ACADEMIC AFFAIRS

May 2, 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

MINOR IN COMMERCIAL MUSIC

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

FACTS: Unlike the Bachelor of Music, Bachelor of Arts in Music, and Music Minor, which all require previous training in western classical music, the Commercial Music minor will be open to students who have not necessarily had formal music training. The Commercial Music minor offers opportunities to students who wish to focus on non-western classical music genres.

Programs in Commercial Music are becoming more present in the region and across the country. Three WKU benchmark institutions currently offer programs in Commercial Music: Morehead State University, Central Michigan University, and Kentucky State University. The closest institutions to WKU offering Commercial Music programs are Belmont and Lipscomb University, both private entities. Students will choose the minor in Commercial Music at WKU for a number of reasons, 1) the proximity to the thriving Nashville music industry, 2) the affordability of WKU compared to other institutions in the region offering similar programs, and 3) representation and study of music genres that are more readily accessible than western classical music. The Minor in Commercial Music complements and supports other programs within PCAL such as Music, Arts Administration, Art & Design, Film, Theatre, and Dance. Multiple faculty within the department of music have the experience and expertise to support the development of the minor in Commercial Music, whether industry-appropriate applied instrument and ensemble studies or production and promotion. No additional faculty will be necessary to launch the program.

This program will appeal to students who want to invest in musical knowledge and skill through contemporary commercial idioms. These students desire baseline skills to be proficient in self-expression through an instrument, and the recording, publishing, or promotion of their materials. Informal surveys during music department recruiting events demonstrate that upwards of half of the students that articulate interest in music at the university level want opportunities in commercial music. Since the department currently does not offer credentials in commercial music instruments, ensembles, or entrepreneurism, WKU often loses those students to other institutions.

Multiple occupations benefit from the study of commercial music and support careers in arts performance, songwriting, music composer, music industry business (such as tour manager and tour promotion/marketing), publisher, music therapist, and recording studio artist. Beyond the apparent professional skills, the study of music develops a work ethic, applied collaboration, critical thinking, and interdisciplinary synthesis, skills much sought after by employers.

REQUIRED COURSES (24 HOURS)

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

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

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

MOTION: Approval to establish a minor in Commercial Music with implementation in Fall 2024.

415: COMMERCIAL MUSIC

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 23:05:57 GMT
   Elizabeth Kelly (liza.kelly): Approved for MUS Approval
2. Thu, 11 Jan 2024 17:43:12 GMT
   Merrall Price (merrall.price): Approved for AR Dean
3. Wed, 17 Jan 2024 00:34:29 GMT
   Merrall Price (merrall.price): Approved for AR Curriculum Committee
4. Tue, 20 Feb 2024 23:06:05 GMT
   Sheila Flener (sheila.flener): Approved for Undergraduate Curriculum Committee
5. Fri, 23 Feb 2024 20:38:51 GMT
   Susan Eagle (susan.eagle): Approved for University Senate
6. Tue, 27 Feb 2024 23:29:58 GMT
   Robert Fischer (robert.fischer): Approved for Provost
7. Fri, 01 Mar 2024 15:39:46 GMT
   Elizabeth Laves (beth.laves): Approved for Board of Regents
8. Fri, 29 Mar 2024 19:09:27 GMT
   Jennifer Hammonds (jennifer.hammonds): Rollback to Board of Regents for Program Inventory

New Program Proposal

Date Submitted: Wed, 15 Nov 2023 21:07:33 GMT

Viewing: 415 : Commercial Music

Last edit: Mon, 11 Mar 2024 15:22:33 GMT

Changes proposed by: lzf45377

Proposed Action

Active

Contact Person

Name	Email	Phone
Liza Kelly	liza.kelly@wku.edu	270-745-3751

Term of Implementation

2024-2025

Program Reference Number

415

Academic Level

Undergraduate

Program Type

Minor

Department

Music

College

Arts & Letters

Program Name (eg. Biology)

Commercial Music

CIP Code

50.0903 - Music Performance, General.

