

**KY COUNCIL ON POSTSECONDARY EDUCATION  
ACADEMIC & STRATEGIC INITIATIVES COMMITTEE**



August 31, 2021 – 10:00 AM ET

Virtual meeting via ZOOM teleconferencing

Livestream: <https://www.youtube.com/c/KentuckyCouncilOnPostsecondaryEducationFrankfort>

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<i>Next Committee meeting: October 5, 2021 @ 10am ET</i>	

**DRAFT MINUTES**  
Council on Postsecondary Education

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Type: Academic & Strategic Initiatives Committee  
Date: August 10, 2021  
Time: 10:00 a.m. ET  
Location: Virtual Meeting - Committee members by ZOOM, Public viewing hosted on CPE YouTube Page

**CALL TO ORDER**

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The Academic & Strategic Initiatives Committee met Tuesday, August 10, 2021, at 10:00 a.m., ET. The meeting occurred virtually via ZOOM teleconference. Members of the public were invited to view the livestream on the CPE YouTube page.

Committee Chair Lori Harper presided.

**ATTENDANCE**

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Members in attendance: Colby Birkes, Lori Harper, Karyn Hoover, Lucas Mentzer, Richard Nelson, Robert Staat, and Kevin Weaver.

Members not in attendance: Muhammad Babar and Vidya Ravichandran.

Heather Faesy, CPE's senior associate for Board Relations, served as recorder of the meeting minutes.

**APPROVAL OF THE MINUTES**

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The minutes of the July 13, 2021 meeting were approved as distributed.

**REMARKS FROM PRESIDENT AARON THOMPSON**

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CPE President Aaron Thompson provided an update on campus fall enrollment numbers and the review of Kentucky State University's financial situation. He also discussed the development of the Student Success Collaborative and the reorganization of GEARUP, and how both will help with increasing the overall success of Kentucky's students.

## UPDATE ON STRATEGIC AGENDA DEVELOPMENT PROCESS

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Ms. Lee Nimocks, CPE's Vice President of Strategy and Chief of Staff, presented a recap of the work completed since the previous Committee meeting in July. This included a meeting of the Campus Advisory Committee, "deep dive" sessions with senior-level CPE staff, continued review of research and data, initial discussions regarding key performance indicators, and a review of the Kentucky's existing attainment goal.

## APPROVAL OF THE STATEWIDE STRATEGIC AGENDA PRIORITIES

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At the last meeting, Committee members discussed draft priorities for the next statewide agenda. Since that time, the priorities were formalized and CPE staff presented them for Committee approval.

### Overarching Goal:

- **ATTAINMENT:** Increase the percent of Kentucky's adult population (25-64) with a high-quality postsecondary credential to 60% by 2030.

### Cross-Cutting Priority:

- **EQUITY:** Ensure all students have equitable opportunity and access to higher education and the tools needed to progress and complete their programs prepared for life and work.

### Five Strategic Priorities

- **AFFORDABILITY:** Make postsecondary education affordable for all Kentuckians.
- **TRANSITIONS:** Ensure more students successfully transition to college and are prepared to succeed.
- **SUCCESS:** Ensure more students earn high-value degrees and credentials.
- **TALENT:** Educate a globally competitive workforce and increase research and innovation to fuel job creation and economic growth.
- **VALUE:** Improve public understanding that postsecondary education is key to greater opportunity and economic growth.

MOTION: Dr. Staat moved the Committee approve the proposed priorities of the next strategic agenda. Mr. Nelson seconded the motion.

VOTE: The motion passed.

The approved priorities will be presented to the full Council as part of the statewide strategic agenda approval process in November 2021.

## **DISCUSSION OF STRATEGIC AGENDA DRAFT OBJECTIVES & SAMPLE STRATEGIES**

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Ms. Nimocks and Ms. Melissa Young, CPE's Executive Director of Special Projects, presented draft objectives for each of the five strategic priorities, and discussed potential strategies that would fit within each objective. Committee members provided comments and suggestions for improvement.

## **NEXT STEPS**

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At the next meeting, Council staff will present the final objectives for approval, and discuss draft statewide strategies and key performance indicators.

## **ADJOURNMENT**

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The Academic & Strategic Initiatives Committee adjourned at 11:30 a.m. ET.

**MINUTES REVIEWED AND APPROVED BY THE COMMITTEE:** \_\_\_\_\_

**TITLE:** Proposed New Academic Programs for Review & Recommendation

**RECOMMENDATION:** Staff recommends the Committee accept the proposed New Academic Programs from Northern Kentucky University and Western Kentucky University, and recommend approval of each to the full Council at its September 14, 2021 meeting.

**PRESENTER:** Melissa Bell, Ph.D., CPE's Vice President of Academic Affairs and Student Success

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### **SUPPORTING INFORMATION**

KRS 164.020 (15) empowers the Council on Postsecondary Education to define and approve the offering of all postsecondary education technical, associate, baccalaureate, graduate, and professional degree, certificate, or diploma programs in the public postsecondary education institutions.

Council staff has reviewed the proposed programs and recommends approval by the board. The university-submitted documentation has been included in your agenda packets for review.

### **PROGRAMS PROPOSED FOR APPROVAL**

#### Northern Kentucky University

- Education, Culture and Society (B.A.) – CIP Code 13.0901
- Cybersecurity (M.S.) – CIP Code 11.1003

#### Western Kentucky University

- Legal Studies (B.A.) – CIP Code 22.0001

## PROPOSED PROGRAM SUMMARY

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**Institution:** Northern Kentucky University  
**Program Name:** Education, Culture and Society  
**Degree Designation:** BACHELOR OF ARTS (BA)  
**Degree Level :** Baccalaureate

### **Program Description**

This undergraduate program offers opportunities for students to develop and apply innovative and practical understandings of education from multidisciplinary perspectives. Education is broadly defined to include formal school contexts as well as non-formal education and informal learning at all levels and life stages. Its coursework consists of core courses in social foundations of education; fundamentals in curriculum, instruction, and assessment; equity and education; and the culminating capstone. Students can choose two concentrations from the following options: (a) youth and community studies; (b) diversity and social justice; (c) workforce development; and (d) teaching and learning. This program does not lead to P-12 teaching certification upon completion.

**Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify**

No

**CIP Code:** 13.0901  
**Credit Hours:** 120  
**Institutional Board Approval Date:** 9/15/2020  
**Proposed Implementation Date:** 8/1/2021

### **Student Demand**

Year 1 - 25  
Year 2 - 25  
Year 3 - 25  
Year 4 - 25  
Year 5 - 25

AY 2026	AY 2027	AY 2028	AY 2029	AY 2030
12	28	30	52	48

\*Based on 50% of those enrolled year 1 will graduate after year 5

### **Market Demand**

This program is aligned to NKU's mission to address academic innovation, talent development, student success, and community engagement:

The program's core courses draw from the Department of Teacher Education, and it collaborates with other programs in the College of Education and Human Services and across the university for concentration courses in four thematic areas: (a) youth and community studies; (b) diversity and social justice; (c) workforce development; and (d) teaching and learning.

It prepares graduates to address critical needs in the current and future workforce, including working with diverse colleagues and customers locally and globally, and equipping themselves with innovative use of technology and design thinking.

It prepares students to understand and analyze formal and non-formal education at all levels and life stages, so they can seek employment in educational settings that do not require P-12 teaching certification.

Students who are not successful in the teaching certification programs can switch to this program more seamlessly, thereby improving student retention and graduation rates.

The program offers a culminating capstone with options, such as career-oriented internships and apprenticeships as well as service-learning community engagements.

Graduates of this new program can pursue careers in the following fields – youth and adult development; children, family, and community outreach; nonprofit organizations; student services in colleges and universities; educational entrepreneurship (e.g., starting own daycare or tutoring services); social and educational policy; curriculum development (e.g., instructional designer, museum and zoo staff, textbook publishing); and even corporate sector (e.g., corporate training, public relations, human resources).

This new program is unique in the Commonwealth of Kentucky as the only undergraduate degree program that prepares students to understand and analyze formal and non-formal education at all levels and life stages. While it does not lead to a teaching certification, it offers career-oriented internships and apprenticeships as well as service-learning community engagements that strategically position its graduates for employment in educational institutions, government and community agencies, and non-profit and corporate settings.

### **Employment Demand**

	<b>Regional</b>	<b>State</b>	<b>National</b>
<b>Type Of Job</b>	<b>Health Educators and Community Health Workers</b>		
Avg. Wage	\$56,560	\$38,210	\$59,660
# Jobs (Postings)	290	570	58780
Expected Growth	10%	10%	10%
<b>Type Of Job</b>	<b>School and Career Counselors</b>		
Avg. Wage	\$54,630	\$58,770	\$60,160
# Jobs (Postings)	1930	3150	285460
Expected Growth	8%	8%	8%
<b>Type Of Job</b>	<b>social workers</b>		
Avg. Wage	\$52,710	\$58,050	\$62,660
# Jobs (Postings)	430	510	57440
Expected Growth	11%	11%	11%

### **Indicate source of market demand information**

Bureau of Labor Statistics' Occupational Outlook Handbook

This program will prepare graduates to address critical needs in the current and future workforce, including working with diverse colleagues and customers regionally, nationally, and globally, and equipping themselves with innovative use of technology and design thinking. It will prepare them to understand and analyze formal and non-formal education at all levels and life stages, so they can seek employment in a myriad of educational settings that do not require P-12 teaching certification.

Based upon enrollment projections of 25 per year for the first 5 years, and the assumption that 10 students will be thorough articulation agreements, 10 will be new students who select NKU for the program, and 10 are students who select the program but would have otherwise attended NKU, there are 20 net new students per year or 100 during the first 5 years. This is based upon the demand for workers in this field and the attraction to this major which is not replicated at other colleges or universities.

### **Academic Demand**

Students who complete this program will have the opportunity for advanced study and research in education from the perspectives provided by the social sciences and humanities. Students will have the opportunity to investigate career options while earning course credit through field placements and/or internships in the community. The program emphasizes skills that will allow students to question how society functions and the ongoing consequences for people's lives with special emphasis on social organizations, justice, inequality, cultural practices, power and politics, media, global issues, and social diversity. These areas will provide students with outstanding preparation for civic engagement, graduate school, and careers in many fields.

### **Unnecessary Duplication**

**Similar Program(s):**

**Comparison of Objectives/Focus/Curriculum to Similar Programs:**

Bachelor of Interdisciplinary Studies - Western Kentucky University

The curriculum in the program is broader and more flexible in their areas of emphasis. Students may choose from eleven (11) areas that will allow them to create a program that will support professional and personal life goals.

