WKU Board of Regents

ACADEMIC AFFAIRS

August 6, 2021

BACHELOR OF ARTS IN LEGAL STUDIES

REQUEST: Approval of a Bachelor of Arts degree in Legal Studies through the Department of History and the Department of Political Science within Potter College of Arts and Letters.

FACTS: The Legal Studies program consists of 18 hours of core courses in Political Science, History, and Professional Legal Studies (including a capstone experience), and 18 hours of electives from many disciplines across Western Kentucky University. A second major, minor, or certificate is required.

The program provides students an interdisciplinary perspective while fostering greater understanding of the law as it relates to history, the sciences, and ethics in the United States and around the world. While the program appeals to pre-law students, it also serves as a background for a wide variety of careers, including public administration, academics, government, diplomatic corps, homeland security, non-governmental organizations, and law enforcement.

Legal Studies allows students from many disciplines to focus their studies using their individual disciplinary interests as a launching point for exploring how the study of law cuts across disciplinary lines. It offers courses in a wide range of subjects, including American legal history, political process, constitutional law, philosophy and ethics, sociology and criminal justice, business, journalism and broadcasting, economics and property law, English, and environmental law and regulations.

Program Core Courses (18 hours)

PS 110	Judicial Process
PLS 250	Legal Research and Writing I
PS 326	Constitutional Law
HIST 445	American Legal History to 1865
HIST 446	American Legal History Since 1865
LS 495	Senior Seminar in Legal Studies

Ethics Course (3 hours)
International/Comparative Elective course (3 hours)
Business Elective (3 hours)
Law and Justice Elective (3 hours)
Unrestricted Electives (6 hours)

Total Hours: 36

BUDGETARY IMPLICATIONS: The Bachelor of Arts in Legal Studies uses existing resources and faculty from both the History and Political Science departments.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of a Bachelor of Arts in Legal Studies to be implemented Spring 2022.

MOTION: Approval to establish a Bachelor of Arts in Legal Studies with implementation Spring 2022.

PENDING: LEGAL STUDIES

In Workflow
1. HIST Approval (eric.reed@wku.edu)
2. GOVT Approval (scott.lasley@wku.edu)
3. AR Dean (merrall.price@wku.edu)
4. Provost (rheanna.plemons@wku.edu)
5. Board of Regents (rheanna.plemons@wku.edu)
6. Program Inventory (jennifer.hammonds@wku.edu;%20colette.chelf@wku.edu)

Approval Path
1. Thu, 20 May 2021 17:07:28 GMT
   Eric Reed (eric.reed): Approved for HIST Approval
2. Thu, 20 May 2021 18:57:27 GMT
   Scott Lasley (scott.lasley): Approved for GOVT Approval
3. Tue, 25 May 2021 14:12:33 GMT
   Rheanna Plemons (rheanna.plemons): Approved for AR Dean
4. Tue, 25 May 2021 14:14:36 GMT
   Rheanna Plemons (rheanna.plemons): Approved for Provost

New Program Proposal
Date Submitted: Wed, 19 May 2021 23:08:27 GMT

Viewing: PENDING : Legal Studies
Last edit: Thu, 20 May 2021 18:10:22 GMT
Changes proposed by: rhn21118

Proposed Action
Active

Contact Person

Name	Email	Phone
Eric Reed	eric.reed@wku.edu	270-745-4665

Term of Implementation
2021-2022

Program Reference Number
PENDING

Academic Level
Undergraduate

Program Type
Major

Degree Types
Bachelor of Arts

Department
History

College
Arts & Letters

Was your Notification of Intent (submitted to CPE by the Provost's Office) approved?
Yes

Program Name (eg. Biology)
Legal Studies

Will this program have concentrations?
No

CIP Code
22.0001 - Pre-Law Studies.

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 Legal Studies program consists of 18 hours of core courses in Political Science, History, and Professional Legal Studies (including a capstone experience), and 18 hours of electives from many disciplines across Western Kentucky University. A second major, minor, or certificate is required.

The program provides students an interdisciplinary perspective while fostering greater understanding of the law as it relates to history, the sciences, and ethics in the United States and around the world. While the program appeals to pre-law students, it also serves as a background for a wide variety of careers, including public administration, academics, government, diplomatic corps, homeland security, non-governmental organizations, and law enforcement.

Legal Studies allows students from many disciplines to focus their studies using their individual disciplinary interests as a launching point for exploring how the study of law cuts across disciplinary lines. It offers courses in a wide range of subjects, including American legal history, political process, constitutional law, philosophy and ethics, sociology and criminal justice, business, journalism and broadcasting, economics and property law, English, and environmental law and regulations.

Curriculum Requirements (Catalog field: Program Requirements)

Program Requirements (36 hours)

Code	Title	Hours
Program Core Courses		
PS 220	Judicial Process	3
PLS 250	Legal Research and Writing I	3
PS 326	Constitutional Law	3
HIST 445	American Legal History to 1865	3
HIST 446	American Legal History Since 1865	3
LS 495	Senior Seminar in Legal Studies	3
Required Ethics course (choose one)		3
BCOM 301	Mass Communication Law and Ethics	
PLS 200C	Legal Ethics	
JOUR 301	Press Law and Ethics	
PHIL 350	Ethical Theory	
PS 338	Government and Ethics	
Required International/Comparative Elective course (choose one):		3
PS 355	International Organization and Law	
PLS 375	Comparative Legal Systems	
HIST 380	Human Rights in History	
CRIM 430	Comparative Systems of Juvenile Justice	
CRIM 448	International Justice and Crime	
GEOG 487	Environmental Management and Law	
Required Business Elective (choose one):		3
MGT 200	Legal Environment of Business	
PLS 283C	Real Estate Law for the Paralegal	
MGT 301	Business Law	
ECON 390	Economics, Law, and Public Choice	
PLS 392	Corporate Law	
ECON 434	The Economics of Poverty and Discrimination	
Required Law and Justice Elective (choose one):		3

PLS 324	Women and the Law	
PS 328	Criminal Justice Procedures	
CRIM 330	Criminology	
CRIM 361	Race, Class, and Crime	
CRIM 432	Sociology of Criminal Law	
CRIM 446	Gender, Crime, and Justice	
PSY 470	Psychology and Law	
Unrestricted Electives (6 hours needed from at least two disciplines.		6
BCOM 301	Mass Communication Law and Ethics	
CRIM 330	Criminology	
CRIM 332	Juvenile Delinquency	
CRIM 361	Race, Class, and Crime	
CRIM 430	Comparative Systems of Juvenile Justice	
CRIM 432	Sociology of Criminal Law	
CRIM 446	Gender, Crime, and Justice	
CRIM 448	International Justice and Crime	
ECON 390	Economics, Law, and Public Choice	
ECON 434	The Economics of Poverty and Discrimination	
ENG 301	Argument and Analysis in Written Discourse	
ENG 412	Theories of Rhetoric and Persuasive Writing	
GEOG 487	Environmental Management and Law	
JOUR 301	Press Law and Ethics	
HIST 380	Human Rights in History	
HIST 430	History of the Civil Rights Movement in America	
LS 498	Internship in Legal Studies	
MGT 200	Legal Environment of Business	
MGT 301	Business Law	
MGT 400	Employment Law	
PHIL 215	Symbolic Logic	
PHIL 323	Social Ethics	
PHIL 350	Ethical Theory	
PHIL 427	Philosophy of Law	
PLS 200C	Legal Ethics	
PLS 283C	Real Estate Law for the Paralegal	
PLS 324	Women and the Law	
PLS 375	Comparative Legal Systems	
PLS 392	Corporate Law	
PLS 499	Internship in Paralegal Studies	
PSY 470	Psychology and Law	
PS 311	Public Policy	
PS 327	Civil Liberties	
PS 328	Criminal Justice Procedures	
PS 338	Government and Ethics	
PS 355	International Organization and Law	
Total Hours		**36**

