

**Undergraduate Curriculum Committee
February 16, 2021**

I. Call to Order – Meeting: 3:45 pm, Zoom

II. Approval of Minutes – January 19, 2020

III. Old Business

IV. New Business

V. Curriculum Agenda

Ogden College of Science and Engineering (pgs. 3-14)

Type of item	Description of Item & Contact Information
Action	Proposal to Create a New Course BIOL 351, Indian Himalayas-Biogeography, Ganges & Culture, 3 hrs. Contact: Nilesh Sharma, Nilesh.sharma@wku.edu , x6593
Action	Proposal to Revise a Program Ref. 731, Mathematical Economics, 61-62 hrs. Contact OCSE: Melanie Autin, melanie.autin@wku.edu , x3651 Contact GFCB: Alex Lebedinsky, alex.lebedinsky@wku.edu , x3150

College of Health and Human Services (pgs. 15-44)

Type of Item	Description
Action	Multiple Revisions to a Course PE 290 Scientific Principles of Coaching Contact: Brian Myers, brian.myers@wku.edu , 270-745-4077
Action	Multiple Revisions to a Course PE 497 Principles of Coaching Contact: Brian Myers, brian.myers@wku.edu , 270-745-4077
Action	Revise a Minor 320 Athletic Coaching Contact: Brian Myers, brian.myers@wku.edu , 270-745-4077
Action	Revise a Major 589 Recreation Administration Contact: Raymond Poff, Raymond.poff@wku.edu , 270-745-2498
Action	Create a Certificate Athletic Coaching Contact: Brian Myers, brian.myers@wku.edu , 270-745-4077

Potter College of Arts & Letters (pgs. 45-77)

Type of Item	Description of Item & Contact Information
Action	Proposal to Create a New Course Item: LS 495 Senior Seminar in Legal Studies Eric Reed, eric.reed@wku.edu , 745-4665
Action	Proposal to Create a New Course Item: LS 498 Internship in Legal Studies Eric Reed, eric.reed@wku.edu , 745-4665
Action	Proposal to Create a New Course Item: PJ 101 Influence of the Photograph James Kenney, james.kenney@wku.edu , 745-6307
Action	Proposal to Revise a Program Item: Bachelor of Music in Performance (593) Liza Kelly, liza.kelly@wku.edu , 745-2682
Action	Proposal for New Academic Program Item: Bachelor of Arts in Legal Studies Eric Reed, eric.reed@wku.edu , 745-4665

Gordon Ford College of Business (pgs.)

No Proposals

College of Education and Behavioral Sciences (pgs.)

No Proposals

Action Item: Proposal to Create a New Course
Ogden College of Science & Engineering
Department/Unit: Biology

Section 1: Proponent Contact Information

- 1.1 Name/Title:** Dr. Nilesh Sharma
- 1.2 Email address:** Nilesh.sharma@wku.edu
- 1.3 Phone #** 270-745-6593

Section 2: Course Catalog Information

- 2.1 Course prefix (subject area) and number:** BIOL 351
- 2.2 Course CIP code:** 32.0107
- 2.3 Course title:** Indian Himalayas – Biogeography, Ganges & Culture
- 2.4 Abbreviated Course title:** Indian Himalayas & Culture
- 2.5 Credit hours/Variable credit:** 3
- 2.6 Repeatability:** N/A
- 2.7 Course Term: Is this course intended to span more than a single term?**
YES NO X
- 2.8 Course Catalog Description:** An interdisciplinary study-abroad course that includes studies in biology, history, culture and religion related to India
- 2.9 Prerequisite/Corequisites/Restrictions:** None
- 2.10 Additional Enrollment Requirements:** None
- 2.11 Other Special Course Requirements:** Study-abroad
- 2.12 Grade Type:** Standard A-F final grade
- 2.13 Schedule Type:** L

Section 3: Description of proposed course

- 3.1 Course Content Summary:** Students will visit the fields/sites, places, interact with people and learn in order to
 - Describe the geographical physiography of the regions visited
 - Identify common flora and fauna in relation to their habitats
 - Analyze the cultural diversity in relation to the history of the country

- Demonstrate familiarity with Indian cuisines/food or clothes and attire
- Evaluate agents of environmental degradation
- Apply the concept of global connectedness and challenges in local contexts at home

Methods for Innovative Teaching and Learning:

Students will uncover and experience the diversity at multiple levels - biology, ecology, geography, history, religion and culture-featuring the Northern frontier of India. We will visit the Shivalik hills region comprised of triangular ancient cities of Haridwar, Rishikesh and Dehradun, each renowned for its unique geographical physiography, religious and cultural attributes. Through the interactions with the scientists of premier institutions of India related to Himalayan studies in Dehradun and guided field visits, students will gain the first-hand knowledge of the geography, ecology, flora and fauna that define the region. Our interactions will occur with students and faculty of the Dev Samskriti University, Haridwar: a center of excellence in the education and research of Indian traditions and cultures. Here students will gain an overview of the Vedic culture system and Indian traditions. At the end of our Himalayan tour, we return to Delhi, where we will visit the medieval monuments and neighboring Agra city for the tour of the Taj Mahal, one of the wonders of the world. All these engagements will help our students to recognize and assimilate the vast diversity in land and life forms, human activities, foods, cuisines, clothing, and beliefs that define the human world.

3.2 Learning Outcomes:

Colonnade Connections Student Learning Outcomes (SLO)

1. Articulate the relationship between ideas, experiences, and place
2. Develop tools to engage with diverse people in the local cultures
3. Explore other peoples' values and clarify their own.

3.3 Assessment/Evaluation: Course completion will be evaluated by a comprehensive grading scale based on the student's participation, field exploration, journal entries, reading, presentation and a final research/reflection paper

Section 4: Rationale

4.1 Reason for developing this proposed course: a) This course proposal was initiated in response to a special call from the Study Abroad & Global Learning (WKU) for the curricular needs of a study-abroad course under the Colonnade Connections Category–International Experience Subcategory. This is the first multidisciplinary course proposal that integrates biology with many other disciplines (history, geography, cultures, religions or cuisines) and thus will be particularly beneficial for biology and humanities students. (b) The need for such a course can also be felt in light of the following data. On average, around 500 WKU students study abroad annually on various types of credit-bearing international experiences.

Approximately 10% of WKU students graduate with study abroad experience. According to one recent survey by the WKU/SAGL, 2,500 of this year's incoming freshmen indicated their interest in studying abroad. (c) Rooted in the core theme of diversity, this study-abroad course will be a good fit for the current WKU Strategic Planning Initiatives.

4.2 Relationship to similar courses offered by other university departments/units:

- Do any other courses already being offered by other university departments/units share content with this proposed course? YES NO X
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? YES NO X
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

Section 5: Projected Enrollments/Resources

5.1 How many students per section are expected to enroll in this proposed course? 10-20 students

5.2 How many sections of this course per academic year will be offered?
One

5.3 How many students per academic year are expected to enroll?
10-20 students

5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections.
Based on the trend of previous courses offered by biology and some other departments.

5.5 Proposed method of staffing:
This course will be taught off-load (summer term) current Department of Biology faculty.

5.6 Instructional technology resources: None

5.7 Library resources: Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? YES NO X

If YES, was a [Library Resources Form](#) submitted to the appropriate collection development librarian prior to consideration at the college curriculum level?

Section 6: Proposed term for implementation: Fall 2021

Section 7: Supplemental/Supporting Documentation: Sample syllabus upon request

Proposal to Revise a program: Mathematical Economics (731)

**Gordon Ford College of Business
Ogden College of Science and Engineering**

Department/Unit: Economics, Mathematics

Section 1: Proponent Contact Information

1.1 Name/Title:

Dr. Alex Lebedinsky, Professor and Chair, Economics Department; Dr. Melanie Autin, Associate Professor, Mathematics Department

1.2 Email address: alex.lebedinsky@wku.edu; melanie.autin@wku.edu

1.3 Phone #: 270-745-3150; 270-745-3651

Section 2: Program Information

2.1 Classification of Instructional Program (CIP) reference number: 45.0603

2.2 Current Program title: Mathematical Economics (731)

2.3 Current total number of credits required in the program: 61-62

Section 3: Proposed program revisions and rationales

3.1 First proposed revision: Add FIN 334 (Financial Mathematics) as a required course in Actuarial Science concentration of the program. The rationale for adding this course is to help students prepare for the Financial Mathematics (FM) actuarial exam. To become an actuary, one has to take a series of professional exams administered by the Society of Actuaries (SOA). Actuarial students at WKU have not been adequately prepared for the FM exam due to a lack of courses directly aimed at the material covered in this exam. Universities with successful actuarial programs typically offer at least two courses to help students prepare for the actuarial exams – Probability (P) and FM exams. Currently, the program prepares students only for the P exam. This course will also include a significant career preparation component. Student will be advised on when they should take actuarial exams, when and how to apply for internships, and what kind of jobs they should apply for after completing their degrees.

3.2 Second proposed revision: Add STAT 330 Introduction to Statistical Software so that students can take either CS 170, or CS 180, or STAT 330 in the Actuarial Science concentration. Currently, the Actuarial Science concentration in the Mathematical Economics major requires students to take either CS 170 or CS 180. In STAT 330, students learn to program in both SAS and R. They also learn data management skills in both platforms. These programming languages, as well as data management, are the skills that are in demand in the actuarial profession, so STAT 330 will better prepare the students for careers in this industry.

Section 4: Consultations: The first proposed change affects Finance department. Dr. Indudeep Chhachhi, the chair of the Finance Department, was consulted on November 6th

and was supportive of the course.

The second proposed change potentially affects the computer science program in the School of Engineering and Applied Sciences (SEAS). Dr. Stacy Wilson, the Director of SEAS, was consulted on October 20th and has no objections to the change.

Section 5: Proposed term for implementation: Fall 2021

Section 6: Approval Flow Dates:

Economics Department	<u>11/09/2020</u>
Mathematics Department	<u>12/08/2020</u>
GFCB Curriculum Committee	<u>12/02/2020</u>
OCSE Curriculum Committee	<u>01/28/2021</u>
Undergraduate Curriculum Committee	_____
Faculty Senate	_____

Section 7: Required Appendices: Current & proposed program descriptions:

7.1: Current B.S. in Mathematical Economics

The major in Mathematical Economics requires a total of 120 credit hours with a core of 18 hours in economics, 15 hours in mathematics, and 1 hour of an interdisciplinary seminar course. The concentration in general mathematical economics requires an additional 9 hours in economics and 6 hours in mathematics. The concentration in actuarial science requires an additional 3 hours in economics, 9 hours in mathematics, 12 hours in finance, and 3-4 hours in computer science. This major leads to a Bachelor of Science degree intended for students interested in graduate studies in economics, public policy, or business, as well as those students seeking a career as an actuary or analytical careers that will require extensive mathematics backgrounds.

The program of study does not require completion of a second major or minor.

Core Courses

ECON 202	Principles of Economics (Micro)	3
ECON 203	Principles of Economics (Macro)	3
ECON 206	Statistics	3
or STAT 301	Introductory Probability and Applied Statistics	
ECON 302	Microeconomic Theory	3
ECON 303	Macroeconomic Theory	3
Select one of the following:		3
ECON 465	Regression and Econometric Analysis	
ECON 480	Economic Forecasting	
STAT 401	Regression Analysis	
MATH 136	Calculus I	4
MATH 137	Calculus II	4
MATH 237	Multivariable Calculus	4
MATH 307	Introduction to Linear Algebra	3
ECON/MATH 497	Senior Seminar in Mathematical Economics	1
Total Hours		34

General Mathematical Economics Concentration

ECON 306	Statistical Analysis	3
or ECON 307	Financial Data Modeling	
ECON 464	Introduction to Mathematical Economics	3
Select 3 hours of 300- and 400-level economics electives		3
MATH 331	Differential Equations	3
or MATH 310	Introduction to Discrete Mathematics	
Select one of the following:		3
MATH 331	Differential Equations	
MATH 310	Introduction to Discrete Mathematics	
MATH 305	Introduction to Mathematical Modeling	
MATH 382	Probability and Statistics I	
MATH 435	Partial Differential Equations	

MATH 405	Numerical Analysis I	
Total Hours		15

Actuarial Science Concentration

ECON 307	Financial Data Modeling	3
MATH 310	Introduction to Discrete Mathematics	3
MATH 382	Probability and Statistics I	3
MATH 482	Probability and Statistics II	3
FIN 330	Principles of Finance	3
FIN 332	Investment Theory	3
FIN 350	Risk Management and Insurance	3
FIN 437	Corporate Asset Management	3
CS 170	Problem Solving and Programming	3
or CS 180	Computer Science I	
Total Hours		27

7.2: Proposed B.S. in Mathematical Economics

The major in Mathematical Economics requires a total of 120 credit hours with a core of 18 hours in economics, 15 hours in mathematics, and 1 hour of an interdisciplinary seminar course. The concentration in general mathematical economics requires an additional 9 hours in economics and 6 hours in mathematics. The concentration in actuarial science requires an additional 3 hours in economics, 9 hours in mathematics, 15 hours in finance, and 3-4 hours in computer science. This major leads to a Bachelor of Science degree intended for students interested in graduate studies in economics, public policy, or business, as well as those students seeking a career as an actuary or analytical careers that will require extensive mathematics backgrounds.