The core curriculum at NKU draws from the College of Education and collaborates with other programs within the University in four thematic areas.

I have contacted WKU to discuss their program with them and if there is any possible collaboration that may occur.

**Comparison of Student Populations:**

WKU's program is focused on non-traditional students who do not need or desire the academic specialization involved in traditional majors. Their program allows students to create a personal academic plan around chosen areas of emphasis.

The program at NKU is for undergraduates who wish to seek employment in educational settings that do not require P-12 teaching certification and those who wish to work areas outside of education such as community outreach; non-profits; student services; curriculum development and others.

**Access to Existing Programs:**

Students who are not successful in the teaching certification programs can switch to this program more seamlessly, thereby improving student retention and graduation rates.

**Feedback from Other Institutions:**

We have contacted WKU to discuss their program with them and if there is any possible collaboration that may occur.

**Cost**

**Projected Revenue over Next Five Years (\$) : 338472**

**Projected Expenses over Next Five Years (\$) : 5000**

**Will Additional faculty be needed? Yes**

No additional faculty will be needed since the courses offered are existing courses throughout the university.

**Provide a budgetary rationale for creating this new program**

There will be funding needed for marketing the new program. The existing faculty lines account for teaching the undergraduate courses throughout the university in the other departments. Since these are already existing courses in departments, students will have access to them as they progress through the program. It allows students to be retained in the College of Education while continuing to pursue their career goals.



**Northern Kentucky University**  
**BA - BACHELOR OF ARTS**  
**13.0901-Social and Philosophical Foundations of Education.**  
**Pre-Proposal Date: 05/26/2021**  
**End of Review Date: 06/25/2021**

**Pre-Proposal - Comments**

**Subject: Employer Demand (2b)**

<p>Council on Postsecondary Education</p>	<p><a href="#">Stephanie Mayberry</a> on Jul 7 2021 4:02PM</p>	<p>Thank you for the clarification. There remains a concern about the ability to work in K-12 administration and school counseling with this degree. KY law mandates that K-12 administrators (including counselors) must have a minimum of three years classroom teaching experience. NKU has the option of removing these career pathways or designating this degree program as a temporary degree-seeking major for those unable to pass the PRAXIS exam while providing assistance and supplemental support to ensure passage of the PRAXIS exam.</p>
<p>Northern Kentucky University</p>	<p><a href="#">Constance Kiskaden</a> on Jul 8 2021 9:34AM</p>	<p>We will remove the administration and counselor options as career tracks for this degree. The intent is for this to serve as an option for someone who is interested in educational opportunities outside of a traditional k-12 setting.</p>
<p>Council on Postsecondary Education</p>	<p><a href="#">Stephanie Mayberry</a> on Jun 18 2021 2:09PM</p>	<p>Please describe how the program will be marketed to students interested in education administration (principals, superintendents, etc.) and sequential education beyond baccalaureate degree.</p>
<p>Northern Kentucky University</p>	<p><a href="#">Constance Kiskaden</a> on Jul 1 2021 9:20AM</p>	<p>First, we will market this program to students in our one-on-one advising conversations. When students in our teacher education programs either decide they do not want to be a classroom teacher or are unable to pass the entrance PRAXIS exams, many still are interested in careers that work with youth, education, and school systems. Through exploratory conversations with students, we will recommend this major as an alternative way to work in an educational setting that is not classroom teaching.</p> <p>In addition, we will market this major to students on campus as a liberal arts major that is grounded in education. EDU 104, which is an entry level course on campus for potential Teacher Education majors, will also expose students to the different careers that are related to teaching. This course also has a requirement that all students meet with their advisor to map out their academic plan all the way to graduation, creating an opportunity for career-related conversations and giving students the agency to think about how they want to be involved in education. It is also our intention to create pathways through the program that include internships or other experiences in the community. For example, we are developing a pathway focused on health education that will include an internship working in the field for hands-on experience. Eventually, a cohort of seniors will share their experiences in EDU 104 and other entry-level courses about how they are using their degree in Education, Culture, and Society to meet their passion for education in diverse settings.</p>



**Northern Kentucky University**  
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**Pre-Proposal - Comments**

**Subject: Employer Demand (2)**

Council on  
Postsecondary  
Education

[Stephanie Mayberry](#) on Jun 18 2021 2:05PM

Please provide detailed evidence of employer demand for proposed program (i.e. health educators and community workers).

Northern Kentucky  
University

[Constance Kiskaden](#) on Jul 1 2021 9:23AM

With knowledge of educational systems, human growth and development, and the teaching profession, Education, Culture, and Society students will be well poised to work in administration of K-12 settings, such as curriculum developers, community outreach coordinators, tutors, and school business officers. These students also will be prepared to work in education that is not directly tied to a K-12 setting. For example, experience writing curriculum and thinking about learning outcomes will be crucial for careers in staff development and training in company settings. For students who want to work with youth, careers in developing programming in museums, zoos, nature centers, parks and recreation departments, and summer camps will allow them to utilize their skill-set in child development, diverse learning, and curriculum development. Lastly, some students will want to work in youth settings that are more tied to development, such as youth case managers or non-profit management. For our students who want to pursue an advanced degree in a program related to education, this major will provide a pathway for them to maintain connection with education while completing a bachelor's degree. Graduate level programs these students might be interested in includes School Counseling, Educational Policy Studies, and Higher Education Student Affairs. These careers all do not require a license to teach, but often students interested in them end up in Teacher Education because it is the closest thing to what they want to do.

The variety of careers that students can apply for is vast, but there are many signs that the job market will continue to expand for these professions. Education and Training professions are expected to grow through 2029, according to the US Bureau of Labor Statistics. In addition, on a local level, there are many community education opportunities in the Northern Kentucky and Cincinnati area, due to many children's summer programs and museums in the region. Nonprofit employment, as of 2017, was the third-largest industry in the United States, of which Education was a large portion, according to the 2020 Nonprofit Employment Report. These indicate that there will be overall growth in the career areas for which our students will be best prepared.



<b>GUIDED Elective Courses (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or speciality) (if applicable)</b>						
Course Prefix - Multiple	Course # - Multiple	Course Title - Multiple	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Speciality (S)	Credit Hours	Existing (E) or New (N) Course
UNV	101	Orientation to College and Beyond	Emphasis on transition into college and development of college survival skills, development of student, self-reliance as an active participant in the classroom activities, familiarization with available university resources and establishment of learning communities with thin the University.	P	(1-3)	(E)
PSY	302	The Human Side of Work	Psychocology of work behavior, interpersonal relations and organizational effectiveness; communication, morale, stress, leadership styles, values, ethics, problem solving techniques, and cross cultural aspects of the work experience. The approach to learning is experiential and may include some field assignments.	P	3	(E)
SWK	203	Social Work in Contemporary Society	The systematic study of major social problem areas: poverty, health, education, hunger, housing, sexism, and racism, and their implications for social welfare services. A critical and comparative analysis of society's response to human need.	P	3	(E)
SWK	304	Human Behavior & Social Environment	This course focuses on the life states of infancy, childhood, and adolescence and provides a basic framework for developing and organizing knowledge of human behavior and social environment. Social systems, life span, and strengths approaches to understanding HBSE are introduced. The course includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span. The manner in which social systems promote or deter people in maintaining or achieving health and well-being are emphasized. Special attention is given to the impact of human diversity, discrimination and oppression on the individual's ability to reach or maintain optimal health and well-being.	P	3	(E)
SWK	450	Multicultural Issues	This is an upper level undergraduate course focusing on multicultural awareness. Students are specifically encouraged to interact with those culturally different from themselves.	P		(E)
<b># of REQUIRED Credit hours in Guided Electives (i.e., electives for a focused or track/concentration/speciality are). If 9 hours is required and there are 15 hours to choose from, then only 9 hours are required)</b>					<b>9</b>	<b>NA</b>
<b>FREE Elective Courses (i.e. general program electives, open to the students to choose) (if applicable)</b>						
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Speciality (S)	Credit Hours	Existing (E) or New (N) Course
<b>Total # of Credit Hours in Free Electives (i.e., general program electives) (if applicable)</b>					<b>9</b>	<b>NA</b>
<b>Summary of Total Program Hours</b>			<b>Required Core Hours (i.e., # of hours in degree program core)</b>	<b>29</b>	<b>NA</b>	
			<b>Required Program Options - Track/Concentration/Specialty Hours (if applicable)</b>	<b>48</b>	<b>NA</b>	
			<b>Guided Elective Hours (e.g., focused or track/concentration/speciality area specific electives) (if applicable)</b>	<b>9</b>	<b>NA</b>	
			<b>Free Elective Hours (i.e., general program electives) (if applicable)</b>	<b>9</b>	<b>NA</b>	
			<b>Total # of credit hours required for Program</b>	<b>95</b>	<b>NA</b>	
<b>Information to be completed by PIE Office</b>						
			<b># of new courses</b>		<b>NA</b>	
			<b>Total # of Courses (includes new and existing)</b>		<b>NA</b>	
			<b>Percentage of new courses (more than 25% may require SACS Substantive Change)</b>	<b>#VALUE!</b>	<b>NA</b>	



**Northern Kentucky University**  
**BA - BACHELOR OF ARTS**  
**13.0901-Social and Philosophical Foundations of Education.**  
**Submission Date: 05/26/2021 09:56**

**Full Proposal - Basic Info**

Institution : Northern Kentucky University  
Program Type : Single Institution  
Program Name : Education, Culture and Society  
Degree Level : Baccalaureate  
Degree Designation : BACHELOR OF ARTS  
CIP Code (2-Digit) : 13-EDUCATION.  
CIP Code : 13.0901-Social and Philosophical Foundations of Education.

Is this program an advanced-  
practice doctorate? No

Program Type: Single Institution  
Implementation Date: 8/1/2021 12:00:00 AM  
Intended Date of Implementation : 8/1/2021  
Date of Governing Board Approval : 5/12/2021

**Institutional Contact Information**

First Name : Sara  
Last Name : Runge  
Title : Associate Professor  
Email : rungesa@nku.edu  
Phone : 859-572-6126



**Northern Kentucky University**  
**BA - BACHELOR OF ARTS**  
**13.0901-Social and Philosophical Foundations of Education.**  
**Submission Date: 05/26/2021 09:56**

**Full Proposal - Overview**

**1. Provide a brief description of the program with its estimated date of implementation.**

This undergraduate program offers opportunities for students to develop and apply innovative and practical understandings of education from multidisciplinary perspectives. Education is broadly defined to include formal school contexts as well as non-formal courses in social foundations of education; fundamentals in curriculum, instruction, and assessment; equity and education; and the culminating capstone. Culture is broadly defined as a set of behaviors, attitudes, and beliefs that allow a professional to be effective in a variety of cross-cultural situations. Society is broadly defined as a group of people with common territory, interaction, and culture. All three are interwoven throughout the program and embedded into the central focus. The program does not lead to PrimaryK-12 teaching certification upon completion.