4-Year Plan

First Year

Fall	Hours	Spring	Hours
ENG 100	3	HIST 101 or HIST 102	3
Colonnade: Quantitative Reasoning	3	COMM 145	3
Colonnade: Natural & Physical Sciences with Lab	3	PS 220	3
Colonnade: Social and Behavioral Studies	3	World Language (if needed) or General Elective	3
Colonnade: Arts & Humanities	3	Colonnade: Literary Studies	3
	15		15

Second Year

Fall	Hours	Spring	Hours
HIST 445	3	HIST 446	3
PLS 250	3	Second Major, Minor, or General Elective Course	3
Colonnade - Natural & Physical Sciences	3	Second Major, Minor, or General Elective Course	3
World Language II (if needed) or General Elective	3	Connections - Systems or Second Major, Minor, or General Elective Course (PS 220 Recommended)	3
Second Major, Minor, or General Elective Course	3	Connections - Local to Global	3
	15		15

Third Year

Fall	Hours	Spring	Hours
PS 326	3	Required Legal Studies Elective	3
Connections - Social and Cultural	3	ENG 300 or COMM 200	3
Required Legal Studies Elective	3	Required Legal Studies Elective	3
Second Major, Minor, or General Elective Course	3	Second Major, Minor, or General Elective Course	3
Second Major, Minor, or General Elective Course	3	Second Major, Minor, or General Elective Course	3
	15		15

Fourth Year

Fall	Hours	Spring	Hours
Required Legal Studies Elective	3	LS 495	3
Unrestricted Legal Studies Elective	3	Unrestricted Legal Studies Elective	3
Second Major, Minor, or General Elective Course	3	Second Major, Minor, or General Elective Course	3
Second Major, Minor, or General Elective Course	3	Second Major, Minor, or General Elective Course	3
Second Major, Minor, or General Elective Course	3	Second Major, Minor, or General Elective Course	3
	15		15

Total Hours 120

Will this program be interdisciplinary?

Yes

Interdisciplinary Departments

Secondary Departments

Political Science (GOVT)

Relation to Mission and Strategic Plan

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

WKU Mission and Strategic Agenda. The WKU Mission is to "prepare...students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach." One of the university's strategic priorities to achieve that mission is to "Establish WKU as a regional lighthouse to provide resources, attract talent, and nurture intellectual capital in the communities we serve; nurture and attract intellectual capital that elevates the economies of the region and the commonwealth; ensure that WKU students graduate with skills to think critically, solve problems, and engage effectively with others."

The Legal Studies B.A. program supports WKU's mission and strategic priorities in several ways. By design, many of the program's curriculum and objectives are designed to build the critical skills that WKU promises to confer to its students. Many of the program's courses are offered concurrently in the Colonnade Program. Legal Studies, thus, advances WKU's efforts to train students who will "graduate with skills to think critically, solve problems, and engage effectively with others." Given the Legal Studies curriculum's emphasis on American and global legal heritage, politics, ethics, and social justice, the program also plays a role in teaching students key cultural competencies and global outlooks, a key strategic goal of WKU's educational mission.

The Legal Studies B.A. program serves the strategic goal of helping to establish WKU as a "regional lighthouse" that enhances the intellectual and professional capital of our region. The program curriculum serves students as a springboard into several directly-related post-graduation professional opportunities, including law school, and employment in legal fields, government, and politics. As such, the program also serves to align the university with our region's businesses, industries, educational opportunities, and governments.

Legal Studies also serves the strategic goal of developing "collaborations, internships, and other partnerships" in the region, as many of its students will be placed in internships and employment in a variety of public and private settings, including area government, law offices, and businesses.

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

Commonwealth's Strategic Agenda. The Kentucky Council on Postsecondary Education lists the following priorities in its strategic agenda for 2016-2021: Encourage more people to take advantage of postsecondary opportunities; Increase degree and certificate completion, fill workforce shortages, and guide more graduates to a career path; Create economic growth and development and make our state more prosperous.

The WKU Legal Studies B.A. program advances several of the objectives in the Commonwealth's strategic agenda. In particular, Legal Studies advances Strategic Objective 9 (improving college student career readiness and employability) in several ways:

• The program's curriculum and advising enhance strategy 9.1 (improve career development via advising and articulated career pathways) because it provides a broad training and exposure to internship and employment opportunities that are linked to several distinct professional futures in law, government, business, and nonprofit entities.
• Program faculty members enhance strategy 9.3 (use internships to enhance student employability) by helping many Legal Studies students to find internships and other employment opportunities related to legal and other, relevant professions.

More broadly, the Legal Studies program is designed to deliver critical intellectual skills as well as cultural competencies and global perspectives to students, which advances the Strategic Agenda's objective to "advance social, artistic, cultural, and environmental progress" in order to "increase happiness and well-being and make Kentucky an attractive place to live and work." The program, thus, also helps the Commonwealth to achieve its goal of "training a globally competitive, entrepreneurial workforce [and an] educating an engaged, informed citizenry."

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	Discuss the different modes of analysis (i.e., historical, structural, political, etc.) of the American legal system.	Each academic year, a representative sample of 12 student capstone projects, or 50 percent of the student capstone projects, whichever is higher, will be reviewed by program faculty. Using an evaluation rubric, faculty reviewers and assign a score of 1 to 4 to each project. Scores will be averaged among reviewers. An average of 3.0 or higher will be deemed to have met the learning outcome. The program success target will be 75% of students achieving a score of 3.0 or greater in Learning Outcome 1.
SLO 2	Analyze legal systems using methods/approaches of multiple disciplines.	Faculty will review a representative sample of 12 student capstone projects, or 50 percent of the student capstone projects, whichever is higher, each academic year. Faculty members will assign a score of 1 to 4 to each project based on the evaluation rubric. Scores will be averaged among reviewers. An average of 2.5 or higher will be deemed to have met the learning outcome. The program success target will be 65% of students achieving a score of 2.5 or greater in Learning Outcome 2.
SLO 3	Formulate critical arguments about legal systems using methods/approaches of multiple disciplines.	Each academic year, program faculty will analyze a representative sample of 12 student capstone projects, or 50 percent of the student capstone projects, whichever is higher. Faculty reviewers will use a rubric to evaluate student work and will assign a score of 1 to 4 to each student capstone project. Scores will be averaged among reviewers. An average of 2.5 or higher will be deemed to have met the learning outcome. The program success target will be 65% of students achieving a score of 2.5 or greater in Learning Outcome 3.
SLO 4	Generate independent scholarship about legal systems that integrates interdisciplinary analysis.	Generate independent scholarship about legal systems that integrates interdisciplinary analysis.

Specify any distinctive qualities of the program.

