ACADEMIC AFFAIRS COMMITTEE

February 14, 2025

BACHELOR OF SCIENCE IN USER EXPERIENCE

REQUEST: Approval of a Bachelor of Science in User Experience offered as an interdisciplinary program through Potter College of Arts and Letters (Art & Design) and Ogden College of Science and Engineering (Computer Science).

FACTS: The Bachelor of Science (BS) in User Experience (UX) is an interdisciplinary program designed to meet the increasing demand for UX professionals in a rapidly growing field. The proposed program integrates insights from design, human-computer interaction, psychology, and computer science to equip students with the skills needed to create innovative and user-centered digital solutions. The program is proposed to launch in Fall 2025, co-hosted by the Potter College of Arts & Letters and the Ogden College of Science and Engineering.

The curriculum will emphasize both theoretical foundations and practical application, preparing graduates to excel in roles such as UX researchers, user interface designers, and web designers and developers. Courses will include digital media, developing and prototyping for interactive design, and advanced testing for interactive design, providing students with a robust foundation in design principles, technical development, and research methodologies. With a projected enrollment of 70 students by its fifth year, the program is poised to contribute significantly to WKU's mission of preparing socially responsible, innovative leaders.

The UX field is among the fastest-growing job sectors, with positions like UX designer ranked as one of the top careers in Glassdoor's "50 Best Jobs in America" report. Salaries for UX roles are competitive, averaging $85,000–$110,000 annually. This program will be the first to focus specifically on User Experience in the Commonwealth of Kentucky. The interdisciplinary approach additionally distinguishes WKU's offering within the national landscape, and positions graduates for success in industries ranging from technology to healthcare.

The proposed BS in User Experience leverages WKU's existing faculty and infrastructure, ensuring a cost-effective launch while providing high-value education. This program aligns with WKU's strategic goals to foster innovation, expand STEM-related offerings, and support workforce development in Kentucky and beyond. By approving the BS in User Experience, the Board will enable WKU to address critical market demands, attract new students, and further enhance its reputation as a leader in innovative, interdisciplinary education.

PROGRAM REQUIREMENTS: (57 hours) *
*Complete curriculum and program requirements are in the Curriculum Program Proposal attached.

BUDGETARY IMPLICATIONS: Faculty in both colleges bring a wealth of expertise and experience across various disciplines offered at WKU which will support the development of this program almost exclusively with existing resources. The Art & Design faculty, including two

UX-specific faculty, have expertise in and teach courses covering design thinking, user research methodologies, and interface design. The Computer Science faculty can offer expertise in programming languages, data storage, and computer hardware. Therefore, much of the content required to offer this program are already in place. Thus, the impact on the cost side is minimal upon opening the program but may increase as student demand and enrollment grows to include additional half-time faculty and lab space. Leveraging the skills of our existing faculty will allow WKU to offer this program in a very cost-effective manner and will lay the foundation for future growth.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of a Bachelor of Science in User Experience to be implemented Fall 2025.

MOTION: Approval to establish a Bachelor of Science in User Experience with implementation in Fall 2025.

: USER EXPERIENCE

In Workflow
1. ART Approval (kristina.arnold@wku.edu)
2. AR Dean (merrall.price@wku.edu)
3. AR Curriculum Committee (merrall.price@wku.edu)
4. SC Curriculum Committee (cathleen.webb@wku.edu; stuart.burris@wku.edu; jennifer.anderson@wku.edu)
5. SC Dean (cathleen.webb@wku.edu; stuart.burris@wku.edu; jennifer.anderson@wku.edu)
6. Undergraduate Curriculum Committee (sheila.flener@wku.edu; alexander.olson@wku.edu)
7. University Senate (mac.mckerral@wku.edu, daniel.clark@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; jessica.dorris@wku.edu)

Approval Path
1. Sat, 12 Oct 2024 03:56:57 GMT
   Kristina Arnold (kristina.arnold): Approved for ART Approval
2. Wed, 16 Oct 2024 20:38:59 GMT
   Merrall Price (merrall.price): Approved for AR Dean
3. Wed, 23 Oct 2024 19:09:10 GMT
   Merrall Price (merrall.price): Approved for AR Curriculum Committee
4. Thu, 07 Nov 2024 23:42:09 GMT
   Stuart Burris (stuart.burris): Approved for SC Curriculum Committee
5. Thu, 07 Nov 2024 23:42:25 GMT
   Stuart Burris (stuart.burris): Approved for SC Dean
6. Fri, 22 Nov 2024 14:31:11 GMT
   Sheila Flener (sheila.flener): Approved for Undergraduate Curriculum Committee
7. Fri, 22 Nov 2024 14:37:04 GMT
   Gordon McKerral (mac.mckerral): Approved for University Senate
8. Fri, 22 Nov 2024 15:37:08 GMT
   Elizabeth Laves (beth.laves): Rollback to University Senate for Provost
9. Thu, 12 Dec 2024 23:09:37 GMT
   Daniel Clark (daniel.clark): Approved for University Senate
10. Fri, 13 Dec 2024 21:10:59 GMT
    Robert Fischer (robert.fischer): Approved for Provost

New Program Proposal
Date Submitted: Sat, 12 Oct 2024 03:56:11 GMT

Viewing: : User Experience
Last edit: Fri, 13 Dec 2024 14:04:34 GMT
Changes proposed by: krs63240

Proposed Action

Active

Contact Person

Name	Email	Phone
Mark Simpson	mark.simpson@wku.edu	270-745-6568
Leah Moss	leah.moss@wku.edu	270-745-6568
Michael Galloway	jeffrey.galloway@wku.edu	270-745-6568

Term of Implementation

2025-2026

Academic Level

Undergraduate

Program Type
Major

Degree Types
Bachelor of Science

Department
Art

College
Arts & Letters

Was your Notification of Intent (submitted to CPE by the Provost's Office) approved?
No

Program Name (eg. Biology)
User Experience

Will this program have concentrations?
No

CIP Code
11.0105 - Human-Centered Technology Design.

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)

In our modern tech-driven world, the significance of User Experience (UX) cannot be emphasized enough. It encompasses the integration of human insights into the process of designing, researching, and creating technological interfaces. UX delves into various disciplines including design, human-computer interaction, learning, cognitive sciences, perception, product design, user-centered design, and usability. UX inherently bridges multiple fields, blending the strengths of Art & Design with Computer Science to offer a comprehensive UX education. Through this interdisciplinary approach, students gain expertise not only in creating visually appealing designs but also in developing practical and user-centric technological solutions.