The program curriculum consists of a total of 120 credit hours, including the Foundation of Knowledge general education requirement (37 hours), core courses (27 credit hours), and the choice of the following:

- Track #1 (36 credit hours) + Track #2 (12 credit hours) + electives (16 credit hours)
- Two tracks (24 credit hours each = 48 hours total) + electives (16 credit hours)

The anticipated date of implementation is Fall 2021.

**Does this program have any concentrations**

No

**2. Describe how the new program is consistent with the mission and goals of the institution.**

This program is aligned to NKU's mission to address academic innovation, talent development, student success, and community engagement:

The program's core courses draw from the College of Education, in collaboration with other programs across the university for concentration courses in four thematic areas: (a) youth and community studies; (b) diversity and social justice; (c) workforce development; and (d) teaching and learning.

It prepares graduates to address critical needs in the current and future workforce, including working with diverse colleagues and customers locally and globally, and equipping themselves with innovative use of technology and design thinking.

It prepares students to understand and analyze formal and non-formal education at all levels and life stages, so they can seek employment in educational settings that do not require P-12 teaching certification.

Students who are not successful in the teaching certification programs, or decide that teaching is not the appropriate career path, can switch to this program more seamlessly, thereby improving student retention and graduation rates.

The program offers a culminating capstone with options, such as career-oriented internships and apprenticeships as well as service-learning community engagements.

**4. Is there a specialized accrediting agency related to this program?**

No

**4a. If yes, identify accreditor:**



**Northern Kentucky University  
BA - BACHELOR OF ARTS  
13.0901-Social and Philosophical Foundations of Education.  
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**4b. Will accreditation be sought?**

No

**5. Does this program have a clinical component?**

No

**5a. If yes, discuss the nature, appropriateness, and availability of clinical sites:**

n/a



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**6. Describe the rationale and need for the program to include how the institution determined need.**

The BA in Education, Culture and Society would provide undergraduate students an opportunity to earn a meaningful degree in education, without a teaching certificate. Data concerning student interest and/or need for this degree was determined by the College of Education Advising Center. This degree will target four different groups of students: 1) undergraduate students who have been unsuccessful in the teacher education degree program; 2) undergraduate students who, after investing time, energy, and money into a teaching degree, no longer desire to pursue a teaching certificate; and 3) undergraduate students who are interested in education, but who cannot pass the PRAXIS I entrance exam; and 4) undergraduate students interested in education-related fields not involving teaching.

To be admitted into the Teacher Education Program, undergraduate students must successfully earn 45 credit hours, have a 2.75 GPA or higher, have passing scores on all three parts of the Praxis I Core Academic Skills for Educators exam, and complete EDU 104 and PSY 100 with a grade of C or better. These admission criteria demonstrate the student's commitment to the degree. Once admitted, students must complete a myriad of courses related to their area of study with demonstrated success of a C or higher in most courses, as well as successful field experiences and disposition and professional behavior checks each year.

**Unsuccessful in Teacher Education:** Slipping below a 2.75 grade point, poor performance during field placements, or disposition and professional behavior concerns will stop a student from moving forward in their studies as teacher candidates. At this point, students have invested time, energy and money toward becoming a teacher, but lack the knowledge, skills, or dispositions to successfully complete the program. To allow these students to graduate with a meaningful degree, students could use their earned credits toward a non-teaching education degree that would allow them to move into an alternative career path. We have experienced approximately one student per semester over the past 15 years who would benefit from this option.

**Career Goal Changes:** Sometimes, through the field experiences or coursework, teacher education candidates learn that teaching is not the best career for them. Or, due to life realities, teaching no longer is a desired outcome. As in the previous example, students have invested too much time, energy, and money into a teaching degree to change midstream. To provide these students with a meaningful degree, students could use their earned credits toward a non-teaching education degree that would allow them to move into an alternative career path. We have experienced approximately one student per year who would benefit from this option.

**Unsuccessful with PRAXIS I Exam:** Teacher Education historically has more students declaring an education major than who actually successfully enter the program due to difficulties with passing the PRAXIS I exam. The PRAXIS I is a prerequisite to entrance into teacher education. We have experienced approximately 20 students per semester who might consider this alternative BA degree as an option if available.

**Education-Related Fields:** Education-related fields include working for educational publication companies, educational materials and software development, educational architecture, professional development fields, social work in schools, psychology, and any field that conducts educational outreach. Students who wish to gain insight into the field of education for use to develop an area of expertise in their primary field could add the BA in Education, Culture and Society as a double major. The College of Education has seen an increase in this request as undergraduates representing a variety of fields across campus take courses in American Sign Language (ASL) in this college. The value of adding expertise in education has been expressed to the ASL instructor by at least 10 students each semester, but the students are hesitant to add to their course load without an additional meaningful degree or credential as an outcome.



**Northern Kentucky University**  
**BA - BACHELOR OF ARTS**  
**13.0901-Social and Philosophical Foundations of Education.**  
**Submission Date: 05/26/2021 09:56**

**Full Proposal - Quality: Program Quality and Student Success**

**1. Provide specific programming goals (objectives) and specific learning outcomes for the program.**

The curriculum is designed specifically to align with the program objectives.

Objective 1: Students will demonstrate knowledge about foundational and contemporary concepts, theories, and practices in formal and non-formal education at various levels and life stages.

Curriculum Alignment: The proposed program covers foundations of education, including an Orientation to Education Professions course, Human Growth and Development, an Introduction to Education course, Racism and Sexism in Educational Institutions, Instructional Technology, and Children with Exceptionalities. These courses create the framework for the program, providing candidates with knowledge about educational issues, contemporary concepts and theories, and information about both formal and non-formal educational programs across the lifespan.

Objective 2: Students will be able to design and implement educational programs, curriculum, instruction, and assessment that are geared to support various learners' continued growth and development.

Curriculum Alignment: In the Instructional Design course, candidates will gain valuable information on how to design and implement educational programs, curriculum, instruction, and assessment. Additional information will be provided in applied ways through the Reading and Writing courses, and the course on Applied Behavior Analysis. These classes create experiential learning opportunities for candidates to apply course content to education-related experiences.

Objective 3: Students will acquire interdisciplinary tools for thinking about issues of inequality, diversity, and power in education at the individual, interpersonal, and institutional levels and about anti-oppressive approaches to address them.

Curriculum Alignment: EDU 316 Racism and Sexism in Educational Institutions is a course that focuses on helping candidates use and develop interdisciplinary tools for thinking about issues of inequality and diversity at the individual, interpersonal, and institutional levels. Candidates learn to recognize oppressive and anti-oppressive approaches in this course.

Objective 4: Students will gain an understanding of and apply research-based and data-informed approaches to investigating and seeking solutions for educational problems of practice.

Curriculum Alignment: The Applied Behavior Analysis course and the Reading and Writing courses require candidates to learn about and apply research-based approaches for teaching and learning. Candidates also engage in data-based decision making in both of these courses.

Objective 5: Students will learn how to systematically analyze human sociocultural conditions (e.g. individuals, groups, and communities). In particular, students will learn how to theorize, observe, interview, analyze, model, and/or interpret as a means of inquiring into human sociocultural relationships.

Curriculum Alignment: This project will tie together the other courses in the program. For example, in the Applied Behavior Analysis and the Reading/Writing courses, candidates will learn how to use the above skills in supporting individual social and academic behavior.

The Educational Capstone for this program will operate as an independent research project related to an experiential internship. Although designed to meet the needs and interests of the candidates, the course will be structured to promote the systematic analysis of human sociocultural conditions, and apply theory, observation, interview, analysis, modeling, and interpreting skills throughout



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1. Students will demonstrate knowledge about foundational and contemporary concepts, theories, and practices in formal and non-formal education at various levels and life stages. 2. Students will be able to design and implement educational programs, curriculum, instruction, and assessment that are geared to support various learners' continued growth and development. 3. Students will acquire interdisciplinary tools for thinking about issues of inequality, diversity, and power in education at the individual, interpersonal, and institutional levels and about anti-oppressive approaches to address them. 4. Students will gain an understanding of and apply research-based and data-informed approaches to investigating and seeking solutions for educational problems of practice. 5. Students will learn how to systematically analyze human sociocultural conditions (e.g. individuals, groups, and communities). In particular, students will learn how to theorize, observe, interview, analyze, model, and/or interpret as a means of inquiring into human sociocultural relationships.

**2. Describe how the student learning outcomes for the program will be assessed.**

SLO 1: Students will demonstrate knowledge about foundational and contemporary concepts, theories, and practices in formal and non-formal education at various levels and life stages. Assessment through Workshop Observation Critique/Analysis. The results will be used to evaluate teaching across departments, schools, and colleges to gather best practices, advice, and examples with the goal of sparking disciplinary and interdisciplinary conversations about teaching.

SLO 2: Students will be able to design and implement educational programs, curriculum, instruction, and assessment that are geared to support various learners' continued growth and development. Assessment through Educational Presentation Plan, Video, Audience Feedback, Behavior Intervention Plan Project (EDS 362). The use of models and critique sessions will be used to develop an understanding of the quality of lessons, text, and assignments to ensure alignment with SLOs.

SLO 3: Students will acquire interdisciplinary tools for thinking about issues of inequality, diversity, and power in education at the individual, interpersonal, and institutional levels and about anti-oppressive approaches to address them. Assessment through Personal Reflection after "mandatory volunteerism" at a diverse placement, Differentiated lessons. Responses will inform curriculum mapping and planning to evaluate, adjust, and differentiate within the program.

SLO 4: Students will gain an understanding of and apply research-based and data-informed approaches to investigating and seeking solutions for educational problems of practice. Assessment through Action research proposal and project, research paper and presentation. Data will be analyzed as part of the improvement process. It will be used to set goals and create action plans to document growth and achievement towards goals.

SLO 5: Students will learn how to systematically analyze human sociocultural conditions (e.g. individuals, groups, and communities). In particular, students will learn how to theorize, observe, interview, analyze, model, and/or interpret as a means of inquiring into human sociocultural relationships. Assessment through Action research methods and methodology sections of required action research project/paper. Data will be analyzed as part of the improvement process. It will be used to set goals and create action plans to document growth and achievement towards goals.

**3. Highlight any distinctive qualities of this proposed program.**

The program offers a culminating capstone with options, such as career-oriented internships and apprenticeships as well as service-learning community engagements, that provide candidates with experiential learning. The capstone provides candidates the opportunity to investigate and experience the different possibilities in the field.

