



ACADEMIC AFFAIRS

August 11, 2023

UNDERGRADUATE CERTIFICATE IN STRATEGIES FOR TRAUMA-INFORMED APPROACHES TO IMPROVING RESILIENCE

REQUEST: Approval of an undergraduate certificate in Strategies for Trauma-Informed Approaches to Improving Resilience through the Department of Social Work within the College of Health and Human Services.

FACTS: This certificate will provide students with the knowledge and skills to effectively provide services in a way that supports resilience, prevention, treatment, and recovery. The proposed certificate prepares students for work with individuals, families, and communities experiencing trauma in a wide range of professions, including those with degrees in social work, psychological sciences, psychology, criminal justice, healthcare, education, and many other professional domains.

Required Courses (13 hours)*

SWRK 311 Understanding Intergenerational Trauma (3)
SWRK 330 Human Behavior in the Social Environment (3)
SWRK 438 Understanding Trauma (3)
SWRK 455 Integrative Seminar: Strategies for Trauma-Informed Approaches Improving Resilience (1)

One elective from a program approved list (3)

Total Hours: 13

*Complete curriculum and program requirements are in the Curriculum Program Proposal attached.

BUDGETARY IMPLICATIONS: The undergraduate certificate in Strategies for Trauma-Informed Approaches to Improving Resilience will utilize existing faculty capacity with no additional resources needed.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of an undergraduate certificate in Strategies for Trauma-Informed Approaches to Improving Resilience to be implemented Fall 2023.

MOTION: Approval to establish an undergraduate certificate in Strategies for Trauma-Informed Approaches to Improving Resilience with implementation in Fall 2023.

: STRATEGIES FOR TRAUMA-INFORMED APPROACHES TO IMPROVING RESILIENCE

In Workflow

- a. SWRK Approval (patricia.desrosiers@wku.edu)
- b. HH Dean (tania.basta@wku.edu; danita.kelley@wku.edu)
- c. HH Curriculum Committee (danita.kelley@wku.edu;judy.english@wku.edu)
- d. Undergraduate Curriculum Committee (sheila.flener@wku.edu)
- e. University Senate (antonia.szymanski@wku.edu)
- f. Provost (beth.laves@wku.edu)
- g. Board of Regents (all)
- h. CPE (rheanna.plemons@wku.edu; beth.laves@wku.edu)
- i. Program Inventory (jennifer.hammonds@wku.edu)

Approval Path

- a. Thu, 23 Feb 2023 19:58:49 GMT
Patricia Desrosiers (patricia.desrosiers): Approved for SWRK Approval
- b. Fri, 24 Feb 2023 18:40:11 GMT
Danita Kelley (danita.kelley): Approved for HH Dean
- c. Fri, 03 Mar 2023 21:34:32 GMT
Danita Kelley (danita.kelley): Approved for HH Curriculum Committee
- d. Tue, 21 Mar 2023 22:15:06 GMT
Sheila Flener (sheila.flener): Approved for Undergraduate Curriculum Committee
- e. Tue, 25 Apr 2023 02:16:54 GMT
Antonia Szymanski (antonia.szymanski): Approved for University Senate
- f. Wed, 26 Apr 2023 14:21:47 GMT
Robert Fischer (robert.fischer): Approved for Provost

New Program Proposal

Date Submitted: Thu, 16 Feb 2023 14:12:00 GMT

Viewing: : Strategies for Trauma-Informed Approaches to Improving Resilience

Last edit: Tue, 02 May 2023 21:35:07 GMT

Changes proposed by: gyl54908

Proposed Action

Active

Contact Person

Name	Email	Phone
Gayle Mallinger	gayle.mallinger@wku.edu	2707453535

Term of Implementation

2023-2024

Academic Level

Undergraduate

Program Type

Certificate - Undergraduate

Department

Social Work

College

Health and Human Services

Program Name (eg. Biology)

Strategies for Trauma-Informed Approaches to Improving Resilience

Will this program have concentrations?

No

CIP Code

44.0701 - Social Work.

Will this program lead to teacher certification?

No

Does the proposed program contain 25% or more new content not previously taught in another course at WKU? If yes, contact the Office of the Provost for additional SACSCOC proposal requirements

No

Catalog Content**Program Overview (Catalog field: Overview tab)**

Over the past few decades, clinicians and researchers have become increasingly aware of the effects of trauma on individuals, families, and communities. This growing recognition of exposure to trauma and its deleterious impacts has fueled the movement for strategies to ameliorate traumatic stress reactions. This interdisciplinary certificate program, Strategies for Trauma-informed Approaches Improving Resilience (STAIR), is designed to prepare undergraduate students for their respective professional fields, using research-based practices in trauma recognition, assessment of impact, and skill development to address the needs of those with trauma histories. The STAIR certificate is open to all majors. Courses for the certificate may also meet the requirements for other degree programs.

Curriculum Requirements (Catalog field: Program Requirements)**Program Requirements (13 hours)**

Code	Title	Hours
SWRK 311	Understanding Intergenerational Trauma	3
SWRK 330	Human Behavior in the Social Environment	3
SWRK 438	Understanding Trauma	3
SWRK 455	Course SWRK 455 Not Found ¹	1
Select one Elective from the list below		3
CHHS 100	Introduction to Child Welfare	
CRIM 238	Victimology & Victim Advocacy	
CRIM 332	Juvenile Delinquency	
CRIM 361	Race, Class, and Crime	
EDU 385	Climate, Resources, & Society	
FACS 391	Risk and Resilience	
FACS 495	Family and Relationship Violence	
HIST 302	Disability in the United States	
HIST 333	History of Genocide	
HIST 343	Communities of Struggle	
HIST 390	Blacks in the American South	
PH 365	Human Sexuality	
PH 444	Death, Dying and Bereavement	
PH 464	Women's Health	
PSY 355	Issues in Cross-Cultural Psychology	
PSYS 353	Psychology of Prejudice and Stereotyping	
SOCL 362	Social Institutions: Race, Class, and Gender	
SOCL 466	Gender, Family, and Society	
SWRK 300	Diversity and Social Welfare	
SWRK 305	Environmental Justice: Theory, Policy, and Practice	
SWRK 324	Opioid Epidemic	
SWRK 356	Services for Juvenile Offenders and Their Families	
Total Hours		13

¹ Students must complete this course with a grade of C or better.