Curriculum Requirements (Catalog field: Program Requirements)

Program Requirements (57 Hours)

Code	Title	Hours
Foundational Courses		
Computer Science Foundation Courses		
MATH 117	Trigonometry	3
CS 180	Computer Science I	4
CS 290	Computer Science II	4
Psychological Sciences Foundation Courses		
PSYS 100	Introduction to Psychology	3
PSYS 210	Research Methods in Psychology	3
PSYS 211	Research Methods in Psychology Laboratory	1
UX Foundation Courses		
ART 243	Digital Media	3
UX 220	Introduction to User Experience Design	3
Advanced Courses		
Advanced Computer Science Courses		
CS 331	Data Structures	3
CS 351	Database Management Systems I	3
CS 360	Software Engineering I	3

Advanced Psychological Science Courses		
Select one of the following:		
PSYS 333	Cognitive Psychology	3
or PSYS 350	Social Psychology	
or PSYS 363	Sensory and Perceptual Systems	
or PSYS 433	Judgment and Decision Making	
Advanced UX Courses		
UX 310	Future Design	3
UX 330	User Interface Design	3
UX 340	Introduction to Developing and Prototyping for Interactive Design	3
UX 400	User Experience Advanced Studio I	3
UX 430	Advanced User Interface Design	3
UX 440	Advanced Developing and Testing for Interactive Design	3
Capstone Course		
UX 450	User Experience Advanced Studio II	3
Total Hours		**57**

4-Year Plan

First Year

Fall	Hours	Spring	Hours
CS 180	4	CS 290	4
MATH 117	3	UX 220	3
COMM 145	3	HIST 101 or HIST 102	3
PSYS 100	3	Colonnade - Natural Science with Lab	3
ART 243	3	ENG 100	3
	16		**16**

Second Year

Fall	Hours	Spring	Hours
CS 331	3	CS 351	3
UX 310	3	UX 330	3
ENG 200	3	PSY 210 & PSYS 211	4
Colonnade - Natural and Physical Sciences	3	Colonnade - Systems	3
Colonnade - Arts & Humanities	3	General Elective	3
	15		**16**

Third Year

Fall	Hours	Spring	Hours
CS 360	3	UX 400	3
UX 340	3	UX 430	3
ENG 300	3	Colonnade - Social and Cultural	3
Colonnade - Local to Global	3	General Elective	3
General Elective	3	General Elective	3
	15		**15**

Fourth Year

Fall	Hours	Spring	Hours
UX 440	3	UX 450	3
Upper-Level PSYS Course	3	General Elective	3
General Elective	3	General Elective	1
General Elective	3	General Elective	3
General Elective	3	General Elective	3
	15		**13**

Total Hours 121

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

Yes

Interdisciplinary Departments

Secondary Departments
Computer Science (CS)

Does this program include courses from outside your department?

Yes

Outside Courses Details

Who approved including these courses?	When were they approved?
Professor Stacy Wilson, SEAS Director (former)	Spring 2024
Professor Guangming Xing, SEAS co-director and CS faculty	October 2024
Professor Amy Brausch, Acting Chair, Psychological Sciences	October 2024

Relation to Mission and Strategic Plan

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

WKU Mission and Strategic Plan

The BS in UX supports the WKU Mission to "prepare students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society," and these points of the WKU Strategic Plan:
• Our Students: Prepare students for a career and life in a global context
• Our Hill: Create a culture of innovation
• Our Community: Establish WKU as a regional lighthouse to provide resources, attract talent, and nurture intellectual capital in the communities we serve.

The proposed interdisciplinary UX BS program contributes to WKU's mission and Strategic Plan by providing an innovative, evolving curriculum that prepares students for fulfilling careers in the expanding tech industry, enabling them to positively impact change in their communities, both large and small.

The UX BS will equip students with the skills necessary for a career in User Experience, a discipline that improves both digital and physical interactions, and enhances societal well-being. Students will learn practical, evolving skills applicable to multiple sectors (e.g., technology, design, health, education).

Additionally, this program bridges the creative and technical gap, preparing students for UX roles across diverse industries. It fosters interdisciplinary collaboration, allowing students to apply design thinking alongside technical skills like programming and data analysis, which are crucial in UX. As the innovative degree develops both creative and technical skillsets, it enhances employment outcomes for students, and positions the university as a forward-thinking institution. The focus on research, ethics, computer science, and cognitive science additionally prepares students to be socially responsible leaders in an increasingly digital world.

Offering a UX BS degree places WKU in line with growing trends in higher education and the tech industry, where demand for UX designers, developers, and researchers is increasing. The UX field is rapidly expanding, with demand for UX professionals expected to grow 13% faster than the average job growth rate over the next decade. By aligning with both creative (Art & Design) and technical (Computer Science) disciplines, the degree showcases WKU's commitment to interdisciplinary, future-facing education.

Sources:
• Coursera on UX Certifications (Coursera).
• Springboard analysis on UX demand (Springboard).
• Career Outlook from Tufts University (Career Center | Tufts University).

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

Kentucky Strategic Agenda for Postsecondary Education

The BS in UX supports the Kentucky Strategic Agenda for Postsecondary Education "to raise the percentage of Kentuckians with a high-quality postsecondary degree or certificate" by providing an innovative program of high value to students to attract them to campus and postsecondary education.

User Experience is a high-demand field, with UX designers earning salaries between $73,000 and $110,000, depending on experience and location. Graduates with UX skills are equipped to work in roles like user researchers, interaction designers, digital developers, and usability analysts, making them versatile across industries. Employer demand makes the program attractive to both new students and professionals looking to upskill, bringing in more applicants in pursuit of a high-quality postsecondary degree.

This UX BS program emphasizes building a strong, interdisciplinary skillset, emphasizing both creative and technical skills, enhancing employment outcomes for students. Course delivery methodologies and outcomes produced are equally attractive reasons for students to pursue this degree.

Based on the applied-learning methodologies common to the included Art & Design and Computer Science courses, graduates from our program will be able to showcase work that integrates creativity with real-world application, helping them stand out in the job

market. The emphasis on creating professional-level portfolio work will provide students with the assets they need for a successful job search upon graduation.

This hands-on approach ensures that students are well-prepared to enter a workforce where these skills are directly applicable to web design, app development, and digital marketing sectors.

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	Technical Proficiency: Students will create digital products that meet industry standard. (This includes applying UX modeling and design frameworks to address real user needs and behaviors, ensuring a comprehensive approach to product design and development.)	Measurement Instrument: portfolio website created in UX 450 (capstone course). Website serves as a digital product to be assessed for proficiency based on the outcomes of access, innovation, function, and ethical responsibility. Work from all students in the capstone course (UX 450) will be assessed.
SLO 2	Integrated Design: Students will demonstrate proficiency in integrating design principles with one or more programming languages. (This includes applying UX modeling and design frameworks to address real user needs and behaviors, ensuring a comprehensive approach to product design and development.	Measurement Instrument: portfolio website created in UX 450 (capstone course). Website serves as a digital product to be assessed for mastery based on the outcomes of design integration with user-centered methodologies, front-end development, one programming language. Work from all students in the capstone course (UX 450) will be assessed.
SLO 3	Research Capabilities: Students will conduct user experience research to evaluate design decisions. (This outcome emphasizes the importance of a deep understanding of the product development lifecycle, from ideation through deployment, as a context for applying research findings and analytics.)	Measurement Instrument: Case Study completed in UX 450 (capstone course). Case study completed as first step in group project in UX 450 to be assessed. Work from all students in the capstone course (UX 450) will be assessed.
SLO 4	Analytical Capabilities: Students will evaluate user experience research data to inform iterative design decisions. (This outcome emphasizes the importance of a deep understanding of the product development lifecycle, from ideation through deployment, as a context for applying research findings and analytics.)	Measurement Instrument: Case Study completed in UX 450 (capstone course). Case study completed as first step in group project in UX 450 to be assessed for student's ability to analyze data and apply findings to recommend effective design decisions. Work from all students in the capstone course (UX 450) will be assessed.

| SLO 5 | Collaborative Expertise and Professional Adaptability: Students will collaborate effectively in diverse teams to develop industry standard digital products. | Measurement Instrument 1: Group Project completed in UX 450.