The program is interdisciplinary at every level, and will support and be supported by a number of programs. The program's core curriculum is housed in two departments – History and Political Science – and consists of courses in three disciplines – history,

political science, and paralegal studies. The elective courses are housed in 11 departments in four colleges across Western Kentucky University – the Potter College of Arts and Letters (PCAL), the Ogden College of Science and Engineering, the College of Education and Behavioral Sciences, and the Gordon Ford College of Business. Students can choose to take elective courses in the following disciplines:
Political Science
Philosophy
Economics
History
Criminology
Psychology
Paralegal Studies
Geography
English
Journalism
Management

Thus, programs and students from many disciplines and colleges are supported by the Legal Studies B.A. program curriculum, and vice versa. It is also important to note that program faculty and courses directly support other majors in PCAL, since the core and elective courses they teach are also core or elective courses in the following major programs: History, Social Studies, Political Science, and Paralegal Studies.

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

Yes

Please explain

Not substantive change for SACSCOC.

Focus/Objectives: Programs at NKU and Morehead have different foci than the WKU program. NKU's program has a dual focus. One focus is to provide pre-professional training for students seeking employment in legal careers, including contract administrators, legal assistants, ethics compliance, and litigation support analysts. Another focus is to offer students coursework that builds intellectual skillsets useful for graduate programs, including law schools. Morehead's program focuses primarily on training students who plan to become professional paralegals. WKU's program objective is to provide an interdisciplinary liberal arts training useful to students who plan to apply to law schools, as well as an intellectual skillset useful in a variety of liberal arts-related, post-graduation careers and graduate-level degree programs

Curriculum: WKU's Legal Studies B.A. curriculum differs from those at NKU and Morehead. WKU's core requirements include overviews of American political science and legal history, as well as legal research and writing. Electives are broadly interdisciplinary in disciplines and foci, and require students to complete coursework in ethics, international legal systems and history, business, and criminology/psychology. A capstone experience is required. NKU's Core requirements include specific pre-professional training and general legal system background courses, including technical writing, courses on the American legal system, and legal communication. Electives consist mainly of American-focused law, political science, and criminal justice courses. No capstone experience is required. Morehead's core requirements are very legal-process heavy. Two electives only, one of which must be in Legal Studies. An internship is required, but no capstone experience.

Student Populations: Geographically, WKU, NKU, and Morehead serve student populations that are located at opposite ends of the Commonwealth. They also serve student populations with very different academic and professional goals. WKU Legal Studies major is geared to serve students who plan to apply to law school, but also the general student population and liberal arts students that are interested in a broad-focused, interdisciplinary major that explores social, cultural, intellectual, and business aspects of law and society from national and global perspectives. NKU's Law major is geared to serve two student populations, those who seek terminal undergraduate degrees that serve as pre-professional career training, and students who plan to apply to law school. Morehead's program is geared primarily to provide training to students who plan to apply to be professional paralegals.

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

Geographically, WKU's Legal Studies B.A. program is offered to different service areas and student populations than those at NKU and Morehead State, since they are located at opposite ends of the Commonwealth.

Is access to existing programs limited?

Yes

Please explain

No similar programs exist in WKU's service area, despite demonstrated, excess demand for a B.A. in Legal Studies program in WKU's service area.

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

No articulations are anticipated.

Describe student demand data for this program.

The evidence demonstrates consistent, strong academic demand to sustain a Legal Studies major. Over the last four years, the number of students in the Legal Studies minor has averaged 66 students per year. We expect many of these students to be part of our first enrollment. A survey of current Legal Studies minors performed in January 2021 indicates strong interest in a Legal Studies major. Approximately half the students currently enrolled in the minor responded. 81 percent of respondents indicated strong interest in the major, that they would either declare the major once it is offered, or would have declared the major if it had been offered earlier.

The major appeals to students who plan to apply to law schools. Between 2014 and 2019 (the last available year for complete data set), the number of WKU students who took the Law School Admissions Test (LSAT) grew each year, from 65 in 2014 to 90 in 2019.

The Legal Studies major's interdisciplinary design enhances its academic demand even further, beyond just students who intend to apply to law schools. The Legal Studies major offers students a rigorous, broad, interdisciplinary liberal arts program that exposes them to legal traditions and practices, and that builds intellectual skills including critical reading, research and analysis, problem solving, and effective written and oral communication.

The Legal Studies B.A. major is a natural springboard to a variety of post-graduation professional futures, particularly through juris doctorate programs. However, the program is not vocational, and is not designed to provide specific professional training. In addition to preparing students to enroll in law school, the Legal Studies major will also prepare students for a wide variety of careers adjacent to the legal profession, including public administration, academics, government, diplomatic corps, homeland security, non-governmental organizations, and law enforcement.

Evidence strongly supports the conclusion that career opportunities in many of these areas are currently strong and will continue to be so. Kentucky projections indicate that legal professional opportunities are "growing," and that there will be many high-skill, high pay professional prospects for Legal Studies graduates. For example, the Kentucky Center for Statistics reports that the Commonwealth is projected to need more than 7,800 workers in legal occupations by 2026, including more than 3,300 lawyers who may command salaries that average $94K. WKU has in-state tuition agreements that draw many students from Tennessee, and the Tennessee government projections indicate that by 2028 the labor market for workers in legal professions is projected to grow by more than 8 percent and include more than 10,300 lawyers.

Data from Gray Associates also support the conclusion that students pursuing the proposed major in Legal Studies will have strong career opportunities. In the WKU region, employment outcomes for graduates from "Legal Studies" bachelor programs (CIP Code 22.0000) are reasonably strong. The number of job postings attached to this CIP code score in the 75th percentile of all programs considered in the data. This CIP code ranks in the 75th percentile even though no "generalist" employment opportunities are assigned to it. Put another way, even treating a Legal Studies A.B. as a heavily vocational program, its job opportunities currently score in the 75th percentile. This undoubtedly underestimates the availability of jobs available for potential graduates of the program – the curriculum included in this proposal is designed to train students broadly and help them to develop a set of flexible and adaptable skills valuable to employers outside the context of the work of trained lawyers.

Comparing the program proposed here only to programs identified under the "Legal Studies" CIP code (22.0000) also likely underestimates both the quantity and quality of career outcomes available to potential graduates of the program. Because the name "Legal Studies" is frequently used to identify vocational programs focused on training students for paralegal work, it may be the case that such programs are being identified using this CIP code. Given the distinct goals of these types of programs, such comparisons are not appropriate. Comparing the proposed Legal Studies program with existing programs that have related curriculum and are likely to share a common set of students can help alleviate this concern and develop a more complete picture of the likely career opportunities available to graduates of the proposed program.

WKU currently offers a Legal Studies minor. As of the Fall 2020 census, 54 unique students were enrolled as Legal Studies minors. The interdisciplinary nature of the minor draws students from a variety of home academic disciplines. However, students pair three majors with the Legal Studies minor at a higher rate than others: Political Science, History, and Criminology. The core curriculum is composed primarily of Political Science and History courses, suggesting that those two programs in particular may be useful comparisons for the Legal Studies program proposed here.

The data provided by Gray Associates in employment outcomes is strong for both Political Science and History. While volume of vocational jobs is average or below average, both programs score very high in the share of generalist jobs available to program graduates (99th percentile). The curriculum for the proposed Legal Studies program should help students develop skills that will allow them to access the same robust job pool.

The data also suggest that Political Science and History students do very well in future earnings. The programs rank in the 97th and 71st percentile, respectively in BLS mean wages. They rank in the 87th and 79th percentile, respectively, in wages (age 30-60) as measured by the American Community Survey (ACS). Much of this success is likely driven by the decision of Political Science and History graduates to pursue the types of careers likely to be of interest of graduates of the proposed Legal Studies major. 29% of Political Science graduates and 21% of History graduates go on to earn a doctoral or professional degree. Juris doctorates are likely the disproportionate share of these degrees – it is this group of students the proposed Legal Studies program is most likely to serve.