Will this program be managed or owned by more than one department?

No

Does this program include courses from outside your department?

Yes

Outside Courses Details

Who approved including these courses?	When were they approved?
Grace Lartey, Public Health	1/24/23
Matthew Shake, Psychological Sciences	1/24/23
Steven Wininger, Psychology	1/24/23
Darbi Haynes-Lawrence	1/25/23
Susan Keeseey	1/25/23
Audra Jennings	1/26/23
Holli Drummond	1/26/23

Relation to Mission and Strategic Plan**Explain how the proposed program relates to the institutional mission and academic strategic plan.**

The proposed program is congruent with WKU's mission to prepare students to be productive, engaged, and socially responsible citizen-leaders, enriching the quality of life for those within our reach. Specifically, the certificate will provide students with the knowledge and skills to effectively provide services in a way that supports resilience, prevention, treatment, and recovery. The proposed certificate is also congruent with the academic strategic plan to fully prepare our students to enter the workplace.

Explain how the proposed program addresses the state's postsecondary education strategic agenda

The proposed program is consistent with the state's postsecondary education strategic agenda. The overarching goal of the state's strategic plan is "Kentucky will ensure all students have equitable access to postsecondary education and the necessary tools to complete their programs prepared for life and work". The proposed certificate prepares students for work with individuals, families, and communities experiencing trauma in a wide-range of professions, including social work, psychological sciences and psychology majors, criminal justice personnel, healthcare professionals, educators, and many other professional domains. This also fits with the state's objective #7 (Ensure academic offerings are high-quality, relevant, and inclusive) and #8 (Improve the career outcomes of postsecondary graduates).

Program Quality and Demand

Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand; career opportunities at the regional, state, and national level; and any changes or trends in the discipline that necessitate a new program.

Please insert one Learning Outcome per box. Click green plus sign for additional LO boxes

Learning Outcomes and Measurement Plan

	List all student learning outcomes of the program.	Measurement Plan
SLO 1	Explain impacts of traumatic experiences across the lifespan.	E-portfolio completed in Integrative Seminar
SLO 2	Apply theoretical perspectives on trauma-informed care across disciplines.	E-portfolio completed in Integrative Seminar
SLO 3	Evaluate strategies promoting resilience in response to trauma	E-portfolio completed in Integrative Seminar
SLO 4	Create a plan to mitigate vicarious traumatization.	E-portfolio completed in Integrative Seminar

Assessment Template: https://www.wku.edu/academicaffairs/ee/assurance_learning_resources.php

Upload Assessment Plan

STAIR Certificate Assessment Plan .docx

Change in Discipline (If the program is being proposed to meet changes in the academic discipline, please outline those changes and explain why they necessitate development of a new program.)

N/A

Specify any distinctive qualities of the program.

The proposed interdisciplinary certificate program will teach undergraduate students about the impact of individual, familial, and community trauma and strategies to promote resilience.

Does the proposed program differ from existing programs in terms of curriculum, focus, objectives, etc.?

No

Does the proposed program serve a different student population (i.e., students in a different geographic area, non-traditional students) from existing programs?

No

Is access to existing programs limited?

No

Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which students transfer has been explored and coordinated with other institutions.

The three core courses offered in this proposed certificate are all upper division social work courses. Consistent with our accreditation standards from the Council on Social Work Education (CSWE), each program is able to determine which courses may be transferred/waived from the student's previous institution. Historically, on those rare occasions when students have taken Human Behavior and the Social Environment (our SWRK 330) from another accredited institution, we have accepted those credits. Similarly, when students have taken electives (for example, those that would match our SWRK 311 or 438), we would allow those classes to transfer.

Describe student demand data for this program.

Two years ago, the BSW program began offering an elective course on Understanding Trauma. The high demand across disciplines for this course, along with data suggesting workforce needs, led to the development of a course on Intergenerational Trauma (taught winter 2023) and this proposed certificate. The intergenerational trauma course taught in winter of 2023 had 17 students. The understanding trauma course in summer of 2022 had 14 students from a variety of disciplines that included social work, interdisciplinary studies, psychology, and psychological sciences. These numbers reflect some hint at student demand for the content, even with the courses not part of a certificate and not for offerings in fall or spring semesters.

Additionally, an analysis of regional searches (Kentucky and contiguous states) for "trauma informed certificate" and "trauma informed care certification" indicate that over the past year, there was a combined average of 1,000 monthly search; over the past year the searches for those two items increased by 900%. National search information lends to a higher number of average searches.

Increasing numbers of schools, hospitals, criminal justice, and behavioral health settings are actively recruiting prospective employees who have formal education in providing trauma informed services (SAMSA, 2023). The proposed STAIR certificate program prepares students to work in the increasingly recognized model of trauma-informed care, supporting resilience and recovery. This certificate will give students the opportunity to apply evidence-based trauma-informed approaches to their work. Specifically, the certificate will prepare caring, committed, and competent trauma-informed service providers, educators, and leaders who create equity-based policies, procedures, and practices for our workplaces and communities.

CHHS commissioned Hannover to evaluate the demand for qualified trauma-informed care (TIC) instructors and practitioners. They concluded by adding the certificate to an undergraduate "will make graduates more attractive candidates for employment, as these job-seekers will have a broader set of skills than other applicants." Please see attached report.

Will this program replace or enhance any existing program(s) or concentration(s) within an existing program?