Students will respond to original prompts and work as teams to create projects that function proficiently.

All students in the capstone course (UX 450) will participate in teams to create digital products. All products will be assessed.

Measurement Instrument 2: CATME Peer Evaluations completed in UX 450.

Students will be effective in all five areas that contribute to team success [Contributing to Team's Work; Interacting with Teammates; Keeping the Team on Track; Expecting Quality; Having Relevant Knowledge, Skills, and Abilities].

All students in Capstone 450 will complete CATME instruments to assess peer and self behavior. |

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

Upload Assessment Plan

BS_UX_asl_template.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.)

UX is a new, emerging, and fast-developing discipline, with 150 academic programs globally, including those at the graduate (86 programs), undergraduate (62) and certificate (8) levels. 52 of these programs are in the US, with 18 of them at the undergraduate level. Currently, no program in Kentucky uses this CIP code; further, this will be the first UX degree offered in Kentucky.

Specify any distinctive qualities of the program.

We propose an interdisciplinary BS program in User Experience, shared between and co-hosted by two colleges at WKU: the Ogden College of Science and Engineering (OCSE) and the Potter College of Arts & Letters (PCAL). This program combines existing curriculum within the Bachelor of Fine Arts with a concentration in User Experience (Department of Art & Design, PCAL) and the Bachelor of Science in Computer Science (hosted in the School of Engineering and Applied Sciences, OCSE). Course modality will be face-to-face and include lectures, labs, and applied learning formats.

The curriculum will be crafted to integrate core principles of both disciplines. Foundational courses will include Design Fundamentals, Introduction to Programming, User-Centered Design, and Human-Computer Interaction. Advanced courses will delve into specialized topics such as Interactive Design, User Interface Design, Speculative Design, and Usability Testing & Evaluation. This program seeks to provide students with design thinking processes and agile methodologies applied to the design of digital products such as websites, dashboards, mobile apps, games, and more.

This combined curriculum presents a unique approach to programs within the discipline. As UX inherently bridges multiple fields, our proposed UX BS blends the strengths of current coursework in Art & Design with that in Computer Science to offer a comprehensive UX education. Through this interdisciplinary approach, students gain expertise not only in creating visually appealing designs but also in developing practical and user-centric technological solutions.

This proposed BS in UX degree has grown out of the now 5-year-old interdisciplinary partnership between the partner units of the School of Engineering and Applied Sciences (SEAS) and Art & Design, built around our shared Certificate in Game Design approved in 2020, that pairs programming courses in CS with animation courses from Art & Design; and the additional collaborative project of a student-focused, grant-funded XR (extended reality) Lab, begun in 2021. While the UX BS curriculum overlaps very little with the Game Design Certificate, the vision of combining strengths and coursework across our disciplines and bringing CS and Art & Design faculty and students together under one umbrella has proved very successful in building a pluralistic program.

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

Yes

Please explain

This proposed degree is different from existing programs in that it is truly interdisciplinary. The degree is designed to meld the creative expertise of Art and Design with the technical capacity of Computer Science, producing graduates uniquely equipped for the demands of the modern UX industry.#Students in this program will gain a comprehensive skill set, encompassing design thinking,

user research methodologies, interface design, and programming. The curriculum will emphasize real-world application, providing opportunities for hands-on projects and internships. This approach ensures that graduates are both theoretically proficient and practically skilled, ready to enter the UX industry with a competitive edge.

This program represents a significant collaboration between the disciplines of Art and Design and Computer Science. Faculty from both fields will contribute to a curriculum that is both technically sound and creatively inspiring. This partnership will facilitate an educational environment where innovation and cross-disciplinary learning are the norms, an approach that is in line with current educational trends that understand the benefits of interdisciplinary learning.

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

Currently, no program in Kentucky uses this CIP code; this will be the first UX degree offered in Kentucky.

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.

While there are no programs with this CIP code in Kentucky, there are a number of programs with related CIP codes at the community colleges. Specifically, we are reaching out to colleagues at Bluegrass Community and Technical College to discuss potential articulation (or 2:2) agreements with students from their Graphic Design and Library Technology program (an AS degree), and to the Computer and Information Technology program (which houses a Web Programmer certificate) at Elizabethtown Community and Technical College.

As a 57-hour major, we believe this program will be attractive to students interested in programs that combine design and technology who already have a two-year degree (60 hours) or some coursework that would apply to the major.

Describe student demand data for this program.

As an emerging program of study with no other programs in this CIP code, a proxy measurement for student demand can be workforce demand, which is high (see more information on workforce demand, below).

Additionally, we conducted a survey of students in our programs most likely to be interested in the new UX BS, sending the online survey to students in Art & Design and CS programs. We received 61 responses, of which 54% were CS majors, 40% had majors in Art & Design, and 17% had other majors (the survey allowed students to select for multiple majors).

Key takeaways from the survey included:
Q: Would you be interested in pursuing a BS in UX if it was available to you? – 84% said yes
Q: If it were available, would you switch your degree to a UX BS, or add the UX BS as a second degree? 58% would add UX BS as a second degree, 18% switch to UX BS, 24% neither.
Q: Had it been available to you, would you have majored in the UX BS? 62% said yes
Q: The two most appealing factors are the combination of CS + UX courses (68%) and the number of credit hours (53%)

Reasons students gave for adding the major included:
"it combines the thoughts and practice of computer science but the arts to be more creative, ultimately allowing for more fulfilling career"
"I enjoy front-end development and would love to be more qualified in design."
"I would like to take more classes in User Experience and I think adding a Bachelors of Science in would get more people outside of FAC interested in the degree."
"This seems like a blended program that would offer me the most well-rounded coursework and still give me a Bachelor of Science."

The UX BS degree equips students with practical, in-demand skills across various roles in the tech industry and graduates can expect to enter the workforce directly into a variety of jobs. "UX" job titles vary and may include jobs such as user experience designer, user interface designer, product designer, service experience designer, information architect, front-end web developer, digital designer, user researcher, and UX researcher.