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 (24 Hours)

Code	Title	Hours
Core Courses		
MUS 102	Music Theory I for Non-Majors	3
MUS 103	Music Theory II for Non-Majors	3
MUS 325	Music Entrepreneurism	3
MUS 335	Reading Music Charts	3
Select one of the following:		2
MUS 206	Composition	
MUS 331	Commercial Songwriting	
Select one of the following:		3
MUS 119	Jazz Appreciation	
MUS 320	Rock and Roll: Music for a New Generation	
MUS 321	Country Music	
MUS 322	The Blues-Music from the Delta to Chicago	
Total Hours		**17**

Code	Title	Hours
Applied Lessons & Ensemble		
MUS 150	Applied Music Secondary	1
MUS 350	Applied Music Secondary	1
MUS 350	Applied Music Secondary	1
Select from: CCM Voice, Drum set, Guitar, Electric Bass, Mandolin, Banjo, Fiddle, Piano		
MUS 379	Chamber Music	1
MUS 379	Chamber Music	1
MUS 379	Chamber Music	1
Select from: Blues, Jazz, Rock, Acoustic/Folk, Bluegrass/Country		
Total Hours		**6**

Code	Title	Hours
Opposite Area of Applied Instrument		
Ssselect one of the following:		1
MUS 166	Group Guitar I	
MUS 162	Group Voice	
MUS 170	Group Piano for Non-Majors	
Total Hours		**1**

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

No

Relation to Mission and Strategic Plan

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

Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society: The Commerical Music Minor program is more inclusive and accessible than other current music programs offered on campus. In comparison with the Music Minor (423) which focuses on Western Classical Music, the minor in Commercial Music does not require formal training or extensive experience that only access to resources and commodities can facilitate. In addition, Commercial Music genres are more accessible to a wider constituency, offering productive and engaging educational opportunities to a larger number of the WKU student population.

The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach: The skills developed during the pursuit of a minor in Popular Music support overarching objectives of primary majors. 1) development, planning, and execution of an individual's short term, achievable creative research projects; 2) the act of providing on-campus enrichment opportunities to peers through the service of performance; 3) learning the application of music specific skills, work ethic, and personal creative investment that support and provoke lifelong wellness.

Culture of Innovation: Facilitate high impact practices, immersive learning in different cultures, process-learning practices, and collaborative learning and instructional opportunities. The study of an applied instrument, production and performance processes, and the act of entrepreneurism developed by minor in Popular Music supports the interactive components of the process-learning and collaboration: attention, memory, language, processing and organizing, writing, and higher order thinking.

Research and Creative Activity: Incentivize and support research and creative activities that promote student learning, expand university outreach and service, and bolster the regional economy. Being an arts based program, the minor in Popular Music provides opportunities for a broad constituency of students to bring their personal creativity from idea to performance. This process of innovation, collaboration, and self advocacy, achieved through short term goals supports foundational skills for primary degree programs.

Finally, the minor in Popular Music curriculum targets the development of six of the Essential Skills for College Graduates targeted by the Provost's new QEP program:

Communication: Public performance & Collaboration in small ensembles

Critical Thinking: Application of applied instrument from classroom to, collaboration, to performance; Acknowledgement of how their contribution fits within a system.

Professionalism: Work ethics and standards established in small ensemble collaboration and performance; Awareness of music industry standards and expectations.

Teamwork and Collaboration: Participation in small ensemble performance practices.

Applied Learning: Application and synthesis of core program music courses in a public performance setting.

Informed Decision Making: Learning self advocacy through entrepreneurism and the creative scholarship process.

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

The minor in Commercial Music supports the state's goal is to raise the percentage of Kentuckians with a high-quality postsecondary degree or certificate to 60 percent by the year 2030 by offering access, affordability, and success in transitioning from high school. 1) Access: No other public university in the region offers a minor in Commercial Music. Morehead University, Northern Kentucky University, and Middle Tennessee State University are the closest public institutions offering similar programs. Belmont is the closest private institution offering similar programs. 2) Affordability: WKU is competitively affordable in tuition amongst benchmark institutions and the region, specifically. Belmont University, the closest institution with a similar program costs $19,700 per full time semester, compared to $7,068 per full time semester at WKU. 3) Transition success: programs in Commercial Music are more accessible to high school graduates wishing to pursue music at the university level, than a traditional music degree program focusing on Western Classical Music.

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 technical proficiency and self expression through one commercial music medium.	Documented public performance in a solo or ensemble in the student's chosen applied commercial music genre and instrument.
SLO 2	Demonstrate proficiency in musical collaboration through one commercial music medium.	Documented public performance in an ensemble of the student's chosen applied commercial music genre and instrument.
SLO 3	Demonstrate baseline skills in music recording, publishing, and promotion.	Final projects submitted in Music Entrepreneurism and Commercial Songwriting or Composition courses.

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.

