ACADEMIC AFFAIRS COMMITTEE

April 12, 2024

UNDERGRADUATE CERTIFICATE IN PERSONAL BRANDING

REQUEST: Approval of an undergraduate certificate in Personal Branding through the School of Media & Communication within the Potter College of Arts & Letters.

FACTS: WKU students need multiple skill sets to succeed in a digital world. Research from Adobe (Creators in the Creator Economy: A Global Study, 2022) found that 45% of the Gen Z participants surveyed aspire to make money by creating and sharing their content online. It is estimated that promotional partnerships between brands and online creators will grow to $16.4 billion in 2023. Changes in NCAA rules have also made it possible for amateur athletes to monetize their name, image and likeness through Personal Branding.

Students will gain valuable insights from self-assessment and then apply these insights to create digital content for career success. Upon completion, graduates will emerge with a well-defined personal brand that sets them apart in today's competitive job market, making more attractive to prospective employers. By the end of the program, students will not only have an actionable personal brand strategy, but also a portfolio of content that showcases their expertise and value. Graduates will be well-prepared to successfully position themselves in the modern job market with a strong online presence.

Required Courses (16 hours)
Complete curriculum and program requirements are in the Curriculum Program Proposal attached.

BUDGETARY IMPLICATIONS: The undergraduate certificate in Personal Branding will utilize existing faculty capacity with no additional resources needed.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of an undergraduate certificate in Personal Branding to be implemented in Fall 2024.

MOTION: Approval to establish an undergraduate certificate in Personal Branding with implementation in Fall 2024.

: PERSONAL BRANDING

In Workflow

1. SOMC Approval (ron.demarse@wku.edu; angela.jerome@wku.edu)
2. AR Dean (merrall.price@wku.edu)
3. AR Curriculum Committee (merrall.price@wku.edu)
4. Undergraduate Curriculum Committee (sheila.flener@wku.edu; alexander.olson@wku.edu)
5. University Senate (susan.eagle@wku.edu)
6. Provost (beth.laves@wku.edu)
7. Board of Regents (all)
8. CPE (rheanna.plemons@wku.edu; beth.laves@wku.edu)
9. Program Inventory (jennifer.hammonds@wku.edu)

Approval Path

1. Thu, 04 Jan 2024 19:37:56 GMT
   Angela Jerome (angela.jerome): Approved for SOMC Approval
2. Thu, 11 Jan 2024 18:27:52 GMT
   Merrall Price (merrall.price): Rollback to SOMC Approval for AR Dean
3. Thu, 11 Jan 2024 20:09:38 GMT
   Angela Jerome (angela.jerome): Approved for SOMC Approval
4. Thu, 11 Jan 2024 20:10:02 GMT
   Merrall Price (merrall.price): Approved for AR Dean
5. Wed, 17 Jan 2024 00:34:32 GMT
   Merrall Price (merrall.price): Approved for AR Curriculum Committee
6. Tue, 23 Jan 2024 23:15:05 GMT
   Sheila Flener (sheila.flener): Approved for Undergraduate Curriculum Committee
7. Fri, 23 Feb 2024 20:38:57 GMT
   Susan Eagle (susan.eagle): Approved for University Senate
8. Tue, 27 Feb 2024 23:30:01 GMT
   Robert Fischer (robert.fischer): Approved for Provost

New Program Proposal

Date Submitted: Tue, 31 Oct 2023 14:56:21 GMT

Viewing: : Personal Branding

Last edit: Thu, 11 Jan 2024 22:23:39 GMT

Changes proposed by: clf49351

Proposed Action

Active

Contact Person

Name	Email	Phone
Cliff Shaluta	cliff.shaluta@wku.edu	(270) 991-6966

Term of Implementation

2024-2025

Academic Level

Undergraduate

Program Type

Certificate - Undergraduate

Department

Media & Communication, School of

College

Arts & Letters

Program Name (eg. Biology)
Personal Branding

Will this program have concentrations?
No

CIP Code
09.0702 - Digital Communication and Media/Multimedia.

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)
A focused educational experience designed to empower students with the communication strategies and production skills necessary to build and enhance their personal brand in the digital age. Covers topics such as personal branding strategy, content creation and digital production.

Curriculum Requirements (Catalog field: Program Requirements)

Program Requirements (16 hours)

Code	Title	Hours
Core Courses		
AD 230	Digital Tools	3
AD 250	Personal Branding	3
VJP 261	Mobile Media Storytelling	3
BCOM 264	Digital Video Production and Distribution	3
AD 401	ePortfolio	1
Elective		
Select one upper level elective from the following:		3
COMM 315	Sport Communication	
or SPM 315	Sport Communication	
JOUR 323	Multiplatform News Presentation	
MKT 325	Personal Selling	
FILM 399	Special Topics in Film	
Total Hours		**16**

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?
Ron DeMarse, Lucas Forbes	12/1/22, 10/3/22

Relation to Mission and Strategic Plan

Explain how the proposed program relates to the institutional mission and academic strategic plan.
The proposed PBC aligns with the university's mission and strategic plan by enhancing student outcomes, addressing industry needs, diversifying program offerings, and encouraging academic collaboration, with a focus on on student-centered learning.

Explain how the proposed program addresses the state's postsecondary education strategic agenda
The PBC supports Kentucky's postsecondary education agenda by enhancing workforce readiness, promoting continuous learning, fostering personal development, and addressing the demands of the modern job market.