These roles require knowledge of design thinking, user research, prototyping, usability testing, and front-end development—skills covered extensively in the program's curriculum. Given the growing demand for user-centered design across industries like tech, healthcare, e-commerce, and entertainment, the job market for UX professionals is rapidly expanding. According to Lightcast data, positions in web development, digital interface design, and market research are all experiencing growth, driven by companies prioritizing user-friendly digital solutions.

The BLS does not have a specific category for UX professionals but includes UX roles under broader categories such as "User Interface Designers" and "Web Developers." According to the BLS, employment for web developers (which includes UX designers) is

projected to grow 8% from 2021 to 2031, which is much faster than the average for all occupations. For more information on growth projections for a variety of job titles in the UX field at the regional, state, and national level, see the table below.

LinkedIn's 2023 Workforce Report highlighted that UX design is among the fastest-growing job categories. Specifically, LinkedIn reported that the number of UX design job postings increased by 12% year-over-year.

Glassdoor's 2023 "50 Best Jobs in America" report ranked UX Designer as one of the top jobs, noting strong demand and high salaries. UX Designer positions were ranked 6th in their list, indicating a high level of demand and favorable job prospects.

Indeed's 2024 Job Market Report noted that UX Designer roles saw a 15% increase in job postings from the previous year. The report also highlighted that UX roles offer competitive salaries and are in high demand across various industries.

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)
User Experience, Certificate
Computer Science
Visual Arts, Bachelor of Fine Arts

Program Demand Data and Support Documents
LightcastData_5_Occupations.pdf

Delivery Mode

Is 25% or more of this program offered at a location other than main campus?
No

Is 50% or more of this program offered by distance education (online asynchronous, online synchronous, connected classrooms, etc.)?
No

Do you plan to offer 100% of this program online?
No

If no, enter the percentage of the program that will be taught online.
0

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

Library Resources

Attach library resources
Library Resource Form User Experience.pdf

Rationale for the program proposal?
The proposed BS in User Experience (UX) addresses a significant gap in academic offerings both at the university level and across the state of Kentucky. Currently, no program in Kentucky offers a degree with the CIP code [11.0105: Human-Centered Technology Design], which is directly aligned with the interdisciplinary nature of UX. This unique program merges the technical expertise from the Ogden College of Science and Engineering (OCSE) and the creative, human-centered design focus from the Potter College of Arts & Letters (PCAL), making it the first of its kind in Kentucky to combine these fields into a comprehensive degree.

Regionally, there is increasing demand for students skilled in both design and technology. UX professionals are vital in industries ranging from tech startups to healthcare, education, and government. This degree will provide students with the skills necessary to compete in a job market that is projected to grow 8% nationally for UX-related roles, according to the Bureau of Labor Statistics (BLS).

LinkedIn's 2023 Workforce Report also highlighted that UX design is one of the fastest-growing job categories, further reinforcing the need for such programs. The proposed BS in UX not only meets this demand but also aligns with statewide goals to increase STEM-related graduates, fulfilling an important role in workforce development.

The growing interest in UX education is evident in the increasing number of programs being established in peer institutions. As the first BS in UX in Kentucky, this program aims to serve students not only from the regional area but also attract students more widely who are interested in a rigorous interdisciplinary approach that prepares them for diverse, high-demand career opportunities.

Budgetary Implications

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

Budget Spreadsheet

UX_BS_program-budget_proposal.xlsx

CPE Proposal

cpe-notification-of-intent-program-summary-ForCourseleaf.docx

Additional information or attachments

Information relating to program enhancement:

WKU currently offers a 53-hour BS in Computer Science, a 79-hour BFA in Visual Arts with a concentration in User Experience Design, and an 18-hour User Experience Design Certificate. The proposed UX BS will enhance, not replace, this existing curriculum. First, the UX Certificate is 'stackable' - meaning upon completing the coursework for the certificate, a student could roll all credits into and continue their studies towards the new BS degree. Additionally, the proposed UX BS will not replace either major, as there are many students happily and successfully enrolled in both existing majors. As confirmed by our recent student survey, a more likely scenario is that current interested students will choose to double-major, and add the new UX BS.

We also anticipate the development of an interdisciplinary UX BS major, 'hard wiring' the connection between the related existing CS BS and UX BFA degrees, enhancing our current interdisciplinary partnership and therefore enhancing both extant degrees. As a side benefit, we believe this continued work together will also enhance the growth and continued development of our shared Game Design Certificate.

Ultimately, this proposed UX BS program expands upon the UX Certificate, combining this UX foundational knowledge with programming and product development coursework from the Computer Science curriculum, and advanced coursework in effective design and visual communication from the Art & Design curriculum.

Reviewer Comments

Elizabeth Laves (beth.laves) (Fri, 22 Nov 2024 15:37:08 GMT): Rollback: December Senate agenda item

Key: 402

BUSINESS FUNDAMENTALS UNDERGRADUATE CERTIFICATE

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

FACTS: The Undergraduate Certificate in Business Fundamentals is designed to provide exposure to basic business administration knowledge and skills for students whose majors are outside the Gordon Ford College of Business. This certificate allows more students to access foundational business courses from across the campus, opening access to more students in disciplines that may benefit from supplemental business skills, such as arts, sciences, recreation, and health sciences, among others and provides cross-disciplinary collaboration and coordination.

Data from Modern Campus Pathways suggests the career outlook for students with management and business administration skills is robust, with an average salary of $80,000 for the 50th percentile. In Kentucky alone, over 154,000 are employed in Management, with projected growth of 4.5% over the next four years. The Undergraduate Certificate in Business Fundamentals will supplement many WKU degree pathways with in-demand business administration skills that will help WKU graduates in career attainment.

PROGRAM REQUIREMENTS: 21 HOURS*
*Complete curriculum and program requirements are in the Curriculum Program Proposal attached.

BUDGETARY IMPLICATIONS: The undergraduate certificate in Business Fundamentals uses existing faculty and some part-time faculty and existing courses from the Management minor and should have minimal impact on the budget.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of an Undergraduate Certificate in Business Fundamentals to be implemented Fall 2025.

MOTION: Approval to establish an Undergraduate Certificate in Business Fundamentals with implementation in Fall 2025.