The Gray Associates data on employment for Criminology graduates is not as strong, but may not accurately capture the career opportunities available to and pursued by WKU's Criminology students. The employment data is likely a function of criminology graduates who pursue careers in the field of criminology as well as criminology graduates who pursue careers in the field of criminal justice. As WKU is home to a Criminology and not a Criminal Justice program, the data may not accurately reflect of the careers available to students who currently major in Criminology but might prefer to enroll in a Legal Studies major. Only 8% of criminology graduates go on to earn a doctoral or professional degree, suggesting that most students do not use a criminology degree as a

vehicle for attending a juris doctorate program. In addition, while the proposed Legal Studies major includes several criminology electives, the core classes draw overwhelmingly from Political Science and History. This likewise suggests the career outcomes of graduates of those programs who have an interest in law and related fields are the most representative of the career outcomes likely to be achieved by graduates of the proposed program.

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

Program Demand Data and Support Documents
gray_data.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 through competency-based education
No

Library Resources

Attach library resources
libresourcerev.doc

Rationale for the program proposal?
The evidence demonstrates consistent, strong academic demand to sustain a Legal Studies major, and no similar program exists in WKU's service area. Over the last four years, the number of students in the Legal Studies minor has averaged 66 students per year. We expect many of these students to be part of our first enrollment. A survey of current Legal Studies minors performed in January 2021 indicates strong interest in a Legal Studies major. Approximately half the students currently enrolled in the minor responded. 81 percent of respondents indicated strong interest in the major, that they would either declare the major once it is offered, or would have declared the major if it had been offered earlier. The major appeals to students who plan to apply to law schools. Between 2014 and 2019 (the last available year for complete data set), the number of WKU students who took the Law School Admissions Test (LSAT) grew each year, from 65 in 2014 to 90 in 2019. The Legal Studies major's interdisciplinary design enhances its academic demand even further, beyond just students who intend to apply to law schools. However, the program is not vocational, and is not designed to provide specific professional training. In addition to preparing students to enroll in law school, the Legal Studies major will also prepare students for a wide variety of careers adjacent to the legal profession, including public administration, academics, government, diplomatic corps, homeland security, non-governmental organizations, and law enforcement.

Budgetary Implications

What are the potential budget implications for this proposal (including faculty, resources, equipment, space, etc.)?
The only additional expenses we foresee are a small operating budget ($6K/year) to support the major's programming, student activities, and faculty development, and a budget for overload stipends in the amount of $6K in the event that the capstone course falls outside of normal faculty load. Otherwise, the core curriculum is a subset of courses offered regularly by WKU. Legal Studies' elective courses are housed in a wide range of programs across the university. Other than staffing the capstone experience and handling student advising using current faculty, no additional faculty effort will be needed to support the Legal Studies B.A. program. At the same time, we anticipate increased revenue of over $460,000 by year five and going forward, based on anticipated enrollment in the program.

Will any additional staffing be required?
No

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

Budget Spreadsheet

Legal Studies Program Budget Spreadsheet Final LH Rev 30%.xlsx

CPE Proposal

WKU_CPE_Proposal_Legal-Studies-BA .docx

Additional Attachments

Legal Studies CPE Course Spreadsheet - Final.xlsx

Key: 350

UNDERGRADUATE CERTIFICATE IN ATHLETIC COACHING

REQUEST: Approval of an undergraduate certificate in Athletic Coaching through the School of Kinesiology, Recreation & Sport within the College of Health and Human Services.

FACTS: The Athletic Coaching certificate is designed to develop positive teaching/coaching skills in athletics and to meet the need for qualified coaches in public/private schools, business settings or community agencies.

The department anticipates that students outside of Physical Education and across all discipline areas will take advantage of the Coaching Certificate. The demand for coaches is expected to increase over the next decade. According to the U.S. Bureau of Labor Statistics, employment of coaches and scouts is projected to grow 12 percent from 2019 to 2029, which is faster than the average for all occupations. Increasing participation in high school and college sports may boost demand for coaches and scouts.

The Athletic Coaching certificate will compliment those especially within the Teacher Education program, all KRS programs, and other health-related fields of study.

Required Courses (9 hours)
PE 290   Foundations of Coaching Principles
PE 291   Scientific Base/Conditioning
PE 497   Advanced Principles of Coaching

Coaching Elective (3 hours)
PE 333   Coaching of Volleyball
PE 340   Football Coaching
PE 341   Basketball Coaching
PE 342   Track and Field Coaching
PE 343   Baseball Coaching

Total Hours: 12

BUDGETARY IMPLICATIONS: The undergraduate certificate in Athletic Coaching uses existing faculty and resources.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of an undergraduate certificate in Athletic Coaching to be implemented Fall 2021.

MOTION: Approval to establish an undergraduate certificate in Athletic Coaching with implementation Fall 2021.

PENDING: ATHLETIC COACHING

In Workflow
1. PHY Approval (ron.ramsing@wku.edu)
2. HH Dean (tania.basta@wku.edu;%20danita.kelley@wku.edu)
3. Provost (rheanna.plemons@wku.edu)
4. Board of Regents (rheanna.plemons@wku.edu)
5. Program Inventory (jennifer.hammonds@wku.edu;%20colette.chelf@wku.edu)

Approval Path
1. Fri, 21 May 2021 11:45:49 GMT
   Ronald Ramsing (ron.ramsing): Approved for PHY Approval
2. Tue, 25 May 2021 16:03:40 GMT
   Danita Kelley (danita.kelley): Approved for HH Dean
3. Tue, 25 May 2021 16:59:09 GMT
   Rheanna Plemons (rheanna.plemons): Approved for Provost

New Program Proposal
Date Submitted: Wed, 19 May 2021 21:46:03 GMT

Viewing: PENDING : Athletic Coaching
Last edit: Tue, 25 May 2021 16:03:34 GMT
Changes proposed by: rhn21118

Proposed Action

Active

Contact Person

Name	Email	Phone
Brian Myers	brian.myers@wku.edu	270-745-4077

Term of Implementation

2021-2022

Program Reference Number

PENDING

Academic Level

Undergraduate

Program Type

Certificate - Undergraduate

Department

Kinesiology, Recreation & Sport, School of

College

Health and Human Services

Program Name (eg. Biology)

Athletic Coaching

CIP Code

13.1314 - Physical Education Teaching and Coaching.

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 Athletic Coaching certificate is designed to develop positive teaching/coaching skills in athletics and to meet the need for qualified coaches in public/private schools, business settings or community agencies.

Curriculum Requirements (Catalog field: Program Requirements)

Program Requirements (12 hours)

Code	Title	Hours
PE 290	Foundations of Coaching Principles	3
PE 291	Scientific Base/Conditioning	3
PE 497	Advanced Principles of Coaching	3
Select 1 Coaching Elective course from the list below:		3
PE 333	Coaching of Volleyball	
PE 340	Football Coaching	
PE 341	Basketball Coaching	
PE 342	Track and Field Coaching	
PE 343	Baseball Coaching	
Total Hours		12

Will this program be interdisciplinary?

No

Relation to Mission and Strategic Plan

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

WKU Mission:
Western Kentucky University prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents.

The Athletic Coaching certificate program is directly in line with this mission by preparing students to meet the needs of our local, state, and regional school-based sport programs that offer educational sport opportunities to thousands of diverse students. We prepare future leaders in schools and programs that have direct impact on individuals, families, schools, and communities. Our students are prepared according to state/national standards and best practices in sport coaching that reflects the vision of a global society, social justice, and the equitable treatment of all.