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 a comprehensive understanding of the principles and concepts of personal branding, including its importance in the professional world and its impact on career development.	Informal Linkedin profile reviews as described in the attached assessment plan.
SLO 2	Conduct a thorough self-assessment to identify student strengths, weaknesses, values, and unique attributes, enabling them to effectively define their personal brand.	Informal Linkedin profile reviews as described in the attached assessment plan.
SLO 3	Develop content with a specific audience in mind to effectively communicate with fans or potential employers, educators, or peers.	Formal AD 401 ePortfolio (new class) review as described in the attached assessment plan.
SLO 4	Demonstrate proficiency in using ePortfolio creation tools, customizing layouts, and integrating multimedia elements.	Formal AD 401 ePortfolio (new class) review as described in the attached assessment plan.
SLO 5	Create and curate a collection of digital work that showcases their academic and professional growth, including documents, multimedia presentations, and reflective writings.	Formal AD 401 ePortfolio (new class) review as described in the attached assessment plan.

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

Upload Assessment Plan

Adobe-'Future-of-Creativity'-Study_Creators-in-the-Creator-Economy.pdf
CU_Brand_Storytelling.pdf
2024-25_asi_PB_CERT.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.)

Google coined the term 'Moment of Truth' to describe the shopping behavior exhibited in a digital world. Consumers are now able to perform extensive research online before making purchases. The same concept also applies to employers. They use social media and other digital "footprints" to assess job applicants. Therefore, it's important for our graduates to have a professional online presence.

Specify any distinctive qualities of the program.

Students will gain valuable insights from self-assessment and then apply these insights to create digital content for for career success. Upon completion, graduates emerge with a well-defined personal brand that sets them apart in today's competitive job market, making them more attractive to prospective employers.

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

Yes

Please explain

By the end of the program, students will not only have an actionable personal brand strategy, but also a portfolio of content that showcases their expertise and value. Graduates will be well-prepared to successfully position themselves in the modern job market with a strong online presence.

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.
We will follow normal credit transfer protocols.

Describe student demand data for this program.
AD 250 Personal Branding is being offered for the first time in Fall 2023. The class has 23 students with little promotion.

The program's focus on digital skills and online presence aligns with the growing importance of technology in various industries, contributing to Kentucky's efforts to prepare its workforce for the digital age.

Will this program replace or enhance any existing program(s) or concentration(s) within an existing program?
No

Program Demand Data and Support Documents
PB_CERT_BUDGET_Jerome Edits-Beth.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.)?
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.
10

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?
WKU students need multiple skill sets to succeed in a digital world. Research from Adobe found that 45% of the Gen Z participants they surveyed aspire to make money by creating and sharing their content online. It is estimated that promotional partnerships between brands and online creators will grow to $16.4 billion in 2023. Changes in NCAA rules have also made it possible for amateur athletes to monetize their name, image and likeness (NIL) through Personal Branding. The timing of this certificate is right.

Budgetary Implications

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

Additional Attachments
CU_Brand_Storytelling.pdf
Adobe-'Future-of-Creativity'-Study_Creators-in-the-Creator-Economy.pdf

Reviewer Comments
Merrall Price (merrall.price) (Thu, 11 Jan 2024 18:27:52 GMT): Rollback: Does this need to go up this month? The formatting is a bit off, and I'd need help from the registrar's office.

Key: 384

MINOR IN PIANO PEDAGOGY

REQUEST: Approval of a minor in Piano Pedagogy through the Department of Music within the Potter College of Arts & Letters.

FACTS: Institutions within Kentucky currently offering coursework/programs in piano pedagogy include Northern Kentucky University, Campbellsville University, Bellarmine University, the University of Louisville, and the University of Kentucky. Within the field of piano pedagogy and per the National Association of Schools of Music (NASM) requirements, there are standard pedagogy courses for a degree in piano. This minor aims to go beyond the minimum pedagogy course requirements through service-learning, entrepreneurship, and national certification preparation.

Currently, piano majors at WKU are seeking additional pedagogy training through directed independent study courses, as no piano pedagogy program is currently offered at our institution. Further, no other institution currently offers a Piano Pedagogy minor that includes coursework and service-learning opportunities as comprehensive as those proposed here. The addition of this minor will aid in recruitment of piano majors and build the reputation of piano pedagogy studies at our institution. Students who complete a minor in Piano Pedagogy will be equipped to pursue careers in piano teaching (group and private teaching settings), university group piano instruction, partnerships with non-profits, piano entrepreneurship, and competitive graduate assistantships.

REQUIRED COURSES (26 HOURS)
Complete curriculum and program requirements are in the Curriculum Program Proposal attached.

BUDGETARY IMPLICATIONS: The minor in Piano Pedagogy will utilize existing faculty capacity with no additional resources needed.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of a minor in Piano Pedagogy to be implemented in Fall 2024.

MOTION: Approval to establish a minor in Piano Pedagogy with implementation in Fall 2024.