The program of study does not require completion of a second major or minor.

Core Courses

ECON 202	Principles of Economics (Micro)	3
ECON 203	Principles of Economics (Macro)	3
ECON 206	Statistics	3
or STAT 301	Introductory Probability and Applied Statistics	
ECON 302	Microeconomic Theory	3
ECON 303	Macroeconomic Theory	3
Select one of the following:		3
ECON 465	Regression and Econometric Analysis	
ECON 480	Economic Forecasting	
STAT 401	Regression Analysis	
MATH 136	Calculus I	4
MATH 137	Calculus II	4
MATH 237	Multivariable Calculus	4
MATH 307	Introduction to Linear Algebra	3
ECON/MATH 497	Senior Seminar in Mathematical Economics	1
Total Hours		34

General Mathematical Economics Concentration

ECON 306	Statistical Analysis	3
or ECON 307	Financial Data Modeling	
ECON 464	Introduction to Mathematical Economics	3
Select 3 hours of 300- and 400-level economics electives		3
MATH 331	Differential Equations	3
or MATH 310	Introduction to Discrete Mathematics	
Select one of the following:		3
MATH 331	Differential Equations	
MATH 310	Introduction to Discrete Mathematics	
MATH 305	Introduction to Mathematical Modeling	
MATH 382	Probability and Statistics I	

MATH 435	Partial Differential Equations	
MATH 405	Numerical Analysis I	
Total Hours		15

Actuarial Science Concentration

ECON 307	Financial Data Modeling	3
MATH 310	Introduction to Discrete Mathematics	3
MATH 382	Probability and Statistics I	3
MATH 482	Probability and Statistics II	3
FIN 330	Principles of Finance	3
FIN 332	Investment Theory	3
FIN 334	Financial Mathematics	3
FIN 350	Risk Management and Insurance	3
FIN 437	Corporate Asset Management	3
CS 170	Problem Solving and Programming	3-4
or CS 180	Computer Science I	
or STAT 330	Introduction to Statistical Software	
Total Hours		30-31

**BACHELOR of SCIENCE in MATHEMATICAL ECONOMICS (#731)
ACTUARIAL SCIENCE CONCENTRATION**

Department of Mathematics/Department of Economics
Ogden College of Science and Engineering/Gordon Ford College of Business
Western Kentucky University

The suggested program of study shown below should be used in consultation with your advisor(s).
Every student will finish with a unique plan of his/her own depending on the electives selected.

Sample, Four Year Plan

Fall Semester		Spring Semester	
BA 170, Business Student Basics	1	ECON 202, Principles of Economics, Micro (E-SB)	3
ENG 100, Introduction to College Writing (F-W1)	3	COMM 145, Fund Speaking (F-OC)	3
General University Elective	3	HIST 101 or 102, World History I or II (F-SB)	3
Arts & Humanities (E-AH)	3	Math 137, Calculus II	4
MATH 136, Calculus I (F-QR)	4	Natural & Physical Sciences with lab (E-SL)	3
TOTAL CREDIT HOURS	14	TOTAL CREDIT HOURS	16

Fall Semester		Spring Semester	
ACCT 200, Introductory Accounting, Financial	3	CS 170, Problem Solving and Programming OR CS 180, Computer Science I OR STAT 330 Introduction to Statistical Software	3
Literary Studies (F-AH)	3	FIN 330, Principles of Financial Management	3
ECON 203, Principles of Economics, Macro	3	ECON 206, Statistics OR STAT 301, Prob/Applied Stat	3
MATH 307, Introduction to Linear Algebra	3	MATH 237, Multivariable Calculus	4
MATH 310, Introduction to Discrete Math	3	Natural & Physical Sciences (E-NS)	3
TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	16

For more details and courses offered in the **Colonnade General Education** program visit the <https://www.wku.edu/colonnade/>.

Language Proficiency of novice-high before completing 60 credit hours is required (or completion of 2nd level of a language). Two credits (or equivalent) of a single world language in High School satisfies this WKU requirement.

Admission to the Major: To gain admission to the Math Econ (Actuarial Sciences) major students must have a minimum 2.0 overall GPA. They must also complete MATH 136, ECON 202, ECON203, and ECON 206/STAT 301 with a separately calculated 2.0 GPA.

Fall Semester		Spring Semester	
Connections ¹ (K-SC or K-LG or K-SY)	3	ECON 303, Macroeconomic Theory	3
ECON 302, Microeconomic Theory	3	FIN 332, Investment Theory	3
ECON 307, Financial Data Modeling	3	FIN 350, Risk Management and Insurance	3
FIN 334, Financial Mathematics	3	MATH 482, Probability and Statistics II (VEE credit)	3
MATH 382, Probability and Statistics I	3	Writing in the Disciplines (F-W2)	3
TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	15

Fall Semester		Spring Semester	
General University Elective	3	Connections ³ (K-SC or K-LG or K-SY)	3
ECON 465, Regression and Econometric Analysis OR STAT 401, Regression Analysis OR ECON 480, Economic Forecasting *	3	ECON 497 OR MATH 497, Senior Seminar in Mathematical Economics	1
FIN 437, Corporate Asset Management	3	General University Elective	3
FIN 438, Corporate Funds Management*	3	General University Elective	3
Connections ² (K-SC or K-LG or K-SY)	3	General University Upper-Division Elective	3
		General University Elective	1
TOTAL CREDIT HOURS	15	TOTAL CREDIT HOURS	14

Total Credit Hours: 120

*FIN 438 is not required for the degree but is recommended to help prepare for actuarial exams.

Departments:	Mathematics, College High Hall 4124	Economics, Grise Hall 432
Phone:	(270) 745-3651	(270) 745-2249
Website:	www.wku.edu/math	www.wku.edu/economics
Email:	math@wku.edu	econ@wku.edu
Course Descriptions:	http://www.wku.edu/undergraduatecatalog/	

**College of Health and Human Services
School of Kinesiology, Recreation, and Sport
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Dr. Brian Myers, brian.myers@wku.edu

1. Identification of course:

- 1.1 Current course prefix and number: PE 290
- 1.2 Course title: Scientific Principles of Coaching

2. Revise course title:

- 2.1 Current course title: Scientific Principles of Coaching
- 2.2 Proposed course title: Foundations of Coaching Principles
- 2.3 Proposed abbreviated title: Coaching Principles
- 2.4 Rationale for revision of course title: We are moving to two separate core coaching courses within the minor:
PE 290 – Foundations of Coaching Principles
PE 497 – Advanced Principles of Coaching
This name change emphasizes foundational content in the lower-level coaching course (PE 290) and focuses on basic knowledge of coaching principles/theories/best-practices. The PE 497 Advanced course will focus on more specialized content within the coach education curriculum.

3. Revise course number: N/A

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

4. Revise course prerequisites/corequisites/special requirements: N/A

- 4.1 Current prerequisites/corequisites/special requirements:
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence

5. Revise course catalog listing:

- 5.1 Current course catalog listing: A study of the psychological and kinesiological aspects of sport and coaching.
- 5.2 Proposed course catalog listing: Overview of concepts essential in preparation of sport coaches. Includes sport pedagogy, coaching philosophy, motivation, team dynamics, managing and communicating effectively, risk management/sports medicine, and additional responsibilities for beginning coaches.

5.3 Rationale for revision of course catalog listing: This course description better represents 200-level foundational concepts, while still considering the psychological and kinesiological content for the preparation of sport coaching.

6. Revise course credit hours: N/A

6.1 Current course credit hours:

6.2 Proposed course credit hours:

6.3 Rationale for revision of course credit hours:

7. Revise schedule type: N/A

7.1 Current schedule type:

7.2 Proposed schedule type:

7.3 Rationale for revision of schedule type:

8. Revise grade type: N/A

8.1 Current grade type:

8.2 Proposed grade type:

8.3 Rationale for revision of grade type:

10. Proposed term for implementation: Fall 2021

11. Dates of prior committee approvals:

Department/ Unit: Kinesiology, Recreation, and Sport	1/22/2021
College of Health and Human Services Undergraduate Curriculum Committee	1/29/2021
Undergraduate Curriculum Committee	
University Senate	

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Changes are not expected to impact other programs.

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

No budget implications are expected. No additional staffing is necessary to impleme

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?


Digitally signed by Ron Ramsing
Date: 2021.01.15 14:55:14
-06'00'

Department Head

1.22.2021

Date

Danita Kelley
Digitally signed by Danita Kelley
DN: cn=Danita Kelley, c=Western Kentucky
University, ou=College of Health and Human
Services, email=danita.kelley@wku.edu, c=US
Date: 2021.02.04 16:22:49 -06'00'

Dean or Designee

02/04/2021

Date

**College of Health and Human Services
School of Kinesiology, Recreation, and Sport
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Dr. Brian Myers, brian.myers@wku.edu

1. Identification of course:

- 1.1 Current course prefix and number: PE 497
- 1.2 Course title: Principles of Coaching

2. Revise course title:

- 2.1 Current course title: Principles of Coaching
- 2.2 Proposed course title: Advanced Principles of Coaching
- 2.3 Proposed abbreviated title: Adv. Principles of Coaching
- 2.4 Rationale for revision of course title: Since there are two coaching courses, this 400-level course title revision reflects the advanced coaching principles and builds upon the content in PE 290. We plan to incorporate both core-coaching courses within the minor.
PE 290 – Foundations of Coaching Principles
PE 497 – Advanced Principles of Coaching
This name change will allow us to shift some foundational content to the lower-level coaching course, and allow 497 to focus on more advanced content within the coaching education curriculum.

3. Revise course number: N/A

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current prerequisites/corequisites/special requirements:
Prerequisite(s): PE 211 and PE 212 and PE 222 and PE 310 and PE 311 and PE 312 and SPM 200
- 4.2 Proposed prerequisites/corequisites/special requirements: PE 290
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
We are already in the process of removing prerequisites for many PE courses. However, PE 290 must be a prerequisite for PE 497 to ensure that students have satisfied foundational coaching concepts prior to the upper level course, and to establish two distinct levels of coaching pedagogy.
- 4.4 Effect on completion of major/minor sequence: There will be no negative effect to students completing major/minor on time as these courses will both be offered annually.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Overview of concepts essential in preparation of sport coaches. Includes sport pedagogy, coaching philosophy, motivation, team dynamics, managing and communicating effectively, and improving player performance. Note: Permission of instructor may be required.
- 5.2 Proposed course catalog listing: Facilitates the application of advanced principles in the field of athletic coaching. Particular emphasis in this course will be on athlete development, managing time and energy levels, effectively communicating with parents, and athlete-centered coaching.
- 5.3 Rationale for revision of course catalog listing: With two coaching courses in to two-distinct levels of coaching pedagogy, this course description better represents the 400 level course in applying advanced principles of coaching.