: BUSINESS FUNDAMENTALS CERTIFICATE

In Workflow

1. MGT Approval (whitney.peake@wku.edu)
2. BU Dean (evelyn.thrasher@wku.edu; alex.lebedinsky@wku.edu; leanne.coder@wku.edu)
3. BU Curriculum Committee (evelyn.thrasher@wku.edu; alex.lebedinsky@wku.edu; leanne.coder@wku.edu)
4. Undergraduate Curriculum Committee (sheila.flener@wku.edu; alexander.olson@wku.edu)
5. University Senate (mac.mckerral@wku.edu, daniel.clark@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; jessica.dorris@wku.edu)

Approval Path

1. Tue, 20 Aug 2024 16:59:50 GMT
   Whitney Peake (whitney.peake): Approved for MGT Approval
2. Tue, 20 Aug 2024 17:06:15 GMT
   Evelyn Thrasher (evelyn.thrasher): Approved for BU Dean
3. Tue, 20 Aug 2024 18:47:09 GMT
   LeAnne Coder (leanne.coder): Rollback to Initiator
4. Tue, 20 Aug 2024 18:55:59 GMT
   Whitney Peake (whitney.peake): Approved for MGT Approval
5. Tue, 20 Aug 2024 19:23:25 GMT
   Evelyn Thrasher (evelyn.thrasher): Approved for BU Dean
6. Thu, 29 Aug 2024 19:46:08 GMT
   LeAnne Coder (leanne.coder): Approved for BU Curriculum Committee
7. Tue, 17 Sep 2024 22:09:35 GMT
   Sheila Flener (sheila.flener): Approved for Undergraduate Curriculum Committee
8. Fri, 25 Oct 2024 11:36:15 GMT
   Gordon McKerral (mac.mckerral): Approved for University Senate
9. Fri, 25 Oct 2024 20:22:07 GMT
   Robert Fischer (robert.fischer): Approved for Provost

New Program Proposal

Date Submitted: Tue, 20 Aug 2024 18:55:21 GMT

Viewing: : Business Fundamentals Certificate

Last edit: Wed, 18 Sep 2024 13:59:54 GMT

Changes proposed by: wht41724

Proposed Action

Active

Contact Person

Name	Email	Phone
Whitney Peake	whitney.peake@wku.edu	2707452913

Term of Implementation

2025-2026

Academic Level

Undergraduate

Program Type

Certificate - Undergraduate

Department

Management

College

Business

Program Name (eg. Biology)

Business Fundamentals Certificate

Will this program have concentrations?

No

CIP Code

52.0201 - Business Administration and Management, 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

Program Overview (Catalog field: Overview tab)

The certificate in business fundamentals is designed to provide exposure to basic business administration knowledge and skills for students whose majors are outside the Gordon Ford College of Business.

Curriculum Requirements (Catalog field: Program Requirements)

Program Requirements (21 hours)

Code	Title	Hours
ACCT 110	Accounting for Decision Makers	3
BDAN 250	Introduction to Analytics	3
ECON 202	Principles of Economics (Micro)	3
or ECON 203	Principles of Economics (Macro)	
FIN 161	Personal Finance	3
MGT 210	Organization and Management	3
or ENT 312	Entrepreneurship	
MKT 220	Basic Marketing Concepts	3
MGT 497D	Certificate Assessment - Business Fundamentals	0
Approved Upper-Level Elective *		3
Total Hours		**21**

*   The professional electives may be chosen from any 300- or 400- level course within the Gordon Ford College of Business not already required for the major or other Management Department Chair approved elective .

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?
Mark Ross, Accounting	4/25/2024
Indu Chhachhi, Finance	4/25/2024
Lukas Forbes, Marketing	4/25/2024
David Zimmer, Economics	4/25/2024
Ray Blankenship, Business Data Analytics	4/25/2024

Relation to Mission and Strategic Plan

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

The certificate in business fundamentals allows more students to access foundational business courses from across the campus, opening access to more students in disciplines that may benefit from supplemental business skills, such as the arts, sciences, recreation, and health sciences, among others. This enhances the institution's applied mission and furthers cross-disciplinary collaboration and coordination.

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

The proposed program meets the following priorities in the KY education strategic agenda:

(7) Ensure academic offerings are high-quality, relevant, and inclusive.

This program grants greater access to business core courses across campus and to those transferring into the institution.

(8) Improve career outcomes of postsecondary graduates.

This program provides career-relevant business curriculum to students across the institution and provides knowledge and skills to assist students in articulating the value to employers.

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 identify the basic principles of accounting.	Via assessment instrument administered in MGT 497D.
SLO 2	Students will demonstrate an understanding of basic business data analytics.	Via assessment instrument administered in MGT 497D.
SLO 3	Students will demonstrate an understanding of basic economic principles.	Via assessment instrument administered in MGT 497D.
SLO 4	Students will identify the primary areas of personal finance.	Via assessment instrument administered in MGT 497D.
SLO 5	Students will demonstrate an understanding of basic management principles.	Via assessment instrument administered in MGT 497D.
SLO 6	Students will recognize the basic tenets of marketing principles.	Via assessment instrument administered in MGT 497D.

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

Upload Assessment Plan

Business Fundamentals ASL Template.docx

Specify any distinctive qualities of the program.

This program allows more flexibility for students outside the GFCB to gain exposure to the fundamentals of business administration and responds to interest from both Potter College of Arts and Sciences and Ogden College of Science and Engineering to find a more efficient solution for students to add business administration to their degree programs. At present, our business administration minor is 30 hours. This will assist students in getting core and marketable skills without expending 30 hours.

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

Yes

Please explain

This proposed program combines core courses in the GFCB with an approved 300+-level elective to tailor the certificate to the student's area of study. The reduction in hours to 21 also makes this certificate more accessible to students across campus versus the minor, which requires 30 hours.

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.

Management is one of the largest transfer programs in the university, and the business core, which makes up the business fundamentals certificate, is accessible to students across the university. Many students already take these courses for Colonnade and part of their degree programs with business elements incorporated. As such, this creates an accessible pathway for students and transfer students to be credentialed with a certificate. This provides an opportunity for students to articulate their skills and training relevant to business in partnership with their degree program outside the GFCB.

Describe student demand data for this program.

Data in SAS Visual Analytics indicates that minor enrollment across the GFCB has declined substantially since 2019, by approximately 140 students. Since 2018, the Management Dept. has declined by approximately 78 minors but still retains a healthy number in business administration at 121 students. Demand numbers suggest that students are valuing minors less. The decline in minor enrollments for the Management Dept. come with steady rebounds in major enrollments over the same time. The addition of a certificate in business fundamentals would cater to additional student populations and still retain the business administration minor which may be advantageous for some degree programs across campus with the heftier degree requirements and 9 hours of upper level electives.

The GFCB has been approached by representatives from both PCAL and Ogden College about creating a Business Fundamentals certificate for students that can be more efficiently incorporated in their degree programs.

Data from Modern Campus Pathways suggests the career outlook for students with management and business administration skills is robust, with an average salary of $80,000 for the 50th percentile. In Kentucky alone, over 154,000 are employed in Management, with projected growth of 4.5% over the next four years.

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

No

Program Demand Data and Support Documents

Certificate Budget - Business Fundamentals.xlsx

Delivery Mode

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

No

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

Yes

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

Yes

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

Yes

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

No

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

Rationale for the program proposal?

This program directly reflects student demand for certificates and conversations with units across campus. As such, this program provides an accessible program to gain fundamental business knowledge than prior options.

Budgetary Implications

Budget Template:

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

Additional information or attachments

It is important to note that for assessment purposes, questions for the assessment exam will be requested for the "or" options that will address the outcomes for learners in either course.