Distinctive qualities of the Commercial Music Minor is shown in comparison to the current Music Minor program in the areas of applied instrument study, music history, music theory, and ensemble participation. Whereas the Music Minor focuses on instruments, performance genres, history, and music theory applicable only to Western Classical Music, the Minor in Commercial Music exponentially broadens the study of music on campus. Applied studies and ensemble opportunities expand from classical music into blues, country, rock, and acoustic folk. These offerings recognize and offer opportunities to students for the other half of the music industry that is currently not accessible on campus.

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

Yes

Please explain

The Music Minor (423) focuses on instruments, genres, and performance practices of western classical music while the Commercial Music minor focuses on instruments, genres, and performance practices of contemporary commercial music. Objectives of the Minor in Commercial Music also prepare students with baseline skills needed for commercial music performance, composition, recording, and self promotion. The objective of the Music Minor is music performance in the western classical music idioms.

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?

Yes

Please explain

The Commercial Music minor will be open to students who have not had formal music training, whereas the the Bachelor of Music, Bachelor of Arts in Music, and Music Minor all require previous training in western classical music for admission into programs. The Commercial Music minor offers training and experience to students who wish to focus on non-western classical music genres.

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 are a handful of similar commercial music minor programs amongst benchmark institutions such as Morehead State University, Central Michigan, and Kentucky State. Core curriculum for all of these programs, including the program proposed at WKU, is centralized around music theory, group piano, applied lesson, music history, and ensemble credits. These courses are transferrable between institutions and programs. Some courses within the WKU program, such as Songwriting and Chart Reading are unique. This offers a more individualized program based on functional performance, publishing, and self promotion skills over audio engineering and recording.

Describe student demand data for this program.

Programs in Commercial Music are becoming more present in the region and across the country. Three WKU benchmark institutions offer programs in Commercial Music: Morehead State University, Central Michigan University, and Kentucky State University. The closest institutions to WKU offering Commercial Music programs are Belmont and Lipscomb University, both private entities. Students will choose the Minor in Commercial Music at WKU for a number of reasons, 1) the proximity to the thriving Nashville music industry, 2) the affordability of WKU compared to other institutions in the region offering similar programs, and 3) representation and study of music genres that are more readily accessible than western classical music. The Minor in Commercial Music complements and supports other majors within PCAL such as degrees in Music, Business Management, Arts Administration, Art & Design, Film, Theater, and Psychology. Multiple faculty within the department of music have the experience and expertise to support the development of the minor Commercial Music from industry appropriate applied instrument and ensemble studies, to production and promotion. Therefore, no additional faculty will be necessary to launch the program. The type of student that this program appeals to

are those that want to invest in musical knowledge and skill but not through western classical idioms. These students desire baseline skills to be proficient in self expression through an instrument, and the recording, publishing, or promotion of their materials. Finally, upwards of half of students that articulate interest in music at the university level during music department recruiting events want opportunities in commercial music. Since the department currently does not offer opportunities in commercial music instruments, ensembles, or entrepreneurism, WKU loses those students to other programs or institutions.

Multiple occupations benefit from the study of commercial music and support careers in: arts performance, songwriting, music composer, music industry business such as tour manager and tour promotion/marketing, publisher, music therapist, and recording studio artist. Beyond the apparent occupational skills, the study of music develops work ethic, applied collaboration, critical thinking, and interdisciplinary synthesis. These skills therefore benefit the development and functioning of the primary major pursued by the student.

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)
Music

Program Demand Data and Support Documents
Minor in Commercial Music_Program Demand Data.pdf

Library Resources

Attach library resources
Minor in Commercial Music_Library Resources .pdf

Rationale for the program proposal?
Whereas the Music Minor focuses on instruments, performance genres, history, and music theory applicable only to Western Classical Music, the Minor in Commercial Music exponentially broadens the study of music on campus. Applied studies and ensemble opportunities expand from classical music into blues, country, rock, and acoustic folk. These offerings recognize and offer opportunities to students for the other half of the music industry that is currently not accessible on campus. In addition, the Minor in Commercial Music will not require an audition, like the current Music Minor, with a prerequisite of skills that necessitate previous access to specialized resources. The Minor in Commercial Music will, therefore, be more accessible and inclusive to more students on WKU's campus.

Budgetary Implications

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

Reviewer Comments
Jennifer Hammonds (jennifer.hammonds) (Fri, 29 Mar 2024 19:09:28 GMT): Rollback: Needs to go to BOR for approval at the May BOR meeting.

