the intellectual abilities and necessary scientific tools to describe, methodically analyze, and synthesize the complexities of social and environment diversity and will be well-equipped to meet emerging challenges and deploy new technologies. Students who earn their degree in Environmental, Sustainability, and Geographical Studies at WKU will have the confidence and knowledge to effect change and to enter the workforce with marketable technical and communication abilities.

3. Rationale:**3.1 Reason for developing the proposed program:**

As part of the WKU comprehensive program review (CAPE) the Department of Geography and Geology, supported by the Institution, proposed to transform the program. The transformation involves merging the Geography and Environmental Studies and GIS programs into a single major that better enhances student training, follows market trends, capitalizes on faculty expertise and research, and streamlines concentrations of the existing program. This will make advising and programming more efficient for majors and also provide them with a degree that integrates the skills and topics that are necessary and relevant to today's workforce demands. The curriculum in the new merged program is evolving to emphasize substantive issues regarding the environment, sustainability, globalization, cultural awareness, and place-based learning, while expanding opportunities and expectations for students to acquire technical skills involving the analysis and interpretation of geospatial and environmental data via applied field- and lab-based experiences. There is a growing need for people with knowledge and technical skills to analyze and understand the massive volume of geospatial and environmental data that are being collected each day to support decision-making in both the public and private sectors

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

The Environmental, Sustainability, and Geographic Studies major will support all other majors in the Department of Geography and Geology and beyond. Program coursework is inextricably intertwined with METR, GEOL, and the Master's program through JUMP. For example, GEOG 300 (*Writing in the Geosciences*) is required by all majors in any program offered through Geography and Geology. Program faculty teach across all major programs. This major will also support the certificate in Geographic Information Systems. This certificate is critical to a variety

of disciplines that involve the analysis and mapping of varying forms of geospatial data (Criminology, Biology, History, etc.). Students who complete the certificate will have a solid foundation that spans the collection, management, analysis, automation, and display of data using geospatial technologies such as GIS.

3.3 Relationship of the proposed program to programs offered in other departments: In consultation with an advisor, students will be able to take courses in other departments such as Biology, Criminology, Chemistry, or Public Health to fulfill elective options. The major will support other programs across the institution. For example, a student majoring in Photojournalism or Business can pursue electives in this major to give them background in environment or sustainability, or they can pursue it as part of a double major or as a second degree. Because of the interdisciplinary nature of the program, and the high demand for the applied skills taught through its coursework, students from multiple colleges and departments (such as education, agriculture, political science, criminology, journalism, history, social studies, engineering, and biology, etc.) may participate in our program courses.

3.4 Projected enrollment in the proposed program:

Year 1 (Fall 20/Sp 21)	Year 2	Year 3	Year 4	Year 5
40	56	65	74	85

**enrollments in Year 1 reflect students new to major and an estimated portion of existing students in old majors who will likely switch to the new degree program. A 20% retention loss (average for WKU) is calculated into the estimates, though retention rates in our Department have traditionally been higher than the University average. Students graduating from the program are also calculated into the estimates. Students who transfer into the major (from undeclared AND from other majors) are also calculated into these projections. Students from other majors ARE NOT calculated into budget documentation submitted with this application since those students are not new revenue to WKU.*

3.5 Similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Western Kentucky University, through the Environmental, Sustainability, and Geographic Studies program, will offer the only undergraduate degree program in the region with an integrated specialization in environmental sciences, sustainability science, human geography, and geospatial science in a single degree program. There are similar programs with a specialization in individual subsets in those disciplines, but no program will equip students with them all; thus, our combined environmental studies, sustainability science, human geography, and GIS program will be distinctively different from the geography and/or environmental science or studies programs at other state-supported institutions such as the University of Kentucky (UK), University of Louisville (UL), Eastern Kentucky University (EKU), Northern Kentucky University, and Murray State University. Additionally, since the proposed program is a merger of existing programs in geography and environmental studies and GIS taught at WKU, other programs in Kentucky and those at WKU have historically coexisted and served geographically different populations. With the projected growth in the sectors covered by the degree programs, there is no reason to believe that the program proposed herein and other like programs across the state can't continue to serve students in the western Kentucky region.