No

Program Demand Data and Support Documents

STAIR Hannover Benchmarking Trauma Informed Care Certificate.pdf
Regional web searches, related to trauma informed certificate.pdf
National search data, trauma informed certificate.pdf

Delivery Mode**Is 25% or more of this program offered at a location other than main campus?**

Yes

Enter Location(s) and Percentage of Program Offered at Location(s)

Location	Percentage
asynchronous on-line	75-100%

Is 50% or more of this program offered by distance education (online asynchronous, online synchronous, connected classrooms, etc.)?

Yes

Do you plan to offer 100% of this program online?

Yes

Do you plan to offer 100% of this program face-to-face?

No

If no, enter the percentage of the program that is taught face-to-face

0-25%

Do you plan to offer at least 25% of this program as a direct assessment competency-based educational program?

No

See the SACSCOC Policy on Direct Assessment Competency-based Educational Programs.
<https://www.sacscoc.org/pdf/081705/DirectAssessmentCompetencyBased.pdf>

Rationale for the program proposal?

Teachers, human service workers, and health care professionals qualified in trauma-informed care are in demand. According to Hannover Research benchmarking study, few undergraduate programs in the United States offer this certification. The proposed program will prepare students to recognize the symptoms of trauma, understand its impact, and develop the necessary knowledge and skills.

Budgetary Implications

Budget Template:
https://www.wku.edu/academicaffairs/pd/process_overview.php

Additional Attachments

Copy of certificate-budget-spreadsheet-STAIR (004)2.xlsx

Additional information or attachments

Twelve of the required 13 credit hour have previously been taught at WKU. Except for the newly proposed 1 credit hour integrative seminar course, all courses/course content have been taught at WKU by Winter 2023 or before.

Key: 362

ACADEMIC PROGRAM SUSPENSION

REQUEST: Approval for academic program suspension for the following program: **Russian and East European Studies, Minor.**

FACTS: The Faculty have made the decision to suspend the interdisciplinary minor, Russian and East European Studies due to the death of the primary faculty member and lack of faculty capacity to maintain the quality of this program that students deserve.

BUDGETARY IMPLICATIONS: Closing this academic program to new admissions will have a positive impact on the University Budget because of the efficiencies created by greater utilization of faculty in higher demand programs.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of the suspension of the Russian and East European Minor to be implemented Fall 2023.

MOTION: Approval to suspend the following program: Russian and East European Studies, Minor with implementation in Fall 2023.

**UNDERGRADUATE CERTIFICATE IN TEACHING ENGLISH TO
SPEAKERS OF OTHER LANGUAGES (TESOL)**

REQUEST: Approval of an undergraduate certificate in Teaching English to Speakers of Other Languages (TESOL) through the Department of English within the Potter College of Arts and Letters.

FACTS: No Kentucky public university currently offers an undergraduate certificate in TESOL. While other Kentucky public and private universities and colleges offer TESOL-related courses, degree programs, and endorsement programs for in-service elementary, middle, and secondary teachers, this stand-alone certificate fills a need currently being filled by national and international online programs.

Considering that, in 2022, internationally owned facilities in Kentucky provided a total investment of \$3.91 billion and nearly 3,400 new jobs for Kentuckians, this certificate increases the potential for degree-holding citizens to obtain jobs more readily with those internationally owned companies, particularly as those students pursue internships during their coursework. Additionally, this certificate has the potential to increase matriculation to degree programs by non-traditional students initially pursuing the certificate outside of degree programs.

Required Courses (19 hours)

ENG 104 Introduction to Linguistics (3)
or ENG 204 English Language (3)
or ENG 302 Language and Communication (3)
ENG 407 Linguistic Analysis (3)
ENG 408 Psycholinguistics and Sociolinguistics (3)
ENG 469 2nd Language Acquisition Theory (3)
ENG 470 Methods and Materials for Teaching English as a Second Language (3)
ENG 471 Teaching English as a Second Language Practicum (4)

Total Hours: 19

BUDGETARY IMPLICATIONS: The TESOL/Linguistics faculty would teach the required courses using existing WKU resources, including current course loads, Blackboard and Zoom.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of an undergraduate certificate in Teaching English to Speakers of Other Languages (TESOL) to be implemented Fall 2023.

MOTION: Approval to establish an undergraduate certificate in Teaching English to Speakers of Other Languages (TESOL) with implementation in Fall 2023.

: TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

In Workflow

- a. ENG Approval (alison.langdon@wku.edu;kimberly.nessler@wku.edu)
- b. AR Dean (merrall.price@wku.edu)
- c. AR Curriculum Committee (merrall.price@wku.edu)
- d. Undergraduate Curriculum Committee (sheila.flener@wku.edu)
- e. University Senate (antonia.szymanski@wku.edu)
- f. Provost (beth.laves@wku.edu)
- g. Board of Regents (all)
- h. CPE (rheanna.plemons@wku.edu; beth.laves@wku.edu)
- i. Program Inventory (jennifer.hammonds@wku.edu)

Approval Path

- a. Sat, 25 Feb 2023 19:02:20 GMT
Alison Langdon (alison.langdon): Approved for ENG Approval
- b. Mon, 27 Feb 2023 19:49:39 GMT
Merrall Price (merrall.price): Approved for AR Dean
- c. Wed, 08 Mar 2023 18:30:02 GMT
Merrall Price (merrall.price): Approved for AR Curriculum Committee
- d. Tue, 21 Mar 2023 22:15:08 GMT
Sheila Flener (sheila.flener): Approved for Undergraduate Curriculum Committee
- e. Wed, 10 May 2023 15:26:08 GMT
Antonia Szymanski (antonia.szymanski): Approved for University Senate
- f. Wed, 10 May 2023 21:51:52 GMT
Robert Fischer (robert.fischer): Approved for Provost

New Program Proposal

Date Submitted: Fri, 24 Feb 2023 23:04:06 GMT

Viewing: : Teaching English to Speakers of Other Languages (TESOL)

Last edit: Wed, 22 Mar 2023 21:10:41 GMT

Changes proposed by: trn69263

Proposed Action

Active

Contact Person

Name	Email	Phone
Trini Stickle	trini.stickle@wku.edu	270 745 5710

Term of Implementation

2023-2024

Academic Level

Undergraduate

Program Type

Certificate - Undergraduate

Department

English

College

Arts & Letters

Program Name (eg. Biology)

Teaching English to Speakers of Other Languages (TESOL)

Will this program have concentrations?