**4. Describe the admissions and graduation requirements for the program.**

Admission: High school or equivalent completion credentials verification & satisfactory standardized test performance. The degree requires 120 credit hours.

**5. Describe the administrative oversight to ensure the quality of the program.**

For every program, the university requires an annual assessment utilizing WEAVE to document how the different units on campus are measuring goals and outcomes. These are reviewed by the University Assessment Committee (UAC) who have the primary goals to educate, inform, and support the university in implementing student learning outcome assessment practices. In addition, all faculty assess their own course through the use of end of the semester student evaluations and planned faculty peer reviews. Changes to courses are facilitated through discussion based on best practices.

**6. For a program offered in compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.**

Program will not be offered in a compressed time frame.



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**7. Required Credit Hours for Program**

<b>Name</b>	<b>Total number of hours required for degree</b>	<b>Number of hours in degree program core</b>	<b>Number of hours in guided electives</b>	<b>Number of hours in free electives</b>
Program	120	27	9	



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**Full Proposal - Demand: Program Demand/Unnecessary Duplication**

**1. Student Demand:**

**a. Provide evidence of student demand. Evidence of student demand is typically in the form of surveys of potential students or enrollments in related programs at the institution, but other methods of gauging student demand are acceptable.**

The BA in Education, Culture and Society would provide undergraduate students an opportunity to earn a meaningful degree in education, without a teaching certificate. Data concerning student interest and/or need for this degree was determined by the College of Education Advising Center. This degree will target four different groups of students: 1) undergraduate students who have been unsuccessful in the teacher education degree program; 2) undergraduate students who, after investing time, energy, and money into a teaching degree, no longer desire to pursue a teaching certificate; and 3) undergraduate students who are interested in education, but who cannot pass the PRAXIS I entrance exam; and 4) undergraduate students interested in education-related fields not involving teaching.

To be admitted into the Teacher Education Program, undergraduate students must successfully earn 45 credit hours, have a 2.75 GPA or higher, have passing scores on all three parts of the Praxis I Core Academic Skills for Educators exam, and complete EDU 104 and PSY 100 with a grade of C or better. These admission criteria demonstrate the student's commitment to the degree. Once admitted, students must complete a myriad of courses related to their area of study with demonstrated success of a C or higher in most courses, as well as successful field experiences and disposition and professional behavior checks each year.

Unsuccessful in Teacher Education: Slipping below a 2.75 grade point, poor performance during field placements, or disposition and professional behavior concerns will stop a student from moving forward in their studies as teacher candidates. At this point, students have invested time, energy and money toward becoming a teacher, but lack the knowledge, skills, or dispositions to successfully complete the program. To allow these students to graduate with a meaningful degree, students could use their earned credits toward a non-teaching education degree that would allow them to move into an alternative career path. We have experienced approximately one student per semester over the past 15 years who would benefit from this option.

Career Goal Changes: Sometimes, through the field experiences or coursework, teacher education candidates learn that teaching is not the best career for them. Or, due to life realities, teaching no longer is a desired outcome. As in the previous example, students have invested too much time, energy, and money into a teaching degree to change midstream. To provide these students with a meaningful degree, students could use their earned credits toward a non-teaching education degree that would allow them to move into an alternative career path. We have experienced approximately one student per year who would benefit from this option.

Unsuccessful with PRAXIS I Exam: Teacher Education historically has more students declaring an education major than who actually successfully enter the program due to difficulties with passing the PRAXIS I exam. The PRAXIS I is a prerequisite to entrance into teacher education. We have experienced approximately 20 students per semester who might consider this alternative BA degree as an option if available.

**1. Student Demand:**

**b. Project estimated student enrollment and degrees conferred for the first five years of the program.**



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Academic Year	Degrees Conferred	Majors (Headcount) - Fall Semester
2021-22	0	25
2022-23	0	45
2023-24	0	61
2024-25	0	74
2025-26	0	86

**2. Employer Demand**

Job	Reg Wage	Reg Open	Growth %	St Wage	St Open	Growth %	Nat Wage	Nat Open	Growth %
Curators, Archivist, Museum Workers	56420	100	1.1	51230	150	9.0	58490	12280	11.0
Health Educators and Community Workers	38210	290	0.6	38210	570	10.0	59660	58780	13.8
Social Workers	52710	430	0.7	58050	510	11.0	62660	90700	13.0

**2b. Clearly describe evidence of employer demand.**

A career in education can be rewarding, fulfilling, and exhilarating. Many teachers love shaping young minds and helping prepare students for a changing future. However, as seen from in Question 1 above, there are some students who find that this is not the career path for them, yet still want to retain the skills they have learned thus far.

- Education administration: Administrators help set school policies and goals, represent the school in the community, manage staff, oversee disciplinary actions, allocate resources, and handle other day-to-day operations.
  - o Assistant Principal
  - o Principal
  - o Superintendent
  - o School District administrator
- Curriculum design: For those who prefer to create a teaching plan rather than teach it, curriculum design may be an excellent choice. Curriculum design professional develop educational programs and instructional materials for schools, organizations, and companies. They usually have a deep understanding of a particular subject, as well as extensive knowledge of teaching theory and technique. A related field is standardized testing, which involves creating, implementing, as assessing the results of examinations ranging from state achievement tests to college admission tests.
  - o Instructional coordinator
  - o Instructional designer
  - o Standardized test developer
- Student counseling: Counseling positions are ideal for education majors who value the interpersonal connections of working with students but prefer a one-on-one structure.
  - o Guidance counselor
  - o School psychologist
  - o Career counselor
  - o Juvenile corrections worker
  - o Family counselor
  - o Education consultant
  - o Admissions counselor/recruiter
  - o Child life specialist
- Recreation and student life: Learning is not all work and no play. Young people discover a great deal about teamwork, communication, and responsibility through extracurricular and recreational activities. Jobs in this area are for those who prefer working with young people in a more relaxed environment but still want to have a big impact on their lives.
  - o After-school program/youth organization director



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- o Camp director
- o Student activities coordinator
- o Fraternity and sorority life director
- o Residential life director
- Education policy and research: Education policymakers develop and implement practices and policies that aim to better the education system. Their decisions are based on extensive education research, which tests policies and practices to assess their efficacy. Both policymakers and researchers are generally seasoned experts with teaching backgrounds.
- o Department of Education professional
- o Think tank associate
- o Researcher
- o Lobbyist
- o Textbook author or editor
- o Textbook sales representative
- o Reporter
- o Blogger
- Writing/publishing: The world of textbook publishing offers a wide array of opportunities, whether in editing or sales. There also are positions at media outlets for reporters who specialize in education topics, as well as increasing number of successful education bloggers.
- Childcare: Educators interested in early childhood development should consider the childcare field. And don't write off the idea of nannying because you have a college degree.
- Adult education and mentoring: Adult educators find their careers to be extremely rewarding. In addition, life coaching is a rapidly growing field that may interested educators who enjoy helping motivate others.
- o Adult education teacher
- o Adult ESL, Literacy, or GED teacher
- o Prison system teacher
- o Life Coach
- Teach in alternative settings: Museums and other local attractions host workshops, activities, and tours that are a perfect match for an education major's skills. In addition, corporations sometimes bring in trainers to assist with employee orientation, to roll out new procedures, or to facilitate workshops. On the other hand, nonprofits may employ teachers to education communities about topics.
- o Museum educator or activities director
- o Tour guide at a local attraction
- o Corporate trainer
- o Health educator

**3. Academic Disciplinary Needs:**

**If the program proposal is in response to changes in academic disciplinary need, as opposed to employer demand, please outline those changes. Explain why these changes to the discipline necessitate development of a new program.**



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**Unsuccessful in Teacher Education:** Slipping below a 2.75 grade point, poor performance during field placements, or disposition and professional behavior concerns will stop a student from moving forward in their studies as teacher candidates. At this point, students have invested time, energy and money toward becoming a teacher, but lack the knowledge, skills, or dispositions to successfully complete the program. To allow these students to graduate with a meaningful degree, students could use their earned credits toward a non-teaching education degree that would allow them to move into an alternative career path. We have experienced approximately one student per semester over the past 15 years who would benefit from this option.

**Career Goal Changes:** Sometimes, through the field experiences or coursework, teacher education candidates learn that teaching is not the best career for them. Or, due to life realities, teaching no longer is a desired outcome. As in the previous example, students have invested too much time, energy, and money into a teaching degree to change midstream. To provide these students with a meaningful degree, students could use their earned credits toward a non-teaching education degree that would allow them to move into an alternative career path. We have experienced approximately one student per year who would benefit from this option.

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**Education-Related Fields:** Education-related fields include working for educational publication companies, educational materials and software development, educational architecture, professional development fields, social work in schools, psychology, and any field that conducts educational outreach. Students who wish to gain insight into the field of education for use to develop an area of expertise in their primary field could add the BA in Education, Culture and Society as a double major. The College of Education has seen an increase in this request as undergraduates representing a variety of fields across campus take courses in American Sign Language (ASL) in this college. The value of adding expertise in education has been expressed to the ASL instructor by at least 10 students each semester, but the students are hesitant to add to their course load without an additional meaningful degree or credential as an outcome.



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**4. A new program may serve the same potential student population. The proposed program must be sufficiently different from existing programs in the state or access to existing programs must be sufficiently limited to warrant initiation of a new program.**

**4a - Provide the following information: a comparison of objectives/focus/curriculum to similar programs, student populations, access to existing programs, and feedback from other institutions.**

Western Kentucky University - Bachelor of Interdisciplinary Studies.

The curriculum in the program is broader and more flexible in their areas of emphasis. Students may choose from eleven (11) areas that will allow them to create a program that will support professional and personal life goals.

The core curriculum at NKU draws from the College of Education and collaborates with other programs within the University in four thematic areas.

WKU's program is focused on non-traditional students who do not need or desire the academic specialization involved in traditional majors. Their program allows students to create a personal academic plan around chosen areas of emphasis.

The program at NKU is for undergraduates who wish to seek employment in educational settings that do not require P-12 teaching certification and those who wish to work in areas outside of education such as community outreach; non-profits; student services; curriculum development and others.

Western Kentucky University was contacted with no response in regards to the program.

**4b - How will the program support or be supported by other programs within the institution?**

This is not a joint program with another institution or department. However, students take courses in other NKU departments and programs as part of their Foundations of Knowledge general education requirements and as part of their select concentrations.