Reviewer Comments

LeAnne Coder (leanne.coder) (Tue, 20 Aug 2024 18:47:09 GMT): Rollback: Per Whitney's request for ASL modifications

Key: 399

BUSINESS LAW UNDERGRADUATE CERTIFICATE

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

FACTS: The Undergraduate Certificate in Business Law is designed to teach the fundamentals of law from a transactional business perspective to appeal to both Gordon Ford College of Business majors and those majors outside of the college, allowing WKU students to supplement their degree programs with business and legal skills.

Data in SAS Visual Analytics indicates that minor enrollment across the GFCB has declined substantially since 2019, by approximately 140 students. Since 2018, the Management Dept. has declined by approximately 78 minors but still retains a healthy number in business administration at 121 students. Demand numbers suggest that students are valuing minors less. The decline in minor enrollments for the Management Dept. come with steady rebounds in major enrollments over the same time. The addition of a certificate in business fundamentals would cater to additional student populations and still retain the business administration minor which may be advantageous for some degree programs across campus with the heftier degree requirements and 9 hours of upper-level electives. The Gordon Ford College of Business has been approached by representatives from Potter College of Arts and Letters for more collaboration amongst the colleges. The Business Law certificate is a perfect example of such.

PROGRAM REQUIREMENTS: 15 HOURS*
*Complete curriculum and program requirements are in the Curriculum Program Proposal attached.

BUDGETARY IMPLICATIONS: The undergraduate certificate in Business Fundamentals uses existing faculty and some part-time faculty and existing courses from the Management minor and should have minimal impact on the budget.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of an Undergraduate Certificate in Business Law to be implemented Fall 2025.

MOTION: Approval to establish an Undergraduate Certificate in Business Law with implementation in Fall 2025.

: BUSINESS LAW CERTIFICATE

In Workflow

1. MGT Approval (whitney.peake@wku.edu)
2. BU Dean (evelyn.thrasher@wku.edu; alex.lebedinsky@wku.edu; leanne.coder@wku.edu)
3. BU Curriculum Committee (evelyn.thrasher@wku.edu; alex.lebedinsky@wku.edu; leanne.coder@wku.edu)
4. Undergraduate Curriculum Committee (sheila.flener@wku.edu; alexander.olson@wku.edu)
5. University Senate (mac.mckerral@wku.edu, daniel.clark@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; jessica.dorris@wku.edu)

Approval Path

1. Thu, 17 Oct 2024 21:56:43 GMT
   Whitney Peake (whitney.peake): Approved for MGT Approval
2. Fri, 18 Oct 2024 13:23:30 GMT
   Evelyn Thrasher (evelyn.thrasher): Approved for BU Dean
3. Fri, 18 Oct 2024 16:39:35 GMT
   LeAnne Coder (leanne.coder): Rollback to Initiator
4. Fri, 18 Oct 2024 18:16:20 GMT
   Whitney Peake (whitney.peake): Approved for MGT Approval
5. Fri, 18 Oct 2024 20:13:57 GMT
   Evelyn Thrasher (evelyn.thrasher): Approved for BU Dean
6. Mon, 21 Oct 2024 15:09:16 GMT
   LeAnne Coder (leanne.coder): Rollback to Initiator
7. Mon, 21 Oct 2024 16:43:35 GMT
   Whitney Peake (whitney.peake): Approved for MGT Approval
8. Mon, 21 Oct 2024 18:38:24 GMT
   Evelyn Thrasher (evelyn.thrasher): Approved for BU Dean
9. Thu, 31 Oct 2024 19:42:34 GMT
   LeAnne Coder (leanne.coder): Approved for BU Curriculum Committee
10. Fri, 22 Nov 2024 14:31:17 GMT
    Sheila Flener (sheila.flener): Approved for Undergraduate Curriculum Committee
11. Fri, 22 Nov 2024 14:36:53 GMT
    Gordon McKerral (mac.mckerral): Approved for University Senate
12. Fri, 22 Nov 2024 15:37:20 GMT
    Elizabeth Laves (beth.laves): Rollback to University Senate for Provost
13. Thu, 12 Dec 2024 23:09:25 GMT
    Daniel Clark (daniel.clark): Approved for University Senate
14. Fri, 13 Dec 2024 21:10:22 GMT
    Robert Fischer (robert.fischer): Approved for Provost

New Program Proposal

Date Submitted: Mon, 21 Oct 2024 16:22:24 GMT

Viewing: : Business Law Certificate
Last edit: Tue, 19 Nov 2024 22:02:45 GMT

Changes proposed by: aqs62773

Proposed Action

Active

Contact Person

Name	Email	Phone
Aquesha Daniels	aquesha.daniels@wku.edu	2707453584

Term of Implementation

2025-2026

Academic Level
Undergraduate

Program Type
Certificate - Undergraduate

Department
Management

College
Business

Program Name (eg. Biology)
Business Law Certificate

Will this program have concentrations?
No

CIP Code
52.0201 - Business Administration and Management, 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

Program Overview (Catalog field: Overview tab)
The certificate in business law is designed to teach the fundamentals of law from a transactional business perspective to appeal to both Gordon Ford College of Business majors and those majors outside the college of business.

Curriculum Requirements (Catalog field: Program Requirements)

Program Requirements (15 hours)

Code	Title	Hours
MGT 200	Legal Environment of Business	3
MGT 301	Business Law	3
ECON 390	Economics, Law, and Public Choice	3
MGT 497E	Course MGT 497E Not Found	0
Choose one of the following		3
MGT 210	Organization and Management	
MGT 305	Ethics and Critical Thinking	
Choose one of the following		3
MGT 400	Employment Law	
MGT 405	Business Negotiation	
MGT 413	International Human Resource Management	
MGT 416	Management of Labor Relations	
PLS 250	Legal Research and Writing I	
PLS 283	Property Law	
PLS 392	Corporate Law	
PHIL 350	Ethical Theory	
PHIL 427	Philosophy of Law	
ACCT 440	Business Law for the Accounting Professional	
ECON 434	The Economics of Poverty and Discrimination	
Total Hours		**15**

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?
David Zimmer, Economics	9/16/2024
Mark Ross, Accounting	9/14/2024
Scott Lasley, Legal Studies and Philosophy	9/22/2024

Relation to Mission and Strategic Plan

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

The business law certificate allows for both business and nonbusiness majors access an interdisciplinary business related law offering for those:

• Aspiring managers: Individuals who recognize that navigating compliance with various laws and regulations is increasingly a challenge in the management of business enterprises.
• Aspiring entrepreneurs: Those who plan to start their own businesses and want to understand the legal framework they'll need to navigate.
• Pre-law students: Students who desire to pursue a law degree and who want to specialize in business (transactional) law and gain a solid foundation in the subject before entering law school.

This certificate is open to all majors who wish to obtain both business and legal skills supplemental to their core courses. This enhances the University's mission, and KY's strategic agenda on education.

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

The proposed program meets the following priorities in the KY education strategic agenda:

(7) Ensure academic offerings are high-quality, relevant, and inclusive.

This program grants greater access to business law offerings across campus and to those transferring into the institution.

(8) Improve career outcomes of postsecondary graduates.