No

CIP Code

230101 - 230101

Will this program lead to teacher certification?

No

Does the proposed program contain 25% or more new content not previously taught in another course at WKU? If yes, contact the Office of the Provost for additional SACSCOC proposal requirements

No

Catalog Content**Program Overview (Catalog field: Overview tab)**

The TESOL Undergraduate Certificate prepares students to teach English to speakers of other languages domestically or abroad. When paired with a teacher certification program, or for individuals with existing teacher certification, completion of the TESOL Certificate leads to ESL endorsement from the Kentucky Department of Education. Individuals interested in opportunities outside of the public school system will gain the knowledge and skills necessary to teach English language learners in local language institutes and businesses, as well as a variety of international settings. The TESOL Certificate can be completed as a stand-alone academic program. For current WKU students, completion of the TESOL Certificate fulfills Minor requirements for programs that require a Minor.

Curriculum Requirements (Catalog field: Program Requirements)**Program Requirements (19 hours)**

Only undergraduate courses may be taken to fulfill the undergraduate certificate requirements. A minimum GPA of 2.0 must be earned in total coursework required for the certificate program, in addition to a minimum, cumulative 2.0 GPA in WKU coursework.

Code	Title	Hours
ENG 104 or ENG 204 or ENG 302	Introduction to Linguistics English Language Language and Communication	3
ENG 407	Linguistic Analysis ¹	3
ENG 408	Psycholinguistics and Sociolinguistics ¹	3
ENG 469	2nd Language Acquisition Theory ¹	3
ENG 470	Methods and Materials for Teaching English as a Second Language	3
ENG 471	Teaching English as a Second Language Practicum	4
Total Hours		19

¹ ENG 407, ENG 408, ENG 469, and ENG 470 may be taken in any sequence.

Will this program be managed or owned by more than one department?

No

Does this program include courses from outside your department?

No

Relation to Mission and Strategic Plan**Explain how the proposed program relates to the institutional mission and academic strategic plan.**

This certificate would help meet several of WKU's institutional and academic objectives.

First, the certificate provides support for outreach to regional K-12 systems, both in terms of teacher training and increased citizen awareness for responsive resource allocation for our growing multilingual and multicultural communities.

Students who complete this certificate are exposed to varieties of languages and the cultures of their speakers, which better prepares them for life in a global context.

This certificate would help serve the immigrant and refugee community by increasing the number of trained ESL instructors across instructional contexts. In turn, this certificate is likely to increase our student retention as research has shown that undergraduates who engage in community-related projects have higher retention rates (Boyd, Liu, & Horissian, 2022).

Explain how the proposed program addresses the state's postsecondary education strategic agenda

The Kentucky post-secondary educational attainment goal is to increase degree attainment to 60% of working-age Kentuckians by the year 2030.

Considering that, in 2022, internationally owned facilities in Kentucky provided a total investment of \$3.91 billion and nearly 3,400 new jobs for Kentuckians, this certificate increases the potential for degree-holding citizens to more readily obtain jobs with those internationally owned companies, particularly as those students pursue internships during their coursework. Additionally, this certificate has the potential to increase matriculation to degree programs by non-traditional students initially pursuing the certificate outside of degree programs.

Program Quality and Demand

Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand; career opportunities at the regional, state, and national level; and any changes or trends in the discipline that necessitate a new program.

Please insert one Learning Outcome per box. Click green plus sign for additional LO boxes

Learning Outcomes and Measurement Plan

	List all student learning outcomes of the program.	Measurement Plan
SLO 1	Analyze the linguistic features of the English language	<p>In ENG 407, three linguistic analysis assessments are conducted:</p> <ol style="list-style-type: none"> 1) Phonetics/Phonological analysis of three data sets of various first languages > the target language English; 2) Morphological analysis of English derivation and inflection rules in English in tandem with common learner errors (various L1s); and 3) Syntactic comparisons of English and one other language using universal grammar trees. <p>In ENG 469, a contrastive analysis of three different languages is required. This ensures that students can identify and analyze the micro-levels of language.</p> <p>In ENG 471, a component of the final portfolio and paper requires evidence expertise in the analysis of the linguistic features of English.</p>
SLO 2	Apply the key theories and methods for the fields of psycholinguistics, sociolinguistics, and second language acquisition to teach English	<p>In ENG 408, three projects and one final paper are used to assess students' understanding of and ability to apply theories in their teaching.</p> <p>In ENG 470, four micro-teaching demonstrations are required to assess students' application of theory and pedagogical methodologies.</p> <p>In ENG 471, a teaching observation and the final portfolio and paper require justifications for theories used and methods applied.</p>
SLO 3	Demonstrate skills to teach English as a second language for speaking, listening, reading, writings, pragmatics, and semantics, particularly for communicative competence	<p>In ENG 470, four micro-teaching lessons are demonstrated and a portfolio of those lessons and post teaching reflection are used to assess teaching ability.</p> <p>In ENG 471, students are observed in an actual teaching environment to assess their teaching abilities.</p> <p>In ENG 471, students create an extensive teaching portfolio that is assessed for planning, materials, pedagogical rationale, and critical reflection.</p> <p>TESOL faculty do an annual program review using each and every 471 student's portfolio and final paper (rubric provided).</p>

Assessment Template: https://www.wku.edu/academicaffairs/ee/assurance_learning_resources.php

Upload Assessment Plan

TESL Assessment Final 02 24.pdf

Change in Discipline (If the program is being proposed to meet changes in the academic discipline, please outline those changes and explain why they necessitate development of a new program.)