Key: 389

UNDERGRADUATE CERTIFICATE IN SPORT MEDIA AND COMMUNICATION

REQUEST: Approval of an interdisciplinary undergraduate certificate in Sport Media and Communication through a partnership between the School of Media & Communication within the Potter College of Arts & Letters and the School of Kinesiology, Recreation & Sport in the College of Health and Human Services.

FACTS: For a number of years, different departments and programs across campus have been teaching elements of sport media and communication. This program brings those units together to deliver a focused, interdisciplinary program for students wishing to build careers in this arena. The courses in this program draw from advertising, broadcasting, marketing, sport management, and more.

This would be only the second such certificate in the state. Eastern Kentucky University has a sport communication certificate, but ours would be the first in Western Kentucky.

The certificate provides a specific set of industry-standard skills in a credentialed package that will help students become more marketable in the sport media and communication employment arena. It is intended to complement multiple majors at WKU. The certificate can also be easily completed as a stand-alone credential by non-traditional students wanting to hone their skills for career advancement.

Required Courses (19 hours)
Complete curriculum and program requirements are in the Curriculum Program Proposal attached.

BUDGETARY IMPLICATIONS: The undergraduate certificate in Sport Media and Communication will utilize existing faculty capacity with no additional resources needed.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of an undergraduate certificate in Sport Media and Communication to be implemented in Fall 2024.

MOTION: Approval to establish an undergraduate certificate in Sport Media and Communication with implementation in Fall 2024.

: SPORT MEDIA AND COMMUNICATION

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. PHY Approval (paula.upright@wku.edu)
5. HH Dean (tania.basta@wku.edu; danita.kelley@wku.edu)
6. HH Curriculum Committee (danita.kelley@wku.edu;judy.english@wku.edu)
7. Undergraduate Curriculum Committee (sheila.flener@wku.edu; alexander.olson@wku.edu)
8. University Senate (susan.eagle@wku.edu)
9. Provost (beth.laves@wku.edu)
10. Board of Regents (all)
11. CPE (rheanna.plemons@wku.edu; beth.laves@wku.edu)
12. Program Inventory (jennifer.hammonds@wku.edu)

Approval Path

1. Wed, 31 Jan 2024 17:33:51 GMT
   Angela Jerome (angela.jerome): Approved for SOMC Approval
2. Tue, 06 Feb 2024 15:27:43 GMT
   Merrall Price (merrall.price): Approved for AR Dean
3. Tue, 13 Feb 2024 22:18:32 GMT
   Merrall Price (merrall.price): Approved for AR Curriculum Committee
4. Wed, 14 Feb 2024 15:57:00 GMT
   Paula Upright (paula.upright): Approved for PHY Approval
5. Thu, 15 Feb 2024 20:43:32 GMT
   Danita Kelley (danita.kelley): Approved for HH Dean
6. Fri, 23 Feb 2024 18:34:48 GMT
   Danita Kelley (danita.kelley): Approved for HH Curriculum Committee
7. Tue, 26 Mar 2024 22:28:59 GMT
   Sheila Flener (sheila.flener): Approved for Undergraduate Curriculum Committee
8. Fri, 19 Apr 2024 02:25:44 GMT
   Susan Eagle (susan.eagle): Approved for University Senate
9. Fri, 19 Apr 2024 12:23:20 GMT
   Robert Fischer (robert.fischer): Approved for Provost

New Program Proposal

Date Submitted: Fri, 19 Jan 2024 19:50:06 GMT

Viewing: : Sport Media and Communication

Last edit: Tue, 19 Mar 2024 20:44:57 GMT

Changes proposed by: ang16236

Proposed Action

Active

Contact Person

Name	Email	Phone
Angela Jerome	angela.jerome@wku.edu	270-745-2881
Stacey Forsythe	stacey.forsythe@wku.edu	270-745-4238

Term of Implementation

2024-2025

Academic Level

Undergraduate

Program Type

Certificate - Undergraduate

Department
Media & Communication, School of

College
Arts & Letters

Program Name (eg. Biology)
Sport Media and Communication

Will this program have concentrations?
No

CIP Code
09.0906 - Sports Communication.