For example, since the program at UK is a relatively new B.A., and our program is designed as a B.S. degree, our major will allow for the integration of coursework that expands beyond the social aspects of environmental studies covered in the B.A. program at UK. The Environmental Studies program at ECU is housed in the Department of Biological Sciences and offers a more generalized program related to the environment with a focus on biological sciences, wherein

students must also take courses across multiple departments to meet degree requirements. Our program, by comparison, is designed to be more focused in the environmental geosciences and integrates geospatial analysis (GIS) and sustainability concepts, which are completely separate and intensive aspects that provide students with a richer experience related to the human-environmental systems interaction and data-driven management aspects of these fields. The curricula have minimal overlap in course themes between the two programs and our B.S. is designed to be custom tailored to students seeking more interdisciplinary training outside of just the physical and biological sciences in order to be marketable for a broader range of jobs. The UL program focuses primarily on sustainability pedagogy, whereas sustainability is but one of the pedagogical fields covered in the proposed WKU major. Although the Murray State program also leads to a B.S. degree, students in this major identify distinct tracks with coursework focused on that track area. Environmental Science and Geography and GIS are two separate tracks at Murray State, whereas our program will require students to take courses in each of these areas (similar to at Murray), but then will have the opportunity to take 26 hours of custom-designed elective coursework that best meets their interest and future academic and professional goals within any of those areas. Lastly, NKU has a B.S. program that focuses heavily on the physical sciences (biology, geology, and physics) and a B.A. program that focuses heavily on social science and cultural courses. Students in our program will complete coursework that will cover both physical and cultural aspects of the environment and geosciences, while also integrating geospatial analysis (GIS) and sustainability concepts.

In addition to combining content areas not combined in this manner elsewhere in the state, the major proposed herein applies a ‘custom-design’ strategy, which will allow majors to build a set of elective coursework to prepare them for their specific career goals within the very diverse environmental sector. As one example, students in our program at WKU have the opportunity to specialize in cave and karst tourism studies, which combines analytical skills with applied practices in the areas of human and environmental geography. No other similar program in Kentucky can make that claim. These qualities will make this WKU program unique in the educational opportunities extended to undergraduates in Kentucky. We will provide students with a highly specialized educational experience that is easily applied to real-world problem solving. Finally, through leveraged research center partnerships at WKU and the expertise of our faculty, our program will offer students study abroad experiences and opportunities in international partnerships (such as those with the Caribbean Community Climate Change Centre) that are not comparable to any experiences offered through other Kentucky institutions. In summary, the program proposed herein will offer students a unique educational and professionalizing experience; we will provide students with a highly specialized educational program that is easily applied to real-world problem solving.

- 3.6 Relationship of the proposed program to the university mission and objectives:** The mission of WKU is “to prepare 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.” Productive citizens have the ability to adapt to a changing world and often rise to become leaders in their communities. Processes of globalization, reflected by technological innovation and cultural diffusion, are drivers of rapid change in the structure of society. At the same time, issues of sustainability challenge society from the local to

the global scale to keep pace with resource utilization and management. Now, more than at any time, an informed geographic perspective is an asset in society. Further, there is a growing need for people with knowledge and technical skills to analyze and understand the massive volume of geospatial and environmental data that are being collected each day to support decision-making in both the public and private sectors. The B.S. in Environmental, Sustainability, and Geographic Studies program is focused specifically on providing students with an educational experience that meets their needs and those of society. The curriculum in the new merged program will evolve to emphasize substantive issues regarding the environment, sustainability, globalization, cultural awareness, and place-based learning, while expanding opportunities and expectations for students to acquire technical skills involving the analysis and interpretation of geospatial and environmental data via applied field- and lab-based experiences.