: PIANO PEDAGOGY

In Workflow

1. MUS Approval (liza.kelly@wku.edu; zachary.lopes@wku.edu)
2. AR Dean (merrall.price@wku.edu)
3. AR Curriculum Committee (merrall.price@wku.edu)
4. Undergraduate Curriculum Committee (sheila.flener@wku.edu; alexander.olson@wku.edu)
5. University Senate (susan.eagle@wku.edu)
6. Provost (beth.laves@wku.edu)
7. Board of Regents (all)
8. Program Inventory (jennifer.hammonds@wku.edu)

Approval Path

1. Fri, 17 Nov 2023 23:06:03 GMT
   Elizabeth Kelly (liza.kelly): Approved for MUS Approval
2. Thu, 11 Jan 2024 18:30:51 GMT
   Merrall Price (merrall.price): Rollback to MUS Approval for AR Dean
3. Thu, 11 Jan 2024 19:55:14 GMT
   Elizabeth Kelly (liza.kelly): Approved for MUS Approval
4. Thu, 11 Jan 2024 19:58:52 GMT
   Merrall Price (merrall.price): Approved for AR Dean
5. Wed, 17 Jan 2024 00:35:44 GMT
   Merrall Price (merrall.price): Approved for AR Curriculum Committee
6. Tue, 23 Jan 2024 23:15:14 GMT
   Sheila Flener (sheila.flener): Approved for Undergraduate Curriculum Committee
7. Fri, 23 Feb 2024 20:39:03 GMT
   Susan Eagle (susan.eagle): Approved for University Senate
8. Tue, 27 Feb 2024 23:30:04 GMT
   Robert Fischer (robert.fischer): Approved for Provost

New Program Proposal

Date Submitted: Wed, 15 Nov 2023 16:20:01 GMT

Viewing: : Piano Pedagogy

Last edit: Tue, 23 Jan 2024 22:39:44 GMT

Changes proposed by: lzf45377

Proposed Action

Active

Contact Person

Name	Email	Phone
Jessie Welsh	Jessica.welsh@wku.edu	321-279-2939
Zach Lopes	zachary.lopes@wku.edu	270.745.3751

Term of Implementation

2024-2025

Academic Level

Undergraduate

Program Type

Minor

Department

Music

College

Arts & Letters

Program Name (eg. Biology)

Piano Pedagogy

CIP Code

50.0912 - Music Pedagogy.

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

Curriculum Requirements (Catalog field: Program Requirements)

Program Requirements (26 Hours)

Code	Title	Hours
MUS 153	Applied Music Principal [1]	2
MUS 310	Pedagogy for Performance Majors	3
MUS 312	Teaching Music in the Primary Grades	3
MUS 325	Music Entrepreneurism	3
MUS 410	Intermediate Piano Pedagogy	3
MUS 430	Music Literature	3
PSY 310	Educational Psychology: Development and Learning	3
MUS 338	DIR Independent Study [2]	1-3
Oral Examination/Final Presentation		
Total Hours		**25-27**

[1] Repeatable up to 10 hours. Students will need to take a minimum of 6 hours to fulfill the requirements of the program.
[2] Repeatable up to 3 hours. Students will need to take a minimum of 2 hours to fulfill the requirements of the program.

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

No

Does this program include courses from outside your department?

Yes

Relation to Mission and Strategic Plan

Explain how the proposed program relates to the institutional mission and academic strategic plan.

1. This program will improve the career outcomes of postsecondary graduates by providing them with practical projects, business and entrepreneurship skills, the materials to apply for certification through the Music Teachers National Association, and hands-on classroom and independent teaching experiences.

2. This program will ensure academic offerings are high-quality, relevant, and inclusive by implementing comprehensive, well-rounded coursework, including service-learning opportunities with diverse populations, and diverse and inclusive materials within the field of piano pedagogy.

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

1. By adding a Minor in Piano Pedagogy, we are creating more opportunities for Kentuckians to pursue higher education, either concurrently with a degree or separately. The addition of this program will create a more skilled workforce within the field of music.

2. A Minor in Piano Pedagogy will open opportunities for working adults who may be pursuing their first postsecondary credential or returning to higher education after a hiatus.

3. The small class sizes in the Department of Music ensure one-on-one mentoring of students, which contributes to our retention and timely competition of postsecondary program.

4. Through varied service-learning experiences (including partnership with a local non-profit), this program will both improve the career outcomes of postsecondary grades and increase service to our community.

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	Students will demonstrate written/oral analytical and pedagogical processes in musicianship	Oral Examination/Final Presentation
SLO 2	Students will demonstrate technical proficiency on their applied instrument	Jury performances, in-class performances of pedagogical repertoire
SLO 3	Students will demonstrate the ability to craft lesson plans, select materials appropriate to student development, and sequence instructional methods.	Service-learning teaching, video self-assessments
SLO 4	Students will demonstrate 21st century, creative approaches to piano teaching	Service-learning teaching

Coursework projects with an emphasis on diverse repertoire, entrepreneurship, and curriculum development |
| SLO 5 | Students will complete necessary materials (teaching videos, written projects) for submission to Music Teachers Association for certification as a Nationally Certified Teacher of Music in Piano. | Coursework projects, video portfolio development, and final Oral Examination |

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.
1. Practical, project-based academic courses
2. Hands-on, service-learning experiences in both group and one-on-one instructional settings
3. Training in entrepreneurship and business skills
4. Partnership with a local non-profit through the WKU Piano Laboratory Program
5. Coursework that leads to an independent certification in teaching piano through the Music Teachers National Association

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

Yes

Please explain

This is a highly specialized program crafted to equip pianists with teaching skills, expand their career options post graduation, and provide service-learning experiences with students in our community.

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

One of the service-learning components of the coursework includes working with underserved communities through our Piano Laboratory Program community music class partnership with local non-profit, Refuge Bowling Green. This will attract students from more diverse backgrounds and those seeking diverse career paths within piano education.

Is access to existing programs limited?

Yes

Please explain

No other program in the state offers such comprehensive coursework and service-learning opportunities for students enrolled in a Piano Pedagogy Certificate.

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.