NA

Specify any distinctive qualities of the program.

No Kentucky public university currently offers an undergraduate certificate in TESOL. While other Kentucky public and private universities and colleges offer TESOL-related courses, degree programs, and endorsement programs for in-service elementary, middle, and secondary teachers, this stand-alone certificate fills a need currently being filled by national (e.g., Liberty University) and international online programs (e.g., Cambridge).

Additionally, this certificate is distinct as its courses are already offered through multi-modalities: most courses are face-to-face with a synchronized WEB option; some are asynchronous WEB; two courses, which belong to the choices of prerequisites (i.e., they are not mandatory courses) are offered only as face-to-face classes.

Does the proposed program differ from existing programs in terms of curriculum, focus, objectives, etc.?

Yes

Please explain

The objectives of the proposed TESOL certificate are different than the minor in that it allows for a greater student body—those within a current WKU major and those outside a degree program. Additionally, the certificate allows for greater employment potential than does the minor: in the Teaching-English-to-Speakers-of-Other-Languages industry, certificates are recognized as a stand-alone professional credential, while minor programs are not.

Does the proposed program serve a different student population (i.e., students in a different geographic area, non-traditional students) from existing programs?

Yes

Please explain

As a stand-alone program (i.e., not simply a minor attached to a major degree program), the TESOL certificate has the potential to reach a greater non-traditional student audience as well as students from a greater geographic area.

Is access to existing programs limited?

Yes

Please explain

The current undergraduate TESOL minor, rather than a certificate, is limited to bachelor degree-seeking students.

Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which students transfer has been explored and coordinated with other institutions.

No Kentucky public university currently offers an undergraduate certificate in TESOL. While other Kentucky public and private universities and colleges offer TESOL-related courses, degree programs, and endorsement programs for in-service elementary, middle, and secondary teachers, this stand-alone certificate fills a need currently being filled by national (e.g., Liberty University) and international online programs (e.g., Cambridge).

Students may transfer in up to 3 credit hours of equivalent study upon approval of the TESOL coordinator, English Department Chair, and Dean of PCAL.

Describe student demand data for this program.

Over the last four years (2019-2023), we have experienced a growth of TESL minors from a student population of ~20 to ~40, due to active recruitment. Additionally, we have seen an increase of inquiries from the local and national communities requesting an undergraduate TESOL certificate program comparable to our graduate TESOL certificate since many ESL volunteers would like to gain this knowledge and the corresponding credential, but they may not wish or be able to do so at the graduate level. Since July 2022 until February 2023, six inquiries from outside the WKU undergraduate population were initiated about such a program to the current TESOL coordinator (i.e., Trini Stickle). Projecting from our current undergraduate interest and the recent community inquiries, a student growth of 5-10% per year is expected.

According to the U.S. Bureau of Labor Statistics, approximately 4,700 openings for adult basic and secondary education and ESL teachers are projected each year, with an average salary of \$59,720 (as of May 2021). The TEFL & ESL Job Market Report 2021-2022 shows a worldwide need for 20,000 ESL instructors at any given time to help address the needs of two billion English learners globally. Market research reports that the global industry of teaching English to speakers of other languages will increase from US \$9.6 billion (2020) to US\$27 billion by 2027. The proposed TESOL certificate offers an initial avenue for this profession.

Will this program replace or enhance any existing program(s) or concentration(s) within an existing program?

Yes

Please specify the existing program**Program(s)**

Art History, Minor, Studio Art, Minor, Creative Writing, Minor, English, Minor, Literature, Minor, Professional Writing, Minor, Teaching English as a Second Language (TESOL), Minor, Anthropology, Minor, Folklore, Minor, Chinese, Minor, Spanish, Minor, Music, Minor, Political Science Minor, Economics, Minor, Clinical and Community Behavioral Health, Minor, Psychology, Minor, Health Care Administration, Minor, Health Education, Minor, Social Work, Minor, Agriculture, Minor, Chemistry, Minor, Applied Statistics, Minor, Biophysics, Minor, Latin American Studies, Minor, Legal Studies, Minor, Broadcasting, Minor, Journalism Writing, Minor

Program Demand Data and Support Documents

TESL certificate-budget-spreadsheet-FINAL 02 22 2023.xlsx

Delivery Mode**Is 25% or more of this program offered at a location other than main campus?**

No

Is 50% or more of this program offered by distance education (online asynchronous, online synchronous, connected classrooms, etc.)?

Yes

Do you plan to offer 100% of this program online?

Yes

Do you plan to offer 100% of this program face-to-face?

No

If no, enter the percentage of the program that is taught face-to-face

85%

Do you plan to offer at least 25% of this program as a direct assessment competency-based educational program?

No

See the SACSCOC Policy on Direct Assessment Competency-based Educational Programs.

<https://www.sacscoc.org/pdf/081705/DirectAssessmentCompetencyBased.pdf>

Rationale for the program proposal?

The TESOL certificate offers students across colleges an opportunity to complement their primary academic major with a certificate to Teach English to Speakers of Other Languages in local, national, or international markets. The certificate, unlike the minor, has the benefit of professional recognition sufficient to garner paid positions, particularly in international markets. Further, degree-seeking and non-traditional students alike are seeking the skills provided by this certificate to work within growing industries that employ substantial numbers of English language learners.

According to the U.S. Bureau of Labor Statistics, approximately 4,700 openings for adult basic and secondary education and ESL teachers are projected each year, with an average salary of \$59,720 (as of May 2021). The TEFL & ESL Job Market Report 2021-2022 shows a worldwide need for 20,000 ESL instructors at any given time to help address the needs of two billion English learners globally. Market research reports that the global industry of teaching English to speakers of other languages will increase from US \$9.6 billion (2020) to US\$27 billion by 2027. The proposed TESOL certificate offers an initial avenue for this profession.