6. Revise course credit hours: N/A

- 6.1 Current course credit hours:
- 6.2 Proposed course credit hours:
- 6.3 Rationale for revision of course credit hours:

7. Revise schedule type: N/A

- 7.1 Current schedule type:
- 7.2 Proposed schedule type:
- 7.3 Rationale for revision of schedule type:

8. Revise grade type: N/A

- 8.1 Current grade type:
- 8.2 Proposed grade type:
- 8.3 Rationale for revision of grade type:

10. Proposed term for implementation: Fall 2021

11. Dates of prior committee approvals:

Department/ Unit: Kinesiology, Recreation, and Sport	1.22.2021
College of Health and Human Services Undergraduate Curriculum Committee	1/29/2021
Undergraduate Curriculum Committee	
University Senate	

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- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

No budget implications are expected. No additional staffing is necessary to impleme

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?


Digitally signed by Ron Ramsing
Date: 2021.01.15 14:55:14
-06'00'

Department Head

1.15.2021

Date

Danita Kelley
Digitally signed by Danita Kelley
DN: cn=Danita Kelley, c=Western Kentucky
University, ou=College of Health and Human
Services, email=danita.kelley@wku.edu, c=US
Date: 2021.02.04 16:23:30 -06'00'

Dean or Designee

02/04/2021

Date

Proposal to Revise a program: Athletic Coaching Minor
College of Health and Human Services
Department/Unit: School of Kinesiology, Recreation & Sport

Section 1: Proponent Contact Information

- 1.1 Name/Title: Dr. Brian Myers, Assistant Professor of Physical Education
- 1.2 Email address: brian.myers@wku.edu
- 1.3 Phone # 270-745-4077

Section 2: Program Information

- 2.1 Current Program reference number: 320
- 2.2 Current Program title: Athletic Coaching
- 2.3 Current total number of credits required in the program: 24-27 hours

Section 3: Proposed program revisions and rationales

3.1 The addition of two courses to the core:

ADD:

- PE 290 Foundations of Coaching Principles: Adding PE 290 will allow students to develop a stronger base of coaching principles and then build upon those principles for application in PE 497.

ADD:

- PE 291 Scientific Based/Conditioning: This course is better suited for a focus on strength and conditioning principles within a sport program. Content will focus more on the safe and developmental approach to athlete development.

We can streamline the coaching minor and better organize content by removing three courses, and adding two courses.

3.2 The removal of three courses to the core:

REMOVE:

- PE 312 Basic Athletic Training – this course and content will be replaced by learning modules on basic risk management and sports medicine within the core coaching class (PE 290).
- PE 390 Fitness/Wellness Applications – this course is removed because fitness and training principles content are increased in PE 497, as well as in the added course of PE 291 Scientific Based/Conditioning course (see below).
- SPM 200 Introduction to Sport Management – this course and content will be replaced by learning modules within both PE 290 and PE 497.

3.3 The addition of a course to the electives:

ADD:

- PE 333 Volleyball Coaching to the list of electives. The electives are sport-specific coaching courses, and PE 333 may have been excluded previously due to lack of instructor availability.

3.4 Revise the total credit hours:

Revising the minor credit hours from 24-27 to 21-24. With removal of three courses and addition of two other courses, the total credit hours is decreasing.

Section 4: Consultations

Do any of the proposed revisions in section 3 above involve or in any other way impact other departments/units? NO

If NO, simply proceed to item 5.

If YES, identify those revisions here, referring to them by the numbers assigned in section 3 above, and for each, indicate who in the affected department/unit was consulted, and the date of that consultation:

Section 5: Proposed term for implementation: Fall 2021

Section 6: Approval Flow Dates:

Department/ Unit: Kinesiology, Recreation, and Sport	1.15.2021
College of Health and Human Services Undergraduate Curriculum Committee	1/29/2021
Undergraduate Curriculum Committee	
University Senate	

**Section 7: Required Appendices: Current & proposed program descriptions:
(* See below)**

7.1 Current Program Description:

Current Coaching Minor		
Course ID	Course Title	Credits
PE 211	Net/Wall and Target Games	3
PE 212	Striking/Fielding and Invasion Games	3
PE 310	Kinesiology	3
PE 311	Exercise Physiology	3
PE 312	Basic Athletic Training	3
PE 390	Fitness/Wellness Applications	3
PE 497	Advanced Principles of Coaching	3
SPM 200	Introduction to Sport Management	3
	Electives – students may select 1 course from list below	0-3
PE 340	Football Coaching	3
PE 341	Basketball Coaching	3
PE 342	Track and Field Coaching	3
PE 343	Baseball Coaching	3
	Total Hours:	24-27

7.2 Proposed Program Description:

Proposed Coaching Minor		
Course ID		Credits
PE 211	Net/Wall and Target Games	3
PE 212	Striking/Fielding and Invasion Games	3
PE 290	Foundations of Coaching Principles	3
PE 291	Scientific Base/Conditioning	3
PE 310	Kinesiology	3
PE 311	Exercise Physiology	3
PE 497	Advanced Principles of Coaching	3
	Electives – students may select 1 course from list below	0-3
PE 340	Football Coaching	3
PE 341	Basketball Coaching	3
PE 342	Track and Field Coaching	3
PE 333	Volleyball Coaching	3
PE 343	Baseball Coaching	3
	Total Hours:	21-24

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Changes are not expected to impact other programs.

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

No budget implications are expected. No additional staffing is necessary to impleme

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?


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Date: 2021.01.15 14:55:14
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Department Head

1.22.2021

Date

Danita Kelley
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DN: cn=Danita Kelley, c=Western Kentucky
University, ou=College of Health and Human
Services, email=danita.kelley@wku.edu, c=US
Date: 2021.02.04 16:25:47 -06'00'

Dean or Designee

02/04/2021

Date

Proposal to Revise a program: Recreation Administration (*major*)
College of Health and Human Services
Department/Unit: School of Kinesiology, Recreation & Sport
Section 1: Proponent Contact Information

- 1.1 Name/Title: Raymond Poff, Program Coordinator
- 1.2 Email address: raymond.poff@wku.edu
- 1.3 Phone # 270-745-2498

Section 2: Program Information

- 2.1 **Classification of Instructional Program (CIP) reference number:** 589
- 2.2 **Current Program title:** Recreation Administration
- 2.3 **Current total number of credits required in the program:** 48

Section 3: Proposed program revisions and rationales

Global rationale for program revision: This major did not include concentrations for nearly fifty years. All students would complete core courses and then select elective courses to complete the program. A revised curriculum with five concentrations was implemented in 2014-15. These concentrations were added to help students more clearly focus on specific career areas within our profession. After nearly seven years of experience with concentrations in the program, the faculty reached the conclusion that having the five concentrations might not be the best way to serve WKU students. This program revision will streamline and simplify choices for students, allow flexibility in maximizing resources, and open the program up to more students. The program revision was created after seeking input and advice from Academic Affairs to ensure compliance with important guidelines governing curriculum revisions.

3.1 Title change of the major to Recreation, Parks, Events, and Tourism. The name change is reflective of similar programs at other universities, matches industry opportunities and nomenclature, and fits well with our WKU and school resources and expertise. With the structural changes (combining concentration area/courses) presented in this proposal, this revised name retains the important 'name recognition' for key areas in our program and profession in spite of removing concentrations that had terms such as Event and Tourism in the concentration names. Lastly, this name change is consistent with our accrediting body, The Council on Accreditation of Parks, Recreation, Tourism and Related Professions.

3.2 Revise credit hour requirement: 30-48 hours. A careful review of WKU majors requiring a second major, minor, or certificate revealed an opportunity to provide more access to our major. By incorporating a 30-36 hour concentration (see proposal), students in other 'non-comprehensive' majors could participate in our program as second major. Students could also select this program's proposed 30-36 concentration and then pursue a minor, certificate, or second major in another area to strengthen their education and future job opportunities. This change provides a higher level of flexibility for all participating students.

- 3.3 Revise program’s catalog description. Revisions were made to reflect program changes and to better communicate the program focus and career opportunities to prospective student and their families.**
- 3.4 Restructuring of the core courses. Consultations with Academic Affairs were a critical part of ensuring our proposed revisions made sense, would work properly with iCap, and would be understood by students. To avoid some complexities/potential problems with any degree-auditing system and student confusion, the internship experience was moved out of the ‘core’ and then placed back into each of the three concentrations with adjustments appropriate to the goals of the new concentrations. In addition, two courses currently in the core (REC 320 and 328) were moved out of the core to provide more flexibility in the 30-36 hour concentration, but were placed back in the concentration requirements for the two 48-hour concentrations. When the requirements are carefully examined, one can see that all students take the same 18-hour core plus an internship experience requirement of 9 or 12 hours resulting in a common 27-30 hours across all three concentrations.**
- 3.5 Reorganization of courses, which are part of the current program, into new or revised concentrations. As seen in Appendices 7.1 and 7.2 all but *three* of the major’s existing approved courses were reorganized and placed back into the program’s three concentration structure. This reorganization and retention of courses allows us to leverage the strengths of many academic units across campus to help our students have a better educational experience.**
- 3.6 Add a new 30-36 hour concentration – Essentials of Recreation, Parks, Events, and Tourism. This new concentration will expand the reach of our academic program to a wider range of students. It will also facilitate opportunities for students in this major to access other academic programs across campus to diversify student preparation. As noted earlier, this concentration includes the 18-hour core, an internship experience (9 hours), and 3-9 hours of REC courses depending on the credit hour needs of the students (*number of hours to reach the 54 total – 48 unduplicated requirement*).**
- 3.7 Revise the Recreation and Sport Services concentration. This concentration, renamed Comprehensive Study of Recreation, Parks, Events, and Tourism, was selected for revision as the current version of this concentration has the largest number of course choices available to students and would involve fewer changes. Key revisions included placing the internship requirements inside the concentration instead of the core, placing REC 320 and 328 in the concentration, ensuring that students would take at least 6 hours of REC prefix courses, and allowing for another 6 hours of electives from an extensive list of courses. Lastly, we took the elective courses from our other existing concentrations and added those courses to the electives listing.**
- 3.8 Revise the Nonprofit Administration concentration. Key revisions included placing the internship requirements inside the concentration instead of the core and placing REC 320 and 328 within the concentration. The other course requirements for this concentration were not revised.**

3.9 Delete three existing concentrations – but keep their courses and content: The following current concentrations are being deleted: Outdoor Recreation, Recreation and Tourism, and Facility and Event Management. The deletion of these concentrations is more structural than anything in an attempt to streamline the major. Although the concentrations are being deleted the content/courses from these ‘deleted’ concentrations are being retained in the revised program and will still benefit WKU students.

3.10 Deletion/removal of courses. Three courses present in the current major were not placed back into the proposed revised program. GEOG 481 and PE 122 (courses not being offered) and EXS 296 (balance of course type concerns).

Section 4: Consultations: do any of the proposed revisions in section 3 above could be seen as involving, or in any way impacting another department/unit? **YES**

Revision	Proposed Action	Persons Contacted by Email	Date
3.4, 3.5, 3.7	Continued use of courses in revised program.	Mark Ross, Scott Lasley, Whitney Peak, Karen Mason, Lukas Forbes, Paula Upright, Keri Esslinger, Mark Schafer.	12/09/20 and 01/12/21
3.10	Deletion of courses	Mark Schafer, Leslie North, Keri Esslinger	12/09/20 and 01/12/21
Outcome of communications: We received emails of support from seven of the nine programs represented in the changes; two programs did not respond.			

Section 5: Proposed term for implementation: Fall 2021

Section 6: Approval Flow Dates:

Proposing department/unit: School of KRS
CHHS College Curriculum Committee:
Undergraduate Curriculum Committee:
University Senate

Date Approved:

01/15/21

01/29/2021

Section 7: Required Appendices: Current & proposed program descriptions:

7.1 Follows on remaining pages

7.2 Follows on remaining pages

7.1 Current Program Description:

The major in Recreation **Administration** prepares students for exciting **recreation and experience industry** careers in the nonprofit, government, and private sectors. These careers are designed to help individuals, families, and communities improve their quality of life. Students pursue a concentration in **Recreation and Sport Services, Nonprofit Administration, Outdoor Recreation, Facility and Event Management, or Recreation and Tourism.**

The major requires a minimum of 48 semester hours and leads to a Bachelor of Science degree.

