

Agenda
CEBS CURRICULUM COMMITTEE
3:00 pm – March 3rd, 2020

- I. Approval of Minutes of the February 4th, 2020 CEBS Curriculum Committee meeting. (These minutes can be located on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)
- II. Approval of Agenda of this March 3rd, 2020 CEBS Curriculum meeting.
- III. **Consent Items**
 1. Proposal to Revise Course Catalog Listing: *WFA 300- Workforce Administration and Practice- Dr. Said Ghezal*
 2. Proposal to Revise Course Catalog Listing: *WFA 346- Workforce Resource Development- Dr. Said Ghezal*
 3. Proposal to Revise Course Catalog Listing: *WFA 347- Workforce Linkages and Applications- Dr. Said Ghezal*
 4. Proposal to Revise Course Catalog Listing: *WFA 348- Workforce Structure- Dr. Said Ghezal*
 5. Proposal to Revise Course Catalog Listing: *WFA 443- Workforce Planning and Assessment- Dr. Said Ghezal*
 6. Proposal to Revise Course Catalog Listing: *WFA 444- Workforce Operations and Control- Dr. Said Ghezal*
 7. Proposal to Revise Course Catalog Listing: *WFA 446- Workforce Reporting and Development- Dr. Said Ghezal*
 8. Proposal to Revise Course Catalog Listing: *WFA 447- Workforce Process and Technologies- Dr. Said Ghezal*

IV. **New Business**

School of Teacher Education

Undergraduate:

1. Proposal to Revise Course Credit Hours: *SMED 101- Step 1: Introduction to Inquiry-Based Approaches to Teaching- Dr. Martha Day*
2. Proposal to Revise a Program: *774- Science & Math Education- Dr. Martha Day*

Graduate:

1. Program Deletion: *0426- Director of Special Education, Rank 1- Dr. Gary Houchens*
2. Program Change Request: *132- Certification Only, Teacher Education- Dr. Gary Houchens*
3. Course Change Request: *SPED 517- Transition Services and Programs for Individuals with Disabilities- Dr. Christina Noel*
4. New Course Proposal: *SPED 525- Remediating Language-Based Learning Struggles for Students With Dyslexia and Related Disabilities- Dr. Susan Keesey*
5. New Course Proposal: *SPED 529- Assessment of Student with Severe Disabilities- Dr. Christina Noel*

6. Course Change Request: *SPED 535- Curriculum for Individuals with Moderate and Severe Disabilities- Dr. Christina Noel*
7. New Course Proposal: *SPED 611- Advanced Capstone for Low Incidence Disabilities, DD/ASD/MSD- Dr. Christina Noel*
8. Course Change Request: *SPED 612- Collaboration with Schools and Agencies for Individuals with DD/ASD- Dr. Christina Noel*
9. Course Change Request- *SPED 615- Instructional strategies for students with Developmental Disorders and Autism Spectrum Disorder (DD/ASD)- Dr. Christina Noel*
10. Course Change Request- *SPED 618: Social Skills Instruction & Behavioral Programming for Students with DD/ASD- Dr. Christina Noel*
11. Program Change Request: *0438- Special Education for Moderate and Severe Disabilities- Dr. Christina Noel*
12. Program Change Request: *0457- Special Education Learning and Behavior Disorders- Dr. Gail Kirby*

Counseling & Student Affairs

Graduate:

1. Course Change Request: *CNS 553- Community Resources in Guidance and Counseling- Dr. Jill Sauerheber*
2. Course Change Request: *CNS 561- Counseling Children- Dr. Jill Sauerheber*
3. Course Change Request: *CNS 584- Counseling Violent and Dysfunctional Families- Dr. Jill Sauerheber*
4. Course Change Request: *CNS 599- Thesis Research and Writing- Dr. Jill Sauerheber*
5. Course Change Request: *CNS 654- Educational and Intellectual Analysis of Children and Adults- Dr. Jill Sauerheber*
6. Course Change Request: *CNS 699: Specialist Project- Dr. Jill Sauerheber*

School of Professional Studies

Undergraduate:

1. Proposal to Create a New Course: *SPS 495- Workplace Readiness and Professionalism- Dr. Sara McCaslin*
2. Proposal to Create a New Certificate Program: *Interdisciplinary Professionalism and Success- Dr. Sara McCaslin*
3. Proposal to Revise a Program: *195- Real Estate Certificate- Dr. Said Ghezal*
4. Proposal to Revise a Program: *739/739P- Workforce Administration- Dr. Said Ghezal*

V. Other Business

A.