Institutions within the state currently offering coursework/programs in piano pedagogy include Northern Kentucky University, Campbellsville University, Bellarmine University, University of Louisville, and University of Kentucky. Within the field of piano pedagogy and per the NASM requirements, there are standard pedagogy courses for a certificate or degree in piano. While this certificate aims to go beyond the minimum pedagogy course requirements (through service-learning, entrepreneurship, and national certification preparation), the traditional piano pedagogy courses outlined by NASM could be transferred from another school to expedite the certificate program upon enrollment at WKU.

Describe student demand data for this program.

Currently, piano majors at WKU are seeking additional pedagogy training through directed independent study courses, as no piano pedagogy certificate is currently offered at our institution. As mentioned above, no other institution currently offers a Piano Pedagogy Minor with coursework and service-learning opportunities as comprehensive as those proposed here. The addition of this Minor will aid in recruitment of piano majors and build the reputation of piano pedagogy studies at our institution.

Students who complete a Minor in Piano Pedagogy will be equipped to pursue careers in piano teaching (group and private teaching settings), university group piano instruction, partnership with non-profits, piano entrepreneurship, and competitive graduate assistantships.

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

No

Program Demand Data and Support Documents

Minor in Piano Pedagogy _Program_Demand (1).pdf

Library Resources

Attach library resources

Minor in Piano Pedagogy _Library.pdf

Rationale for the program proposal?

1. A Minor in Piano Pedagogy would provide our current students with more diverse and practical skillsets, teaching experiences in practicum settings, and greater marketability for their career and/or post-secondary pursuits.
2. It will also raise the level of visibility of the piano/piano pedagogy program at WKU, aiding recruitment.
3. Piano majors currently enrolled in pedagogy coursework at WKU are actively seeking additional pedagogy training, and this program will meet the needs of these current students, as well.

Budgetary Implications

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

Reviewer Comments

Merrall Price (merrall.price) (Thu, 11 Jan 2024 18:30:51 GMT): Rollback: Liza, does this need to go up this month? I had hoped to get it cleaned up a bit, but ran out of time on it.

Key: 390

GRADUATE CERTIFICATE IN SCHOOL SOCIAL WORK

REQUEST: Approval of a Graduate Certificate in School Social Work through the Department of Social Work within the College of Health and Human Services.

FACTS: This certificate will prepare graduates to meet the needs of youth while eliminating barriers to services such as access. Several states nationwide are experiencing a shortage of school-based mental health providers. Kentucky is no exception. KRS 158.4416defines a "School-based mental health services provider" as a licensed or certified school counselor, school psychologist, school social worker, or other qualified mental health professional. With the growing concerns for youth mental health challenges, chronic absenteeism, and school violence, our nation needs school social workers more than ever. (NASW, 2023).

The WKU Social Work Departmental Advisory Committee consisting of faculty, staff, students and community members/partners have advocated for the need for the certificate program to better equip social work graduates to work in schools. The WKU Department of Social Work also collaborated with Green River Regional Educational Cooperative to develop this School Social Work Certificate program.

In the aftermath of COVID and natural disasters, constituents are reporting a higher need for school-based social work services for youth. Research shows that students of marginalized populations living in poverty are 50 times more likely to receive mental health services if offered at school (Zabek, F., Lyons, M.D., Alwani, N. et al., 2023). The School Social Work Association of America defines school social workers as "trained mental health professionals who can assist with mental health concerns, behavioral concerns, positive behavioral support, academic, and classroom support, consultation with teachers, parents, and administrators as well as provide individual and group counseling/therapy" (SSWAA, 2023).

School Social Workers are uniquely qualified to address barriers to academic success such as familial, environmental, and community. School social workers serve as a link between the home, school, and community, working to remove barriers, engage families, and identify needed resources for students (SSWAA, 2023).

REQUIRED COURSES (12 HOURS)
Complete curriculum and program requirements are in the Curriculum Program Proposal attached.

BUDGETARY IMPLICATIONS: The Graduate Certificate in School Social Work will utilize existing faculty capacity with no additional resources needed.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of a Graduate Certificate in School Social Work to be implemented in Fall 2024.

MOTION: Approval to establish a Graduate Certificate in School Social Work with implementation in Fall 2024.

: SCHOOL SOCIAL WORK CERTIFICATE

In Workflow

1. SWRK Approval (patricia.desrosiers@wku.edu)
2. HH Dean (tania.basta@wku.edu; danita.kelley@wku.edu)
3. HH Curriculum Committee (danita.kelley@wku.edu;judy.english@wku.edu)
4. Professional Education Council (corinne.murphy@wku.edu; josiah.super@wku.edu; jennifer.klemm@wku.edu; heidi.fortenberry@wku.edu)
5. Graduate Curriculum Committee (whitley.stone@wku.edu)
6. Graduate Council (sarah.bonis@wku.edu)
7. University Senate (susan.eagle@wku.edu)
8. Provost (beth.laves@wku.edu)
9. Board of Regents (all)
10. CPE (rheanna.plemons@wku.edu; beth.laves@wku.edu)
11. Program Inventory (jennifer.hammonds@wku.edu)