Students will complete:

- ~~nine core courses (36 hours) and~~
- ~~four courses in the concentration they select (12 hours).~~

Core Courses			
			Hours
REC 200	Recreation in Society		3
REC 302	Recreation Leadership		3
REC 306	Experience Planning and Evaluation		3
REC 320	Professional Development in Recreation		3
REC 328	Inclusive Recreation		3
REC 338	Parks, Recreation, and Quality of Life		3
REC 402	Fiscal Practices in Recreation		3
REC 406	Recreation Administration		3
REC 490	Internship in Recreation		12
Total Hours		36	

The **five** concentrations available to choose from include:

- ~~Outdoor Recreation~~
- Nonprofit Administration
- ~~Recreation and Tourism~~
- ~~Facility and Event Management~~
- ~~Recreation and Sport Services~~

Concentration requirements continue on the following pages...

Outdoor Recreation Concentration			Hours
Foundations:		3	
REC 330	Foundations of Outdoor Recreation		3
Resources:		3	
REC 332	Outdoor Education		3
REC 430	Recreation Resource Management		3
REC 434	Resource Interpretation		3
Technical Skills:		3	
REC 235	Outdoor Recreation Activities		3
REC 335	Outdoor Skills-Land		3
REC 337	Outdoor Skills-Water		3
REC 439	Challenge Course Facilitation		3
Select one of the following electives (3 hours unduplicated):		3	
REC 332	Outdoor Education		3
REC 335	Outdoor Skills-Land		3
REC 337	Outdoor Skills-Water		3
REC 424	Camp and Retreat Center Administration		3
REC 430	Recreation Resource Management		3
REC 434	Resource Interpretation		3
REC 435	Outdoor Experience Planning		3
REC 437	Outdoor Leadership Expedition		3
REC 439	Challenge Course Facilitation		3
REC 480	Travel-Based Learning in Recreation and Tourism		3
REC 482	Recreation Workshop		3
REC 493	Recreation Practicum		3
Or, other courses approved by their Recreation Administration advisor. At least 6 hours need to be selected from 400-level courses.			
Total Hours		12	

continues...

Nonprofit Administration			
			Hours
REC 220	Understanding the Nonprofit Sector		3
REC 460	Grant Writing for Nonprofit Organizations		3
MGT 333	Management of Nonprofit Organizations		3
or PS 340	Principals of Public Administration		
MKT 220	Basic Marketing Concepts		3
Or, other courses approved by their Recreation Administration Advisor			
Total Hours		12	

Recreation and Tourism Concentration			
			Hours
REC 420	Recreation and Tourism		3
HMD 271	Tourism Planning and Development		3
Select 6 hours from the following:		6	
REC 480	Travel-Based Learning in Recreation and Tourism		3
GEOG 481	Tourism Geography		3
HMD 373	Hospitality and Tourism Marketing		3
HMD 375	Meeting and Convention Management		3
HMD 475	Advanced Hospitality Event Planning		3
ENT 312	Entrepreneurship		3
MKT 331	Social Media Marketing		3
Or, other courses approved by their Recreation Administration Advisor.			
Total Hours		12	

continues...

Facility and Event Management Concentration			
			Hours
Select 3 hours from the following courses:		3	
REC 404	Recreation Facility Management		3
REC 426	Facility Planning and Design		3
SPM 404	Sport Facility Management		3
Select 3 hours from the following courses:		3	
HMD 375	Meeting and Convention Management		3
SPM 305	Sport Event Management		3
Select 3 hours from the following courses:		3	
MKT 220	Basic Marketing Concepts		3
MKT 331	Social Media Marketing		3
SPM 315	Sport Communication		3
SPM 450	Sport Law		3
Select 3 hours (unduplicated) from:		3	
REC 404	Recreation Facility Management		3
REC 420	Recreation and Tourism		3
REC 422	Campus Recreation		3
REC 424	Camp and Retreat Center Administration		3
REC 426	Facility Planning and Design		3
REC 430	Recreation Resource Management		3
REC 434	Resource Interpretation		3
REC 439	Challenge Course Facilitation		3
HMD 375	Meeting and Convention Management		3
HMD 475	Advanced Hospitality Event Planning		3
Or, other courses approved by their Recreation Administration Advisor.			
Total Hours		12	

Continues

Recreation and Sport Services Concentration			
			Hours
Select 12 hours of electives of the following:		12	
REC 220	Understanding the Nonprofit Sector		3
REC 222	Recreation Activity Facilitation		3
REC 235	Outdoor Recreation Activities		3
REC 330	Foundations of Outdoor Recreation		3
REC 332	Outdoor Education		3
REC 335	Outdoor Skills-Land		3
REC 337	Outdoor Skills-Water		3
REC 404	Recreation Facility Management		3
REC 420	Recreation and Tourism		3
REC 422	Campus Recreation		3
REC 424	Camp and Retreat Center Administration		3
REC 426	Facility Planning and Design		3
REC 430	Recreation Resource Management		3
REC 434	Resource Interpretation		3
REC 435	Outdoor Experience Planning		3
REC 437	Outdoor Leadership Expedition		3
REC 439	Challenge Course Facilitation		3
REC 460	Grant Writing for Nonprofit Organizations		3
REC 480	Travel-Based Learning in Recreation and Tourism		3
REC 482	Recreation Workshop		3
REC 484	Advanced Studies in Recreation		3
REC 493	Recreation Practicum		3
SPM 200	Introduction to Sport Management		3
SPM 300	Public Policy in Sport		3
SPM 305	Sport Event Management		3
SPM 310	Sport Ethics and Moral Issues		3
SPM 315	Sport Communication		3
PE 122	Foundations of Kinesiology		3
PE 211	Net / Wall and Target Sports		3
PE 212	Striking / Fielding and Invasion Sports		3
PE 300	Lifespan Leisure & Recreation Activities		3
PE 319	Adapted Physical Education		3
PE 340	Football Coaching		3
PE 341	Basketball Coaching		3

PE 342	Track and Field Coaching		3
PE 343	Baseball Coaching		3
EXS 122	Foundations of Kinesiology		3
EXS 223	Introduction to Exercise Science		3
EXS 296	Practicum in Exercise		3
MKT 220	Basic Marketing Concepts		3
MGT 210	Organization and Management		3
ACCT 200	Introductory Accounting—Financial		3
Or other courses approved by their Recreation Administration Advisor			
Total Hours		12	

7.2 begins on next page...

7.2 Proposed Program Description:

The major in Recreation, **Parks, Events, and Tourism** prepares students for **numerous and exciting careers** in the nonprofit, government, and private sectors. These careers are designed to help individuals, families, and communities improve their quality of life. Students pursue a concentration in: **Essentials of Recreation, Parks, Events, and Tourism (30-36 hours)**, **Comprehensive Study of Recreation, Parks, Events, and Tourism (48 hours)**, or Nonprofit Administration **(48 hours)**.

The major requires a minimum of **30-48 semester hours** and leads to a Bachelor of Science degree. **It is accredited by The Council on Accreditation of Parks, Recreation, Tourism and Related Professions.**

Key career areas in Recreation, Parks, Events, and Tourism include: community recreation, outdoor recreation, recreational sport, event management, tourism, nonprofit organizations, campus recreation, recreation business, and Armed Forces recreation.

Key career areas in Nonprofit Administration include: arts, culture, humanities, community development, disability services, disaster relief, education, environment, food, fundraising, healthcare, museums, nature, professional organizations, recreation, science, seniors, sports, wildlife, youth services, and NGO's (Non-governmental organizations) – international nonprofits.

For more information on career opportunities related to this major, please visit, wku.edu/recreation/career-ops.php

Students **in this major** will complete:

- **Core courses (18 hours)**
- **Internship experience (9-12 hours)**
- **Additional concentration coursework (3-18 hours)**
-

Core Courses			
			Hours
REC 200	Recreation in Society		3
REC 302	Recreation Leadership		3
REC 306	Experience Planning and Evaluation		3
REC 328	Inclusive Recreation		3
REC 402	Fiscal Practices in Recreation		3
REC 406	Recreation Administration		3
Total hours		18	

The **three** concentrations available to choose from

include:

- **Essentials of Recreation, Parks, Events, and Tourism (30-36 hours)**
- **Comprehensive Study of Recreation, Parks, Events, and Tourism (48 hours)**

- **Nonprofit Administration (48 hours)**

Essentials of Recreation, Parks, Events, and Tourism (30-36 hours)			
Students will complete the core courses as detailed above, plus the following requirements:			
			Hours
Internship Experience:		9	
REC 490	Internship in Recreation		9
Complete 3-9 hours of REC courses:		3-9	
REC 2**, REC 3**, REC 4**			1-6
Or, other courses approved by their Recreation Administration Advisor			
Total hours		12-18	
Note: Students in this concentration will also need to complete a certificate, minor, or second major. The combination must include at least 54 hours (48 unduplicated). For a list of popular programs to pair with this concentration, please visit www.wku.edu/recreation			

Comprehensive Study of Recreation, Parks, Events, and Tourism (48 hours)			
Students will complete the core courses as detailed above, plus the following requirements:			
			Hours
Internship Experience:		12	
REC 490	Internship in Recreation		12
-Or 490	Internship in Recreation		9
And 493	Recreation Practicum		3
Complete the following:		6	
REC 320	Recreation Seminar		3
REC 338	Parks, Recreation & Quality of Life		3
Complete 6 hours (unduplicated) from the following:		6	
REC 2**, REC 3**, REC 4**			1-6
Complete 6 hours (unduplicated) from the following:		6	
REC 2**, REC 3**, REC 4**			1-6
SPM 200	Introduction to Sport Management		3

SPM 300	Public Policy in Sport		3
SPM 305	Sport Event Management		3
SPM 310	Sport Ethics and Moral Issues		3
SPM 315	Sport Communication		3
SPM 404	Sport Facility Management		3
SPM 450	Sport Law		3
PE 211	Net / Wall and Target Sports		3
PE 212	Striking / Fielding and Invasion Sports		3
PE 300	Lifespan Leisure & Recreation Activities		3
PE 319	Adapted Physical Education		3
PE 340	Football Coaching		3
PE 341	Basketball Coaching		3
PE 342	Track and Field Coaching		3
PE 343	Baseball Coaching		3
EXS 122	Foundations of Kinesiology		3
EXS 223	Introduction to Exercise Science		3
HMD 271	Tourism Planning and Development		3
HMD 373	Hospitality and Tourism Marketing		3
HMD 375	Meeting and Convention Management		3
HMD 475	Advanced Hospitality Event Planning		3
MKT 220	Basic Marketing Concepts		3
MKT 331	Social Media Marketing		3
MGT 210	Organization and Management		3
MGT 333	Management of Nonprofit Organizations		3
ACCT 200	Introductory Accounting—Financial		3
ENT 312	Entrepreneurship		3
PS 340	Principles of Public Administration		3
Or other courses approved by their major advisor			
Total Hours		30	

Continues...

Nonprofit Administration (48 hours)			
Students will complete the core courses as detailed above, plus the following requirements:			
			Hours
Internship Experience:		12	
REC 490	Internship in Recreation		12
Or REC 490	Internship in Recreation		9
And REC 496	Nonprofit Internship		3
Complete the following:		6	
REC 320	Recreation Seminar		3
REC 338	Parks, Rec Quality of Life		3
Complete the following:		12	
REC 220	Understanding the Nonprofit Sector		3
REC 460	Grant Writing for Nonprofit Organizations		3
MGT 333	Management of Nonprofit Organizations		3
or PS 340	Principles of Public Administration		3
MKT 220	Basic Marketing Concepts		3
Or other courses approved by their major advisor			
Total Hours		30	

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

The following individuals representing (HMD, MGT, MKT, PS, GEOG, ENT, SPM, EXS, and PE) were contacted via email on 12/09/20 and 01/12/21: Mark Ross, Scott Lasley, Whitney Peak, Leslie North, Karen Mason, Lukas Forbes, Paula Upright, Keri Esslinger, Mark Schafer. We received emails of support from seven of the nine programs represented in the changes; two programs did not respond.