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
Yes

Catalog Content

Program Overview (Catalog field: Overview tab)
Sport Media and Communication is an interdisciplinary certificate, jointly managed by the School of Media and Communication (PCAL) and Sport Management (CHHS). It was created to advance students' skills in:

- Managing communication for sports events
- Producing sport communication content for media following industry best practices
- Analyzing sport media and communication from a variety of perspectives

Curriculum Requirements (Catalog field: Program Requirements)

Program Requirements (19 Hours)

Code	Title	Hours
Required Courses		
COMM 315	Sport Communication	3
or SPM 315	Sport Communication	
SPM 305	Sport Event Management	3
or SPM 320	Esports Management	
BCOM 325	Survey of Electronic Media Writing	3
BCOM 345	Course BCOM 345 Not Found	3
PR 347	Course PR 347 Not Found	3
BCOM 467	Broadcast Workshop	1
or SMC 467	Course SMC 467 Not Found	
or SPM 467	Course SPM 467 Not Found	
Electives (Select 1)		**3**
AD 230	Digital Tools	
AD 250	Personal Branding	
BCOM 261	Basic Radio/Podcast Production	
BCOM 264	Digital Video Production and Distribution	
BCOM 326	Radio and Television News Performance	
BCOM 361	Advanced Radio Performance	
BCOM 367	Field Production	
BCOM 368	News Videography and Editing	
HIST 391	History of Sport	
JOUR 202	Introduction to News Writing	
MKT 325	Personal Selling	
MKT 326	Sports Marketing	
MKT 331	Social Media Marketing	

MKT 426	Esports Marketing and Branding
SOCL 324	Sociology of Sport
SPM 200	Introduction to Sport Management
SPM 300	Governance and Public Policy in Sport
SPM 305	Sport Event Management
SPM 310	Sport Ethics and Moral Issues
SPM 320	Esports Management
SPM 325	Culture of Sport Through Film
SPM 335	Global Perspectives in Sport
SPM 350	Intercollegiate Athletics Administration
VJP 131	Fundamentals of Photography
VJP 261	Mobile Media Storytelling

Total Hours   **19**

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

Yes

Interdisciplinary Departments

Secondary Departments
Sch of Kinesiology, Recr,Sport (PHY)

Does this program include courses from outside your department?

Yes

Outside Courses Details

Who approved including these courses?	When were they approved?
Audra Jennings	1/20/2024
Lukas Forbes	1/15/2024
Holli Drummond/James Kanan	1/16/2024

Relation to Mission and Strategic Plan

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

Dedication to scholarly excellence-For years, departments and programs across campus have been teaching sport media and communication. This program brings together all of those units to deliver a focused, interdisciplinary program for students wishing to build careers in sport media & communication.

Devoted to diversity, equity, and inclusion-The courses in this program look at these issues in the sport arena from race, politics, and gender in sport, to the way media covers different sports and athletes.

A regional lighthouse- This would be only the second such certificate in the state. Eastern Kentucky University has a sport communication certificate, but ours would be the first in Western Kentucky.

Continuing education-The certificate provides a specific set of industry-standard skills in a credentialed package that will help students become more marketable in the sport media and communication employment arena. It is intended to complement multiple majors at WKU. Therefore, it meets the criteria for creating a certificate set by WKU. The program is also built so that students do not have to be seeking a BA to complete it. The certificate can be easily completed by non-traditional students wanting to hone their skills for career advancement.

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

This program will help Kentucky be a national leader in increasing educational attainment and affordable, high-quality post-secondary programs as it is a 19-hour program that enhances many other available programs on campus (e.g., Broadcasting, Communication, English, Interdisciplinary Studies, Journalism, Management, Marketing, Public Relations, Sport Management, and Visual Journalism & Photography). It may also be obtained by those in the workforce wishing to hone their skills in this area without obtaining a BA or another BA if they already have one.

As noted above, its courses will also address issues of diversity, equity, and inclusion in sport media and communication,

It provides comprehensive support for students across campus and those who have told us, anecdotally, during recruiting events that they are interested in sport media and communication, particularly in areas such as sport broadcasting and sports information directing.

This certificate is truly one of institutional collaboration. It will be co-owned and managed by the School of Media & Communication and the School of Kinesiology, Recreation, and Sport. Further, it includes all classes related to sport across WKU's campus as electives.

As to quality and excellence, the certificate is being built by faculty who are truly leaders in their disciplines in what they do. Whether it be scholarly research or creative activity, the faculty that will be teaching in this program are well-suited to provide students a top-tier education in these areas.

As the programs grows, there is great potential for community and business partnerships, particularly as it comes to the coverage of sport in our region. Students taking BCOM 467 will be shooting and reporting on local sporting events.