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

Required for baccalaureate programs only

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 an understanding of state/national athletic rules/regulations.	SLO1 will be assessed in PE 290 which will be offered once per academic year. We will collect the exam data and compile an annual measurement of all students registered for the course.
SLO 2	Develop strength/conditioning programming for student-athletes.	SLO2 will be assessed within the PE 497 which is currently offered once per year. We will collect the data and compile an annual measurement of all students registered for the course.

SLO 3	Create an athlete-centered coaching philosophy.	SLO3 will be assessed within the PE 290 course each semester it is offered, which we anticipate will be once per year. We will collect the philosophy data and compile an annual measurement of all students registered for the course.
		Artifacts/Data will be from the Philosophy Module scores for each assignment.
		The instructor will collect and compile this data and keep an ongoing spreadsheet of annual scores for comparison/reporting.

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

Upload Assessment Plan

program_proposal_asl-template ATHLETIC COACHING CERTIFICATE updated 4-21-21.docx

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

Yes

Please explain

There is not currently a standalone credential addressing the knowledge and skills of the athletic coaching certificate that is awarded at WKU. A minor with some similar objectives is offered. The certificate will allow for persons who already have earned degrees a pathway to enroll and complete the certificate.

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.

Currently there are no other Athletic Coaching certificate programs in Kentucky. The University of Kentucky has advanced degree programs in Specialized Coaching, and other universities including WKU offer baccalaureate programs in similar areas of study, such as Physical Education, Sport Management, Exercise Science, etcetera, but none offer a certificate program for all majors to add to their current academic area of interest.

Describe student demand data for this program.

Projected enrollment in the proposed certificate program: 50-75. We anticipate that students outside of Physical Education and across all discipline areas would take advantage of the Coaching Certificate. Education students not in PE/Health, Outdoor Recreation and Sports Management majors, and other programs where marketability requires candidates to have excellent planning, teaching, communication, and inter-personal skills necessary for employment.

We feel the Athletic Coaching certificate will compliment those especially within the Teacher Education program, all KRS programs, and other health-related fields of study.

The demand for coaches is expected to increase over the next decade. According to the U.S. Bureau of Labor Statistics, employment of coaches and scouts is projected to grow 12 percent from 2019 to 2029, which is much faster than the average for all occupations. Increasing participation in high school and college sports may boost demand for coaches and scouts (https://www.bls.gov/ooh/entertainment-and-sports/coaches-and-scouts.htm). Information from the Gray Associates database also supports expectations for positive regional employment, as well as, regional and state-level student demand in the area of physical education, teaching and coaching.

Student-athlete participation in Kentucky High School Athletic Association sports and sport-activities reached record levels in 2018-19 as 106,931 rostered participants competed across the KHSAA's 13 sports and six sport-activities (KHSAA.org). Coaches are poised to have great impact on these student-athletes, and therefore current and consistent coach preparation programming in coordination with state and national best-practices for sport coaches will be an asset to our graduates. This certificate program will provide the necessary basic state and national coaching standards for our graduates to be competitive for local coaching positions in a variety of school and industry-based opportunities.

A recent article in the Chronicle of Higher Ed titled Displaced Workers Haven't Turned to College for a Fresh Start. Here's What Might Bring Them Back offer's further support for offering a certificate program. The article suggests that "Among the reasons people aren't enrolling (higher ed), particularly at community colleges, is that they're too busy navigating economic uncertainty to make college a priority. But Strada's data suggest that when workers eventually do set out to learn new skills, they're most likely to enroll in a nondegree program or seek skills training." The athletic coaching certificate would provide the necessary training and skills, as well as entry-level industry standards, to become employable as sport coach in Kentucky. (https://www.chronicle.com/article/displaced-workers-havent-turned-to-college-for-a-fresh-start-heres-what-

might-bring-them-back?utm_source=Iterable&utm_medium=email&utm_campaign=campaign_1876022_nl_Afternoon-Update_date_20210105&cid=pm&source=ams&sourceId=270429&cid2=gen_login_refresh)

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

Program Demand Data and Support Documents
PE and Coaching CIP Gray Assoc data, certfiicate and bachelors level.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?
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 through competency-based education
No

Rationale for the program proposal?
Recognizing that the primary delivery system of school sports is the coach, it is important to have an ongoing effort to educate current and future coaches with the most updated and relevant coaching education information. This certificate program will prepare potential coaches with an educational athletics approach, and pair with the mission and vision of school-sponsored sport programs to address the need across the state and region.
The Kentucky High School Athletic Association (KHSAA) has minimum requirements and guidelines when hiring athletic coaches. There are two levels, 1 and 2. A level 1 coach is a faculty member, teaching at least three hours per day or performing defined full-time administrative duties. All others are level 2 coaches. A Level 1 coach who retires from teaching (or other full-time administrative duties) becomes a Level 2 coach if they are no longer in that teaching or administrative role as does a coach who is a teacher or administrator in one school district and coaches in another. The level 1 coaching requirements are prepared for and satisfied through the teacher preparation program and the coaching minor at WKU, and any teacher/administrator wishing to coach in Kentucky will be eligible. Level 2 coaches (not current teachers/administrators) will be required to complete minimum industry guidelines and requirements, such as fundamentals of coaching, sport safety, and KHSAA rules/regulations clinic. The proposed certificate program will satisfy all of these requirements, and allow for WKU Athletic Coaching certificate program students to compete instantly for Kentucky secondary school level 2 coaching positions.

Budgetary Implications

What are the potential budget implications for this proposal (including faculty, resources, equipment, space, etc.)?
Courses will be staffed with existing faculty and use existing equipment.

Will any additional staffing be required?
No

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

Budget Spreadsheet
certificate_budget_spreadsheet ATHLETIC COACHING.xlsx

Key: 349

UNDERGRADUATE CERTIFICATE IN FLORISTRY

REQUEST: Approval of an undergraduate certificate in Floristry through the Department of Agriculture and Food Science within Ogden College of Science and Engineering.

FACTS: The Floristry certificate is meant to enhance majors such as business, horticulture, hospitality management, hotel restaurant management, and interior design. Students who elect the Floristry certificate will develop the skills needed to establish and manage a retail floral business, with emphasis on logistics, resources, marketing and risk management. This certificate will also be an encouragement for related industry to have an educational outlet for themselves and employees.

Data does support a major growth in employment of students obtaining majors, minors, or certificates in floral design or floral shop management. The numbers of many that complete a degree or certificate in a floristry program are hired by local, regional, and national markets that have never advertised job postings. Many individuals begin their own wedding, event, or interior design businesses.

According to the American Institute of Floral Design (AIFD) and the Society of American Florist (SAF), research has shown the need for employment of qualified floral designers with the knowledge of floral business management will be on the increase due to a high number of workers retiring. They note that the survival of the floral, hospitality, event planning, and interior design industries relies on graduates with degrees and certificates in floristry.

Required Courses (15 hours)

HORT 209	Floral Design
HORT 309	Advanced Floral Design
HORT 330	Wedding Floral Design
HORT 340	Greenhouse Crop Production
HORT 420	Floral Shop Management

Total Hours: 15

BUDGETARY IMPLICATIONS: The undergraduate certificate in Floristry uses existing faculty. Floristry courses have previously approved course fees to cover supplies, etc.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of an undergraduate certificate in Floristry to be implemented Fall 2021.