Equally important, living and working in a foreign country affords incredible non-monetary benefits as well. These include exposure to, and appreciation for, diverse cultures, enhanced opportunities to learn new languages, and novel, exciting, and, possibly, life-changing, experiences.

The TESOL certificate would replace the current 19-hour minor, requiring the identical course offerings without the colonnade language requirement. The TESOL certificate can be completed within 5 academic semesters.

The TESOL certificate program offers flexibility in course delivery identical to the current flexible modalities available for the TESOL minor: face-to-face, synchronized WEB, and WEB.

Finally, the certificate would not require additional costs. The TESOL/Linguistics faculty would teach the required courses using existing WKU resources, including current course loads, Blackboard and Zoom.

Potential audiences:

- Initial audience: Current WKU undergraduates (i.e., current TESOL students come from across the University: Modern Languages, CEBS, Psychological Sciences, Political Science, Business, other departments); and
- Second audience: Persons, including non-traditional students, who would like to be certified to teach English to speakers of other languages locally or abroad.

Budgetary Implications

Budget Template:

https://www.wku.edu/academicaffairs/pd/process_overview.php

Budget Spreadsheet

TESL certificate-budget-spreadsheet-FINAL 02 22 2023.xlsx

Key: 373

UNDERGRADUATE CERTIFICATE IN PROFESSIONAL AND TECHNICAL WRITING

REQUEST: Approval of an undergraduate certificate in Professional and Technical Writing through the Department of English within the Potter College of Arts and Letters.

FACTS: This certificate emphasizes the kinds of thinking, reading, and writing skills necessary for today's workplaces. Students in the certificate program learn how to write persuasively, edit and publish professional texts, research projects and consult with clients, and use online writing technologies (social media, Adobe Suite, blogging, etc.) for professional purposes.

This certificate complements existing academic majors and could greatly benefit students interested in developing their applied workplace writing skills. Students who complete this certificate are exposed to a variety of professional documents, technical writing research strategies, and digital writing technologies, which better prepares them for a competitive global workforce. This certificate provides support for process-learning practices and collaborative learning. These are achieved through high impact practices, such as internships, and engagement with subject matter experts (SMEs) and clients in both regional and national industries.

Required Courses (15 hours)*

ENG 100 Introduction to College Writing (or Colonnade Category F-W1) (3)

ENG 212 Introduction to Digital Text and Media (3)

ENG 306 Business Writing (3)

Or ENG 307 Technical Writing

One course in professional and technical writing theory (3)

One course in professional and technical writing application (may not duplicate) (3)

Total Hours: 15

*Complete curriculum and program requirements are in the Curriculum Program Proposal attached.

BUDGETARY IMPLICATIONS: Given that there is sufficient room for enrollment growth within the certificate courses that also serve the Professional Writing concentration in the English major, the program faculty do not anticipate needing additional faculty capacity to accommodate envisioned growth.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of an undergraduate certificate in Professional and Technical Writing to be implemented Fall 2023.

MOTION: Approval to establish an undergraduate certificate in Professional and Technical Writing with implementation in Fall 2023.

: PROFESSIONAL AND TECHNICAL WRITING CERTIFICATE

In Workflow

- ENG Approval (alison.langdon@wku.edu;kimberly.nessler@wku.edu)
- AR Dean (merrall.price@wku.edu)
- AR Curriculum Committee (merrall.price@wku.edu)
- Undergraduate Curriculum Committee (sheila.flener@wku.edu)
- University Senate (antonia.szymanski@wku.edu)
- Provost (beth.laves@wku.edu)
- Board of Regents (all)
- CPE (rheanna.plemons@wku.edu; beth.laves@wku.edu)
- Program Inventory (jennifer.hammonds@wku.edu)

Approval Path

- Sat, 25 Feb 2023 19:02:17 GMT
Alison Langdon (alison.langdon): Approved for ENG Approval
- Mon, 27 Feb 2023 15:40:06 GMT
Merrall Price (merrall.price): Approved for AR Dean
- Wed, 08 Mar 2023 18:30:09 GMT
Merrall Price (merrall.price): Approved for AR Curriculum Committee
- Tue, 21 Mar 2023 22:15:04 GMT
Sheila Flener (sheila.flener): Approved for Undergraduate Curriculum Committee
- Tue, 25 Apr 2023 02:16:51 GMT
Antonia Szymanski (antonia.szymanski): Approved for University Senate
- Wed, 26 Apr 2023 14:21:43 GMT
Robert Fischer (robert.fischer): Approved for Provost

New Program Proposal

Date Submitted: Sat, 25 Feb 2023 19:01:16 GMT

Viewing: : Professional and Technical Writing Certificate

Last edit: Wed, 22 Mar 2023 21:09:05 GMT

Changes proposed by: als04863

Proposed Action

Active

Contact Person

Name	Email	Phone
Alison Langdon	alison.langdon@wku.edu	270-745-5708

Term of Implementation

2022-2023

Academic Level

Undergraduate

Program Type

Certificate - Undergraduate

Department

English

College

Arts & Letters

Program Name (eg. Biology)

Professional and Technical Writing Certificate

Will this program have concentrations?

No

CIP Code

23.1303 - Professional, Technical, Business, and Scientific Writing.

Will this program lead to teacher certification?

No

Does the proposed program contain 25% or more new content not previously taught in another course at WKU? If yes, contact the Office of the Provost for additional SACSCOC proposal requirements

No

Catalog Content**Program Overview (Catalog field: Overview tab)**

The Professional Writing certificate emphasizes the kinds of thinking, reading, and writing skills necessary for today's workplaces. Students in the certificate program learn how to write persuasively, edit and publish professional texts, research projects and consult with clients, and use online writing technologies (social media, Adobe Suite, blogging, etc.) for professional purposes. This certificate complements existing academic majors and could greatly benefit students interested in developing their applied workplace writing skills.