Approval Path

1. Mon, 27 Nov 2023 20:38:31 GMT
Patricia Desrosiers (patricia.desrosiers): Rollback to Initiator
2. Mon, 27 Nov 2023 22:10:39 GMT
Patricia Desrosiers (patricia.desrosiers): Rollback to Initiator
3. Mon, 27 Nov 2023 22:43:05 GMT
Patricia Desrosiers (patricia.desrosiers): Approved for SWRK Approval
4. Tue, 28 Nov 2023 23:55:20 GMT
Danita Kelley (danita.kelley): Rollback to Initiator
5. Mon, 04 Dec 2023 16:18:35 GMT
Patricia Desrosiers (patricia.desrosiers): Approved for SWRK Approval
6. Fri, 08 Dec 2023 17:50:21 GMT
Danita Kelley (danita.kelley): Approved for HH Dean
7. Fri, 08 Dec 2023 20:48:28 GMT
Danita Kelley (danita.kelley): Approved for HH Curriculum Committee
8. Wed, 13 Dec 2023 23:18:23 GMT
Heidi Fortenberry (heidi.fortenberry): Approved for Professional Education Council
9. Thu, 04 Jan 2024 21:44:04 GMT
Whitley Stone (whitley.stone): Approved for Graduate Curriculum Committee
10. Mon, 22 Jan 2024 16:07:32 GMT
Sarah Bonis (sarah.bonis): Approved for Graduate Council
11. Fri, 23 Feb 2024 20:39:11 GMT
Susan Eagle (susan.eagle): Approved for University Senate
12. Tue, 27 Feb 2024 23:30:07 GMT
Robert Fischer (robert.fischer): Approved for Provost

New Program Proposal

Date Submitted: Fri, 01 Dec 2023 14:42:09 GMT

Viewing: : School Social Work Certificate

Last edit: Wed, 24 Jan 2024 19:16:36 GMT

Changes proposed by: ern67287

Proposed Action

Active

Contact Person

Name	Email	Phone
Erin Warfel	erin.warfel@wku.edu	270-745-8923

Term of Implementation

2024-2025

Academic Level

Graduate

Program Type

Certificate - Graduate

Department

Social Work

College

Health and Human Services

Program Name (eg. Biology)

School Social Work Certificate

CIP Code

44.0799 - Social Work, Other.

Will this program lead to teacher certification?

Yes

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 School Social Work Certification program will prepare participants to meet the needs of youth in the school system while eliminating barriers to services such as access. Participants will identify the role of a social worker in educational settings, explore assessment and evidence-based interventions, and apply theories to address school legislation and policies necessary to advocate in collaboration with school personnel, families, and the community.

Admission Requirements (Catalog field: Program Admission)

Admission to the WKU Graduate school and MSW Program or previously completed MSW from an accredited program by the Council on Social Work Education (CSWE).

Curriculum Requirements (Catalog field: Program Requirements)

Program Requirements (12 hours)

Code	Title	Hours
Required Courses		
SWRK 683	Trauma Informed School Social Work Practice	3
Select 1 Legal/Policy course from the list below		3
SWRK 433G	Ethical Issues and Dilemmas in Social Work	
SWRK 630	Rural Social Welfare Policy	
SWRK 671	Social Work and the Law	
SPED 612	Collaboration between Schools and Stakeholders for Individuals with Disabilities	
SPED 630	Special Education Law and Finance	
PSY 470G	Psychology and Law	
PSY 647	Addictions: Assessment, Diagnosis and Treatment Planning	
Select 2 Assessment/Intervention courses from the list below		6
SWRK 436G	Services to Children	
SWRK 572	Interpersonal Violence: Social Work Practice	
SWRK 623	Social Work Clinical Assessment and Intervention	
SWRK 637	Theories of Addiction	
SWRK 647	Addictions: Assessment, Diagnosis and Treatment Planning	
SWRK 660	Advanced Generalist Field Practicum I	
SWRK 661	Advanced Generalist Field Practicum II	
SWRK 667	Counseling Substance and Process Addictions	

SWRK 673	Grief and Loss: Issues and Interventions
SWRK 681	Trauma and Stressor Related Disorders
SWRK 682	Suicide Assessment and Intervention for Social Work
SPED 501	Introduction to Applied Behavior Analysis
SPED 502	Positive Behavior Supports
SPED 503	Behavior Assessment
CNS 567	Mental Health Diagnosis and Treatment in Counseling
CNS 568	Counseling Children and Adolescents
CNS 569	Play Therapy
CNS 588	Family Systems Counseling
CNS 592	Crisis, Trauma and Violence Counseling
CNS 637	Theories of Addiction
CNS 647	Addictions: Assessment, Diagnosis and Treatment Planning
CNS 667	Counseling Substance and Process Addictions
CNS 677	Eating Disorders in Counseling
PSY 443G	Behavior Modification
PSY 540	Behavior Problems of Childhood and Adolescence
PSY 637	Theories of Addiction
PSYS 521	Advanced Child Developmental Psychology

Total Hours   **12**

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?
Counseling and Student Affairs- Dr. Andrea Jenkins	9/11/23
Psychology- Dr. Steven Wininger and Dr. Sarah Bonis	9/6/23 and 9/11/23
Psychological Sciences- Dr. Matthew Shake	9/11/23
Education- Dr. Janet Tassell	9/5/23

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, this certificate will provide students with the knowledge and skills to effectively collaborate with other disciplines to provide trauma-informed school social work services.

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

The proposed certificate 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 certificate will prepare students for work with individuals, families and communities related to the school system from a trauma informed perspective. The Department of Social Work's collaboration with Green River Regional Educational Cooperative is also consistent with the state's objective #7 (Ensure academic offerings are high-quality, relevant and inclusive) and #8 (improve 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	Demonstrate knowledge of and adherence to local, state, and federal legislation, regulations, and policies along with the impact of those policies on children, families, schools, and communities.	Project from SWRK 683 scored with a rubric.
SLO 2	Articulate the multiple roles of the school social worker in practice, including collaboration and partnerships with other disciplines, systems, and families to ensure culturally responsive school social work practices.	Project from SWRK 683 scored with a rubric.
SLO 3	Apply the NASW Code of Ethics and NASW Standards for Social Work Services in the Schools to school social work practice setting scenarios.	Project from SWRK 683 scored with a rubric.
SLO 4	Demonstrate the application of trauma-informed assessment and evidence-based interventions in school social work practices.	Project from SWRK 683 scored with a rubric.