**College of Education and Behavioral Sciences
School of Professional Studies
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Said Ghezal, said.ghezal@wku.edu, 270-745-4285

1. Identification of course:

- 1.1. WFA 300
- 1.2. Workforce Administration and Practice

2. Current course catalog listing: A foundational study of systems management and technology from theoretical, managerial and practical perspective

3. Proposed course catalog listing: An introduction to the principles of organizational supervision and management with an emphasis on applied supervision.

4. Rationale for revision of the course catalog listing: Course listing reflects the change in program and course titles.

The Systems Management program transferred from the Information Systems Department of the Gordon Ford College of Business (GFCB) to the School of Professional Studies in the College of Education and Behavioral Sciences. As part of this transfer agreement, GFCB required that the 1) program name, 2) course titles, and 3) course descriptions be changed. Requirements 1 and 2 are already complete. The above change completes requirement 3.

5. Proposed term for implementation: Fall 2020

6. Dates of prior committee approvals:

Department/ Unit	School of Professional Studies	2/19/2020
CEBS Curriculum Committee		_____
Professional Education Council (if applicable)		_____
General Education Committee (if applicable)		_____
Undergraduate Curriculum Committee		_____
University Senate		_____

**College of Education and Behavioral Sciences
School of Professional Studies
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Said Ghezal, said.ghezal@wku.edu, 270-745-4285

1. Identification of course:

- 1.3. WFA 346
- 1.4. Workforce Resource Development

2. Current course catalog listing: An introduction to the principles and concepts of business resources development and management. Emphasis on developing strategic advantages through deployment of appropriate systems.

3. Proposed course catalog listing: An introduction to the management and development of organizational resources with an emphasis on the management of human capital.

4. Rationale for revision of the course catalog listing: Course listing reflects the changes in program and course titles.

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Department/ Unit School of Professional Studies

2/19/2020

CEBS Curriculum Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

**College of Education and Behavioral Sciences
School of Professional Studies
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Said Ghezal, said.ghezal@wku.edu, 270-745-4285

1. Identification of course:

- 1.5. WFA 347
- 1.6. Workforce Linkages and Applications

2. Current course catalog listing: Introduction to telecommunications, network, and related system issues and applications in an organizational setting.

3. Proposed course catalog listing: A foundational study of the management of an organization's external linkages with a focus on customer service.

4. Rationale for revision of the course catalog listing: Course listing reflects the changes in program and course titles.

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University Senate		_____

**College of Education and Behavioral Sciences
School of Professional Studies
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Said Ghezal, said.ghezal@wku.edu, 270-745-4285

1. Identification of course:

- 1.7. WFA 348
- 1.8. Workforce Structure

2. Current course catalog listing: An introduction to the various system architectures common to modern business systems.

3. Proposed course catalog listing: An introduction to organizational behavior with an emphasis on workforce team dynamics and culture.

4. Rationale for revision of the course catalog listing: Course listing reflects the changes in program and course titles.

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Undergraduate Curriculum Committee		_____
University Senate		_____

**College of Education and Behavioral Sciences
School of Professional Studies
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Said Ghezal, said.ghezal@wku.edu, 270-745-4285

1. Identification of course:

- 1.9. WFA 443
- 1.10. Workforce Planning and Assessment

2. Current course catalog listing: Examination of tools and systems used to support strategic planning and decision making.

3. Proposed course catalog listing: An introduction to principles of project management including examination of phases of the project management process.

4. Rationale for revision of the course catalog listing: Course listing reflects the changes in program and course titles.

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University Senate		_____

**College of Education and Behavioral Sciences
School of Professional Studies
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Said Ghezal, said.ghezal@wku.edu, 270-745-4285

1. Identification of course:

- 1.11. WFA 444
- 1.12. Workforce Operations and Control

2. Current course catalog listing: Management of the organization’s data resources and information flow, including project management, systems planning, control and operations.

3. Proposed course catalog listing: An examination of key principles for managing workforce quality and performance with a focus on tools, techniques, and measurement methods related to quality management.

4. Rationale for revision of the course catalog listing: Course listing reflects the changes in program and course titles.

The Systems Management program transferred from the Information Systems Department of the Gordon Ford College of Business (GFCB) to the School of Professional Studies in the College of Education and Behavioral Sciences. As part of this transfer agreement, GFCB required that the 1) program name, 2) course titles, and 3) course descriptions be changed. Requirements 1 and 2 are already complete. The above change completes requirement 3.

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Undergraduate Curriculum Committee		_____
University Senate		_____

**College of Education and Behavioral Sciences
School of Professional Studies
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Said Ghezal, said.ghezal@wku.edu, 270-745-4285

1. Identification of course:

- 1.13. WFA 446
- 1.14. Workforce Reporting and Development

2. Current course catalog listing: Examination of security and risk management in organizational systems. Cost-benefit issues, access, availability, and deficiency will be analyzed.