This program provides relevant business law curriculum to students across the institution and provides knowledge and skills to assist students in articulating the value to future employers.

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 learn the elements of the legal environment of business.	Via assessment administered in MGT 497E.
SLO 2	Students will demonstrate an understanding of basic economic justice principles.	Via assessment administered in MGT 497E.
SLO 3	Students will identify the basic principles of business law.	Via assessment administered in MGT 497E.

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

Upload Assessment Plan
BusinessLawCert ASLTemplate3.docx

Specify any distinctive qualities of the program.

This certificate program allows students both in the Gordon Ford College of Business and outside the college to be exposed to and learn about transactional business law fundamentals; specifically, with collaborative interest from Potter College of Arts and Letters; specifically, both the legal studies and philosophy programs. The program is a great option for students to add business law to complement their degree program. At present, no such certificate exists.

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

Yes

Please explain

This proposed program combines core courses in the GFCB with an approved 200+ and 300+-level along with a variety of courses from the Potter College of Arts and Letters which provides an way to tailor the certificate to the student's area of study.

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.

Management is one of the largest transfer programs in the university, and the business core, which makes up the business majority of the certificate, is accessible to students across the university. Many students already take these courses for Colonnade and part of their degree programs with legal or business elements incorporated. As such, this creates an accessible pathway for students and transfer students to be credentialed with a certificate. This provides an opportunity for students to articulate their skills and training relevant to business in partnership with their degree program outside the GFCB.

Describe student demand data for this program.

Data in SAS Visual Analytics indicates that minor enrollment across the GFCB has declined substantially since 2019, by approximately 140 students. Since 2018, the Management Dept. has declined by approximately 78 minors but still retains a healthy number in business administration at 121 students. Demand numbers suggest that students are valuing minors less. The decline in minor enrollments for the Management Dept. come with steady rebounds in major enrollments over the same time. The addition of a certificate in business fundamentals would cater to additional student populations and still retain the business administration minor which may be advantageous for some degree programs across campus with the heftier degree requirements and 9 hours of upper level electives.The GFCB has been approached by representatives from PCAL for more collaboration amongst the colleges. The Business Law certificate is a perfect example of such.

Data from Occupational Outlook Handbook suggests the career outlook for students with legal skills and a bachelor's degree is robust, with an average salary of $71,540.

The U.S. BLS (Bureau of Labor Statistics) projected that legal professions will grow by 10% by 2031 and the demand for these types of jobs is prevalent due to the replacement and retirement issues. Additionally, data from the Occupational Outlook Handbook suggests the career outlook for students with legal skills and a bachelor's degree is robust, with an average salary of $71,540.

https://www.bls.gov/ooh/legal/
https://www.aacsb.edu/insights/articles/2017/03/law-and-the-business-school-curriculum
https://www.aacsb.edu/insights/articles/2016/02/rediscovering-the-power-of-law-in-business-education

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

No

Program Demand Data and Support Documents

Certificate Budget - Business Law.xlsx

Delivery Mode

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

No

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

Yes

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

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

Do you plan to offer at least 25% of this program as a direct assessment competency-based educational program?
No

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

Rationale for the program proposal?

This program directly reflects student demand for certificates and conversations with units across campus. This certificate program provides an accessible program to gain fundamentals of business law knowledge. No other offerings have been created.

Budgetary Implications

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

Reviewer Comments

LeAnne Coder (leanne.coder) (Fri, 18 Oct 2024 16:39:35 GMT): Rollback: MGT 497E (the assessment class) needs to be added to the list of required courses for the certificate.

LeAnne Coder (leanne.coder) (Mon, 21 Oct 2024 15:09:16 GMT): Rollback: MGT 497E needs to be listed as a required course, not an optional class. Also, the assessment plan needs to be edited to reflect the new learning outcomes for the certificate.

Elizabeth Laves (beth.laves) (Fri, 22 Nov 2024 15:37:20 GMT): Rollback: December Senate agenda item

Key: 401

SABBATICAL LEAVES

REQUEST:

Approval of sabbatical leaves for faculty listed below.

FACTS:

Listed below are faculty members who have been recommended for sabbatical leave by the department chair/director, College Sabbatical Advisory Committee, college dean, and the provost. As of academic year 2025-2026, each will have served the university for at least six continuous full academic years, hold the rank of assistant professor or above, and have submitted a compelling sabbatical application for the purpose of professional academic enrichment.

College of Health and Human Services

Name	Department	Period of Leave
Dr. Karen Mason	Department of Applied Human Sciences	Fall 2025
Dr. Mark Schafer	School of Kinesiology, Recreation & Sport	Fall 2025

Ogden College of Science and Engineering

Name	Department	Period of Leave
Dr. Jeremy Maddox	Department of Chemistry	Fall 2025
Dr. Jenni Teeters	Department of Psychological Sciences	Fall 2025
Dr. Farhad Ashrafzadeh	School of Engineering and Applied Sciences	Fall 2025

Potter College of Arts and Letters

Name	Department	Period of Leave
Dr. Tom Hunley	Department of English	Fall 2025
Dr. Marla Zubel	Department of English	Spring 2026
Dr. Jean-Luc Houle	Department of Society, Culture, Crime & Justice Studies	Fall 2025
Dr. Travis Newton	School of Media and Communication	Spring 2026

BUDGETARY IMPLICATIONS:

No additional resources are necessary to accommodate the sabbatical leaves. Courses usually taught by these faculty will be reassigned to other faculty members by each respective department chair.

RECOMMENDATION:

President Timothy C. Caboni recommends awarding the above individuals sabbatical leave for the terms indicated.

MOTION: **Approval of faculty sabbatical leaves for the above recommended individuals for the terms indicated.**

UNIVERSITY DISTINGUISHED PROFESSOR
APPOINTMENT

REQUEST: Approval of University Distinguished Professor appointments for Dr. Rui Zhang, Professor of Chemistry, and Dr. Anthony Harkins, Professor of History, effective July 1, 2025.

FACT: Following a review of nominations, below are faculty members who have been recommended by the University Distinguished Professorship Selection Committee and the Provost to be awarded University Distinguished Professor status effective July 1, 2025.

Dr. Rui Zhang has brought distinction to the university through his teaching, research, and public service and is an exemplary member of our faculty. His decades of experience have earned him the respect of those in his field, demonstrated not just by numbers (like h-index of 30, and over $2M in extramural funding), but by the frequent invitations he receives to serve on NSF Review panels or to present at national, regional, and local conferences. His dedication to, and prioritization of, his students set him apart further: Dr. Zhang always takes a personal touch with his students, ensuring that they learn not just chemistry, but professional skills, emotional maturity, and independence. He is the kind of professor whose door is always open for students and colleagues, and he participates actively in departmental discussions and decision making regarding both teaching and research. He mentors not only students, but junior faculty as well. His leadership has created stability and quality within the organic chemistry division. He finds ways to contribute to the university, the department, and his professional field and readily volunteers for recruiting, advising and shared governance, serving both his students and colleagues. He is ambitious and innovative and the impact he's made for WKU is overwhelmingly positive.