The subdisciplines of sustainability and environmental studies are concerned with understanding the complexities of human-environment interactions through applied learning and a holistic approach, similar to geography and its global approach. The Environmental, Sustainability, and Geographic Studies program aims to be the region's outstanding geoenvironmental program by incorporating geographic information skills as a tool to assist our students in decision-making processes in the Kentucky workforce and beyond. It aims to produce exceptional undergraduates through engagement in critical-thinking and meaningful problem-solving using a systems-based approach. There are many opportunities for students in the program to get out of the classroom and aid in solving real-world problems through involvement in field research, internships, and applied learning activities. This program will incorporate meaningful research and community engagement in its courses and in the overall program.

The proposed program complements other majors in the Department (Meteorology and Geology), as well as the Master's program (through the Joint Undergraduate-Masters Program or JUMP) via common core courses and strong interdisciplinary training, creating synergies that enhance both the student experience and retention. Because of the interdisciplinary nature of the program, and the high demand for the applied skills taught through its coursework, students from multiple colleges and departments (such as education, agriculture, political science, criminology, journalism, history, social studies, engineering, and biology, etc.) participate in our program courses. Additionally, since every education major at WKU must take a Geography of Kentucky or History of Kentucky course to complete the degree, approximately 100 elementary education majors annually are able to graduate WKU because of our program coursework.

4. Curriculum:

Program Core Courses (32 Credit Hours)

Prefix & Number	Course Title	Credit Hours
GEOG 103 or GEOL 111 or METR 121	Our Dynamic Planet The Earth Intro to Meteorology	3
GEOG 110	World Regional Geography	3
GEOG 280	Intro to Environmental Science and Sustainability	4

GEOG 380 or GEOG 480	Global Sustainability Sustainable Cities	3
GISC 316	Fundamentals of GIS	4
GISC 317	Geographic Information Systems	4
GEOG 391	Spatial Data Analysis	4
GEOG 300	Writing in the Geosciences	3
GEOG 499	Professional Preparation	1
GEOG 452 or GEOG 495 or GEOG 475	Applied Geoscience Field Experiences (Study Abroad) Research Practicum or Internship Specialty Course	3

Elective Courses (21 credit hours)

Prefix & Number	Credit Hours
*any GEOG, GISC, METR, or GEOL 200-400 level course with advisor approval. Up to six hours may be taken outside of the geoscience discipline with advisor approval.	21 total, at least 9 hours must be upper-level
TOTAL HOURS FOR MAJOR:	53

* To align with the custom-design structure of this program, no predetermined electives will be listed in the major. Instead we propose the following language: “Elective coursework selected from any GEOG, GISC, METR, or GEOL 200-400 level course with advisor approval. Up to six hours may be taken outside of the geoscience discipline with advisor approval. At least 9 hours must be at the upper-level.” This structure will allow students to build a set of elective coursework that prepares them for their specific professional careers within the board environmental sector.

5. Budget implications: Given that this is a merger of two existing programs, there are no pertinent budget impacts; however, the budgetary rationale for creating this new program is to promote efficiencies and effectiveness of instructor resources within the Department of Geography and Geology and Ogden College at WKU.

6. Proposed term for implementation: Fall 2020

7. Dates of prior committee approvals:

Committee	Date
Department of Geography and Geology	11/22/2019
College of Science and Engineering Curriculum Committee	12/05/2019
Undergraduate Curriculum Committee	01/21/2020
University Senate	03/19/2020
Provost	03/26/2020
Board of Regents	

UNIVERSITY DISTINGUISHED PROFESSOR APPOINTMENTS

REQUEST: Approval of University Distinguished Professor appointment for Dr. Rodney King, Professor of Biology, and Ms. Yvonne Petkus, Professor of Art, effective July 1, 2020.