3. Proposed course catalog listing: An analysis of capital budgets and profitability with a focus on understanding basic accounting principles and reading financial statements.

4. Rationale for revision of the course catalog listing: Course listing reflects the changes in program and course titles.

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Department/ Unit	School of Professional Studies	2/19/2020
CEBS Curriculum Committee		_____
Professional Education Council (if applicable)		_____
General Education Committee (if applicable)		_____
Undergraduate Curriculum Committee		_____
University Senate		_____

**College of Education and Behavioral Sciences
School of Professional Studies
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Said Ghezal, said.ghezal@wku.edu, 270-745-4285

1. Identification of course:

- 1.15. WFA 447
- 1.16. Workforce Process and Technologies

2. Current course catalog listing: Examination of electronic commerce systems, processes and technologies, and how such systems may be used to develop competitive advantage.

3. Proposed course catalog listing: An introduction to basic technologies used in organizational settings including databases, modeling of organizational phenomena, decision models, and basic data analysis.

4. Rationale for revision of the course catalog listing: Course listing reflects the changes in program and course titles.

The Systems Management program transferred from the Information Systems Department of the Gordon Ford College of Business (GFCB) to the School of Professional Studies in the College of Education and Behavioral Sciences. As part of this transfer agreement, GFCB required that the 1) program name, 2) course titles, and 3) course descriptions be changed. Requirements 1 and 2 are already complete. The above change completes requirement 3.

5. Proposed term for implementation: Fall 2020

6. Dates of prior committee approvals:

Department/ Unit School of Professional Studies

2/19/2020

CEBS Curriculum Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

Proposal to Revise a program: Science & Mathematics Education

College of Education

Department/Unit: School of Teacher Education

Section 1: Proponent Contact Information

1.1 Name/Title: Martha M. Day & Les L. Pesterfield, SKyTeach Co-Directors

1.2 Email address: martha.day@wku.edu, lester.pestterfield@wku.edu

1.3 Phone # 615-319-1099

Section 2: Program Information

2.1 Current Program reference number: 774

2.2 Current Program title: Bachelor of Science in Science and Math Education

2.3 Current total number of credits required in the program:120

Section 3: Proposed program revisions and rationales

3.1 Increase the hours of SMED 101 from 1 credit hour to 3 credit hours

3.2 Increase the hours of SMED 102 from 2 credit hours to 3 credit hours

3.3 Delete SPED 330

3.4 Delete LTCY 421

3.5 Rationale: The program revision entails the deletion of LTCY 421. In order to meet the requirement for teacher certification set forth in 16 KAR 5:060, Literacy Preparation for Teachers of Middle and High School Students, literacy content will be incorporated into teaching and clinical experiences within SMED teacher preparation courses. Also, SPED 330 will be deleted from the SKyTeach program. Techniques for teaching exceptional students will be incorporated into the existing SMED coursework. Further, SMED 101 will be increased from a one credit hour course to a 3-credit hour course. Clinical requirements for the SMED 101 course are being increased in order to comply with 16 KAR 5:040 stating that pre-service teachers must have clinical field experiences across elementary, middle grades and secondary classrooms prior to student teaching. With the implementation of the "200 Hour clinical requirement", course expectations for SMED 101 have increased such that a 1 credit hour course is insufficient to recognize the time allocation now required to negotiate the course. SMED 102 is

currently listed as a variable credit 2-3 hour course. Henceforth, it will only be offered as a 3-credit hour course. With the implementation of the “200 Hour clinical requirement”, course expectations for SMED 102 have increased such that a 2-credit hour course is insufficient to recognize the time allocation now required to negotiate the course.

Section 4: Consultations

Do any of the proposed revisions in section 3 above involve or in any other way impact other departments/units? **YES** NO

If YES, identify those revisions here, referring to them by the numbers assigned in section 3 above, and for each, indicate who in the affected department/unit was consulted, and the date of that consultation:

3.3 Deletion of SPED 330 Consultation with Dr. Gail Kirby regarding the incorporation of special education strategies into the existing SMED coursework

3.4 Deletion of LTCY 421 Consultation with Dr. Kandy Smith regarding the incorporation of literacy strategies into the existing SMED coursework

Section 5: Proposed term for implementation: First Available

Section 6: Approval Flow Dates:

School of Teacher Education: 2/7/2020

CEBS Curriculum Committee:

Professional Education Council:

Undergraduate Curriculum Committee:

University Senate:

Section 7: Required Appendices: Current & proposed program descriptions:

7.1: Current B.S. Science and Math Education

Required Courses	Hours	Notes
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The Science and Mathematics Education program requires completion of **37** hours of professional education courses.