As to this program's contribution to work-readiness, it will give student numerous hands-on skills-based learning opportunities with skills that will be invaluable to careers in sport journalism, broadcasting, communication, public relations, management etc. However, a bulk of the skills taught in the program are transferable to other important aspects of the Kentucky graduate profile. Students in the program will learn all of the skills listed in the strategic agenda with specific focus on elements such as communicating effectively, thinking critically, interacting effectively with people from diverse backgrounds, adapting to change while leading and supporting others, collaborating and working in teams, and using information for decision making.

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 the ability to manage communication for a sports event (e.g., a race, game/match, podcast, news broadcast, crisis)	See the attached assessment plan.
SLO 2	Demonstrate the ability to produce sport communication content for media following industry best practices (e.g., legal and ethical standards)	See the attached assessment plan
SLO 3	Demonstrate the ability to analyze sport media and communication from a variety of perspectives	See the attached assessment plan

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

Upload Assessment Plan
Sport Media and Communication Plan 1_31.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 Certificate in Sport Media & Communication is a logical complement to many programs on campus: Broadcasting, Communication, English, Interdisciplinary Studies, Journalism, Management, Marketing, Public Relations, Sport Management, and Visual Journalism & Photography to names few. It also provides an avenue for working professionals in the region to enroll at WKU to hone their skills in the rapidly-changing arena of sport media and communication.

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

Please explain
This is first program on WKU's campus specifically focused on the intersection of sport, media, and communication, a focus that has been requested form students for many years. While our broadcasting program certainly teaches some sports reporting and production in its existing course and provides hands-on experience for students through the production of Extra Point TV and Red Zone Radio, this is the first time the university will have a class completely focused on sports reporting and production (BCOM 345)

and one on sport media relations (PR 347) at the undergraduate level. It is also the first time classes in the areas of sport media and communication have been packaged together for a 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
While this certificate will likely be used by students to complement one of many majors on campus, it may be earned by non-traditional students who want and need these skills without committing to a full baccalaureate degree or who need to advance their professional skills in this area for career advancement.

Is access to existing programs limited?
Yes

Please explain
There is only one other, similar, program in the state. It resides at EKU. Because of the hands-on, skill-based nature of these programs, offering them completely online is not feasible at this time. Therefore, students in the Western Kentucky region have little access to a credential like this as this time at this time.

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.
This has not be explored; however, if students some to WKU with equivalent courses, we would certainly be open to allowing those courses to transfer.

Describe student demand data for this program.
A great deal of what we know about student demand is anecdotal. However, this certificate provides an opportunity for students to specifically focus their media and communication education, hone specific skills necessary to land a job in the sport media and communication arena, and develop a strong career portfolio for the job market, which, as you can see below, is full of opportunities in the region and across the country.

As you can see from the KY Occupational Outlook (attached), there is growth in career tracks related to the skills taught in this certificate (e.g., producers and directors, coaches and scouts, public relations specialists, writers and authors, camera operators in television and video, and film and video editors). Google searches, on January 4, 2024, for jobs in sport communication and sport media yielded the following regional results:

In KY: Assistant Director of CoSIDA (College Sports Information Directors of America); Social Media Community Manager at TruePoint, Sports Information Assistant Director, University of Kentucky; Account Executive, New Partnerships, JMI Sports

In the Nashville TN area (which WKU serves): Athletics Communication Specialist, Vanderbilt University; Athletic Media Sumner County Sports Reporter/Editor; Brand Ambassador Sports Media and Win Daily Sports;Trending Sports Writer (SEC/Big Ten), Gannett Co. Inc.; Nashville Predators Hockey Writer, Ganett/USA Today.

We have also included data collected by Anna Kerr that demonstrates online searches for sport media communications, sports media degree, sports communication degree and other related terms, there were over 5,000 combined average monthly searches.

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

Program Demand Data and Support Documents
KY Occ Outlook for SMC Cert_1.pdf
KY State Occ Outlook for SMC Cert_2.pdf
Key Word Stats_Anna Kerr(1), sport media and communication.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.
no more than 25%

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
At least 75%

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?
For years, students have come to us with aspirations of working in the sport media and communication space. While they can certainly do that by majoring in in Sport Management, Communication, Public Relations, Marketing, Broadcasting, Journalism, and Visual Journalism & Photography,. this package of courses, together, offers the first credential a student can earn to demonstrate that they have the particular set of skills needed to effectively work in spaces such as sport broadcasting/journalism and sports information directing. Many universities have entire majors focused on training students to work in these spaces. This credential easily allows students already at WKU to add these skills to their majors while it also affords non-traditional students the opportunity to come to WKU to learn this specific skill set to advance in their career or change careers.