MOTION: Approval to establish an undergraduate certificate in Floristry with implementation Fall 2021.

PENDING: FLORISTRY

In Workflow
1. AGRI Approval (fred.degraves@wku.edu)
2. SC Dean (greg.arbuckle@wku.edu;%20cathleen.webb@wku.edu)
3. Provost (rheanna.plemons@wku.edu)
4. Board of Regents (rheanna.plemons@wku.edu)
5. Program Inventory (jennifer.hammonds@wku.edu;%20colette.chelf@wku.edu)

Approval Path
1. Fri, 21 May 2021 15:53:35 GMT
   Fred DeGraves (fred.degraves): Approved for AGRI Approval
2. Mon, 24 May 2021 21:56:54 GMT
   Rheanna Plemons (rheanna.plemons): Approved for SC Dean
3. Mon, 24 May 2021 22:03:04 GMT
   Rheanna Plemons (rheanna.plemons): Approved for Provost

New Program Proposal
Date Submitted: Thu, 20 May 2021 21:06:52 GMT

Viewing: PENDING : Floristry
Last edit: Mon, 24 May 2021 22:02:53 GMT
Changes proposed by: rhn21118

Proposed Action

Active

Contact Person

Name	Email	Phone
Roger Dennis	roger.dennis@wku.edu	270-745-3151

Term of Implementation

2021-2022

Program Reference Number

PENDING

Academic Level

Undergraduate

Program Type

Certificate - Undergraduate

Department

Agriculture

College

Science and Engineering

Program Name (eg. Biology)

Floristry

CIP Code

01.0608 - Floriculture/Floristry Operations and Management.

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 Floristry certificate is meant to enhance majors such as business, horticulture, hospitality management, hotel restaurant management, and interior design. Students who elect the Floristry certificate will develop the skills needed to establish and manage a retail floral business, with emphasis on logistics, resources, marketing and risk management. This certificate will also be an encouragement for related industry to have an educational outlet for themselves and employees.

Curriculum Requirements (Catalog field: Program Requirements)

Program Requirements (15 hours)

Code	Title	Hours
HORT 209	Floral Design	3
HORT 309	Advanced Floral Design	3
HORT 330	Wedding Floral Design	3
HORT 340	Greenhouse Crop Production	3
HORT 420	Floral Shop Management	3
Total Hours		15

Will this program be interdisciplinary?
No

Relation to Mission and Strategic Plan

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

This certificate supports the university mission to (1) produce graduates who are productive , engaged leaders, (2) to provide learning opportunities for constituents, and (3) to foster a high quality of life throughout its region. Further, being entrepreneurial in mindset and focus, the certificate addresses Strategic Goals, #1 (increase students learning) and #4 (improve the quality of life in Kentucky and beyond).

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

CPE requirement for baccalaureate programs only

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	Understanding and awareness of the challenges associated with developing and managing a retail floral, hospitality/event, or interior design business in terms of logistics, resources, marketing, and risk.	
SLO 2	Understand the requirements to manage the routine operations of a retail flower shop including visual merchandising, sales, design, delivery, office management, and bookkeeping.	
SLO 3	Understanding of how to apply mathematical skills common in a floral business.	
SLO 4	Understand and utilize the components necessary to demonstrate the application of elements and principles of floral design.	

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

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.)

Recommendation of CAPE to delete minor and create a certificate program

Specify any distinctive qualities of the program.

This certificate does not duplicate any other certificate currently offered by the University and would be complimentary to a number of majors. The Certificate in Floristry is meant to enhance other majors at Western Kentucky University such as business, horticulture, hospitality management, hotel/restaurant management, and interior design/fashion merchandising. Students that choose the certificate in floristry will develop the skills needed to establish and manage a retail floral business, with the emphasis on logistics, resources, marketing, and risk management. The course work encompasses design techniques, quantitative skills, and practical applied learning in a lecture laboratory setting. The program prepares students for careers in the floriculture industry as well as in the event and hospitality industries. Conversations with Travis Wilson, the Department Head of Applied and Human Sciences have been ongoing throughout the transformation of pairing his students with the certificate in floristry.

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.

According to Gray Data in relationship to local, regional, and national markets for floristry certificate and degree programs, there are no institutions that offer such a program in the WKU market of the local 27 counties in our market as well as the in-state market that encompasses a 140 mile radius.

A survey of internet resources does indicate certificate, majors, and minors in floristry and floral shop management at out-of-state universities and colleges but none in Kentucky. University of Kentucky has in the past offered classes in floral design but no major or minor. The following are some of the institutions that offer a major and/or minor in floristry: City College of San Francisco, Mississippi State University, Ohio State University, Kishwaukee College, Triton College, and Texas A & M University.

Describe student demand data for this program.

From the group of students currently enrolled in floral design courses, it is projected that 20 certificates will be declared in the second year of the program and that number should increase by about 10 students annually. More are expected to select this certificate from the population of students enrolled in the suggested major areas of collaboration. These projections are based on a survey of currently enrolled floral design students in which 20% of those polled indicated they would have considered the proposed certificate if the option had been available to them.

Pairing the Certificate in Floristry with other majors at Western Kentucky University such as business, horticulture, hospitality management, hotel/restaurant management, and interior design/fashion merchandising should increase enrollment numbers in the program. For example, hospitality management, hotel/restaurant management/event planning, and interior design/fashion merchandising has an average of 250 potential students.

Gray Data does support a major growth in employment of students obtaining majors, minors, or certificates in floral design or floral shop management. The numbers of many that complete a degree or certificate in a floristry program are hired by local, regional, and national markets that have never advertised job postings which would not be tracked by Gray. Many individuals begin their own wedding, event, or interior design businesses.

In relationship to student demand, according to the American Institute of Floral Design (AIFD) and the Society of American Florist (SAF), research has shown the need for employment of qualified floral designers with the knowledge of floral business management will be on the increase due to a high number of workers retiring. They note that the survival of the floral, hospitality, event planning, and interior design industries relies on graduates with degrees and certificates in floristry.

According to the Bureau of Labor and Statistics in 2019 there was a total of 51,800 floral designers with a median salary of $28,040.00. Related occupations such as meeting, convention, and event planning jobs total are 138,600 with a median income of $50,000.00 and 77, 900 positions in interior design with a median income of $60,990.00

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

No

Program Demand Data and Support Documents

floristry_gray_data.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.)?

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 through competency-based education

No

Rationale for the program proposal?

The program is proposed as part of the WKU comprehensive academic program review (CAPE), wherein the committee recommends to explore a certificate program. It was a CAPE recommendation and will remove the minor and offer a stand-alone credential to students. It is recommended an exploration of a certificate program in lieu of the Floristry Minor. credential; for students in majors related to horticulture, hospitality, interior design, event planning and tourism. The certificate program will enhance the training and enrollment of students, following market trends, capitalize on faculty expertise and research, and streamline the certificate into various concentrations and degrees in other disciplines within the university.

Floriculture has become a growing industry in the United States. This certificate will provide floristry students the opportunity to focus skills learned in various horticultural and floral design courses toward a career objective, a goal set forth by the CAPE Transformation Committee. Enhancing the ability for individuals in the floral industry to obtain a certificate should increase enrollment in the program, while integrating the skills and topics that are unique and relevant to today's workforce demands.

Budgetary Implications

What are the potential budget implications for this proposal (including faculty, resources, equipment, space, etc.)?

No new faculty will be needed. In the long-term, as the program grows, additional faculty may be needed. Course fees are attached to the floral design courses to cover supplies and other expenses associated with those classes.