**4c. Our records indicate the following similar programs exist at public institutions in Kentucky.**



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**Full Proposal - Cost: Cost and Funding of the Proposed Program**

<b>A. Funding Sources, by year of program</b>	<b>1st year</b>	<b>2nd year</b>	<b>3rd year</b>	<b>4th year</b>	<b>5th year</b>
	0	0	0	0	0
<b>Total Resources Available from Federal Sources</b>					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	N/A				
<b>Total Resources Available from Other Non-State Sources</b>					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	N/A				
<b>State Resources</b>					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	N/A				
<b>Internal</b>					
Allocation :	0	0	0	0	0
Reallocation :	0	0	0	0	0
Narrative Explanation/Justification :	N/A				
<b>Student Tuition</b>					
New :	495750	492484	511425	530367	549309
Existing :	0	359892	644017	890330	1098618
Narrative Explanation/Justification :	Initial cohort of 25 students (new enrollment), with an estimated .03% annual growth each year thereafter. Tuition is est. at 0.3% increase each year				
<b>Total</b>					
New :	\$495,750	\$492,484	\$511,425	\$530,367	\$549,309
Existing :	\$0	\$359,892	\$644,017	\$890,330	\$1,098,618
<b>Total Funding Sources :</b>	\$495,750	\$852,376	\$1,155,442	\$1,420,697	\$1,647,927
<b>B. Breakdown of Budget Expenses/Requirements</b>					
	<b>1st year</b>	<b>2nd year</b>	<b>3rd year</b>	<b>4th year</b>	<b>5th year</b>
<b>Staff: Executive, administrative, and managerial</b>					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
<b>Other Professional</b>					
New :	0	6000	0	0	0
Existing :	0	0	6200	6400	6600



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<b>B. Breakdown of Budget Expenses/Requirements</b>		<b>1st year</b>	<b>2nd year</b>	<b>3rd year</b>	<b>4th year</b>	<b>5th year</b>
<b>Faculty</b>						
	New :	0	0	63612	67092	68366
	Existing :	373564	381035	388656	396429	404358
<b>Graduate Assistants (if master's or doctorate)</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
<b>Student Employees</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
	Narrative Explanation/Justification : Existing faculty lines will be utilized. In the third year, a new faculty line will be added along with 2-3 adjunct faculty @\$2500 per class. We assume annual cost growth @ 2% in COLA increases					
<b>Equipment and Instructional Materials</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
	Narrative Explanation/Justification : N/A					
<b>Library</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
	Narrative Explanation/Justification : Students will have access to all library/library resources. No additional material/resources will be needed.					
<b>Contractual Services</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
	Narrative Explanation/Justification : N/A					
<b>Academic and/or Student Services</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
	Narrative Explanation/Justification : N/A					
<b>Other Support Services</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
	Narrative Explanation/Justification : N/A					
<b>Faculty Development</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
	Narrative Explanation/Justification : N/A					



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<b>B. Breakdown of Budget Expenses/Requirements</b>		<b>1st year</b>	<b>2nd year</b>	<b>3rd year</b>	<b>4th year</b>	<b>5th year</b>
<b>Assessment</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		N/A				
<b>Student Space and Equipment (if doctorate)</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		N/A				
<b>Faculty Space and Equipment (if doctorate)</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		N/A				
<b>Other</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		N/A				
<b>Total</b>						
	<b>New :</b>	\$0	\$6,000	\$63,612	\$67,092	\$68,366
	<b>Existing :</b>	\$373,564	\$381,035	\$394,856	\$402,829	\$410,958
<b>Total Budget Expenses/Requirements :</b>		\$373,564	\$387,035	\$458,468	\$469,921	\$479,324
<b>Grand Total</b>						
<b>Total Net Cost :</b>		\$122,186	\$465,341	\$696,974	\$950,776	\$1,168,603



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## **Full-Proposal - Assess: Program Review and Assessment**

### **1. What are the plans to evaluate students' post-graduate success?**

For every program, the university requires an annual assessment utilizing WEAVE to document how the different units on campus are measuring goals and outcomes. These are reviewed by the University Assessment Committee (UAC) who have the primary goals to educate, inform, and support the university in implementing student learning outcome assessment practices. In addition, all faculty assess their own course through the use of end of the semester student evaluations and planned faculty peer reviews. Changes to courses are facilitated through discussion based on best practices.

The university will assist in the development and implementation of learning assessment plans and strategies and suggest policies and procedures related to student learning assessment. In addition, recommendations to share assessment experiences and practices across programs will be encouraged. A final assessment report will be submitted to the Vice Provost for Undergraduate Academic Affairs.

Employer surveys.

Graduate surveys

A review/feedback process managed by CAEP (Council for Accreditation of Educator Preparation)

## PROPOSED PROGRAM SUMMARY

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**Institution:** Northern Kentucky University  
**Program Name:** Cybersecurity  
**Degree Designation:** MASTER OF SCIENCE (MS)  
**Degree Level :** Master's

### **Program Description**

The demand for cybersecurity skills have increased greatly recently, with an increasing number of security breach incidents occurring on a regular basis. The McAfee's 2018 Economic Impact of Cybercrime report states the worldwide cost of such incidents to be over \$600 billion. The program will focus on the development of technical knowledge, hands-on skills, and soft skills, providing a thorough understanding of both business and technological aspects of cybersecurity in the industry. The primary objective of the program is to produce advanced cybersecurity professionals, who will understand the processes and technologies needed to secure the information infrastructure of a modern organization.

### **Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify**

We are currently phasing out the MS in Computer Information Technology. This new program will not replace the MSCIT program but we suspect some students who might have enrolled in the MSCIT will enroll in the MS Cybersecurity program.

**CIP Code:** 11.1003  
**Credit Hours:** 30  
**Institutional Board Approval Date:** 5/12/2021  
**Implementation Date:** 8/1/2021

### **Student Demand**

Year 1 - 40  
Year 2 - 72  
Year 3 - 106  
Year 4 - 132  
Year 5 - 148

### **Market Demand**

NKU is a designated National Center of Academic Excellence in Information Assurance/Cyber Defense institution, and has seen a growing interest among students for pursuing cybersecurity education. The Department of Computer Science at NKU is formally launching a BS in Cybersecurity degree from Fall 2020, and has continued developing the skills, expertise, and research area among faculty members, including advanced infrastructure.

The Dept. of CS collaborated with AP to explore the current market demand in MS in Cybersecurity. The market analysis from Academic Partnerships (AP) shows Cybersecurity ranks 2nd in demand among Computer Science/Information Technology Master's programs in Kentucky, and when compared to Business Master's programs in Kentucky, Cybersecurity ranks 3rd in demand. Master's in Cybersecurity conferrals grew 64% in the region, from 137 in 2013 to 224 in 2017. Employment for Cybersecurity related occupations in the region is projected to grow 19% from 2018 to 2028. In the last 12 months, 1,930 Cybersecurity related job openings were posted in the region. AP is willing to partner on the proposed Cybersecurity program and is confident that they could work to make our offering a front runner. Also, U.S. Bureau of Labor Statistics (<https://www.bls.gov/ooh/computer-and-information-technology/home.htm>) forecasts employment of computer and information technology occupations is projected to grow 12 percent from 2018 to 2028, much faster than the average for all occupations. These occupations are projected to add about 546,200 new jobs. Demand for these workers will stem from greater emphasis on cloud computing, the collection and storage of big data, and information security.

### **Employment Demand**

	<b>Regional</b>	<b>State</b>	<b>National</b>
<b>Type Of Job</b>	<b>Cybersecurity Specialist</b>		
Avg. Wage	\$90,060	\$83,890	\$98,350
# Jobs (Postings)	1410	1644	313735
Expected Growth	18%	22%	28%

### **Indicate source of market demand information**

U.S. Bureau of Labor Statistics

### **Academic Demand**

This program is proposed to prepare the graduates for immediate employment. The goal of this degree is to provide an advanced Cybersecurity degree for IT professionals, while also providing bridge courses for career changers.

### **Unnecessary Duplication**

#### **Similar Program(s):**

<b>Program Id</b>	<b>Inst code</b>	<b>Inst Description</b>	<b>Degree Designation</b>	<b>Program Title</b>	<b>Report year</b>
14871	00197700	Murray State University	MS	Cybersecurity Management	

#### **Comparison of Objectives/Focus/Curriculum to Similar Programs:**

1. Murray State MS in Cybersecurity Management - Offered in 100% online or on-campus format. Prepares graduates for different Cybersecurity managerial roles with focus on information security management, digital forensics, auditing, and compliance. Does not educate professionals for security architect and security

engineering roles, and does not focus on the development of technical skills in cloud computing and IoT, identity and access management, web technologies, and Big Data processing and analytics.

2. Sullivan University Master of Science in Cybersecurity - Offered in 6 Sullivan University locations across KY. Prepares graduates for security monitoring and auditing roles, with focus on leadership and management, disaster response, business continuity, digital forensics and Cyber warfare. Does not educate career changers to work on security architect and security engineer roles, and does not focus on the development of technical skills in cloud computing and IoT, identity and access management, penetrating testing, web programming, and Big Data processing and analytics.

3. University of the Cumberland's Executive Master of Science in Information Systems & Security - Offered in hybrid format. Prepares graduates for executive positions in computer systems analyst, manager, and network architect roles, with focus on business impacts, risk assessment and mitigation, and security operations. Does not educate graduates on cloud computing/IoT technologies, security administration, web technologies, and Big Data and analytics.

**Comparison of Student Populations:**

1. Murray State University's student population largely comes from the south-west KY region while NKU's comes mostly from northern KY and Cincinnati.

2. Sullivan University's student population mostly full time (98%), and comes largely from the regions local to the university campus locations.

3. University of the Cumberland's student population is primarily graduate students (over 75%). Over 52% of graduate students are enrolled in exclusively online or some online courses, with 100% being enrolled in all or some online courses.

**Access to Existing Programs:**

1. Access would be partial, as Murray State University offers this program both online and on-campus, with only 18% graduate students being enrolled into online courses.

2. The proposed program at NKU is 100% online, compared to the on-campus program at Sullivan University.

3. University of the Cumberland's is a for-profit institution, and has students distributed in the different KY regions of their local campuses.

**Feedback from Other Institutions:**

1. Murray State faculty agree that there was a substantial difference in content between our programs and expressed interest in working together to allow students to take electives from the other university.

**Cost**

**Projected Revenue over Next Five Years (\$) : 2937431**

**Projected Expenses over Next Five Years (\$) : 2760258**

**Will Additional faculty be needed?**

No additional faculty will be required to launch and run the program.