Budgetary Implications

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

Additional Attachments
Sport Media & Communication Budget 1_19.xlsx

Key: 393

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 158.4416 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 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

UNDERGRADUATE CERTIFICATE IN ARTIFICIAL INTELLIGENCE & ANALYTICS (AIA)

REQUEST: Approval of an undergraduate certificate in Artificial Intelligence & Analytics (AIA) through the Department of Analytics & Information Systems within the Gordon Ford College of Business.

FACTS: The 12-hour Artificial Intelligence and Analytics certificate, designed for all WKU students, introduces key concepts in AI fundamentals, machine learning, applied data analysis, visualization, and AI ethics. This certificate provides any WKU major with a valuable edge in today's diverse job market and could be used by numerous majors across campus.

Artificial intelligence (AI) jobs are expected to grow much faster than average in 2024. The U.S. Bureau of Labor Statistics (BLS) projects that AI-related occupations will grow by 26.1% from 2020 to 2030, much faster than the overall employment growth rate of 8%.

This program also has the potential to attract students from other colleges, so estimated enrollments are difficult to project. The CIS Minor might be good predictor, which would be around 30-40 students enrolled.

Required Courses (12 hours)
Complete curriculum and program requirements are in the Curriculum Program Proposal attached.

BUDGETARY IMPLICATIONS: The undergraduate certificate in Artificial Intelligence & Analytics (AIA) will utilize existing full-time faculty capacity and part-time faculty as needed with adequate projected resources needed.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of an undergraduate certificate in Artificial Intelligence & Analytics (AIA) to be implemented in Fall 2024.

MOTION: Approval to establish an undergraduate certificate in Artificial Intelligence & Analytics (AIA) with implementation in Fall 2024.

: ARTIFICIAL INTELLIGENCE AND ANALYTICS (AIA), CERTIFICATE

In Workflow

1. CIS Approval (ray.blankenship@wku.edu)
2. BU Dean (evelyn.thrasher@wku.edu; dana.cosby@wku.edu; alex.lebedinsky@wku.edu)
3. BU Curriculum Committee (evelyn.thrasher@wku.edu; dana.cosby@wku.edu; alex.lebedinsky@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. Wed, 14 Feb 2024 21:43:52 GMT
   Ray Blankenship (ray.blankenship): Approved for CIS Approval
2. Wed, 14 Feb 2024 22:08:29 GMT
   Evelyn Thrasher (evelyn.thrasher): Approved for BU Dean
3. Wed, 21 Feb 2024 22:08:00 GMT
   Alexander Lebedinsky (alex.lebedinsky): Approved for BU Curriculum Committee
4. Tue, 26 Mar 2024 22:28:56 GMT
   Sheila Flener (sheila.flener): Approved for Undergraduate Curriculum Committee
5. Fri, 19 Apr 2024 02:25:20 GMT
   Susan Eagle (susan.eagle): Approved for University Senate
6. Fri, 19 Apr 2024 12:23:14 GMT
   Robert Fischer (robert.fischer): Approved for Provost

New Program Proposal

Date Submitted: Wed, 14 Feb 2024 21:43:19 GMT

Viewing: : Artificial Intelligence and Analytics (AIA), Certificate

Last edit: Sat, 13 Apr 2024 20:18:48 GMT

Changes proposed by: ryb41989

Proposed Action

Active

Contact Person

Name	Email	Phone
Ray Blankenship	ray.blankenship@wku.edu	270-745-5952

Term of Implementation

2024-2025

Academic Level

Undergraduate

Program Type

Certificate - Undergraduate

Department

Analytics & Information Systems

College

Business

Program Name (eg. Biology)

Artificial Intelligence and Analytics (AIA), Certificate

Will this program have concentrations?

No

CIP Code

11.0102 - Artificial Intelligence.

Will this program lead to teacher certification?

No

Catalog Content

Program Overview (Catalog field: Overview tab)

The 12-hour Artificial Intelligence and Analytics certificate, designed for all WKU students, introduces key concepts in AI fundamentals, machine learning, applied data analysis, visualization, and AI ethics. This certificate provides any WKU major with a valuable edge in today's diverse job market.