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

Upload Assessment Plan

School Social Work 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 school social work certificate will teach graduate students about the role of school social workers in assessment, intervention, collaboration, and advocacy within the school system.

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.

If a student transfers to WKU and wants to enroll in the program, the coordinator will review their transcript to determine if previous coursework is equivalent to required courses or electives. The Council on Social Work Education (CSWE) accreditation standards indicate that each program is able to review incoming courses from accredited schools for equivalency.

Describe student demand data for this program.

The WKU Department of Social Work Advisory committee comprised of faculty, students and community partners indicated a need for increased school based mental health providers and education in this area. A special topics course in Trauma-Informed School Social Work has been recently approved and offered. Increasingly, MSW students are requesting school field placements, and MSW graduates are seeking and finding employment in school system positions post-graduation.

School Social Work is a growing field. Mental health concerns are on the rise among youth, contributing to a greater need for mental health services in schools (Zabek, F., et al., 2023). Meanwhile, the nation's schools are experiencing a shortage of school-based mental health providers, including counselors, school psychologists, and social workers. (Walker, 2023). The mental health shortage is especially prevalent in rural communities—a shortage expected to double in Kentucky as nearly half of Kentucky counselors retire by 2028 (KLRC, 2019).

Research indicates between 18-20 percent of students have mental health issues significant enough to cause impairment to major life functions (Lyon & Bruns, 2019), yet only one in five receives the necessary services (Eklund et al., 2020; Kelly et al., 2015).

Both State and Federal legislation is supportive of increasing equitable access to school-based mental health supports, so students can learn and thrive. The Safer Community Act of 2022 included funding to increase the number of qualified mental health providers who can deliver services in schools. KRS 158.4416 states, "It shall be the goal that each school district and each public charter school shall provide at least one school-based mental service provider for every 250 students".

Western Kentucky schools have a counselor-to-student ratio of 1:450 despite the requirement to improve to 1:250. It is essential to note that many states and school districts require social workers to have a school social work certification for consideration for

employment. The Bureau of Labor Statistics reports that school guidance counselors earn a median salary of $60,510 per year. Employment in these positions is expected to grow 11% by 2030, which is faster than average (US Bureau of Labor Statistics, 2023).

Will this program replace or enhance any existing program(s) or concentration(s) within an existing program?
No

Program Demand Data and Support Documents
School Social Work Certificate Demand and Support.docx

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
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?
The WKU Department of Social Work has collaborated with Green River Regional Educational Cooperative to develop this School Social Work Certificate program.

This certificate will prepare graduates to meet the needs of youth while eliminating barriers to services such as access. Several states nationwide are experiencing a shortage of school-based mental health providers. Kentucky is no exception. KRS 158.4416 defines a "School-based mental health services provider" as a licensed or certified school counselor, school psychologist, school social worker, or other qualified mental health professional. With the growing concerns for youth mental health challenges, chronic absenteeism, and school violence, our nation needs school social workers more than ever. (NASW, 2023)

The WKU Social Work Departmental Advisory Committee consisting of facility, staff, students and community members/partners have advocated for the need for the certification program to better equip social work graduates to work in schools. In the aftermath of COVID and natural disasters, members are reporting a higher need for school-based social work services for youth.
Research shows that students of marginalized populations, living in poverty are 50 times more likely to receive mental health services if offered at school (Zabek, F., Lyons, M.D., Alwani, N. et al., 2023). The School Social Work Association of America defines school social workers as "trained mental health professionals who can assist with mental health concerns, behavioral concerns, positive behavioral support, academic, and classroom support, consultation with teachers, parents, and administrators as well as provide individual and group counseling/therapy" (SSWAA, 2023). School Social Workers are uniquely qualified to address barriers to academic success such as familial, environmental, and community. School social workers serve as a link between the home, school, and community, working to remove barriers, engage families, and identify needed resources for students (SSWAA, 2023).

Budgetary Implications

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

Budget Spreadsheet
Budget spreadsheet Grad School Social Work certificate- FINAL.xlsx

Additional Attachments
Professional Education Unit Memo School Social Work 2023.docx

Reviewer Comments

Patricia Desrosiers (patricia.desrosiers) (Mon, 27 Nov 2023 20:38:31 GMT): Rollback: To reorganize curriculum requirements into topical areas.

Patricia Desrosiers (patricia.desrosiers) (Mon, 27 Nov 2023 22:10:39 GMT): Rollback: Add SWRK 630

Danita Kelley (danita.kelley) (Tue, 28 Nov 2023 23:55:20 GMT): Rollback: Per proponent request

Key: 391

FACULTY HANDBOOK DISMISSAL REVISION

Please see the attached faculty handbook revision regarding dismissal.

VII.   TERMINATION OF FACULTY

VII.A.   Procedures for Termination:

VII.A.1.   Faculty Without Tenure: Faculty members without tenure are classified as employees at will to serve at the discretion of the University.

The term of a faculty appointment for one year may be terminated prior to the stated expiration date:

- By resignation and acceptance thereof, or
- By a dismissal for unsatisfactory job performance or neglect of duties.