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

Proposed changes are all related to existing courses, which are already being offered within current staffing resources. No changes or impacts are anticipated.

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?



Digitally signed by Ron Ramsing
DN: cn=Ron Ramsing, o=Western Kentucky
University, ou=School of Kinesiology, Recreation &
Sport, email=ron.ramsing@wku.edu, c=US
Date: 2021.01.15 10:56:58 -0600

Department Head

01/15/2021

Date



Digitally signed by Danita Kelley
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University, ou=College of Health and Human
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Date: 2021.02.04 16:16:20 -0600

Dean or Designee

02/04/2021

Date

**College of Health and Human Services
School of Kinesiology, Recreation & Sport
Proposal to Create a New Certificate Program
(Action Item)**

Contact Person: Brian Myers brian.myers@wku.edu, 270-745-4077

1. Identification of program:

- 1.1 Program title: Athletic Coaching
- 1.2 Required hours in program: 12 hours
- 1.3 Special information: Open to all disciplines or areas of study.
- 1.4 Catalog description: 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.
- 1.5 Classification of Instructional Program Code (CIP): 13.1314

2. Learning outcomes of the proposed certificate program: Students who successfully complete the certificate will:

- 2.1 Develop and enact an athlete-centered coaching philosophy.
- 2.2 Use long-term athlete development with the intent to develop athletic potential, enhance physical literacy, and encourage lifelong physical activity.
- 2.3 Create a unified vision using strategic planning and goal-setting principles.
- 2.4 Align program with all rules and regulations and needs of the community and individual athletes.
- 2.5 athletic program resources in a responsible manner.

3. Rationale:

- 3.1 Reason for developing the proposed certificate program: 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.

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* offers 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=lterable&utm_medium=email&utm_campaign=campaign_1876022_nl_Afternoon-Update_date_20210105&cid=pm&source=ams&sourceId=270429&cid2=gen_login_refresh)

- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: Currently, there are no other certificate programs in the School of Kinesiology, Recreation & Sport that share a similar mission and value. We anticipate an increase in options for students within the KRS department, as well as across campus.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: 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.
- 3.4 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 interpersonal skills necessary for employment.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark 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.

3.6 Relationship of the proposed certificate program to the university mission and objectives:

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.

4. Curriculum:

12 Total Credit Hours

Course Number	Course Title	Credit 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	Volleyball Coaching	
PE 340	Football Coaching	
PE 341	Basketball Coaching	
PE 342	Track and Field Coaching	
PE 343	Baseball Coaching	
Total Credit Hours:		12

5. **Budget implications:** Courses will be staffed with existing faculty and use existing equipment.

6. **Proposed term for implementation:** Fall 2021

7. **Dates of prior committee approvals:**

School of Kinesiology, Recreation & Sport 01/15/2021

CHHS Undergraduate Curriculum Committee 01/29/2021

Contact with Office of Academic Affairs _____

Undergraduate Curriculum Committee

University Senate

Board of Regents

University Undergraduate Curriculum Proposal Checklist

Please complete the following checklist to ensure your proposal will proceed smoothly and efficiently. Include the checklist as a cover sheet with your proposal. Proposals without the checklist will be returned to the proponent.

- For new or revised programs, courses, or course descriptions, what departments/programs have been consulted concerning potential impact (e.g. to possible duplication or conflict, changed corequisite or prerequisite for equivalent courses, etc.)? Please provide names and dates for individuals consulted.

Changes are not expected to impact other programs.

- What are the potential budget implications for this proposal? If any additional staffing is required, how will it be funded? If not, how will current staffing accommodate the proposed course/program?

No budget implications are expected. No additional staffing is necessary to impleme

- If you are proposing a new undergraduate program or changes to an existing undergraduate program, please include a new or updated four-year degree pathway.

- Has the proposal been checked carefully for mechanics, grammar, syntax, and clarity?


Digitally signed by Ron Ramsing
Date: 2021.01.15 14:55:14
-06'00'

Department Head

1.22.2021

Date

Danita Kelley
Digitally signed by Danita Kelley
DN: cn=Danita Kelley, c=Western Kentucky
University, ou=College of Health and Human
Services, email=danita.kelley@wku.edu, c=US
Date: 2021.02.04 16:25:13 -06'00'

Dean or Designee

02/04/2021

Date

(Action Item)

Proposal to Create a New Course: LS 495 Senior Seminar in Legal Studies
Potter College of Arts and Letters
Department/Unit: History

Section 1: Proponent Contact Information

- 1.1 Name/Title:** Dr. Eric Reed
- 1.2 Email address:** eric.reed@wku.edu
- 1.3 Phone #** x54665

Section 2: Course Catalog Information

- 2.1 Course prefix (subject area) and number:** LS 495
- 2.2 Course CIP code:** 22.0001
- 2.3 Course title:** Senior Seminar in Legal Studies
- 2.4 Abbreviated Course title:** Senior Seminar Legal Studies
- 2.5 Credit hours/Variable credit:** 3.0
- 2.6 Repeatability:** N/A
- 2.7 Course Term: Is this course intended to span more than a single term?**
NO.
- 2.8 Course Catalog Description:** A capstone course designed for Legal Studies B.A. program majors. Integrates concepts and approaches learned during study of legal systems. Engages students and faculty in sustained consideration of significant questions and debates in legal studies.
- 2.9 Prerequisite/Co-requisites/Restrictions:** Legal Studies majors only
- 2.10 Additional Enrollment Requirements:** Senior standing or permission of instructor.
- 2.11 Other Special Course Requirements:**
- 2.12 Grade Type:** Standard A-F final grade.
- 2.13 Schedule Type:** Seminar.

Section 3: Description of proposed course

3.1 Course Content Summary: In-depth study of a variable topic related to legal studies, focusing on the development and completion of an independent scholarly project.

3.2 Learning Outcomes: Upon completion of this course, students should be able to:

- Demonstrate the ability to perform independent scholarship in legal studies
- Demonstrate the ability to engage in critical thinking and argument in legal studies
- Demonstrate the ability to integrate independent scholarship and critical thinking/argument into an independent project in legal studies.

3.3 Assessment/Evaluation:

- Exams
- Quizzes
- Essay Assignments
- Independent Research Project

Section 4: Rationale

4.1 Reason for developing this proposed course: This course will serve as the capstone experience for the new B.A. program in Legal Studies. Students will integrate skills and knowledge developed in the program's core and elective coursework into an independent research project. Students' projects will provide the main direct evidence for assessment of the program's effectiveness.

4.2 Relationship to similar courses offered by other university departments/units:

- Do any other courses already being offered by other university departments/units share content with this proposed course? NO
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? NO

Section 5: Projected Enrollments/Resources

5.1 How many students per section are expected to enroll in this proposed course? 10-15

5.2 How many sections of this course per academic year will be offered? 2

5.3 How many students per academic year are expected to enroll? 20-30

5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections. Student

enrollment in the Legal Studies B.A. program are expected to grow to between 60 and 100 students in three to five years. At that level of enrollment, between 20 and 30 students per year will need to complete the Senior Seminar in Legal Studies course to complete the program.

5.5 Proposed method of staffing: Existing faculty.

5.6 Instructional technology resources:

5.7 Library resources: Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? YES

If YES, was a [Library Resources Form](#) submitted to the appropriate collection development librarian prior to consideration at the college curriculum level? YES

Section 6: Proposed term for implementation: Spring 2022.

Section 7: Supplemental/Supporting Documentation: N/A

(Action Item)

Proposal to Create a New Course: LS 498: Internship in Legal Studies
Potter College of Arts and Letters
Department/Unit: History

Section 1: Proponent Contact Information

- 1.1 Name/Title:** Dr. Eric Reed
- 1.2 Email address:** eric.reed@wku.edu
- 1.3 Phone #** x54665

Section 2: Course Catalog Information

- 2.1 Course prefix (subject area) and number:** LS 498
- 2.2 Course CIP code:** 22.0001
- 2.3 Course title:** Internship in Legal Studies
- 2.4 Abbreviated Course title:** Internship in Legal Studies
- 2.5 Credit hours/Variable credit:** 1-3
- 2.6 Repeatability:** Maximum 3 credit hours
- 2.7 Course Term: Is this course intended to span more than a single term?**
NO.
- 2.8 Course Catalog Description:** Practical out-of-classroom experience in a supervised work situation with a cooperating business, industry, social or governmental agency emphasizing application of advanced knowledge and skills in legal studies.
- 2.9 Prerequisite/Co-requisites/Restrictions:** 12 hours completed in major/minor or instructor's permission.
- 2.10 Additional Enrollment Requirements:** Permission of instructor.
- 2.11 Other Special Course Requirements:**
- 2.12 Grade Type:** Standard A-F final grade.
- 2.13 Schedule Type:** Internship.

Section 3: Description of proposed course

3.1 Course Content Summary: Students and their faculty advisors will work with partners in business, industry, or social or government agencies to develop a supervised professional internship experience. The specific content of the internship experience will be tailored to fit the work setting and focus on developing knowledge and practical skills relevant to the specific work and professional environment.

3.2 Learning Outcomes: In the course of completing an internships, students will:

- Analyze how the internship relates to and complements lessons and material learned in the classroom.
- Demonstrate the development of skills appropriate for successful completion of the internship.
- Identify career opportunities related to the internship.
- Establish professional relationships.
- Demonstrate ethical practices and professionalism within the internship setting.

3.3 Assessment/Evaluation:

- Writing assignment(s) related to internship experience – format and expectations will specified by internship advisor. Examples of writing assignments include internship journal, short essays, analytical paper, and internship portfolio.
- Evaluation of intern performance (prepared by internship supervisor)

Section 4: Rationale

4.1 Reason for developing this proposed course: This course will serve as an elective in the curriculum for the new B.A. program in Legal Studies. Students will have the opportunity to learn how to apply skills and knowledge developed in the program's classrooms in out-of-classroom, professional settings under the guidance and mentorship of their faculty advisors and internship supervisors. The internships will allow students to explore relevant post-graduation careers in legal studies.

4.2 Relationship to similar courses offered by other university departments/units:

- Do any other courses already being offered by other university departments/units share content with this proposed course? YES – CRIM 439 and PLS 499, both internships offered in specific fields.
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? NO

Section 5: Projected Enrollments/Resources

5.1 How many students per section are expected to enroll in this proposed course? 1-5

5.2 How many sections of this course per academic year will be offered? 1-2

5.3 How many students per academic year are expected to enroll? 2-10

5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections.

Internships will be offered on an ad-hoc basis, as students request them and as opportunities for professional internships arise. In a typical year, the History and Political Science faculties oversee between 2 and 10 professional internships in the History, Political Science, and Paralegal Studies majors. We expect that that the number of annual Legal Studies Majors internships will be similar.

5.5 Proposed method of staffing: Existing faculty.

5.6 Instructional technology resources: N/A

5.7 Library resources: Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? YES

If YES, was a [Library Resources Form](#) submitted to the appropriate collection development librarian prior to consideration at the college curriculum level?

Section 6: Proposed term for implementation: Spring 2022.

Section 7: Supplemental/Supporting Documentation: N/A

Proposal Date: 10/20/2020

(Action Item)

Proposal to Create a New Course: PJ 101 Influence of the Photograph
Potter College of Arts & Letters
School of Media

Section 1: Proponent Contact Information

- 1.1 Name/Title:** James Kenney/Professor
- 1.2 Email address:** james.kenney@wku.edu
- 1.3 Phone #** 270-745-6307

Section 2: Course Catalog Information

- 2.1 Course prefix (subject area) and number:** PJ 101
- 2.2 Course CIP code:** 50.0701
- 2.3 Course title:** Influence of the Photograph
- 2.4 Abbreviated Course title:** Influence of the Photograph
- 2.5 Credit hours/Variable credit:** 3
- 2.6 Repeatability:** No
- 2.7 Course Term: Is this course intended to span more than a single term?**
No
- 2.8 Course Catalog Description:**
A study of the prevalence and impact of photographs that are disseminated throughout social media and traditional publications. Beyond analyzing the creation and structure of photographs, special emphasis and discussion will focus on how these images inform and persuade society.
- 2.9 Prerequisite/Co-requisites/Restrictions:** n/a
- 2.10 Additional Enrollment Requirements:** n/a
- 2.11 Other Special Course Requirements:** n/a
- 2.12 Grade Type:** Standard Letter Grade

2.13 **Schedule Type:** Lecture

Section 3: Description of proposed course

3.1 Course Content Summary:

The purpose of this course is to build a context for appreciating the power and pervasiveness of photography, as well as an understanding of its cultural impact on modern society. The exploration and analysis of influential visual imagery presented in class will equip students to be informed consumers of photography as a critical method of communication and expression.