The recommended General Education mathematics course is either MATH 117 or MATH 118. The required courses are:

SMED 101 Introduction to Inquiry-Based Approaches to Teaching - 1 hr

SMED 102 Introduction to Inquiry-Based Lesson Design – 2-3 hrs variable credit currently offered at 2 hours

SMED 310 Knowing and Learning in Mathematics and Science - 3 hrs

SMED 320 Classroom Interactions - 3 hrs

SPED 330 Intro to Exceptional Education: Diversity in Learning - 3 hrs

SMED 340 Perspectives on Science and Mathematics - 3 hrs

SMED 360 Research Methods for Science and Math Teachers - 3 hrs

SMED 470 Project-Based Instruction - 3 hrs

SMED 489 Student Teaching Seminar - 3 hrs

LTCY 421 Content Reading in the Middle and Secondary Grades – 3 hrs

MGE/SEC 490 Student Teaching - 10 hrs(MGE 490 for students seeking middle grades certification or SEC 490 for students seeking for students seeking secondary certification)

Total Required Credits	37
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7.2: Proposed B.S. Science and Math Education

Required Courses	Hours	Notes
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The Science and Mathematics Education program requires completion of **34** hours of professional education courses.

The recommended General Education mathematics course is either MATH 117 or MATH 118.

The required courses are:

SMED 101 Introduction to Inquiry-Based Approaches to Teaching - 3 hrs

SMED 102 Introduction to Inquiry-Based Lesson Design – 2-3 hrs variable credit will be offered at 3 hours

SMED 310 Knowing and Learning in Mathematics and Science - 3 hrs

SMED 320 Classroom Interactions - 3 hrs

SMED 340 Perspectives on Science and Mathematics - 3 hrs

SMED 360 Research Methods for Science and Math Teachers - 3 hrs

SMED 470 Project-Based Instruction - 3 hrs

SMED 489 Student Teaching Seminar - 3 hrs

MGE/SEC 490 Student Teaching - 10 hrs(MGE 490 for students seeking middle grades certification or SEC 490 for students seeking for students seeking secondary certification)

Program total: 34 semester hours

Proposal Date: 1/21/20

4. Rationale for the proposed program change:

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

6. Dates of prior committee approvals:

Department/ Unit	<u>01/07/20</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

College of Education and Behavioral Sciences
School of Teacher Education
SKyTeach
Proposal to Revise Course Credit Hours
(Action Item)

Contact Person: M.M. Day, martha.day@wku.edu , N/A

L.L. Pesterfield, lester.pestterfield@wku.edu , 5-6246

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SMED 101
- 1.2 Course title: STEP 1: INTRODUCTION TO INQUIRY-BASED APPROACHES TO TEACHING.
- 1.3 Credit hours: 1-1.5

2. Proposed course credit hours: 3

3. Rationale for the revision of course credit hours: Clinical requirements for the course are being increased in order to comply with 16 KAR 5:040 stating that pre-service teachers must have clinical field experiences across elementary, middle grades and secondary classrooms prior to student teaching. With the implementation of the “200 Hour clinical requirement”, course expectations for SMED 101 have increased such that a 1 credit hour course is insufficient to recognize the time allocation now required to negotiate the course.

Changing SMED 101 to a 3-credit hour course will also streamline transfer credits across programs. SMED 101 has a transfer equivalent to EDU 250.

4. Proposed term for implementation: First available

5. Dates of prior committee approvals:

Department/ Unit _SKyTeach_____
___CEBS_____ College Curriculum Committee
Professional Education Council (if applicable)
General Education Committee (if applicable)
Undergraduate Curriculum Committee
University Senate

01/07/2020

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(Action Item)

Proposal to Create a New Course: Workplace Readiness and Professionalism

College of Education and Behavioral Sciences

Department/Unit: School of Professional Studies

Section 1: Proponent Contact Information

1.1 Name/Title: Sara McCaslin, Instructor II School of Professional Studies

1.2 Email address: sara.mccaslin@wku.edu

1.3 Phone # 270-745-6103

Section 2: Course Catalog Information

2.1 Course prefix (subject area) and number: SPS 495

2.2 Course CIP code: 30

2.3 Course title: Workplace Readiness and Professionalism

2.4 Abbreviated Course title: Workplace Readiness

2.5 Credit hours/Variable credit: 0-3 credit hours/Yes

2.6 Repeatability: Yes (up to 3 hours)

2.7 Course Term: One semester

2.8 Course Catalog Description:

Completion of a culminating portfolio of workplace readiness and professionalism activities, events, projects, and research related to the CEBS Student Success Academy. Requirement for the Interdisciplinary

Professionalism and Success Certificate. If repeated, course content will be revised to reflect student's progress through the Student Success Academy.