Curriculum Requirements (Catalog field: Program Requirements)

Program Requirements (12 hours)

Code	Title	Hours
CIS 141	Analytics and Technology	3
BDAN 250	Introduction to Analytics	3
CIS 320	Personal Technologies with Artificial Intelligence	3
CIS 321	Emerging Technologies with Artificial Intelligence	3
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?

No

Relation to Mission and Strategic Plan

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

One goal of the institutional mission and strategic plan is to prepare students for careers and life in a global context. This certificate will prepare and make students aware of how artificial intelligence is being used in the workforce.

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

This certificate addresses the state's strategic agenda (#8 in KY Postsecondary Education Strategic Agenda for 2022-30) to improve the career outcomes of postsecondary graduates.

"As artificial intelligence (AI) continues to advance and reshape industries across the globe, the demand for AI-related skills and knowledge is skyrocketing. In various fields, from technology and healthcare to finance and manufacturing, professionals with expertise in learning AI and holding the best AI certifications are highly sought after."

https://www.datasciencecentral.com/navigating-the-future-of-learning-ai-certification-and-higher-education/

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 be able to use a variety of artificial intelligence technologies	In-class examinations and project analysis of artifacts collected in CIS 320 and CIS 321

| SLO 2 | Students will understand emerging artificial intelligence technologies | In-class examinations and project analysis of artifacts collected in CIS 320 and CIS 321 |

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

Upload Assessment Plan
AIA new_program_2020-21_asl.docx

Specify any distinctive qualities of the program.
The program combines the general use analytics and artificial intelligence courses from the Analytics & Information Systems Department and packages them into a certificate. The topics provide a valuable edge in today's diverse job market.

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.
STEM programs for the state can be found at https://ospie.uky.edu/stem-programs and at the CPE web page, https://reports.ky.gov/t/CPE/views/KentuckyPostsecondaryEducationInteractiveDataDashboard/ProgramInventory?%3AshowAppBanner=false&%3Adisplay_count=n&%3AshowVizHome=n&%3Aorigin=viz_share_link&%3AisGuestRedirectFromVizportal=y&%3Aembed=y

The only other program with the same CIP code is located at the University of Louisville. The program's name is Artificial Intelligence in Medicine, and it is a post-baccalaureate certificate.

There are no related programs in the state.

Describe student demand data for this program.
The program has the potential to attract students from other majors and other colleges, so estimated enrollments are difficult to project. The CIS Minor might be good predictor, which would be around 30-40 students enrolled.

"The demand for Artificial Intelligence (AI) certifications is substantial and growing. The AI market size, currently valued at over $240 billion, is projected to reach $738.80 billion by 2030. This staggering growth translates into a soaring demand for AI-skilled professionals." This certificate will help students gain these skills for the future. https://www.datacamp.com/blog/top-ai-certifications

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

Program Demand Data and Support Documents
AIA certificate demand estimates.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
75%

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 demand for Artificial Intelligence (AI) certifications is substantial and growing. The AI market size, currently valued at over $240 billion, is projected to reach $738.80 billion by 2030. This staggering growth translates into a soaring demand for AI-skilled professionals." https://www.datacamp.com/blog/top-ai-certifications

"The demand for AI professionals with certifications is great, and obtaining one can enhance your career prospects in this rapidly evolving field."
https://www.eweek.com/artificial-intelligence/ai-certifications/

Budgetary Implications

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

Budget Spreadsheet
AIA_certificate-budget-spreadsheet-01-20-2023.xlsx

Additional information or attachments
Certificate budget added 04/13/2024

Key: 394

EMERITUS
APPOINTMENTS

REQUEST: Approval of dean emeritus status for Dr. Jeffrey Katz.

FACTS: Dr. Jeffrey Katz joined WKU June 27, 2011, and served as Dean of Gordon Ford College of Business until June 2018 when he accepted the appointment as the Endowed Professor of Management where he served until his retirement on December 31, 2021. His strategic vision, innovative initiatives, and collaborative approach have significantly enriched the academic programs within Gordon Ford College of Business, fostering an environment conducive to learning, research, and professional development. President Caboni recommends the Board of Regents approve the designation of "Dean Emeritus" for Dr. Jeffrey Katz based upon his ten years of service and distinguished record of achievement at the University.

BUDGETARY IMPLICATIONS: No funds requested.

RECOMMENDATION: President Timothy C. Caboni recommends awarding Dean Emeritus designation to Dr. Jeffrey Katz.

MOTION: **Approval of dean emeritus status for Dr. Jeffrey Katz**