3.2 Learning Outcomes:

- Identify, examine, and evaluate a diverse selection of photographs from around the world.
- Analyze and deconstruct photographs, including specific compositions, lighting, and story-driven content.
- Discuss methods and creative practices of a diverse representation of photographers worldwide.
- Distinguish and contrast the photograph as both a credible witness and a misrepresentation of reality.
- Examine various genres of photography and their significance and influence.
- Develop an understanding of the influence of the photograph both as an individual and as a member of a global society.
- Discuss photography's key role in social media influencing.
- Recognize the important role of the selection process of the editor and its affect on the dissemination and public perception of issues and events.
- Analyze the ethical implications of manipulation both in taking photographs in the field and in the processing of images using digital software.

3.3 Assessment/Evaluation:

Students will be expected to complete readings over course materials and to attend guest lectures outside of class. Photography analysis discussion assignments, quizzes, and exams will be used to assess student achievement of learning outcomes. Group discussions will allow students to articulate what they are learning about how photographs impact their own lives and contemporary society.

Section 4: Rationale

4.1 Reason for developing this proposed course:

This course is being designed primarily for the Colonnade Program's Explorations category (Social and Behavioral Sciences). Most of the other courses offered in the Photojournalism program are skills-based, focusing on the practice of storytelling through still photography and short documentary video. This course is unique in that it analyzes how these images and stories inform and influence society.

Pre-approval paperwork has been submitted to the Colonnade committee and is also attached to this document.

4.2 Relationship to similar courses offered by other university departments/units:

Do any other courses already being offered by other university departments/units share content with this proposed course? YES

In Folk Studies and Anthropology: ANTH 448 Visual Anthropology, ANTH 449 Ethnographic Video Production, and FLK 373 Folklore and the Media. In Art and Design: ART 100: Art Appreciation, ART 106: Survey of Art since 1300, ART 312 Art of the US to 1865, ART 313 Art of the US Since 1865, ART 390 Contemporary Art, ART 405 Art Theory & Crit, ART 334 Survey of Graphic Design, and Art 373: Installation Art.

Are any of the proposed pre/co-requisites for this course offered by another university department/unit? No

Section 5: Projected Enrollments/Resources

5.1 How many students per section are expected to enroll in this proposed course? 50

5.2 How many sections of this course per academic year will be offered? 2

5.3 How many students per academic year are expected to enroll? 100

5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections:

Based on the demand for Colonnade courses and the popularity of Photojournalism's current Colonnade offerings (PJ 131 and PJ 390), in addition to the appeal of photography and its pervasiveness use in society, we expect

to fill at least two sections per year and could offer more depending on demand, including Summer Term and Winter Term offerings.

5.5 Proposed method of staffing:

Will additional staff be required in order to offer this course according to the enrollment projections indicated in items 5.1-4? No

5.6 Instructional technology resources: Current resources are sufficient.

5.7 Library resources: Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? Yes

Section 6: Proposed term for implementation: Next available

Section 7: Supplemental Documentation (Optional):

(Action)

Proposal to Revise a program: Bachelor of Music in Performance
Potter College of Arts and Letters
Department/Unit: Music

Section 1: Proponent Contact Information

- 1.1 Name/Title:** Dr. Liza Kelly, Associate Professor of Music
- 1.2 Email address:** liza.kelly@wku.edu
- 1.3 Phone #:** 270-745-2682

Section 2: Program Information

- 2.1 Current Program reference number:** 593
- 2.2 Current Program title:** Bachelor of Music in Performance
- 2.3 Current total number of credits required in the program:** 70-72

Section 3: Proposed program revisions and rationales (sub-sets refer to iCAP listing)

- 3.1 Sub-set four: Theory/Composition Electives - Reduce the number of required credit hours from six to three credits and edit the list of available courses.** The current requirement to fulfill sub-set four, theory and composition electives, is six credit hours. Students may choose from: MUS 206 Composition (2 credit hrs), MUS 350 Secondary Composition Lessons (1 credit hr), MUS 405 Choral Arranging (3hrs), or MUS 407 Orchestra/Band Arranging (3hrs). Since MUS 206 Composition is only offered every two years and open to students who show aptitude in the music composition process, many performance majors are forced to take MUS 405 Choral Arranging **and** MUS 407 Orchestra/Band Arranging to fulfill the required six credit hours. This means that students are taking a redundant three credit hour course that does not apply to their instrument or repertoire. By reducing the number of required credit hours students would have the option to take the arranging course that accommodates the category of their instrument (either MUS 405 Choral Arranging **or** MUS 407 Orchestra/Band Arranging) or the newly developed variable topic course in Advanced Music Theory MUS 400. This change supports the music department's goal of aptly preparing undergraduate performance majors for admission into Master of Music programs and aligns requirements for the performance degree track with benchmark institutions.
- 3.2 Sub-set six: Change two semesters of *elective ensembles* to four semesters of *chamber music*.** By specifically requiring four hours of chamber music, students are benefited by receiving music instruction and experiences that fall between the categories of large ensembles and solo

performance. Students with chamber music experience gain access to the vast repertoire available in the genre and a skill set of collaborating in small groups that is vital to be able thrive at the graduate and professional levels. The current elective ensemble requirement does not ensure that students graduate with chamber music experience. This change supports the music department’s goal of preparing undergraduate performance majors for admission into Master of Music programs and aligns requirements for the performance degree track with benchmark institutions.

3.3 Elective Hours: Change the number of general electives from 14 to 15.

Accounts for the lost 1hr from program requirements. Twelve of those hours must be MUS (music) courses.

Section 4: Consultations

Do any of the proposed revisions in section 3 above involve or in any other way impact other departments/units? NO

If NO, simply proceed to item 5.

If YES, identify those revisions here, referring to them by the numbers assigned in section 3 above, and for each, indicate who in the affected department/unit was consulted, and the date of that consultation:

Section 5: Proposed term for implementation: Next Available

Section 6: Approval Flow Dates:

Dept of Music Curriculum Committee	01/14/2021
Potter College of Arts & Letters Curriculum Committee	02/02/2021
Undergraduate Curriculum Committee	
University Senate	

Section 7: Required Appendices: Current & proposed program descriptions:

7.1 Current Bachelor of Music in Performance Program

Sub-set	Course	Credit hours
1	MUS 338 DIS @ 1hr (Recital Program)	1
	MUS 338 DIS @ 1hr (Recital Program)	1
2	MUS 100 Music Theory I	2
	MUS 101 Music Theory II	2
	MUS 200 Music Theory III	2
	MUS 201 Music Theory IV	2
	MUS 110 Aural Theory I	1
	MUS 111 Aural Theory II	1
	MUS 210 Aural Theory III	1
	MUS 211 Aural Theory IV	1
	MUS 304 Form & Analysis	2
	MUS 152 Diction I (vocal only)	(1)
	MUS 252 Diction II (vocal only)	(1)
	MUS 310 Pedagogy (or 338 DIS @ 3 hrs)	3
	MUS 317 Conducting	2
	MUS 326 Music History I	3
	MUS 327 Music History II	3
	MUS 430 Music Literature	3
	3	MUS 160 Group Piano I
MUS 161 Group Piano II		1
MUS 260 Group Piano III		1
MUS 261 Group Piano IV		1
4	Theory Composition Electives – Choose 6 hrs	
	MUS 206 Composition	2
	MUS 350 Secondary Composition Lessons	1
	MUS 405 Choral Arranging	3
	MUS 407 Orchestra/Band Arranging	3
5	MUS 153 Applied Principal Lessons	2
	MUS 153 Applied Principal Lessons	2
	MUS 153 Applied Principal Lessons	2
	MUS 153 Applied Principal Lessons	2
	MUS 357 Applied Principal Lessons	3
	MUS 357 Applied Principal Lessons	3
	MUS 457 Applied Principal Lessons	3
	MUS 457 Applied Principal Lessons	3
6	MUS _ _ _ Ensemble (MAJOR)	1

	MUS _ _ _ Ensemble (MAJOR)	1
	MUS _ _ _ Ensemble (MAJOR)	1
	MUS _ _ _ Ensemble (MAJOR)	1
	MUS _ _ _ Ensemble (MAJOR)	1
	MUS _ _ _ Ensemble (MAJOR)	1
	MUS _ _ _ Ensemble (MAJOR)	1
	MUS _ _ _ Ensemble (MAJOR)	1
	MUS _ _ _ Ensemble (Elective)	1
	MUS _ _ _ Ensemble (Elective)	1
7	MUS 155 Performance Attendance	0
	MUS 155 Performance Attendance	0
	MUS 155 Performance Attendance	0
	MUS 155 Performance Attendance	0
	MUS 155 Performance Attendance	0
	MUS 155 Performance Attendance	0
	MUS 155 Performance Attendance	0
	MUS 155 Performance Attendance	0
	Total	70 hrs. (72 hrs. vocal)
	General Electives	14 hrs. (12 must be MUS)

7.2 Proposed Bachelor of Music in Performance Program

Sub-set	Course	Credit hours
1	MUS 338 DIS @ 1hr (Recital Program)	1
	MUS 338 DIS @ 1hr (Recital Program)	1
2	MUS 100 Music Theory I	2
	MUS 101 Music Theory II	2
	MUS 200 Music Theory III	2
	MUS 201 Music Theory IV	2
	MUS 110 Aural Theory I	1
	MUS 111 Aural Theory II	1
	MUS 210 Aural Theory III	1
	MUS 211 Aural Theory IV	1
	MUS 304 Form & Analysis	2
	MUS 152 Diction I (vocal only)	(1)
	MUS 252 Diction II (vocal only)	(1)
	MUS 310 Pedagogy (or 338 DIS @ 3 hrs)	3
	MUS 317 Conducting	2
	MUS 326 Music History I	3
	MUS 327 Music History II	3
	MUS 430 Music Literature	3
	3	MUS 160 Group Piano I
MUS 161 Group Piano II		1
MUS 260 Group Piano III		1
MUS 261 Group Piano IV		1
4	Theory Composition Elective	
	MUS 405 Choral Arranging, or MUS 407 Orch/Band Arranging, or MUS 400 Advanced Music Theory	3
5	MUS 153 Applied Principal Lessons	2
	MUS 153 Applied Principal Lessons	2
	MUS 153 Applied Principal Lessons	2
	MUS 153 Applied Principal Lessons	2
	MUS 357 Applied Principal Lessons	3
	MUS 357 Applied Principal Lessons	3
	MUS 457 Applied Principal Lessons	3
	MUS 457 Applied Principal Lessons	3
6	MUS _ _ _ Ensemble (MAJOR)	1
	MUS _ _ _ Ensemble (MAJOR)	1
	MUS _ _ _ Ensemble (MAJOR)	1
	MUS _ _ _ Ensemble (MAJOR)	1

	MUS _ _ _ Ensemble (MAJOR)	1
	MUS _ _ _ Ensemble (MAJOR)	1
	MUS _ _ _ Ensemble (MAJOR)	1
	MUS _ _ _ Ensemble (MAJOR)	1
	MUS _ _ _ Chamber Music (MUS 371, 374, 379)	1
	MUS _ _ _ Chamber Music (MUS 371, 374, 379)	1
	MUS _ _ _ Chamber Music (MUS 371, 374, 379)	1
	MUS _ _ _ Chamber Music (MUS 371, 374, 379)	1
7	MUS 155 Performance Attendance	0
	MUS 155 Performance Attendance	0
	MUS 155 Performance Attendance	0
	MUS 155 Performance Attendance	0
	MUS 155 Performance Attendance	0
	MUS 155 Performance Attendance	0
	MUS 155 Performance Attendance	0
	MUS 155 Performance Attendance	0
	Total	69 hrs. (71 hrs. vocal)
	General Electives	15 hrs. (12 must be MUS)

PRE-PROPOSAL FOR NEW ACADEMIC PROGRAM

Western Kentucky University

Institution Submitting Proposal

Bachelor of Arts

Program Type

Legal Studies

Title of Proposed Degree Program

Undergraduate

Degree Level

EEO Status.....