VII.A.2.   Non-tenured Faculty, Continuing Instructors, Clinical, and Research Faculty, and Temporary Instructors

a. Tenure-track faculty may not continue pursuant to Handbook Sections IV and V.

b. Continuing Instructor contracts will be automatically extended each year, based on good performance, availability of funding, and need. Such appointments may be continued indefinitely but will not lead to tenure-eligible status. If a regular full- time Instructor contract is not to be renewed, the individual holding that appointment will be given advance notice by the university (March 1 during the first year of appointment and December 15 during subsequent appointment years) that the appointment will expire at the end of the current fiscal year. However, continuing Instructors may be terminated prior to the appointment expiration date for unsatisfactory job performance or neglect of duties.

c. Temporary Instructors and Visiting Faculty may be terminated prior to the appointment expiration date for unsatisfactory job performance or neglect of duties.

d. Non-renewal of a clinical, research, or instructor track may be addressed through the Faculty Grievance process outlined in Section VIII.

e. Research track faculty appointment may not continue if funding cannot be identified to maintain effort at or above 50%. However, the faculty member may continue to use the title and institutional affiliation for the purposes of apply for further funding if agreed upon at the time of appointment termination.

    i.   In the event that a research-track faculty member is not the PI/PD of a funded extramural grant or contract, decision to terminate or not to reappoint may be taken by the dean.

    ii.   In the event that a research-track faculty member is currently the PI/PD of a funded extramural grant or contract, a recommendation to terminate or not to reappoint may be

made by the dean, but the final decision to terminate or not to reappoint may be taken by the Provost working together with the Associate Provost for Research and Graduate Education.

iii. In the event that the Provost working together with the Associate Provost for Research and Graduate Education cannot reach consensus as to the disposition of such a recommendation, the decision of the President shall be final.

VII.A.3. Faculty With Tenure: A tenured appointment of a faculty member results in a commitment to successively reappoint the faculty member, except that tenured status of a faculty member may be terminated:

- By retirement;
- By resignation and acceptance thereof;
- By a dismissal for cause;
- By a decision of the Board of Regents that termination is necessary because of financial exigencies of the institution; or
- By a decision of the Board of Regents that termination is necessary due to changed academic program needs resulting in a situation so that there is no longer a teaching position available within the University for which the faculty member is qualified.

Causes for dismissal are specified in Kentucky Revised Statutes, Chapter 164 subsection 360, see:

https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=4223.

a. Procedure for Dismissal for Cause:

1. Before dismissal for cause actions commence, every effort should be made to resolve the matter looking toward a mutual settlement. If no settlement is reached beforehand, negotiation for mutual settlement may occur at any time during the process.

2. A faculty member who has tenure or an unexpired probationary appointment may be dismissed only for cause. Statutory cause sufficient to support dismissal consists of the following as identified in KRS 164.360: incompetency, neglect of or refusal to perform duties, or immoral conduct. Proceedings for dismissal of a faculty member for cause can be initiated only upon written charges referred by the President and shall be decided upon in the manner provided therein.

3. In any case in which the President of the University has personal knowledge of information sufficient to make an informed judgment that a faculty member should be dismissed for cause, after informal notification of the faculty member involved, charges may be brought without further consultation as provided by KRS 164.360(3). In this situation, the President would submit the charges directly to the Ad Hoc Committee on Faculty Dismissal to initiate a hearing. (See paragraph nine (9) below).

4. When the department chair/director decides to initiate a proposal for dismissal, they shall notify the faculty member in writing with a brief summary of the allegations in support of the proposal.   Within two weeks of informal notification of the faculty member involved, the department chair/director shall submit a written recommendation to the dean of the college which shall be copied to the faculty member. Within two weeks of receipt of the recommendation, the faculty member may submit a written response to the dean of the college. Within two weeks of the faculty member response or the deadline for the submission of the faculty member response, , the dean of the college shall make an independent evaluation of the proposal and submit a written recommendation to the Provost. Within two weeks of receiving the dean's recommendation, The Provost shall make an independent evaluation and submit to the President of the University a written recommendation together with all written recommendations and the faculty member response. .

5. If the President of the University determines that there is sufficient information to support dismissal for cause, charges shall be initiated as provided herein within two weeks. The charges are sent, with all recommendations, to the Ad Hoc Committee on Dismissal to initiate a hearing. (See paragraph nine (9) below.)

6. However, if the President of the University determines that additional information is needed in order to make an informed judgment as to whether or not to file charges, the file may be referred to the Advisory Committee on Faculty Continuance, Promotion and Tenure for preliminary inquiry, consultation, and its reasoned advice and recommendation. The committee will be formed following the protocols and procedures as outlined in section V.C of the Faculty Handbook.

7. If referral is made to the Advisory Committee, they shall make a genuine effort to resolve the entire matter by informal methods of preliminary inquiry, consultation, discussion, and confidential mediation. The Advisory Committee shall:
   a) Consult the Faculty Handbook and University Policies regarding Dismissal for Cause;

b) Review the primary written complaint, response and all supporting documents;
c) Analyze the presented arguments and determine if any outstanding questions remain;
d) Conduct informal interviews with the faculty member and the initiating agent as necessary with the aim of negotiating a mutually agreeable resolution; and/or
e) Determine if further interviews or document analysis are needed.

8. If the matter is unresolved informally within the three weeks after receipt of the charges, written recommendations and the faculty member's response, the Advisory Committee shall vote to determine whether or not to recommend that the President initiate charges of dismissal. A valid Committee vote requires an agreement of the majority of the Committee sitting in review. The Advisory Committee shall furnish the President with a written report containing its recommendation and vote as to whether or not the President should initiate charges of dismissal for cause. The report shall contain a statement of the Committee's specific reasons in support of its recommendation.