Dr. Anthony Harkins has served WKU with distinction and excellence, his engaging teaching, and his extensive service, which has enriched the WKU experience, created cultural engagement opportunities for the wider community, and engaged young people in the discipline of history. His scholarship, teaching, and extensive service flow from his commitment to the WKU mission of enriching the quality of life of the university's students, faculty, and wider community. In terms of his service, Dr. Harkins has long served on the Cultural Enhancement Series committee. Through this role and his leadership across campus, in a much larger intellectual community, and on campus, he has created meaningful opportunities for people in the region to experience interaction with artists, thinkers, and performers. He has also created avenues for young people to experience History and the arts. Moreover, he has been an active mentor to junior colleagues, offering advice and providing support. Flowing from his own experience as a Fulbright Scholar, he has worked to make that experience accessible to other WKU faculty as the WKU Faculty Fulbright Liaison.

RECOMMENDATION: President Timothy C. Caboni recommends the appointments of Dr. Rui Zhang and Dr. Anthony Harkins as University Distinguished Professor of effective July 1, 2025.

MOTION: Approval of Dr. Rui Zhang as University Distinguished Professor of Chemistry and Dr. Anthony Harkins as University Distinguished Professor of History effective July 1, 2025.

REOPENING RN TO BSN PROGRAM

INFORMATION ITEM:

The College of Health and Human Services and the School of Nursing and Allied Health are proud to announce the reopening of the RN to BSN program as a pathway toward the Bachelor of Science in Nursing degree at WKU.

This reopening is in response to continued requests to the School of Nursing and Allied Health from both academic and practice partners to reinstate this pathway.

The RN to BSN program will allow registered nurses with an associate degree to further their education and will aid them in better understanding research and service opportunities available to professional nurses. Aligned with the WKU and College of Health and Services missions, the RN to BSN Program will prepare baccalaureate level nurses to provide competent care for diverse groups in a variety of communities which will improve the quality of life for citizens locally and globally.

Based on a benchmarking analysis for RN to BSN programs, there are over 27, 000 registered nurses in the state of Kentucky that hold less than a bachelor's degree. The report further indicates that students are looking for programs with rolling admissions and allow for a balance of work, life and academics. The program is designed to address these specific issues and includes multiple starting points each calendar year and the flexibility of online coursework. The curriculum includes a minimum of 30 hours of nursing coursework, additional hours to meet Colonnade requirements, and the ability to earn additional credit through a professional portfolio demonstrating competency in various program objectives or through successful completion of a nationally recognized specialty certification or designation.

The addition of an RN to BSN concentration will directly impact the goal of improving public health and well-being by increasing the number of baccalaureate nurses who are prepared to use evidence-based practice, leadership skills and enhanced clinical skills to improve health outcomes. This degree will help students continue as lifelong learners and provide skills needed to succeed in a knowledge-based economy.

WKU

Toppers R·I·S·E

ROADMAP TO INTEGRAL SKILLS & ENGAGEMENT

WKU Quality Enhancement Plan

Title: Toppers R.I.S.E. – "A Roadmap to Integral Skills and Engagement"

Executive Summary

In response to the growing demand for graduates with well-rounded skills, Western Kentucky University (WKU) has committed to enhancing the educational experience by ensuring our students gain the competencies they need to be successful after graduation. Our institution's Quality Enhancement Plan (QEP), *Toppers R.I.S.E.*, A Roadmap to Integral Skills and Engagement, aligns with the Kentucky Council on Postsecondary Education state-wide project, The Kentucky Graduate Profile (KGP) and National Association of Colleges and Employers' (NACE) vision for college graduates to exhibit career-focused outcomes each graduate should demonstrate as part of their college curriculum. By integrating these Transferable Skills into our general education curriculum, called the *WKU Colonnade Program* (The Colonnade) we empower students to excel in their chosen fields and contribute meaningfully to society. These skills are a set of career-focused learning outcomes each WKU student should demonstrate as part of their college curriculum upon graduation.

The 10 Transferable Skills and broad outcomes include:
1. Effective Communication: Graduates will master clear and professional communication, both written and verbal. They will learn to express ideas coherently and actively listen to others.
2. Critical Thinking and Creativity: Graduates will evaluate assumptions, analyze information, and generate innovative solutions. They'll combine ideas in original ways to address complex issues.
3. Quantitative Reasoning: Graduates will apply data-driven approaches to solve numerical problems, making informed decisions.
4. Cultural Competence: Graduates will demonstrate an appreciation for diversity, interact effectively with people from various backgrounds and collaborate respectfully.
5. Adaptability and Leadership: Graduates will thrive in changing environments, lead others, and motivate teams toward common goals.
6. Professionalism: Graduates will adhere to ethical standards, act with integrity, manage time effectively, and demonstrate accountability.
7. Civic Engagement: Graduates will actively participate in political and social activities, contributing to positive societal change.
8. Collaboration: Graduates will have numerous opportunities to collaborate with colleagues, become effective team members, and manage conflict.
9. Applied and Integrated Learning: Graduates will be able to articulate and apply the theoretical content of their academic preparation with relevant knowledge and abilities transferable to their chosen career.
10. Informed Decision Making: Graduates will be able to identify, evaluate, and responsibly use information needed for decision making.

While WKU has taken steps to embed the 10 Transferable Skills across the Colonnade Program (WKU's general education program), ensuring graduates are able to communicate the skills they

acquired to potential employers is critical. Colonnade faculty will receive training on preparing assignments using the Transparency in Learning and Teaching project (TILT), Systems Thinking, Design Thinking, and Futures Thinking along with Cosby's (2014) Professionalism Competency Model (PCM) to incorporate skill-building activities into their courses and to communicate clear connections between what is being taught in the classroom and employability skills. Regular assessment will gauge student progress, and reflection opportunities will reinforce students' ability to communicate their skill development. Toppers R.I.S.E. will facilitate cross-institutional collaboration among faculty, advisors, and career coaches sharing best practices and fostering innovation.

Expected Student Learning Outcomes

WKU graduates will be able to:
1. Orally communicate to potential employers their mastery of the Transferable Skills needed for success in the workplace.
2. Communicate to potential employers, in writing, their mastery of the Transferable Skills needed for success in the workplace.
3. Demonstrate the connection between college coursework and the skills needed for employability.

Faculty Strategies

General education faculty will:
1. Identify the curricular alignment between their course content and the Transferable Skills.
2. Communicate the Transferable Skills covered in their Colonnade courses to students.
3. Employ the methods of the Transparency in Learning and Teaching model and Futures Thinking, helping students understand how and why they are learning course content.

Career and Advising Strategies

Advisors and career coaches will:
1. Communicate to students the Transferable Skills covered in their Colonnade courses during advising sessions.
2. Communicate to students the importance of including the Transferable Skills covered in their Colonnade courses in materials sent to/interactions with potential employers.