**Provide a budgetary rationale for creating this new program**

Cybersecurity is one of the largest in-demand job areas in the tech industry and growth projection indicates a growing need. The MS in Cybersecurity program is proposed to be hosted by the Department of Computer Science, which offers the BS in Computer Science, BS in Computer Information Technology, BS in Cybersecurity, and BS in Data Science programs, expenses are considered to be minimal. The program will run for 6 terms over a year, with 4 – 5 courses in each term, which counts to 4 full-time faculty loads over each year. The Department of Computer Science has over 7 full-time faculty members with relevant skills in Cybersecurity, networking, Cloud Computing, and IoT technologies, who can directly contribute to the development and instruction of the program curricula. Lab fees for the

Course Title (CIP)							
Degree Program Core Courses (i.e., Courses required by ALL students in the Major--includes Premajor or Preprofessional courses)							
Course Prefix	Course #	Course Title	Course Description	Type of Course: program core ( C ) or pre-major/ pre-professional ( P )	Credit Hours	Existing ( E ) or New ( N ) Course	
MCY	601	Cybersecurity Fundamentals	This course will introduce students to cybersecurity concepts and provide an overview of the field, including both social and technical topics. It provides a broad coverage of authentication, access control, application security, vulnerabilities, malware, risk management, basic cryptographic concepts, social engineering, security policies, and legal and ethical issues in cybersecurity.	C	3	N	
MCY	602	Network Security	Students will learn web security, security standards-SSL/TLS, and SET, intruders and viruses, PGP and S/MIME for electronic mail security, firewalls, IDS secret key and public/private key cryptography, hashes and message digests, authentication systems (Kerberos), digital signatures and certificates, Kerberos and X.509v3 digital certificates. Hands-on labs and exercises are used to reinforce lectures and provide practical	C	3	N	
MCY	611	Cloud Computing	Students will learn cloud infrastructure and technologies used in cloud computing. Students will use cloud services (compute, networking, storage) to build IT systems in the cloud. Hands-on labs will show students how to use CLI (Command Line Interface) to manage cloud services.	C	3	N	
MCY	612	Cloud Security	Students will learn cloud security concepts and best practices to secure cloud services and data. Hands-on labs will show students how to effectively implement cloud security solutions and troubleshoot cloud security issues.	C	3	N	
MCY	620	Data Privacy	Students will learn about Data Privacy/Anonymization principles and algorithms: ARX, De-identification, Re-identification Attacks & Types of Threats, Practical Anonymization of Datasets, Synthetic Generation of Data, Practical Exercises and Case-Studies, GDPR & technological implications, relation of GDPR to Privacy, Background on Privacy Issues in Different Domains - Internet, Public Surveillance, Healthcare, etc., GDPR implementations & applications in various computing domains & connection to AI: Data Processing, Data Protection Principles, Data Breaches & Responses, GDPR Compliance & Assessment/Analysis Tools-Measures, Security Incident Response for GDPR data protection.	C	3	N	
MCY	630	Security Architecture	Students will learn the steps towards designing a secure system architecture, through secure design principles, data flow analysis and vulnerability mapping, security models towards safeguarding security, privacy, and assurance, security evaluation, and documentation. Exercises and projects will be used to reinforce concepts in real-life examples.	C	3	N	
MCY	640	Incident Response	Students will learn step-by-step processes for incident response, based on how threat actors attack systems. Hands-on labs will show students how to detect and respond to attacks. Students will use a combination of event log and network data in these labs.	C	3	N	
MCY	650	Ethical Hacking	Study phases of cyber-attacks and different techniques used for hacking operating systems, servers, networks and applications. Gather information for ethical hacking and be able to use tools to perform vulnerability assessment and penetration testing. Identify countermeasures to host-based, network/web-based and malware attacks.	C	3	N	
<b>Total Credit hours Required for Program Core (i.e., # of hours in degree program core)</b>					<b>Note: number recorded will</b>	<b>24</b>	<b>NA</b>
Core Courses Required for Track(s), Concentration(s), or Speciality(s) (if applicable)							
Course Prefix	Course #	Course Title	Course Description	Course Required for Track (T), Concentration ( C ) or Speciality (S)	Credit Hours	Existing ( E ) or New ( N ) Course	
<b>Total Credit hours Required for Program Options (Track(s), Concentration(s), or Speciality) (if applicable)</b>					<b>Note: number recorded will</b>	<b>0</b>	<b>NA</b>
GUIDED Elective Courses (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or speciality) (if applicable)							
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration ( C ) or Speciality (S)	Credit Hours	Existing ( E ) or New ( N ) Course	
MCY	660	Risk Management	Students will learn about risk management frameworks & standards, risk assessment processes, appropriate security controls for risk mitigation, and planning for disaster recovery, so that they can identify cybersecurity risks, assess those risks, then make risk mitigation decisions based on available resources and business requirements. Students will learn about. Students will study the broad topic of risk management, including how risk, threats & vulnerabilities impact information systems, how to assess & manage risks based on defining an acceptable level of risk for information systems.	P	3	N	
MCY	670	Web Security	Students will learn technologies behind web applications and servers, how applications and servers are exploited, and the defense mechanisms which can be used for server and application hardening. Hands-on labs on vulnerability detection and exploitation will be used to provide practical experience.	P	3	N	
MCY	680	Operating Systems Security	Students will learn about the fundamentals of administering and protecting both desktop and server systems, including access control, identify and access management, configuring and installing services, logging and auditing systems, virtualization and containerization, and how to harden OS images.	P	3	N	
MCY	690	Computer Forensics	Collecting volatile and non-volatile data related to an incident that involves the use of computers and networks. In-depth disk, memory, registry, and file system forensic analysis techniques are introduced.	P	3	N	
MCY	694	Advanced Graduate Topics in Cybersecurity	Various topics. May be repeated for credit when topics vary.				
<b>Note: number recorded will automatically populate Guided Elective hours in "Summary of Total Program Hours" table</b>					<b>6</b>	<b>NA</b>	
FREE Elective Courses (i.e., general program electives, open to the students to choose) (if applicable)							
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration ( C ) or Speciality (S)	Credit Hours	Existing ( E ) or New ( N ) Course	
<b>Total # of Credit Hours in Free Electives (i.e., general program electives) (if applicable)</b>					<b>Note: number recorded will</b>	<b>0</b>	<b>NA</b>
<b>Summary of Total Program Hours</b>				<b>Required Core Hours (i.e., # of hours in degree program core)</b>	<b>24</b>	<b>NA</b>	
				<b>Required Program Options - Track/Concentration/Specialty Hours (if applicable)</b>	<b>0</b>	<b>NA</b>	
				<b>Guided Elective Hours (e.g., focused or track/concentration/specialty area specific electives) (if applicable)</b>	<b>6</b>	<b>NA</b>	
				<b>Free Elective Hours (i.e., general program electives) (if applicable)</b>	<b>0</b>	<b>NA</b>	

			<b>Total # of credit hours required for Program</b>	<b>30</b>	<b>NA</b>
		<b>Information to be completed by PIE Office</b>			
			<b># of new courses</b>	13	NA
			<b>Total # of Courses (includes new and existing)</b>	13	NA
			<b>Percentage of new courses (more than 25% may require SACS Substantive Change)</b>	100%	NA



**Northern Kentucky University**  
**MS - MASTER OF SCIENCE**  
**11.1003-Computer and Information Systems Security/Auditing**  
**Submission Date: 05/21/2021 11:04**

**Full Proposal - Basic Info**

Institution :	Northern Kentucky University
Program Type :	Single Institution
Program Name :	Cybersecurity
Degree Level :	Master's
Degree Designation :	MASTER OF SCIENCE
CIP Code (2-Digit) :	11-COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERV
CIP Code :	11.1003-Computer and Information Systems Security/Auditing
Is this program an advanced-practice doctorate?	No
Program Type:	Single Institution
Implementation Date:	8/20/2021 12:00:00 AM
Intended Date of Implementation :	8/20/2021
Date of Governing Board Approval :	5/12/2021

**Institutional Contact Information**

First Name : James  
 Last Name : Walden  
 Title : Professor Computer Science  
 Email : waldenj1@nku.edu  
 Phone : 859-572-5571



**Northern Kentucky University**  
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**Full Proposal - Overview**

**1. Provide a brief description of the program with its estimated date of implementation.**

The online Master of Science in Cybersecurity program prepares students for rewarding careers in one of the fastest growing areas of information technology. Students will learn both the theory and practice of cybersecurity, including how to protect and defend systems, identify and handle security incidents, and manage risks. Practical hands-on activities on local systems and in the cloud will be included in most courses. Northern Kentucky University is a DHS/NSA Center of Academic Excellence in Cyber Defense Education.

Fall, 2021

**Does this program have any contentions**

No

**2. Describe how the new program is consistent with the mission and goals of the institution.**

NKU has a strong institutional focus on informational fields. In 2005, the university created the College of Informatics (Col) as a home for a broad range of computational and informational programs. Current Col degree programs include communication, computer science, cybersecurity, data science, health and library informatics, information systems, and information technology. NKU has offered individual cybersecurity courses since the 1990s and currently offers a wide variety of cybersecurity programs, including a B.S. in cybersecurity, minors in computer forensics and information security, certificates, and undergraduate degree tracks in the information systems and information technology B.S. degrees. NKU became a DHS/NSA Center of Academic Excellence in Cyber Defense Education in 2014.

**4. Is there a specialized accrediting agency related to this program?**

No

**4a. If yes, identify accreditor:**

**4b. Will accreditation be sought?**

No

**5. Does this program have a clinical component?**

No

**5a. If yes, discuss the nature, appropriateness, and availability of clinical sites:**

program does not have a clinical component

**6. Describe the rationale and need for the program to include how the institution determined need.**

A. Industry Need

In 2020, the Bureau of Labor Statistics released its forecast of 20 fastest growing occupations with the highest percent change of employment between 2019-29 [1]. Information security analysts is one of these fastest growing occupations, with a 31% growth in number of available jobs. According to BLS website "Demand for information security analysts is expected to be very high, as these analysts will be needed to create innovative solutions to prevent hackers from stealing critical information or causing problems for computer networks." The quick facts card from the Bureau of Labor Statistics is shown below:



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Table 1. Quick Facts: Information Security Analysts

2019 Median Pay

\$99,730 per year  
\$47.95 per hour

Work Experience in a Related Occupation

Less than 5 years

Number of Jobs, 2019

131,000

Job Outlook, 2019-29

31% (Much faster than average)

Employment Change, 2019-29

40,900

We also researched the demand for cybersecurity graduates using the federal government's CyberSeek web site (cyberseek.org). On December 17, 2020, there were the following numbers of open cybersecurity job positions, indicating a high demand for cybersecurity talent:

National open positions: 521,617

Kentucky open positions: 2,333

Greater Cincinnati metropolitan area open positions: 2,514

The Master of Science in Cybersecurity Committee conducted an Employer/Professional survey (see Addendum - Employer Survey) of a broad spectrum of organizations that would be likely to employ graduates from the MS in Cybersecurity program. E-mail requests for participation in an online survey were forwarded to many individuals from the tri-state region including employers in the areas of healthcare, government, technology-related business, retail, and education. Since we encouraged people to share this survey, it is difficult to estimate how many cybersecurity professionals were contacted. The survey was conducted between October 20, 2020 and November 6, 2020. We received 42 answers from 28 organizations. It should be noted that many of these organizations had no prior ties to the department or to faculty or programs at the University.