9. In any case in which the President decides that procedures for dismissal for cause are appropriate, the President shall forward a written recommendation of dismissal and all documents previously considered to an Ad Hoc Committee on Dismissal within two weeks. The Committee will be formed following the protocols used to form the Ad Hoc Committee on Continuance Tenure and Promotion described in Handbook Section V.C.3. The President's recommendation to the Ad Hoc Committee shall be accompanied by a formal written complaint setting forth specifically the nature of the factual information constituting grounds for dismissal. A copy of the complaint shall be sent to the faculty member being charged, and the President shall advise the faculty member of the following:

a) That the attached charges have been initiated against the faculty member to the Ad Hoc Committee on Dismissal;
b) That a written answer to the charges is required to be filed with the President;
c) That the faculty member's answer to the charges may be either an admission or a denial of the charges; and
d) That the faculty member has a right to be heard by the Ad Hoc Committee on Dismissal and to present testimony personally or through a representative, who may be an attorney.

10. If the charged faculty member fails or refuses to file the required written answer to the charge with the President within ten (10) days after receipt of notice of the charges, or if the faculty

member's answer admits the charges, the faculty member shall be terminated by letter of the President.

If a faculty member being charged files an answer denying the charges, a hearing by the Ad Hoc Committee on Dismissal will be set and heard at a designated place, time, and date, but not sooner than three weeks after written notice of the charges has been received by the faculty member.

11. Based on evidence presented at the hearing, the Ad Hoc Committee shall determine if adequate cause for dismissal exists and shall make a recommendation for sanctions to the President.

12. The following hearing protocols will be followed:

   a) The proceedings at the hearing shall be transcribed and permanent record kept of the charges, notices, and other actions.
   b) The Chief Human Resources Officer or their designee will serve as the convener and moderator of the hearing.
   c) During the proceedings, the faculty member will be permitted to have a current WKU colleague and a representative of the faculty member's choice, who may be an attorney.
   d) At the request of either party or the Ad Hoc committee, a representative of a responsible educational association will be permitted to attend the proceedings as an observer.
   e) The hearing will be private unless a public hearing is required by law.
   f) The President will attend the hearing.
   g) The moderator/convener will grant adjournments to enable either party to investigate evidence as to which a valid claim of surprise is made as determined by the Ad Hoc Committee.
   h) In the hearing of charges of professional incompetence, the testimony shall include that of qualified faculty members from this or other institutions of higher education.
   i) The burden of proof that adequate cause for dismissal exists rests with the institution and will be satisfied only by clear and convincing evidence in the record considered as a whole.
   j) Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements and publicity about the case by either the faculty member or administrative officers will be avoided so far as possible until the proceedings have been completed.

13. The proceedings are not governed by formal, legal rules of procedure and evidence. The Ad Hoc Committee may consider any information of a kind that has probative value. Furthermore,

a) The decision and vote will be based solely on the evidentiary record.
b) In order for the vote to be valid, a majority of the Committee members must agree. "Majority" is defined as a simple majority of the Committee members present at the hearing.
c) The faculty member and the administration will have the right to confront and cross-examine all witnesses.
d) Where the witnesses cannot or will not appear, but the committee determines that the interests of justice require admission of their statements, the committee will identify the witnesses, disclose their statements, and, if possible, provide for interrogatories.

14. The following agenda will be maintained:

- Entry of appearances of the parties and witnesses;
- Statement of charges by counsel for the University;
- Entry of the faculty member's denial of the charges;
- Presentation of evidence by General Counsel or a designated representative;
- Opportunity for the faculty member or counsel to present evidence refuting the charges;
- Summation or statement on behalf of the University by the General Counsel or a designated representative or counsel in cases of a conflict of interest with General Counsel's office; and
- Summation or statement by the charged faculty member or counsel;
- Decision and vote in closed session by Ad Hoc Committee on Dismissal;

15. The Ad Hoc Committee shall report its decision and vote to the President. ~~and whether or not they recommend dismissal.~~

a. If the Ad Hoc Committee reports that a majority of the committee finds that adequate cause for dismissal has been established, the Committee shall recommend to President one of two sanctions:

  i. dismissal of the faculty member; or
  ii. a sanction less than dismissal of the faculty member with reasons why dismissal would be inappropriate in this case.

b. It the Ad Hoc Committee reports that a majority of the committee does not find that adequate cause for dismissal has been established, the Committee shall recommend reinstatement of the faculty member.

16. The President may accept or reject the Ad Hoc Committee report.

a.   If the President accepts the report and recommendation of the Ad Hoc Committee, the President shall make a final, written recommendation consistent with the report and transmit it with a copy of the evidentiary record to the governing board.

b.   If the President rejects the Ad Hoc Committee report and/or the recommendation, the President will state the reasons for doing so, in writing, to the Ad Hoc committee and to the faculty member within one week. The Ad Hoc Committee and or faculty member may respond within one week of the receipt of the President's written notification. The President will have one week to consider the response(s) before notifying the committee and the faculty member of their final recommendation and transmitting it and the evidentiary record to the governing board.

17. The governing board may accept or reject the final recommendation of the President.

a.   If the governing board accepts the recommendation of the President, it shall notify the President of its decision within one week and the President shall direct action consistent with the board's decision.

b.   If the governing board rejects the recommendation, it shall notify the President within one week and the President shall direct action consistent with the board's decision.