2.9 Prerequisite/Corequisites/Restrictions: N/A

2.10 Additional Enrollment Requirements: N/A

2.11 Other Special Course Requirements: N/A

2.12 Grade Type: Pass/Fail

2.13 Schedule Type: Practicum

Section 3: Description of proposed course

3.1 Course Content Summary:

This course explores the concepts of workplace readiness and professionalism related to the themes present in the CEBS Student Success Academy including Scholastic Commitment, Researcher of Interest, Global Learning, and Emerging Professional. Independently, this course will require students to complete self-paced learning modules related to career development and workplace professionalism as well as create a Career Portfolio that includes career goals, accomplishments, skills, completed projects/research, work samples, and further evidence of workplace readiness and professionalism.

3.2 Learning Outcomes:

- Create an effective career plan through resume writing, networking, goal setting, and academic planning
- Create a cumulative Career Portfolio to exhibit workplace readiness
- Demonstrate an understanding of workplace professionalism

3.3 Assessment/Evaluation:

Assessment in this course will be based on completion of learning modules, the creation of a Career Portfolio, and final reflection paper. As a 0-3 credit hour repeatable course, assessments will be appropriate for a one credit hour course and used to monitor completion of the CEBS Student Success Academy.

Section 4: Rationale

4.1 Reason for developing this proposed course:

This course serves to track student progress and completion of the CEBS Student Success Academy program while offering students a culminating experience to create a workplace readiness portfolio of pertinent projects, papers, research, and student experiences related to professionalism. This course is also a requirement for the completion of the CEBS Interdisciplinary Professionalism and Success Undergraduate Certificate.

4.2 Relationship to similar courses offered by other university departments/units:

- Do any other courses already being offered by other university departments/units share content with this proposed course? YES

BA 495 serves to track student participation related to activities within the GFCB Advanced Professionalism Certificate program.

- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? NO
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

GFCB Advanced Professionalism Certificate program coordinator, Monica Duvall, was emailed 10/4/19.

GFCB Interim Associate Dean Dr. Evelyn Thrasher was emailed 10/14/19. Dr. Evelyn Thrasher, Interim Associate Dean GFCB, was also contacted via email on Oct. 14, 2019 to provide input on the proposed new course and certificate program. She indicated she was excited to see another college implementing this type of component and asked if the CEBS certificate was restricted to CEBS students. I confirmed that the proposed certificate will be restricted to CEBS students.

Section 5: Projected Enrollments/Resources

5.1 How many students per section are expected to enroll in this proposed course?

5-10

5.2 How many sections of this course per academic year will be offered?

As a 0-3 credit hour course, at least two sections will be offered each semester to provide the culminating capstone experience to complete the Student Success Academy program.

5.3 How many students per academic year are expected to enroll?

All students seeking completion of the Interdisciplinary Professionalism and Success Certificate program are required to complete this course. Enrollment is projected to be 30-40 students in the first year. This may increase with the number of students completing the CEBS Student Success Academy program and become aware of the certificate.

5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections.

As a requirement for the Advanced Interdisciplinary Professionalism and Success Certificate, these projected numbers were calculated based on projected certificate seekers in the future.

5.5 Proposed method of staffing:

Current School of Professional Studies faculty is adequate. No adjustments to staffing patterns are necessary.

5.6 Instructional technology resources: N/A

5.7 Library resources: N/A

Section 6: Proposed term for implementation: Fall 2020

Section 7: Supplemental/Supporting Documentation: Sample Syllabus Attached

Dates of prior committee approvals:

School of Professional Studies 10/23/19

College of Education and Behavioral Sciences
Curriculum Committee

University Curriculum Committee

University Senate

SPS 495 – Workplace Readiness and Professionalism

Sample Syllabus

Instructor:

Sara McCaslin

School of Professional Studies

Gary Ransdell Hall 2017

Phone: 270-745-6103

Email: sara.mccaslin@wku.edu

Course Description:

Completion of a culminating portfolio of workplace readiness and professionalism activities, events, projects, and research related to the CEBS Student Success Academy. Requirement for the Advanced Interdisciplinary Professionalism and Success Certificate. If repeated, course content will be revised to reflect student’s progress through the Student Success Academy.

Course Learning Outcomes/Objectives:

- Create an effective career plan through resume writing, networking, goal setting, and academic planning
- Create a cumulative Career Portfolio to exhibit workplace readiness
- Demonstrate an understanding of workplace professionalism

Assessments:

Learning Module 1: Scholastic Commitment (25pts)

Learning Module 2: Researcher of Interest (25pts)

Learning Module 3: Service to the Greater Good – Global Learning (25pts.)

Learning Module 4: Emerging Professional (25pts.)

Career Portfolio (100pts.)