FACTS: Following a review of nominations, below are faculty members who have been recommended by the University Distinguished Professorship Selection Committee and the Provost to be awarded University Distinguished Professor status effective July 1, 2020.

Professor Rodney King

Since joining WKU in 2002, Professor Rodney King has exuded collegiality. He is the consummate team-player who always has students at the forefront of his mind. Professor King teaches graduate and undergraduate courses to majors and nonmajors, including the popular Fermentation Biology. He spends a great deal of time assisting students in their learning process and works diligently to keep his courses current, conceptually challenging and interesting. Professor King has received the Kentucky Academy of Science (KAS) Distinguished Teaching Award (2014), the WKU Undergraduate Mentoring Award (2017), and the Alpha Delta Pi award for best professor (2019). Professor King oversees the Biology Student Ambassadors, organizes public relations events, and assists with advising assignments. In general, he is a wonderful promoter of and advocate for the Department of Biology. Beyond his organizational work at the national, university, and department levels, he has demonstrated an ability to work endlessly with students in the classroom and the laboratory.

Professor King's distinguished skill as a professor is demonstrated through his ability to not only clearly and concisely explain complex virology material, but also through his innate skill to individually tailor instruction to students. As a lecturer, Professor King has developed rigorous and enjoyable courses that detail critical topics in virology and microbial pathogenesis for both future clinicians and researchers alike. As a mentor, Professor King routinely works closely with the Mahurin Honors College and the Office of Scholar Development to assist students in their development as researchers, thinkers and young professionals who successfully obtain competitive scholarships such as Goldwater, Fulbright, Truman in addition to the NIH Oxford-Cambridge Scholars Award, the NSF Graduate Research Fellowship, the National Defense Science and Engineering Grant, the Fulbright Grant, and finalist status in the Rhodes, Marshall, Gates Cambridge, and Truman Scholarship competitions. This success grew out of Professor King's deep commitment to his students. Professor King enjoys teaching at both the undergraduate and graduate levels and has become an inspiration and a trusted mentor to students. He is certainly deserving of the University Distinguished Professor appointment.

Professor Yvonne Petkus

Since her arrival at WKU in 2000, Professor Petkus has excelled in every area of faculty responsibility. She is an accomplished and sought-after instructor. Students praise her attention and care, while acknowledging her ability to push them hard in pursuit of excellence. Indeed, the artistic quality of her students' work is a visible testimony to her skill as a teacher. Likewise, her own creative activity is remarkable, both in its quality and quantity. Professor Petkus has become an internationally celebrated artist, exhibiting her paintings in venues across the globe. Her work has garnered praise and won awards

at juried shows across the country and abroad, and her service to the department, college, and university continues to be outstanding. She has quietly become a faculty leader on campus through sustained service to her students and colleagues. Whether serving on the University CAPE Committee or mentoring junior colleagues compiling their tenure portfolios, Professor Petkus demonstrates a commitment to collegiality and professionalism that is a model for the professorate. She is a person of sound judgment and character, creative, student-focused, and a colleague whose voice is respected and trusted.

Professor Petkus is distinguished in the field because of the high quality of her painting, success exhibiting her work widely, scholarship, and curatorial work. All of these activities are founded upon her admirable ability to maintain a disciplined studio practice as an artist. She organically developed layers of dimension within her professional profile and received numerous recognitions and awards for visual works in competitive exhibitions with her work selected and recognized by very prestigious jurors such as Robert Rosenblum. She is certainly deserving of the University Distinguished Professor appointment.

RECOMMENDATION: President Timothy C. Caboni recommends University Distinguished Professor appointment for Dr. Rodney King, Professor of Biology, and Ms. Yvonne Petkus, Professor of Art, effective July 1, 2020.

MOTION: Approval of University Distinguished Professor appointment for Dr. Rodney King, Professor of Biology, and Ms. Yvonne Petkus, Professor of Art, effective July 1, 2020.