Will any additional staffing be required?

No

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

Budget Spreadsheet

CPE Budget_FY22_FloralCertificate.xlsx

Key: 351

UNDERGRADUATE CERTIFICATE IN SPANISH LANGUAGE

REQUEST: Approval of an undergraduate certificate in Spanish Language through the Department of Modern Languages within Potter College of Arts and Letters.

FACTS: This certificate focuses on developing listening, speaking, reading, and writing skills. It also provides a broad awareness of the cultures of the Spanish-speaking world. Students planning careers in health care, social services, education media, and business will obtain the tools necessary to communicate with Spanish-speaking populations. Students are encouraged to contact the Spanish program to discuss course scheduling.

This certificate allows such students to obtain linguistic skills previously unavailable to them, thus making them more attractive to employers and a greater resource to the community. There is abundant evidence that bilingual employees are badly needed across various sectors of the economy. In a 2017 report by New American Economy, "Bank of America, H&R Block, and Humana were among the top firms seeking bilingual workers, based on the share of online job listings posted in 2015." In 2019, the American Council on the Teaching of Foreign Languages (ACTFL) surveyed 1,200 managers and human resources professionals and found that 56% see an increase in the demand for bilingual employees, 34% view it as unchanged, and only 6% perceive less demand. The demand for Spanish-speaking nurses, in particular, is high. They not only make patients feel comfortable, but they also prevent accidents due to miscommunication. Finally, the shortage of Spanish-speaking teachers has reached a crisis stage. The majority of states do not have enough bilingual employees. Helping students whose first language is Spanish and reaching their families become very difficult in such circumstances.

Employment trends in Kentucky are likely to mirror these national trends because of the exceptional growth in the Latino population. From 2000-2014, those numbers rose 154%.

Required Courses (18 hours)
SPAN 101	Elementary Spanish I
SPAN 102	Elementary Spanish II
SPAN 201	Intermediate Spanish I
SPAN 202	Intermediate Spanish II
SPAN 370	Spanish Conversation
SPAN 371	Spanish Composition and Grammar

Total Hours: 18

BUDGETARY IMPLICATIONS: The undergraduate certificate in Spanish Language uses existing faculty.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of an undergraduate certificate in Spanish Language to be implemented Fall 2021.

MOTION: Approval to establish an undergraduate certificate in Spanish Language with implementation Fall 2021.

PENDING: LANGUAGE CERTIFICATE IN SPANISH

In Workflow
1. MLNG Approval (alex.poole@wku.edu)
2. AR Dean (merrall.price@wku.edu)
3. Provost (rheanna.plemons@wku.edu)
4. Board of Regents (rheanna.plemons@wku.edu)
5. Program Inventory (jennifer.hammonds@wku.edu;%20colette.chelf@wku.edu)

Approval Path
1. Tue, 25 May 2021 16:59:11 GMT
   Alexander Poole (alex.poole): Approved for MLNG Approval
2. Tue, 25 May 2021 17:02:01 GMT
   Rheanna Plemons (rheanna.plemons): Approved for AR Dean
3. Tue, 25 May 2021 17:03:05 GMT
   Rheanna Plemons (rheanna.plemons): Approved for Provost

New Program Proposal
Date Submitted: Wed, 19 May 2021 15:49:43 GMT

Viewing: PENDING : Language Certificate in Spanish
Last edit: Tue, 25 May 2021 17:06:23 GMT
Changes proposed by: alx57447

Proposed Action

Active

Contact Person

Name	Email	Phone
Alex Poole	alex.poole@wku.edu	270-745-5900

Term of Implementation

2021-2022

Program Reference Number

PENDING

Academic Level

Undergraduate

Program Type

Certificate - Undergraduate

Department

Modern Languages

College

Arts & Letters

Program Name (eg. Biology)

Language Certificate in Spanish

CIP Code

16.0905 - Spanish Language and Literature.

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)

This certificate focuses on developing listening, speaking, reading, and writing skills. It also provides a broad awareness of the cultures of the Spanish-speaking world. Students planning careers in health care, social services, education media, and business will obtain the tools necessary to communicate with Spanish-speaking populations. Students are encouraged to contact the Spanish program to discuss course scheduling.

Curriculum Requirements (Catalog field: Program Requirements)

Program Requirements (18 hours)

Code	Title	Hours
SPAN 101	Elementary Spanish I	3
SPAN 102	Elementary Spanish II	3
SPAN 201	Intermediate Spanish I	3
SPAN 202	Intermediate Spanish II	3
SPAN 370	Spanish Conversation	3
SPAN 371	Spanish Composition and Grammar	3
Total Hours		18

Will this program be interdisciplinary?

No

Relation to Mission and Strategic Plan

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

The Language Certificate in Spanish relates to the university's mission of creating productive, engaged, and socially responsible citizen-leaders of a global society. This certificate prepares students to communicate with Spanish-speaking communities in the Commonwealth and beyond, thereby giving graduates the tools to serve them in various capacities. In doing so, it encompasses three elements of the WKU Strategic Plan: improving the quality of life within the region, becoming a regional lighthouse, and providing continuing education. This certificate will provide opportunities for people of the region to be educated; WKU graduates with skills to think critically, solve problems, and engage effectively with others; and, a marketable credential for WKU graduates.

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

This certificate is meant to increase current students' skillset in other careers. There is abundant evidence that bilingual employees are badly needed across various sectors of the economy. In a 2017 report by New American Economy, "Bank of America, H&R Block, and Humana were among the top firms seeking bilingual workers, based on the share of online job listings posted in 2015." In 2019, the American Council on the Teaching of Foreign Languages (ACTFL) surveyed 1,200 managers and human resources professionals and found that 56% see an increase in the demand for bilingual employees, 34% view it as unchanged, and only 6% perceive less demand. The demand for Spanish-speaking nurses, in particular, is high. They not only make patients feel comfortable, but they also prevent accidents due to miscommunication. Finally, the shortage of Spanish-speaking teachers has reached a crisis stage. The majority of states do not have enough bilingual employees. Helping students whose first language is Spanish and reaching their families become very difficult in such circumstances.

Employment trends in Kentucky are likely to mirror these national trends because of the exceptional growth in the Latino population. From 2000-2014, those numbers rose 154%.

Therefore, the Language Certificate in Spanish will fill workforce shortages, and guide more graduates to a career path. It will also create economic growth and development and make our state more prosperous.