Total Points: 200

Grading Scale: Pass/Fail

Modules and Assignment Schedule		
Course Modules/	Assignments	Due Dates
Scholastic Commitment	Reflection Paper	Oct. 25th
Researcher of Interest	Portfolio Entries	Nov. 8 th
Service to the Greater Good	Portfolio Entries	Nov. 22nd
Emerging Professional	Resume Assignment/Interview Preparation Portfolio Completion	Dec. 1 st Dec. 6th

Proposal Date: 10/23/19

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

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

1. Identification of program:

- 1.17. Program title: Interdisciplinary Professionalism and Success
- 1.18. Required hours in program: 12-15
- 1.19. Special information: This certificate is interdisciplinary in nature and is applicable to all majors in the College of Education and Behavioral Sciences. It will be administered through the School of Professional Studies. In addition to traditional coursework, a 0-3 credit hour course used to monitor students' completion of the CEBS Student Success Academy must be completed prior to graduation to obtain the certificate.
- 1.20. Catalog description: Certificate focusing on competencies needed for career readiness and professional development for transitioning into the workplace. Coursework required in the following areas: foundational knowledge; research and writing; global learning, diversity, and service; and emerging professional exploration. Completion of the CEBS Student Success Academy required for certificate completion. A grade of 'C' or better is required in all coursework.
- 1.21. Classification of Instructional Program Code (CIP): 30 – Multi/Interdisciplinary Studies

2. Learning outcomes of the proposed certificate program:

Upon completion of the program, students will:

- Communicate foundational knowledge in personal academic pursuits acquired via intellectual, personal, social, and professional opportunities in early course work.
- Demonstrate evidence of writing, collaborative projects, and research in their chosen academic discipline.
- Exemplify a commitment to cultural sensitivity through international experiences and service learning to engage with different cultures and ideas.

- Show evidence of professionalism from their participation in internships, student teaching, career field experiences, digital and technological applications, discipline specific capstone courses, and/or ePortfolios.

3. Rationale:

3.1 Reason for developing the proposed certificate program:

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

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

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

Works Cited

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

Campana, K., & Peterson, J. (2013). *Do bosses give extra credit? Using the*

classroom to model real-world work experiences. College Teaching, 61(2), 60-66.

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

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

The School of Professional Studies currently offers one certificate program in Real Estate. The proposed Interdisciplinary Professionalism and Success Certificate will enhance the department's offerings while providing supporting the CEBS student retention and success initiatives.

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

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

GFCB offers an Advanced Professionalism Certificate (#1730, 12 hours) that focuses on "competencies needed for career readiness and professional development for transitioning to the business field." This certificate requires 12 credit hours and enrollment in a zero credit hour course to monitor completion of several co-curricular activities. Certificate Coordinator, Monica Duvall, was contacted via email regarding the CEBS Interdisciplinary Professionalism and Success Certificate on Oct. 4, 2019. Overlap between the GFCB certificate and the CEBS certificate would include Organizational Leadership (LEAD) courses as this program/department is now a part of the Educational Administration, Leadership, and Research Department in CEBS. Dr. Evelyn Thrasher, Interim Associate Dean GFCB, was also contacted via email on Oct. 14, 2019 to provide input on the proposed certificate program. She indicated she was excited to see another college implementing this type of component and asked if the CEBS certificate was restricted to CEBS students. I confirmed that the proposed certificate will be restricted to CEBS students.

3.4 Projected enrollment in the proposed certificate program: 10-15 students in the first year. Enrollment will grow with the implementation of the CEBS Student Success Academy (Fall 2020) and as students progress through this four-year program.

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

WKU Benchmark Institutions offering a similar program include the following:

Indiana State University – Workplace Professional Skills Certificate

Northern Illinois University – Learning and Leadership in the Workplace

University of North Carolina at Charlotte – Career Success Certificate

East Carolina University – Leadership and Professional Development Program

Eastern Kentucky University offers a nine credit hour Certificate in Corporate Communication that focuses on Leadership, Interculturalism, and Professionalism that is available to all students at ECU.

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

The proposed program is consistent with both the WKU Mission and Strategic Plan “Climbing to Greater Heights.” The WKU Mission: Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.

The Interdisciplinary Professionalism and Success Certificate will actively strive to instill the WKU Mission through coursework, research, global learning, and workforce preparation. CEBS graduates armed with the certificate, in addition to their chosen disciplines, will be set apart from their counterparts and be recognized as career ready and capable individuals.

The Interdisciplinary Professionalism and Success Certificate directly relates to the section of the WKU Strategic Plan that states, “Every WKU student will participate in shared intellectual experiences in and out of the classroom and will have access to high-impact practices such as internships, study-abroad, service learning, and undergraduate research throughout their college career.” This certificate is purposeful in incorporating High Impact Practices and student experiences related to research, global outreach, internships, and capstones throughout the CEBS curriculum.