The certificate requires 15 credit hours and can be completed in 2-3 academic terms, with some elective courses cross-listed between academic programs. Required courses are offered every semester or year, including summer and winter terms.

The certificate is available to students from any major and has been 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.

Curriculum Requirements (Catalog field: Program Requirements)**Program Requirements (15 hours)**

Code	Title	Hours
Core Courses		
ENG 100	Introduction to College Writing (or Colonnade Category F-W1)	3
ENG 212	Introduction to Digital Texts and Media	3
ENG 306 or ENG 307	Business Writing Technical Writing	3
Total Hours		9
Code	Title	Hours
One course in professional and technical writing theory		3
ENG 301	Argument and Analysis in Written Discourse	
ENG 349	Special Topics in Professional Writing	
ENG 401	Advanced Composition	
ENG 412	Theories of Rhetoric and Persuasive Writing	
ENG 415	Writing and Technology	
Code	Title	Hours
One course in professional and technical writing application (may not duplicate course used in core)		3
ENG 306	Business Writing	
ENG 307	Technical Writing	
ENG 369	Internship I	
ENG 402	Editing and Publishing	
ENG 414	Professional Writing Capstone	

Will this program be managed or owned by more than one department?

No

Does this program include courses from outside your department?

No

Relation to Mission and Strategic Plan**Explain how the proposed program relates to the institutional mission and academic strategic plan.**

This certificate would help meet several of WKU's institutional and academic objectives.

First, the certificate provides support for process-learning practices and collaborative learning. These are achieved through high impact practices, such as internships, and engagement with subject matter experts (SMEs) and clients in both regional and national industries.

Students who complete this certificate are exposed to a variety of professional documents, technical writing research strategies, and digital writing technologies, which better prepares them for a competitive global workforce.

Explain how the proposed program addresses the state's postsecondary education strategic agenda

The Kentucky post-secondary educational attainment goal is to increase degree attainment to 60% of working-age Kentuckians by the year 2030.

Considering that, in 2022, internationally owned facilities in Kentucky provided a total investment of \$3.91 billion and nearly 3,400 new jobs for Kentuckians, this certificate increases the potential for degree-holding citizens to more readily obtain jobs with those regionally and nationally owned companies, particularly as those students pursue internships during their coursework. Additionally, this certificate has the potential to increase matriculation to degree programs by non-traditional students initially pursuing the certificate outside of degree programs.

Program Quality and Demand

Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand; career opportunities at the regional, state, and national level; and any changes or trends in the discipline that necessitate a new program.

Please insert one Learning Outcome per box. Click green plus sign for additional LO boxes

Learning Outcomes and Measurement Plan

	List all student learning outcomes of the program.	Measurement Plan
SLO 1	Demonstrate literacy in the primary genres of professional writing, including letters, memos, emails, résumés, reports, proposals, websites, social media writing, white papers, technical descriptions, technical definitions, technical instructions, and technical manuals.	Summative and formative assessment by instructor of record in professional writing classes. Evaluated by entire Professional Writing faculty on a rotating basis as the focal point of annual ASL reports under the direction of the Professional Writing program coordinator.
SLO 2	Determine the needs of specific rhetorical situations, including audiences, purposes, and uses.	Summative and formative assessment by instructor of record in professional writing classes. Evaluated by entire Professional Writing faculty on a rotating basis as the focal point of annual ASL reports under the direction of the Professional Writing program coordinator.
SLO 3	Develop strategies for addressing multiple audiences in any given professional writing document, including accommodations for expert and lay audiences.	Summative and formative assessment by instructor of record in professional writing classes. Evaluated by entire Professional Writing faculty on a rotating basis as the focal point of annual ASL reports under the direction of the Professional Writing program coordinator.
SLO 4	Refine writing style for clarity, conciseness, coherence, cohesion, and emphasis.	Summative and formative assessment by instructor of record in professional writing classes. Evaluated by entire Professional Writing faculty on a rotating basis as the focal point of annual ASL reports under the direction of the Professional Writing program coordinator.

Assessment Template: https://www.wku.edu/academicaffairs/ee/assurance_learning_resources.php

Upload Assessment Plan

22-23ASLAP_NewProgram_PWCert.docx

Specify any distinctive qualities of the program.

The program requires 15 credit hours that can be completed in a minimum of 2-3 academic terms, including winter and summer terms. Some core requirements, such as ENG 100: Introduction to College Writing, can be fulfilled with AP, dual-credit, or transfer credit.

Does the proposed program differ from existing programs in terms of curriculum, focus, objectives, etc.?

Yes

Please explain

This program differs in curriculum and scope from the English major with a Professional Writing concentration and the Professional Writing minor. This program has a more concentrated scope, and is designed to introduce students to core professional writing documents, skills, and practices. The program is also designed to supplement non-English major areas of study by providing an in-demand, professional credential.

Does the proposed program serve a different student population (i.e., students in a different geographic area, non-traditional students) from existing programs?

Yes

Please explain

This program would provide a stand-alone credential.

Is access to existing programs limited?

No

Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which students transfer has been explored and coordinated with other institutions.

There is currently no other certificate program in Professional and Technical Writing offered by another Kentucky institution.

Describe student demand data for this program.

Student demand data for this program is threefold. First, current trends in professional writing suggest particular growth in the healthcare and technology fields, particularly in technical writing, digital writing skills, and grant/proposal writing. This program addresses these areas of growth through focused courses on digital literacy and writing; technical writing; business writing; and grant writing (a special topics course). The program also meets student demand through high-impact practices, such as internships, and upper-division electives that focus on working with clients and SMEs external to WKU. There is potential to grow this program beyond these offerings with direct initiatives such as explicitly marketing grant writing or healthcare writing as potential careers and collaborating with other university programs.