The results of the survey are summarized in Addendum - Employer Survey Results. It is worth mentioning that 23 out of 34 respondents answered that their employer has difficulties in finding qualified cybersecurity professionals, and 23 out of 36 considers that their employer will be interested in hiring graduates of this new proposed MS in Cybersecurity program (12 answers were "I do not know" – respondents not being part of the hiring decisions).



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All respondents were asked to provide comments and suggestions as well as to answer questions regarding most important cybersecurity topics and certifications. All open answers are also included in Addendum - Employer Survey Results.

**B. Student Demand**

We are very fortunate to work with a top marketing company in the education area, Academic Partnerships. While our partner is well more knowledgeable in assessing the student demand, the Master of Science in Cybersecurity Committee anticipates that two categories of individual to be interested in the proposed program. These categories are:

Individuals with bachelor degrees in a more or less related area that understand the increased demand for cybersecurity occupations and want to shift their career path. They are already at a point where they want to pursue a Master degree and they will not consider going back to pursue a new Bachelor degree. We anticipate that the majority of our potential students fit into this category.

Individuals with technical degrees (such as BS in Computer Science, Computer Engineering, Cybersecurity, Information Technology, etc.) with some cybersecurity experience who want to refine their knowledge.

To assess the market demand from outside NKU we used the Employer/Professional survey already described in the previous section. As you can see from the results presented in Addendum - Employer Survey Results, there is great potential of recruiting professionals not affiliated currently with NKU. The industry need and the salary range for MS in Cybersecurity graduates will likely provide a significant draw for students.

To ascertain demand from current NKU students, the Master of Science in Cybersecurity Committee conducted an online Student survey (see Addendum - Student Survey). The survey was e-mailed to all students that are part of a Canvas group created for students with enrolled in a program hosted in the Computer Science Department, approximately 800 students.

We received a total of 35 answers. The results of the survey are summarized in Addendum - Student Survey Results. The student's comments are also included in Addendum - Student Survey Results.

A few direct measures of potential student demand and interest are presented below:

30 students out of 35 are at least somewhat likely to apply for MS in Cybersecurity admission. Out of those, 5 are very likely to apply and 8 are likely to apply.

All suggested cybersecurity topics are ranked high in terms of student's interest.

Based upon the results of the student and employer/professional surveys, there appears to be significant student demand for an MS in Cybersecurity.



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**Full Proposal - Quality: Program Quality and Student Success**

**1. Provide specific programming goals (objectives) and specific learning outcomes for the program.**

Upon graduation, students should be able to demonstrate problem solving skills needed to obtain employment in the field of cybersecurity, effectively communicate using both oral and written media, incorporate ethical and social issues in their decision making, continuously learn and grow their cybersecurity skills.

1. Explain the processes and technologies needed to secure the information infrastructure of a modern organization. (Cybersecurity Fundamentals, Cloud Security, Network Security)
2. Apply security principles and practices to maintain operations in the presence of risks and threats. (Cybersecurity Fundamentals, Cloud Security, Ethical Hacking)
3. Investigate digital evidence with appropriate tools to detect and analyze security incidents. (Incident Response)
4. Design secure cyberinfrastructure applying security principles. (Security Architecture, Cloud Security).

**2. Describe how the student learning outcomes for the program will be assessed.**

The MS in Cybersecurity assessment plan aims to continuously improve the quality of this graduate degree program. To accomplish this purpose, we plan to implement all four stages needed for a program assessment:

1. Review program SLOs and update them if necessary.
2. Design the assessment instruments and rubrics.

**3. Highlight any distinctive qualities of this proposed program.**

NKU is a DHS/NSA Center of Academic Excellence in Cyber Defense Education, with extensive experience providing cybersecurity education starting in the late 1990s. NKU already offers a Bachelor of Science in Cybersecurity degree, along with a Cybersecurity track in the Bachelor of Science in Computer Information Technology. The university also offers minors in computer forensics and information security, along with an undergraduate certificate in cybersecurity. Five full time faculty members specialize in cybersecurity education and research.

**4. Describe the admissions and graduation requirements for the program.**

Applications for the MS cybersecurity program are accepted for all terms. Students must meet the requirements of the NKU Office of Graduate Education: a bachelor's degree from a regionally accredited institution, an undergraduate GPA of at least 2.5, a GPA of at least 3.0 in any graduate work in the same field, demonstration of English proficiency for non-native English speakers, a graduate application submitted with the application fee, and official transcript.

**5. Describe the administrative oversight to ensure the quality of the program.**

Administrative oversight of the program includes three components: an annual report to the dean of the College of Informatics, annual program assessment with reports submitted to the Associate Vice Provost of Assessment, and major changes will be reviewed by the advisory board of NKU's Center of Information Security, which has responsibility for cybersecurity educational programs across the university.

**6. For a program offered in compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.**

Student learning outcomes and assessment of student learning in the proposed program, are based on industry competencies which are used to gauge professional readiness for a career in cybersecurity. Professional readiness and success indicators do not vary with time frames.



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**7. Required Credit Hours for Program**

<b>Name</b>	<b>Total number of hours required for degree</b>	<b>Number of hours in degree program core</b>	<b>Number of hours in guided electives</b>	<b>Number of hours in free electives</b>
Program	30	24	6	



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**Full Proposal - Demand: Program Demand/Unnecessary Duplication**

**1. Student Demand:**

**a. Provide evidence of student demand. Evidence of student demand is typically in the form of surveys of potential students or enrollments in related programs at the institution, but other methods of gauging student demand are acceptable.**

Student learning outcomes and assessment of student learning in the proposed program, are based on industry competencies which are used to gauge professional readiness for a career in cybersecurity. Professional readiness and success indicators do not vary with time frames.

**1. Student Demand:**

**b. Project estimated student enrollment and degrees conferred for the first five years of the program.**

Academic Year	Degrees Conferred	Majors (Headcount) - Fall Semester
2021-22	6	40
2022-23	12	72
2023-24	18	106
2024-25	22	132
2025-26	26	148

**2. Employer Demand**

Job	Reg Wage	Reg Open	Growth %	St Wage	St Open	Growth %	Nat Wage	Nat Open	Growth %
Information Security Analyst	90300	2514	31.0	86190	2333	31.0	99730	521617	31.0

**2b. Clearly describe evidence of employer demand.**

see attached employer survey.

**3. Academic Disciplinary Needs:**

**If the program proposal is in response to changes in academic disciplinary need, as opposed to employer demand, please outline those changes. Explain why these changes to the discipline necessitate development of a new program.**

N/A

**4. A new program may serve the same potential student population. The proposed program must be sufficiently different from existing programs in the state or access to existing programs must be sufficiently limited to warrant initiation of a new program.**



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**4a - Provide the following information: a comparison of objectives/focus/curriculum to similar programs, student populations, access to existing programs, and feedback from other institutions.**

Offered in 100% online or on-campus format. Prepares graduates for different Cybersecurity managerial roles with focus on information security management, digital forensics, auditing, and compliance. Does not educate professionals for security architect and security engineering roles, and does not focus on the development of technical skills in cloud computing and IoT, identity and access management, web technologies, and Big Data processing and analytics.

Murray State University's student population largely comes from the south-west KY region while NKU's comes mostly from northern KY and Cincinnati.

Murray State University offers their program both online and on-campus, with only 18% graduate students being enrolled into online courses.

Murray State faculty agree that there was a substantial difference in content between our programs and expressed interest in working together to allow students to take electives from the other university.

**4b - How will the program support or be supported by other programs within the institution?**

While this program does not share any courses with other programs at NKU, it does share faculty who also teach in the Bachelor of Science programs offered by the computer science department, including programs in cybersecurity, computer information technology, and computer science.

**4c. Our records indicate the following similar programs exist at public institutions in Kentucky.**

#Enr = Fall Enrollments , #Grd = Academic Year Graduates

Institution	Program	2020 - 21		2019 - 20		2018 - 19		2017 - 18		2016 - 17		2015 - 16	
		#Enr	#Grd										
Murray State University	*Cybersecurity Management	15											



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**Full Proposal - Cost: Cost and Funding of the Proposed Program**

<b>A. Funding Sources, by year of program</b>	<b>1st year</b>	<b>2nd year</b>	<b>3rd year</b>	<b>4th year</b>	<b>5th year</b>
	0	0	0	0	0
<b>Total Resources Available from Federal Sources</b>					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
<b>Total Resources Available from Other Non-State Sources</b>					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
<b>State Resources</b>					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
<b>Internal</b>					
Allocation :	0	0	0	0	0
Reallocation :	0	0	0	0	0
Narrative Explanation/Justification :					
<b>Student Tuition</b>					
New :	211600	275080	359720	396750	396750
Existing :	0	134895	261359	395938	505339
Narrative Explanation/Justification :					
<b>Total</b>					
<b>New :</b>	\$211,600	\$275,080	\$359,720	\$396,750	\$396,750
<b>Existing :</b>	\$0	\$134,895	\$261,359	\$395,938	\$505,339
<b>Total Funding Sources :</b>	\$211,600	\$409,975	\$621,079	\$792,688	\$902,089
<b>B. Breakdown of Budget Expenses/Requirements</b>					
	<b>1st year</b>	<b>2nd year</b>	<b>3rd year</b>	<b>4th year</b>	<b>5th year</b>
<b>Staff: Executive, administrative, and managerial</b>					
New :	5813	0	0	0	0
Existing :	0	5813	5813	2906	2906
<b>Other Professional</b>					
New :	30666	0	0	0	0
Existing :	0	54816	81098	101380	113505
<b>Faculty</b>					
New :	0	0	0	0	0



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<b>B. Breakdown of Budget Expenses/Requirements</b>		<b>1st year</b>	<b>2nd year</b>	<b>3rd year</b>	<b>4th year</b>	<b>5th year</b>
Existing :		399000	478800	478800	478800	478800
<b>Graduate Assistants (if master's or doctorate)</b>						
New :		8267	0	0	0	0
Existing :		0	8267	8267	8267	8267
<b>Student Employees</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		Existing faculty salary and benefits, reassigned time for executive admin, summer stipend for program director winter stipend for program director. Graduate assist and and teaching assistant under other professional.				
<b>Equipment and Instructional Materials</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		N/A				
<b>Library</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		N/A				
<b>Contractual Services</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		N/A				
<b>Academic and/or Student Services</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		N/A				
<b>Other Support Services</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		N/A				
<b>Faculty Development</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		N/A				