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

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

4. Curriculum:

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

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

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

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

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

Category I	Foundational Knowledge	Hours
3 hours from one of the following courses***		3
CNS 110	Human Relations	
CNS 432	Helping Skills	
EDU 175	University Experience - EDU	
EDU 250	Discover Teaching	
IDST 199	University Learning	
LEAD 200	Introduction to Leadership Studies	

LEAD 300	Leadership Theory and Application		
MGE 275	Foundations of Middle Grades Education		
MIL 101	Military Mountaineering and Leadership		
MIL 102	Development Skills		
MIL 201	Basic Leadership		
MIL 202	Team Building and Military Doctrine		
PSY 100	Intro to Psychology		
PSY 175	University Experience - PSY		
SMED 101	Step 1: Inquiry-Based Teaching		
SMED 102	Step 2: Inquiry-Based Lesson Design		
Category II	Research and Writing		3
3 hours from one of the following courses***			
EDU 400	Investigations in Education		
ELED 345*	Teaching Strategies I		
IDST 395	Investigative Methods in Interdisciplinary Studies		
LME 318	Children's Literature		
PSY 210*/211*	Research Methods		
PSY 290	Supervised Study in Psychology		
PSY 313*	Statistics in Psychology		
PSY 490*	Research, Readings or Special Projects in Psychology		
SMED 360*	Research Methods		
WFA 347	Workforce Linkage and Applications		
Category III	Global Learning, Diversity and Service		3
3 hours from one of the following courses***			
EDU 276	Displaced Persons		
EDU 385	Climate, Resources, and Society		
EDFN 310	Global Issues in Educational Policy and Practice		
LEAD 450*	Leadership in Global Context		
IDST 350	Study Abroad		
LME 448	Technology Applications in Education		
PSY 355	Cross Cultural Psychology		
SPED 330	Diversity in Learning		
SPS 400	Global Citizenship		
Category IV	Emerging Professional		3
3 hours from one of the following courses***			
BE 486	Business and Marketing Education Seminar		
ELED 465**	Elementary Education Senior Project		
ELED 490**	Student Teaching		
IECE 490*	Student Teaching		
IDST 369 (3 credit hours)	Career Related Field Experience		
IDST 495*	Interdisciplinary Studies Capstone		
LEAD 400	Practicum in Leadership		
LEAD 465	Leadership Coaching		
LTCY 421*	Reading Middle/Secondary Grades		

MGE 490	Student Teaching		
PSY 390	Field Experience in Psychology		
PSY 456	Behavioral Neuroscience		
PSY 490 (3 credit hour)*	Research Project in Psychology		
PSY499*	Senior Seminar in Psychology		
SEC 350*	Clinical Practice in Secondary Teaching I		
SEC 450*	Clinical Practice in Secondary Teaching II		
SEC 490 (3 credit hour)	Student Teaching		
SMED 470*	Project Based Instruction		
SPS 399	Independent Study		
Category V	Culminating Course (Repeatable three times)		0-3
Students must complete this 0-3 credit hour course prior to graduation			
SPS 495	Workplace Readiness and Professionalism		
Total Hours			12-15
*Each of these courses lists prerequisites that are already required in our undergraduate programs.			
**Each of these courses lists prerequisites that could require additional coursework by the student. It is important to note that the prerequisite statement also includes “or permission of instructor.”			
***Students may petition the certificate director to use current and future WKU courses to satisfy any Category. A grade of ‘C’ or better is required in all courses.			

5. Budget implications:

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

6. Proposed term for implementation: Fall 2020

7. Dates of prior committee approvals:

School of Professional Studies

10/23/19

College Curriculum Committee

Contact with Office of Academic Affairs

10/9/19

Professional Education Council (if applicable)

Undergraduate Curriculum Committee

University Senate

Board of Regents

Proposal to Revise a program: Real Estate Certificate

CEBS

Department/Unit: School of Professional Studies

Section 1: Proponent Contact Information

1.1 Name/Title: Said Ghezal /Assistant Professor

1.2 Email address: said.ghezal@wku.edu

1.3 Phone #: 270-745-4285

Section 2: Program Information

1. **Classification of Instructional Program (CIP) reference number:** 195

2. **Current Program title:** Real Estate Certificate

3. **Current total number of credits required in the program:** 27

Section 3: Proposed program revisions and rationales:

1. **First proposed revision:** Reduce the certificate requirements from 27 credit hours to 12 credit hours.

Rationale: Reduction is based on recommendations of the Kentucky Real Estate Commission (KREC) and the Realtor Association of Southern Kentucky. The real estate programs at WKU are sponsored by KREC. WKU is therefore one of the approved providers for KREC. The Commission requires all applicants for a broker license to

complete 12 credit hours in Real Estate, 3 of which is in brokerage. WKU's Real Estate Certificate targets those seeking a brokerage license.