CIP Code..... 22.0001

Academic Unit Potter College of Arts and Letters

Name of Academic Unit..... History Department/Political Science Department

Name of Program Director Dr. Patti Minter

Date of pre-proposal

End of review period

Intended Date of Implementation..... Spring 2022

Name, Title, and Information of Contact Persons

Dr. Eric Reed, Head, History Department
270-745-4665, eric.reed@wku.edu

Dr. Scott Lasley, Head, Political Science Department
270-745-2799, scott.lasley@wku.edu

Is this program a pre-baccalaureate certificate or diploma program? **No.**

Centrality to the Institution’s Mission and Consistency with State’s Goals

1. Provide a brief description of the program.

The Legal Studies program consists of 18 hours of core courses in Political Science, History, and Paralegal 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.

a. Does this program have any specializations? **No.**

2. What are the objectives of the proposed program?

The general goal of the proposed program is to equip students, through interdisciplinary study of legal systems, with the knowledge and skillsets to pursue many professional and academic futures. To achieve this general goal, the objectives of the program are to ensure that students will:

- *Demonstrate knowledge of the history, structure, and politics of the American legal system.*
- *Demonstrate the ability to analyze legal systems using methods and approaches of multiple disciplines.*
- *Demonstrate the ability to engage in critical thinking/argument about legal systems using methods and approaches of multiple disciplines.*
- *Demonstrate the ability to engage in independent scholarship about legal systems that integrates interdisciplinary analysis and argumentation.*
- *Develop Potter College Core Career Competencies for career readiness, including analytical reason and critical thinking; written, oral, visual, and data communication skills; complex problem solving; cultural competency, global literacy, and engagement with diverse cultures; ethical judgement and decision making; appreciation of the human experience as reflected in arts, culture, history, and storytelling; and enhanced citizenship through greater awareness of culture and power in community dynamics.*

3. Explain how the objectives support the institutional mission and strategic priorities, and the statewide postsecondary education strategic agenda.

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.

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.”

4. Is an approval letter from Education Professional Standards Board (EPSB) required? **No.**

Program Quality and Student Success

1. What are the intended student learning outcomes of the proposed program?

Upon completion of the program students will:

- Demonstrate knowledge of the history, structure, and politics of the American legal system.
- Demonstrate the ability to analyze legal systems using methods and approaches of multiple disciplines.
- Demonstrate the ability to engage in critical thinking/argument about legal systems using methods and approaches of multiple disciplines.
- Demonstrate the ability to engage in independent scholarship about legal systems that integrates interdisciplinary analysis and argumentation.

2. How will the program support or be supported by other programs within the institution?

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:

<i>Political Science</i>	<i>Philosophy</i>	<i>Economics</i>
<i>History</i>	<i>Criminology</i>	<i>Psychology</i>
<i>Paralegal Studies</i>	<i>Geography</i>	<i>English</i>
<i>Journalism</i>	<i>Management</i>	

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.

3. Will this program replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program?

Enhance. *WKU currently offers a minor program in Legal Studies. Students who elect to pursue the minor rather than the major in legal studies will also take coursework in and benefit from the Legal Studies major curriculum.*

4. Will this be a 100% distance learning program? **No.**

5. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)? **Yes.**

a. If yes, please check all that apply).

- Distance learning. **Yes**
- Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web? **Yes.**
- Technology-enhanced instruction **Yes.**
- Evening/weekend/early morning classes **Yes.**
- Accelerated courses (*courses that can be complete in less than a traditional semester*) **Yes.**
- Instruction at nontraditional locations, such as employer worksite **Yes.**
- Courses with multiple entry, exit, and reentry points **No.**
- Courses with “rolling” entrance and completion times, based on self-pacing **Yes.**

- Modularized courses (*standalone segments or components of a parent course for which content has been determined and credit assigned. The sum of the constituent modules is equal to the credit of the parent course. Credit is awarded upon successful completion of all modules comprising the parent course.*) **No.**

6. Are new or additional faculty needed? **No.**

7. Curriculum

- Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

The relationship between the Legal Studies B.A. program curriculum and achieving the program objectives and learning outcomes is shaped by the interdisciplinary nature of the coursework and linkages between foundational core courses and the elective courses.

Demonstrate knowledge of the history, structure, and politics of the American legal system: *This basic knowledge is conveyed to students in four of the six core courses (PS 220, PS 326, HIST 445, and HIST 446). Students may pursue deeper knowledge in the restricted and free electives, according to their interests.*

Demonstrate the ability to analyze legal systems using methods and approaches of multiple disciplines: *Core courses introduce students to modes of analysis of legal systems employed in History and Political Science (PS 220, PLS 250, PS 326, HIST 445, and HIST 446). Core courses also introduce students to research and writing methodology which is foundational to the process of analysis. Students develop the ability to apply analytical frameworks of additional disciplines as they complete their elective coursework, which is offered in 11 programs across four academic colleges at WKU, and the program's capstone course.*

Demonstrate the ability to engage in critical thinking/argument about legal systems using methods and approaches of multiple disciplines: *Core courses (PS 220, PLS 250, PS 326, HIST 445, and HIST 446) are designed to introduce students to structured critical argument in two ways. Students engage in the debates that scholars in Political Science and History have about the nature, purposes, culture, history, and politics of the American legal system. Core courses also introduce students to research and writing methodologies that are foundational to the process of engaging in critical thinking/argument. Students develop hard written and oral argument skills in these core classes. Students employ the critical thinking/argument skills they develop in the core courses in the elective courses they take to complete the program, and in the program's capstone course.*

Demonstrate the ability to engage in independent scholarship about legal systems that integrates interdisciplinary analysis and argumentation: *In the program's capstone course (LS 495), students tie together the skills and knowledge from the core and elective courses into a final scholarly project. In the project, students conduct research, write analyses, engage in argumentation, and demonstrate their knowledge of legal studies using the interdisciplinary approaches they have learned in the program.*

Although it is not a student learning outcome that will be assessed, developing the Potter College Core Career Competencies for career readiness is integral to the overall curriculum structure, and is embedded in the learning that students do in every course in the program. Throughout, students develop analytical reasoning and critical thinking; written, oral, visual, and data communication skills; complex problem solving; cultural competency, global literacy, and engagement with diverse cultures; ethical judgement and decision making; appreciation of the human experience as reflected in arts, culture, history, and storytelling; enhanced citizenship through greater awareness of culture and power in community dynamics.

- b. Please upload the curriculum including full course names and course descriptions (see **Appendix A** for curriculum table template).

Program Demand/Unnecessary Duplication

1. 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 levels; and any changes or trends in the discipline that necessitate a new program.

- a. Student Demand:

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.

- b. Career Opportunities:

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 postings¹ 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

¹ All data last accessed on 1/16/2021.

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.

c. Change in Discipline: N/A.

2. Specify any distinctive qualities of the program. See 3 a. below

3. If similar programs exist (*Note: Programs may not populate here due to differences in CIP code, but we have nevertheless identified two programs that are somewhat similar, at Northern Kentucky University and Morehead State University.*),

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

Yes. WKU's Legal Studies B.A. program differs in the following ways:

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.

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

Yes. 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.

- c. Is access to existing programs limited? *No.*
 - d. Is there excess demand for existing similar programs? *Yes. 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.*
4. 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. Attach all draft articulation agreements.

No articulations are anticipated.

D. Cost and Funding of the Proposed Program

1. Estimate the level of new and existing resources that will be required to implement and sustain the program using the spreadsheet below (*if amount other than \$0, an explanation/justification required*).

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.

F. Program Assessment

1. Describe how each program-level student learning outcome will be assessed and how assessment results will be used for improving the program.

Direct and indirect measures of student learning will be used for assessment.

Direct measure: Capstone project. Students in the capstone course (LS 495) will complete an independent scholarly project. Students' capstone projects will be evaluated each year by program faculty to measure and assess learning outcomes using a rubric that rates student progress in each learning outcome from 1 to 4 (1 = "Poor;" 2 = "Needs Work;" 3 = "Good;" 4 = "Excellent"). Depending on whether student learning meets or exceeds program success targets, the program faculty will decide on actions to take to improve the program, determine timelines for implementation of improvements, and adjust program success targets accordingly.

Student Learning Outcome 1: Demonstrate knowledge of the history, structure, and scholarly modes of analysis of the American legal system. Each academic year, a representative sample of 50 percent of the student capstone projects 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. An average of 3.0 or higher will have met the success target. The program success target will be 75% of students achieving a score of 3.0 or greater in Learning Outcome 1.

Student Learning Outcome 2: Demonstrate the ability to perform independent scholarship in legal studies using interdisciplinary methods and approaches. Faculty will review a representative sample of 50 percent of the projects of students enrolled in the capstone course 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. An average of 2.5 or higher will have met the success target. The program success target will be 65% of students achieving a score of 2.5 or greater in Learning Outcome 2.

Student Learning Outcome 3: Demonstrate the ability to engage in critical thinking/argument in legal studies using interdisciplinary methods and approaches. Each academic year, program faculty will analyze a representative sample of 50 percent of the projects of students enrolled in the capstone course. Faculty reviewers will use a rubric to evaluate student work and will assign a score of 1 to 4 to each student capstone project. The scores for all student projects will be averaged. An average of 2.5 or higher will have met the success target. The program success target will be 65% of students achieving a score of 2.5 or greater in Learning Outcome 3.

Student Learning Outcome 4: Demonstrate the ability to integrate independent scholarship and critical thinking/argument into an independent project in legal studies. The Legal Studies program faculty will review a representative sample of 50 percent of the projects of students enrolled in the capstone course 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. An average of 2.5 or higher will have met the success target. The program success target will be 60% of students achieving a score of 2.5 or greater in Learning Outcome 4.

Indirect measure: Student and alumni survey. At least every three years, program faculty will survey current and former students using Qualtrics or a similar software to collect feedback on the program and how well it meets the stated learning outcomes, as well as feedback on other aspects of the program. Program faculty will take survey responses into account when developing plans and implementing actions to improve the program.

Indirect measure: Curriculum review. The Legal Studies faculty will review the program curriculum at least every five years to assure that the program curriculum meets the American Bar Association (ABA) and Association of American Law Schools (AALS) curriculum guidelines. The ABA and AALS recommend that aspiring law school applicants pursue a rigorous, broad, interdisciplinary liberal arts program that exposes students 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 ABA also discourages students from pursuing specific pre-professional training, as is the case in undergraduate pre-medicine.