Secondly, our current student enrollment in the Professional Writing minor has increased in the last 3 years to a total of 10 students. Six of these minors (60%) are majoring in areas outside of English. With such an increased, external enrollment, there is potential for further growth and demand for professional writing courses. Over the past few years, students (and their academic advisors) have inquired about a condensed, complementary credential that would complement their major area(s) of study.

Finally, the Professional Writing program receives on average 6-8 inquires a year from external parties looking for a standalone professional writing credential. Many of these inquires are from working professionals in the region (teachers, non-profit professionals, IT specialists, healthcare administrators, etc.) who want to further their education with a professional writing credential.

Graduates of this program are competitive in a variety of public and private sector industries, such as technology, healthcare, technical writing, and non-profit or not-for-profit organizations. According to the Lane Report: Kentucky's Business News Source, "employability skills" tied to communication, teamwork, problem-solving, analysis, and interpersonal relations and "knowing how to learn" are valued as highly as "academic skills." With an emphasis on reading and writing, developing "soft skills" through textual study, an abundance of collaborative and high-impact practice activities, technical and rhetorical analysis assignments, and client-based projects, students of this program acquire these high-value skills. This program is particularly effective at marrying employability and communication skills. The required Digital Texts and Media, Business Writing, and Technical Writing courses, as well as the Professional Writing Capstone elective, make students aware of local and national employment data and trends; it also requires students to build and tailor resumes, cover letters, statements of purpose and other material targeted to appropriate professional opportunities.

Moreover, as a standalone credential, the certificate program addresses current workforce needs and employment trends related to "microcredentials." According to a 2023 study by Collegis and the University Professional and Continuing Education Association (UPCEA), "76 percent [of leaders surveyed from 500 organizations] said pursuing microcredentials demonstrates an employee's willingness to develop their skills, 63 percent said it shows initiative and 60 percent said it's an easy way to communicate employee competencies and skills. Eighty percent of respondents said that stackable credentials leading to a degree enhanced their appeal" (Greenberg). When we combine these trends with the Kentucky Center for Education and Workforce Statistics (KCEWS) section on Future Employment Demand, there appear to be over 30,000 jobs on the horizon for which program students could compete.

Will this program replace or enhance any existing program(s) or concentration(s) within an existing program?

No

Program Demand Data and Support Documents

Technical Writers-Occupational Outlook Handbook-US-Bureau of Labor Statistics.pdf

Delivery Mode

Is 25% or more of this program offered at a location other than main campus?

No

Is 50% or more of this program offered by distance education (online asynchronous, online synchronous, connected classrooms, etc.)?

No

Do you plan to offer 100% of this program online?

No

If no, enter the percentage of the program that will be taught online.

40%

Do you plan to offer 100% of this program face-to-face?

Yes

Do you plan to offer at least 25% of this program as a direct assessment competency-based educational program?

No

See the SACSCOC Policy on Direct Assessment Competency-based Educational Programs.

<https://www.sacscoc.org/pdf/081705/DirectAssessmentCompetencyBased.pdf>

Rationale for the program proposal?

This certificate will be useful for students who are interested in acquiring or further developing professional and technical writing skills but who are uncertain as to whether they can devote the time that would be needed to pursue a major in English with a concentration in Professional Writing.

Budgetary Implications

Budget Template:

https://www.wku.edu/academicaffairs/pd/process_overview.php

Budget Spreadsheet

PW certificate-budget-spreadsheet-FINAL-AL.xlsx

Key: 356

ACADEMIC PROGRAM SUSPENSION

REQUEST: Approval for academic program suspension for the following program: **Photojournalism Minor.**

FACTS: The Faculty have made the decision to suspend the Minor in Photojournalism. With the changes in the Photojournalism Major, including the creation of a 36-hour Photography concentration designed for students interested in other forms of photography beyond photojournalism, the minor is somewhat redundant to this new track and has the potential of competing with it. Suspending the minor will streamline the programs offered within the major.

BUDGETARY IMPLICATIONS: Closing this academic program to new admissions will have no impact on the University Budget because the courses continue to be offered as part of the major to degree seeking students.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of the suspension of the Photojournalism Minor to be implemented Fall 2023.

MOTION: Approval to suspend the following program: Minor in Photojournalism with implementation in Fall 2023.

ACADEMIC PROGRAM SUSPENSION

REQUEST: Approval for academic program suspension for the following program: **Floodplain Management, Certificate.**

FACTS: The Faculty have made the decision to suspend the Undergraduate Certificate in Floodplain Management due to the lack of student interest in this program as a separate certificate. The courses in the certificate continue to be taught as part of the Bachelor of Science in Civil Engineering and are available to students. There are no admitted or enrolled students in the program currently.

BUDGETARY IMPLICATIONS: Closing this academic program to new admissions will have limited or no impact on the University Budget because the courses continue to be sufficiently enrolled with bachelor degree seeking students.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of the suspension of the Floodplain Management Certificate to be implemented Fall 2023.

MOTION: Approval to suspend the following program: Certificate in Floodplain Management with implementation in Fall 2023.

**EMERITUS
APPOINTMENTS**

REQUEST: Approval of faculty emeritus status for Dr. Steve Wells

FACTS: Listed below is a faculty member who has been recommended by tenured faculty, department chair and college dean to be awarded emeritus status. They have served the university for at least ten years and have had distinguished records of achievement and service.

Gordon Ford College of Business

Dr. Steve Wells, Professor of Accounting, Emeritus

BUDGETARY IMPLICATIONS: No funds requested.

RECOMMENDATION: President Timothy C. Caboni recommends awarding Dr. Steve Wells Emeritus Status.

MOTION: Approval of emeritus status awarded to Dr. Steve Wells.