Section 4: Consultations: N/A

Section 5: Proposed term for implementation: Fall 2020

Section 6: Approval Flow Dates:

School of Professional Studies 2/19/2020

College Curriculum Committee

UCC

University Senate

Section 7: Required Appendices: Current & proposed program descriptions:

7.1 Current requirements for the Real Estate Certificate.

Real Estate Brokerage Operations	RE 171C	3
Real Estate Marketing	RE 172C	3
Real Estate Finance	RE 272C	3
Real Estate Law	RE 273C	3
Real Estate Appraisals	RE 274C	3
Property Management	RE 275C	3
Real Estate Analysis & Management	RE 276C	3
Advanced Real Estate Appraisals or Land Development Process	RE 280C or RE 281C	3
		27

7.2 Proposed Real Estate Certificate

Essentials in Real Estate	RE 170C	3
Real Estate Brokerage Operations	RE 171C	3
Real Estate Marketing	RE 172C	3
Real Estate Law	RE 273C	3
		12

Proposal to Revise a program: Workforce Administration

College of Education and Behavioral Sciences

Department/Unit: School of Professional Studies

Section 1: Proponent Contact Information

1.1 Said Ghezal /Assistant Professor

1.2 said.ghezal@wku.edu

1.3 270-745-4285

Section 2: Program Information

1. Classification of Instructional Program (CIP) reference number:

739P (seeking admission)

739 (officially admitted)

2. Current Program title: Workforce Administration

3. Current total number of credits required in the program: 120

Section 3: Proposed program revisions and rationales:

1. First proposed revision: Eliminate the 739P (seeking admission) option. Students are directly admitted to the WFA program.

Rationale: The seeking admission (739P) option transferred with the Systems Management program from the Gordon Ford College of Business (GFCB). WFA admits students directly to the program.

2. **Second proposed revision:** Eliminate all concentrations transferred with the systems management program and combine 18 credit hours of advisor approved electives as one requirement.

Rationale: The concentrations were appropriate to the systems management program and transferred from GFCB. The WFA is a general supervisory program.

3.3 Third proposed revision: Increase the core curriculum to 30 credit hours (10 courses) by adding SPS 300 and SPS 400 courses.

Rationale: AAS transfer students receive a tuition reduction on the 8 WFA courses already part of the core curriculum and two additional SPS courses; hence, the inclusion of the two SPS courses in the core curriculum.

Section 4: Consultations: N/A

Section 5: Proposed term for implementation: Fall 2020

Section 6: Approval Flow Dates:

Department/ Unit School of Professional Studies	2/19/2020
CEBS Curriculum Committee	_____
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____

Undergraduate Curriculum Committee
University Senate

Page Break

Section 7: Required Appendices: Current & proposed program descriptions:

7.1 Current requirements for the WFA Program.

Classification of Instructional Program (CIP) reference number:

739P (seeking admission)

739 (officially admitted)

Course Title	Course number	Credit Hours
Workforce Administration and Practice	WFA 300	3
Workforce Resource Development	WFA 346	3

Workforce Linkages and Applications	WFA 347	3
Workforce Structure	WFA 348	3
Workforce Planning and Assessment	WFA 443	3
Workforce Operations and Control	WFA 444	3
Workforce Reporting and Development	WFA 446	3
Workforce Process and Technologies	WFA 447	3
		24

Electives: **24 hours** of electives include **9 hours** of relevant electives completed in consultation with advisors, and **15-hour concentration** from one of the following areas:

- **Administrative systems**
- **Agricultural systems**
- **Criminology systems**

- **Fire/Rescue administration**
- **Geographic Information systems**
- **Digital Media Technologies**
- **Government systems**
- **Healthcare Informatics**

- **Human Resources Development**
- **Industrial/ Manufacturing Systems**
- **Information Systems**
- **Law Enforcement Administration**
- **Military Systems**

- **Leadership**
- **Occupational safety and Health**
- **Technical Sales**
- **Technical Writing**

7.2 Proposed changes

Classification of Instructional Program (CIP) reference number: **739**

Course Title	Course number	Credit Hours
Workforce Administration and Practice	WFA 300	3
Workforce Resource Development	WFA 346	3
Workforce Linkages and Applications	WFA 347	3
Workforce Structure	WFA 348	3

Workforce Planning and Assessment	WFA 443	3
Workforce Operations and Control	WFA 444	3
Workforce Reporting and Development	WFA 446	3
Workforce Process and Technologies	WFA 447	3
Systems Thinking and Problem Solving in Complex Organizations	SPS 300	3
Foundations of Global Citizenship	SPS 400	3
		30

Electives: **18 hours of relevant electives completed with advisor approval.**