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	Communicate about topics in professional environments	STAMP Spanish Exam before the end of SPAN 202. The STAMP is an online test to measure language proficiency, divided into four sections: Reading, Writing, Listening, and Speaking. 1=low novice; 9=very advanced
		Exam – Writing and speaking parts of the STAMP Exam will be used to evaluate this learning outcome.
		Outcome #1: Demonstrate proficiency in written communication about topics in professional environments Tool: Writing part of STAMP/score of 3 or higher (75% of students)
		Outcome #2: Articulate proficiency in oral communication about topics in professional environments Tool: Speaking part of STAMP//score of 3 or higher (75% of students)
		STAMP Spanish Exam before the end of SPAN 370. The STAMP is an online test to measure language proficiency, divided into four sections: Reading, Writing, Listening, and Speaking. 1=low novice; 9=very advanced
		Outcome #1: Demonstrate proficiency in written communication about topics professional environments Tool: Writing part of STAMP/score of 5 or higher (75% of students)
		Outcome #2: Articulate proficiency in oral communication about topics in professional environments Tool: Speaking part of STAMP//score of 5 or higher (75% of students)
SLO 2	Narrate in all major time frames (i.e., past, present, and future tense)	STAMP Spanish Exam before the end of SPAN 202. The STAMP is an online test to measure language proficiency, divided into four sections: Reading, Writing, Listening, and Speaking. 1=low novice; 9=very advanced
		Exam – Writing and speaking parts of the STAMP Exam will be used to evaluate this learning outcome. Outcome #1: Demonstrate proficiency in narrating all major time frames Tool: Writing part of STAMP/score of 3 or higher (75% of students)
		Outcome #2: Articulate proficiency in narrating all major time frames Tool: Speaking part of STAMP//score of 3 or higher (75% of students)
		STAMP Spanish Exam before the end of SPAN 370. The STAMP is an online test to measure language proficiency, divided into four sections: Reading, Writing, Listening, and Speaking. 1=low novice; 9=very advanced
		Outcome #1: Demonstrate proficiency in narrating all major time frames Tool: Writing part of STAMP/score of 5 or higher (75% of students)
		Outcome #2: Articulate proficiency in narrating all major time frames Tool: Speaking part of STAMP//score of 5 or higher (75% of students)

SLO 3	Express themselves in paragraph-level discourse, applying appropriate connecting words.	STAMP Spanish Exam before the end of SPAN 202. The STAMP is an online test to measure language proficiency, divided into four sections: Reading, Writing, Listening, and Speaking.. 1=low novice; 9=very advanced
		Exam – Writing and speaking parts of the STAMP Exam will be used to evaluate this learning outcome.
		Outcome #1: Demonstrrate proficiency in paragraph-level discourse, applying appropriate connecting words. Tool: Writing part of STAMP/score of 3 or higher (75% of students)
		Outcome #2: Articulate proficiency in paragraph-level discourse, applying appropriate connecting words. Tool: Speaking part of STAMP/score of 3 or higher (75% of students)
		STAMP Spanish Exam before the end of SPAN 370. The STAMP is an online test to measure language proficiency, divided into four sections: Reading, Writing, Listening, and Speaking. 1=low novice; 9=very advanced
		Target for student proficiency. 75% of students should score a 5 or higher on both parts of the exam. Outcome #1: Demonstrrate proficiency in paragraph-level discourse, applying appropriate connecting words. Tool: Writing part of STAMP/score of 5 or higher (75% of students)
		Outcome #2: Articulate proficiency in paragraph-level discourse, applying appropriate connecting words. Tool: Speaking part of STAMP/score of 5 or higher (75% of students)
SLO 4	Demonstrate production of ideas using colloquial language	STAMP Spanish Exam before the end of SPAN 202. The STAMP is an online test to measure language proficiency, divided into four sections: Reading, Writing, Listening, and Speaking.1=low novice; 9=very advanced
		Exam – Writing and speaking parts of the STAMP Exam will be used to evaluate this learning outcome.
		Outcome #1: Demonstrate proficiciency in the production of ideas using colloquial language. Tool: Writing part of STAMP/score of 3 or higher (75% of students)
		Outcome #2: Articulate proficiency in the production of ideas using colloquial language. Tool: Speaking part of STAMP/score of 3 or higher (75% of students)
		STAMP Spanish Exam before the end of SPAN 370. The STAMP is an online test to measure language proficiency, divided into four sections: Reading, Writing, Listening, and Speaking. 1=low novice; 9=very advanced
		Outcome #1: Demonstrate proficiciency in the production of ideas using colloquial language. Tool: Writing part of STAMP/score of 5 or higher (75% of students)
		Outcome #2: Articulate proficiency in the production of ideas using colloquial language. Tool: Speaking part of STAMP/score of 5 or higher (75% of students)

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

Upload Assessment Plan
Language Certificate in Spanish Program Proposal Assessment Plan.doc

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 student demand data for this program.

Unfortunately, Gray data has not shown itself to be very accurate when it comes to certificates. In particular, their metrics for measuring student demand do not do a good job of predicting student interest in certificate programs. As the Spanish-speaking population in the area continues to grow, we anticipate robust interest in this certificate. Future health care professionals, educators, social workers, and business majors desire greater proficiency in Spanish. While they recognize the language's value, current options don't allow them to pursue it. Many already have two majors or credit-heavy degrees. Professions that serve large numbers of Spanish-speaking clientele (e.g., nursing, education) are difficult to pair with a second major. While the Spanish minor requires fewer hours than the major, it still involves significantly more hours than many students can fit into their schedule.

This certificate allows such students to obtain linguistic skills previously unavailable to them, thus making them more attractive to employers and a greater resource to the community. There is abundant evidence that bilingual employees are badly needed across various sectors of the economy. In a 2017 report by New American Economy, "Bank of America, H&R Block, and Humana were among the top firms seeking bilingual workers, based on the share of online job listings posted in 2015." In 2019, the American Council on the Teaching of Foreign Languages (ACTFL) surveyed 1,200 managers and human resources professionals and found that 56% see an increase in the demand for bilingual employees, 34% view it as unchanged, and only 6% perceive less demand. The demand for Spanish-speaking nurses, in particular, is high. They not only make patients feel comfortable, but they also prevent accidents due to miscommunication. Finally, the shortage of Spanish-speaking teachers has reached a crisis stage. The majority of states do not have enough bilingual employees. Helping students whose first language is Spanish and reaching their families become very difficult in such circumstances.
Employment trends in Kentucky are likely to mirror these national trends because of the exceptional growth in the Latino population. From 2000-2014, those numbers rose 154%.

Even though the Gray data don't exactly align with the goals of our program and students, it does show that average wages for those between 30-60 to be more than 82,000 dollars per year. In fact, being bilingual often yields a superior salary. Just as important is that this skill will make graduates more competitive in a new reality, one that assumes bilingualism or sometimes multilingualism as the norm. One comprehensive study about the need for bilingual employees carried out by American Academy of Arts and Sciences in 2017 reported an explosion of bilingualism as a requisite for employment. The same study also demonstrates that language skills are needed for the United States to remain economically and technologically competitive on a global level, in addition to ensure national security and effective international diplomacy.
At the state level, the COVID crisis has shown the lack of individuals able to communicate with those who primarily speak Spanish. In Louisville, alone, businesses, health care providers, and state agencies have been relying on non-profits to provide essential translation and interpretation services.
This certificate would allow organizations to directly engage the Spanish-speaking public

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

No

Program Demand Data and Support Documents

ACTFL Survey.pdf
Bilingual Earnings.pdf
Office of English Language Acquisition.pdf
Bilingual needs and earnings.pdf
Bilingual needs and earnings II.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.

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
75%

Do you plan to offer at least 25% of this program through competency-based education
No

Rationale for the program proposal?
This certificate will be useful for students who are interested in acquiring or further developing Spanish language skills but who are uncertain as to whether they can devote the time that would be needed to pursue a major in Spanish.

This certificate focuses on developing listening, speaking, reading, and writing skills. It also provides a broad awareness of the cultures of the Spanish-speaking world. Students planning careers in health care, social services, education, media, and business will obtain the tools necessary to communicate with Spanish-speaking populations.

Budgetary Implications

What are the potential budget implications for this proposal (including faculty, resources, equipment, space, etc.)?
No additional faculty are required for this program.

Will any additional staffing be required?
No

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

Budget Spreadsheet
langugage_Cert_budget.xlsx

Additional information or attachments
Approved by UCC: March 2020
Approved by Senate: April 2020

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