Appendix A: Curriculum for the Legal Studies program, B.A. degree

Program Core Courses (18 Credit Hours)				
Prefix & Number	Course Title	Course Description	Credit Hours	New (Yes or Not)
PS 220	Judicial Process	An introduction to the American legal system, the process of legal reasoning and legal resolution of value conflicts.	3	N
PLS 250	Legal Research and Writing I	The sources and techniques of performing legal research using primary and secondary authorities in a law library and online and drafting legal documents in appropriate format with correct citations	3	N
PS 326	Constitutional Law	Study and analysis of leading constitutional decisions dealing with judicial review, government powers over domestic and foreign affairs, federalism and the relationships between the functional branches of government	3	N
HIST 445	American Legal History to 1865	A survey of the development of American law and its relationship to political, economic, and social trends in antebellum American society.	3	N
HIST 446	American Legal History Since 1865	A survey of the development of American law and its relationship to political, economic, and social trends in modern American society	3	N
LS 495	Senior Seminar in Legal Studies	A capstone course designed for Legal Studies B.A. program majors.	3	Y

Required elective course: Ethics (3 credit hours, choose one)				
Prefix & Number	Course Title	Course Description	Credit Hours	New (Yes or No)
BCOM 301	Mass Communication Law and Ethics	An overview of concepts basic to the freedom of expression. Consideration, through case study and attention to topical problems, of limits on the freedom of expression, including various means of regulation: ethics, law and other social controls. Emphasis on broadcasting applications.	3	N
PLS 200	Legal Ethics	Study, analysis and application of codes of professional responsibility and standards of conduct governing the practice of law in state and federal courts.	3	N
JOUR 301	Press Law and Ethics	An in-depth study of concepts basic to freedom of expression, with emphasis on libel, privacy, free-press and fair trial guidelines, access to government information, and obscenity. Attention is given to attendant ethical considerations.	3	N
PHIL 350	Ethical Theory	A study of the major normative systems in the history of ethics, and of selected problems in contemporary metaethics, including moral reasoning, skepticism, rights, and theories of justice.	3	N

PS 338	Government and Ethics	Course examines ethical issues and controversies emerging from the behavior and decisions of public officials within the American political system. A variety of pedagogical techniques are employed to stimulate and develop ethical thinking, moral reasoning and written and oral communication skills	3	N
Required elective course: International/Comparative (3 credit hours, choose one)				
Prefix & Number	Course Title	Course Description	Credit Hours	New (Yes or No)
PS 355	International Organization and Law	Explores how the behavior of nominally sovereign countries is constrained or otherwise influenced by international law and other efforts to “organize” international relations. International institutions such as the United Nations and the Organization for Security and Cooperation in Europe are examined.	3	N
PLS 375	Comparative Legal System	Comparative study and analysis of U.S. legal system and those of select foreign countries. Students will be responsible for fees associated with off campus travel as assigned.	3	N
HIST 380	Human Rights in History	This course examines: the historical origins of human rights, key disputes surrounding the content and legitimacy of human rights, and the enforcement of international humanitarian law in theory and practice.	3	N
CRIM 430	Comparative Systems of Juvenile Justice	The comparative study of juvenile justice systems, focusing on the varying local, state, regional, or societal structures which influence these systems.	3	N
CRIM 448	International Crime and Justice	Comparative survey of crime, national criminal justice systems, and international and transnational criminal justice.	3	N
GEOG 487	Environmental Management and Law	Examination of major legislative, administrative, and judicial management approaches to addressing current environmental conditions related, but not limited to, natural resource consumption and air, water, and hazardous pollutants in the United States and abroad.	3	N
Required elective course: Business (3 credit hours, choose one)				
Prefix & Number	Course Title	Course Description	Credit Hours	New (Yes or No)
MGT 200	Legal Environment of Business	An introduction to the American public law system; use of law to achieve economic and social goals; legal responsibilities of the business manager	3	N
PLS 283	Real Estate Law	Instruction in basic concepts of property law as well as practical application of the law to title examinations, real estate closing transactions and land disputes.	3	N
MGT 301	Business Law	A basic course in commercial law covering contracts, property, creditor rights, torts and other bases for liability and the Uniform Commercial Code	3	N

ECON 390	Economics, Law, and Public Choice	Presents basic economic issues and analysis related to topics such as property rights, contracts, torts, crime, voter/interest group activity, legislative output, and bureaucratic output.	3	N
PLS 392	Corporate Law	Examination and analysis of available business forms including formation requirements, tax and liability considerations, and operation and management concerns.	3	N
ECON 434	Economics of Poverty and Discrimination	A study of the economic nature, origins, and public policy aimed at addressing poverty and discrimination in the economy. Topics include social security, food stamps, equal employment opportunity legislation, and other public policies designed to reduce poverty and discrimination.	3	N
Required elective course: Law and Justice (3 credit hours, choose one)				
Prefix & Number	Course Title	Course Description	Credit Hours	New (Yes or No)
PLS 324	Women and the Law	An examination of treatment of women in, and by, the U.S. legal profession. Survey of landmark cases that have impact specifically on women's legal rights	3	N
PS 328	Criminal Justice Procedures	A study of constitutional criminal procedure, principally under the Fourth, Fifth, Sixth, Eighth, Ninth, and Fourteenth Amendments to the U.S. Constitution	3	N
CRIM 330	Criminology	Survey of crime in the United States, focusing on theoretical explanations of crime causation, crime classification, and measurement	3	N
CRIM 361	Race, Class and Crime	Course examines how race, ethnicity, and social class pose differential risks for offending, victimization, and disparate processing by the criminal justice system.	3	N
CRIM 432	Sociology of Criminal Law	An examination of the sociological research and theory focusing on social structural factors affecting the creation of criminal codes, the enforcement of criminal law and the imposition of penal sanctions	3	N
CRIM 446	Gender, Crime and Justice	Explores how gender shapes reactions toward victims, offenders, and professionals working in the juvenile and criminal justice systems	3	N
PSY 470	Psychology of Law	Psychological knowledge that is pertinent to the legal system. Emphasis on how human characteristics and psychological factors influence attitudes, decisions, and behavior throughout the legal process. Field trips to off-campus locations will be required. Students are responsible for arranging their own transportation.	3	N

ENG 301 and ENG 412 need to be added (I'm not sure in which pod)

Need to add CRIM 332 to Unrestricted elective courses

Unrestricted elective courses (6 credit hours, from at least two disciplines)

Prefix & Number	Course Title	Course Description	Credit Hours	New (Yes or No)
BCOM 301	Mass Communication Law and Ethics	An overview of concepts basic to the freedom of expression. Consideration, through case study and attention to topical problems, of limits on the freedom of expression, including various means of regulation: ethics, law and other social controls. Emphasis on broadcasting applications.	3	N
CRIM 330	Criminology	Survey of crime in the United States, focusing on theoretical explanations of crime causation, crime classification, and measurement	3	N
CRIM 332	Juvenile Delinquency	An examination of the socio-legal aspects of delinquency, including a critical analysis of trends and contemporary treatment modes. Field trips required.	3	N
CRIM 361	Race, Class and Crime	Course examines how race, ethnicity, and social class pose differential risks for offending, victimization, and disparate processing by the criminal justice system.	3	N
CRIM 430	Comparative Systems of Juvenile Justice	The comparative study of juvenile justice systems, focusing on the varying local, state, regional, or societal structures which influence these systems.	3	N
CRIM 432	Sociology of Criminal Law	An examination of the sociological research and theory focusing on social structural factors affecting the creation of criminal codes, the enforcement of criminal law and the imposition of penal sanctions	3	N
CRIM 446	Gender, Crime and Justice	Explores how gender shapes reactions toward victims, offenders, and professionals working in the juvenile and criminal justice systems	3	N
CRIM 448	International Justice and Crime	Comparative survey of crime, national criminal justice systems, and international and transnational criminal justice.	3	N
ECON 390	Economics, Law, and Public Choice	Presents basic economic issues and analysis related to topics such as property rights, contracts, torts, crime, voter/interest group activity, legislative output, and bureaucratic output.	3	N
ECON 434	Economics of Poverty and Discrimination	A study of the economic nature, origins, and public policy aimed at addressing poverty and discrimination in the economy. Topics include social security, food stamps, equal employment opportunity legislation, and other public policies designed to reduce poverty and discrimination.	3	N
ENG 301	Argument and Analysis in Written Discourse	A survey of major theories of argument and analysis with special attention to writing effective argumentative and analytical essays.	3	N
ENG 412	Theories of Rhetoric and Persuasive Writing	A survey of the history of rhetorical theory from the classical to the contemporary period with emphasis on how theories reflect and guide persuasion in public and written discourse.	3	N
GEOG 487	Environmental Management and Law	Examination of major legislative, administrative, and judicial management approaches to addressing	3	N

		current environmental conditions related, but not limited to, natural resource consumption and air, water, and hazardous pollutants in the United States and abroad.		
JOUR 301	Press Law and Ethics	An in-depth study of concepts basic to freedom of expression, with emphasis on libel, privacy, free-press and fair trial guidelines, access to government information, and obscenity. Attention is given to attendant ethical considerations.	3	N
HIST 380	Human Rights in History	This course examines: the historical origins of human rights, key disputes surrounding the content and legitimacy of human rights, and the enforcement of international humanitarian law in theory and practice.	3	N
HIST 430	History of the Civil Rights Movement	Survey of the struggle for civil rights and social justice in 20th century America.	3	N
LS 498	Internship in Legal Studies	Practical out-of-classroom experience in a supervised work situation with a cooperating business, industry, social or governmental agency emphasizing application of advanced knowledge and skills in legal studies.	1-3	Y
MGT 200	Legal Environment of Business	An introduction to the American public law system; use of law to achieve economic and social goals; legal responsibilities of the business manager	3	N
MGT 301	Business Law	A basic course in commercial law covering contracts, property, creditor rights, torts and other bases for liability and the Uniform Commercial Code	3	N
MGT 400	Employment Law	An overview of the myriad of laws affecting personnel decisions. Discussions will focus on the implications of employment-at-will, equal employment opportunity, ERISA, FLSA, IRCA, NLRA, OSHA, workers' compensation, and other regulatory development	3	N
PHIL 215	Symbolic Logic	An introductory course in logic which presents the different uses of language and teaches students (1) to evaluate the logical status of statements and the consistency and validity of arguments using both natural and formal language techniques, and (2) to identify informal fallacies.	3	N
PHIL 323	Social Ethics	Perspectives and issues involved in the public pursuit of justice in a religiously and philosophically diverse society.	3	N
PHIL 350	Ethical Theory	A study of the major normative systems in the history of ethics, and of selected problems in contemporary metaethics, including moral reasoning, skepticism, rights, and theories of justice.	3	N
PHIL 427	Philosophy of Law	A study of theories on the nature and origin of law, basic legal concepts (obligation, right, equality, liberty, justice), legal moralism, church and state, civil disobedience, and other topics.	3	N
PLS 200	Legal Ethics	Study, analysis and application of codes of professional responsibility and standards of	3	N

		conduct governing the practice of law in state and federal courts.		
PLS 283	Real Estate Law	Instruction in basic concepts of property law as well as practical application of the law to title examinations, real estate closing transactions and land disputes.	3	N
PLS 324	Women and the Law	An examination of treatment of women in, and by, the U.S. legal profession. Survey of landmark cases that have impact specifically on women's legal rights	3	N
PLS 375	Comparative Legal Systems	Comparative study and analysis of U.S. legal system and those of select foreign countries. Students will be responsible for fees associated with off campus travel as assigned.	3	N
PLS 392	Corporate Law	Examination and analysis of available business forms including formation requirements, tax and liability considerations, and operation and management concerns.	3	N
PLS 499	Internship in Paralegal Studies	Students must document a minimum number of hours of practical experience in an external legal setting under an attorney's supervision.	3	N
PSY 470	Psychology of Law	Psychological knowledge that is pertinent to the legal system. Emphasis on how human characteristics and psychological factors influence attitudes, decisions, and behavior throughout the legal process. Field trips to off-campus locations will be required. Students are responsible for arranging their own transportation.	3	N
PS 311	Public Policy	Examines how issues get on the government agenda; how policy decisions are made; who implements policy and how well.	3	N
PS 327	Civil Liberties	Study and analysis of leading constitutional decisions and other materials concerning individual liberties in the U.S.	3	N
PS 328	Criminal Justice Procedures	A study of constitutional criminal procedure, principally under the Fourth, Fifth, Sixth, Eighth, Ninth, and Fourteenth Amendments to the U.S. Constitution	3	N
PS 338	Government and Ethics	Course examines ethical issues and controversies emerging from the behavior and decisions of public officials within the American political system. A variety of pedagogical techniques are employed to stimulate and develop ethical thinking, moral reasoning and written and oral communication skills	3	N
PS 355	International Organization and Law	Explores how the behavior of nominally sovereign countries is constrained or otherwise influenced by international law and other efforts to "organize" international relations. International institutions such as the United Nations and the Organization for Security and Cooperation in Europe are examined.	3	N

Dates of Committee Approvals:

Committee	Date Approved
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Department of History	1/20/2021
Department of Political Science	1/25/2021
Potter College of Arts and Letters	2/02/2021
Undergraduate Curriculum Committee	
University Senate	
Board of Regents	

VII. Steering Committee Report

VIII. Academic Policy Report

IX. Announcements

X. Adjourn