**Northern Kentucky University**  
**MS - MASTER OF SCIENCE**  
**11.1003-Computer and Information Systems Security/Auditing**  
**Submission Date: 05/21/2021 11:04**

<b>B. Breakdown of Budget Expenses/Requirements</b>		<b>1st year</b>	<b>2nd year</b>	<b>3rd year</b>	<b>4th year</b>	<b>5th year</b>
<b>Assessment</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		N/A				
<b>Student Space and Equipment (if doctorate)</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		N/A				
<b>Faculty Space and Equipment (if doctorate)</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		N/A				
<b>Other</b>						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		N/A				
<b>Total</b>						
	<b>New :</b>	\$44,746	\$0	\$0	\$0	\$0
	<b>Existing :</b>	\$399,000	\$547,696	\$573,978	\$591,353	\$603,478
<b>Total Budget Expenses/Requirements :</b>		\$443,746	\$547,696	\$573,978	\$591,353	\$603,478
<b>Grand Total</b>						
<b>Total Net Cost :</b>		\$-232,146	\$-137,721	\$47,101	\$201,335	\$298,611



**Northern Kentucky University**  
**MS - MASTER OF SCIENCE**  
**11.1003-Computer and Information Systems Security/Auditing**  
**Submission Date: 05/21/2021 11:04**

## **Full-Proposal - Assess: Program Review and Assessment**

### **1. What are the plans to evaluate students' post-graduate success?**

The Associate Vice Provost for Assessment established a standard assessment process and created a University Assessment Committee, which is populated by faculty members from a broad range of colleges, departments, and academic offices. The assessment process begins at the start of fall semester with an email describing the current assessment requirements and deadlines. Each department must submit its annual assessment plan for the current academic year by October 15th, while assessment reports for the previous academic year are due on September 15th. Assessment reports are reviewed and feedback is provided to the departments in October before the deadline for the current year's assessment plan. Departments choose how to schedule their SLO assessments. We plan to follow our home department's policy of assessing one SLO per semester, allowing us to assess all 4 program SLOs in a two year cycle.

The program will be assessed using the same requirements and schedule as existing degree programs, starting in the first year that the program is offered.

The program director will maintain a list of graduating students contact information and conduct regular surveys of their careers.

## PROPOSED PROGRAM SUMMARY

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**Institution:** Western Kentucky University  
**Program Name:** Legal Studies  
**Degree Designation:** BACHELOR OF ARTS (BA)  
**Degree Level :** Baccalaureate

### **Program Description**

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 a wide range of 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, and environmental law and regulations.

WKU has had an interdisciplinary Legal Studies minor for some time. Over the last four years, the number of students in the Legal Studies minor has averaged 66 students per year, putting us firmly in the top 25 minors at WKU. We expect to build on this foundation in launching a major.

**Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify**

No.

**CIP Code:** 22.0001

**Credit Hours:** 36

**Institutional Board Approval Date:** 6/18/2021

**Implementation Date:** 1/3/2022

### **Student Demand**

Year 1 - 24  
Year 2 - 46  
Year 3 - 68  
Year 4 - 92

**Market Demand**

It is important to note that while the Legal Studies major is a natural springboard to a variety of post-graduation professional futures, the program is not vocational, and is not designed to provide specific professional training.

Nevertheless, the Legal Studies curriculum will naturally draw students who wish to pursue careers in legal professions. 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.

National data from Gray Associates shows student demand for Legal Studies programs is in the 95-98% range, and regional data reflects the same trend.

However, as a non-vocational program, the Legal Studies major 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. Both demand for and salaries in these fields vary enormously.

**Employment Demand**

	<b>Regional</b>	<b>State</b>	<b>National</b>
<b>Type Of Job</b>	<b>Per the directions on the template, we have not completed this section. ("If the program is designed</b>		
Avg. Wage	\$0	\$0	\$0
# Jobs (Postings)	0	0	0
Expected Growth	0%	0%	0%

### **Indicate source of market demand information**

See note concerning employer demand.

<https://kcews.ky.gov/content/reports/2016-2026%20ky%20occupational%20outlook.pdf>

<https://www.jobs4tn.gov/vosnet/Default.aspx>

Gray Associates Data

### **Academic Demand**

The evidence demonstrates consistent, strong academic demand to sustain a Legal Studies major. 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 to 90.

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.

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.

### **Unnecessary Duplication**

#### **Similar Program(s):**

#### **Comparison of Objectives/Focus/Curriculum to Similar Programs:**

While no programs have the same CIP code, we have identified the following institutions with similar programs.

NKU: The 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 in public administration and law, including a 3+3 program linked to Chase School of Law.

Morehead U Focus: This program is designed both as a preparation for law school and as a credential for professional paralegals, but the program's primary focus is to provide professional preparation to aspiring paralegals.

WKU Focus: Program focus 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.

NKU Curriculum (45 hours): Core requirements (18 hours) 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 U Curriculum (36 hours): Core requirements (30 hours) are very legal-process heavy. Two electives only, one of which must be in Legal Studies. An internship is required, but no capstone experience.

WKU Curriculum (36 hours): Core requirements (18 hours) include overviews of American political science and legal history, as well as legal research and writing. Electives are more 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.

### **Comparison of Student Populations:**

NKU 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 U: The Legal Studies major is geared to serve primarily to provide training to students who plan to apply to be professional paralegals.

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.

### **Access to Existing Programs:**

Geographically, NKU, Morehead, and WKU serve different Kentucky service areas and student populations, since they are located at opposite ends of the Commonwealth. Both programs offer coursework in traditional, online, and hybrid.

### **Feedback from Other Institutions:**

**Cost**

**Projected Revenue over Next Five Years (\$) : 1489336**

**Projected Expenses over Next Five Years (\$) : 60000**

**Will Additional faculty be needed? Yes**

We do not expect to require additional full-time faculty. We have included an overload stipend in the budget in the event that the capstone course falls outside of normal faculty load.

**Provide a budgetary rationale for creating this new program**

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 major. At the same time, we anticipate increased revenue of over \$460,000 by year five and going forward.

Course Title (CIP)							
Degree Program Core Courses (i.e., Courses required by ALL students in the Major--includes Premajor or Preprofessional courses)							
Course Prefix	Course #	Course Title	Course Description	Type of Course: program core ( C ) or pre-major/ pre-professional ( P )	Credit Hours	Existing ( E ) or New ( N ) Course	Projected Semesters (Include all options for Fall, Spring, Summer, Winter)
PS	220	Judicial Process	An introduction to the American legal system, the process of legal reasoning and legal resolution of value conflicts.	C	3	E	Fall, Spring
PLS	250	Legal Research & 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	C	3	E	Fall
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	C	3	E	Fall
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.	C	3	E	Spring
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	C	3	E	Fall
LS	495	Senior Seminar in Legal Studies	A capstone course designed for Legal Studies B.A. program majors.	C	3	N	Fall
<b>Total Credit hours Required for Program Core (i.e., # of hours in degree program core)</b>					<b>Note: number recorded</b>	<b>18</b>	<b>NA</b>
Core Courses Required for Track(s), Concentration(s), or Speciality(s) (if applicable)							
Course Prefix	Course #	Course Title	Course Description	Course Required for Track (T), Concentration (C) or Speciality (S)	Credit Hours	Existing ( E ) or New ( N ) Course	
<b>Total Credit hours Required for Program Options (Track(s), Concentration(s), or Speciality) (if applicable)</b>					<b>Note: number recorded will</b>	<b>0</b>	<b>NA</b>
GUIDED Elective Courses (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or speciality) (if applicable)							
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration ( C ) or Speciality (S)	Credit Hours	Existing ( E ) or New ( N ) Course	
<b>Ethics (3 credit hours)</b>							
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	E	
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	E	
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	E	
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	E	
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	E	
<b>International Comparative (3 credit hours)</b>							
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	E	
CRIM	448	International Justice and Crime	Comparative survey of crime, national criminal justice systems, and international and transnational criminal justice.		3	E	
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	E	
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	E	
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	E	
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	E	
<b>Business (3 credit hours)</b>							
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	E	
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	E	
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	E	
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	E	
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	E	
PLS	392	Corporate Law	Examination and analysis of available business forms including formation requirements, tax and liability considerations, and operation and management concerns.		3	E	



PLS	392	Corporate Law	Examination and analysis of available business forms including formation requirements, tax and liability considerations, and operation and management concerns.		3		E
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		E
PS	311	Public Policy	Examines how issues get on the government agenda; how policy decisions are made; who implements policy and how well.		3		E
PS	327	Civil Liberties	Study and analysis of leading constitutional decisions and other materials concerning individual liberties in the U.S.		3		E
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		E
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		E
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		E
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		E
<b>Total # of Credit Hours in Free Electives (i.e., general program electives) (if applicable)</b>					<b>Note: number</b>	<b>6</b>	<b>NA</b>
<b>Summary of Total Program Hours</b>							
Required Core Hours (i.e., # of hours in degree program core)					18		NA
Required Program Options - Track/Concentration/Specialty Hours (if applicable)					0		NA
Guided Elective Hours (e.g., focused or track/concentration/specialty area specific electives) (if applicable)					12		NA
Free Elective Hours (i.e., general program electives) (if applicable)					6		NA
<b>Total # of credit hours required for Program</b>					<b>36</b>		<b>NA</b>
<b>Information to be completed by PIE Office</b>							
# of new courses							NA
Total # of Courses (includes new and existing)							NA
Percentage of new courses (more than 25% may require SACS Substantive Change)					#VALUE!		NA

**Degree Type: Bachelor of Arts**  
**Degree Major: Legal Studies**

**Undergraduate**

	(FY 21)	(FY 22)	(FY 23)	(FY 24)	(FY 25)
<b>A. Funding Sources, by year of program</b>	<b>1st Year</b>	<b>2nd Year</b>	<b>3rd Year</b>	<b>4th Year</b>	<b>5th Year</b>
<b>Total Resources Available from Federal Sources</b>					
New:					
Existing:					
Narrative Explanation / Justification:					
<b>Total Resources Available from Other Non-State Sources</b>					
New:					
Existing:					
Narrative Explanation / Justification:					
<b>State Resources</b>					
New:					
Existing:					
Narrative Explanation / Justification:					
<b>Internal</b>					
New:	\$ 10,000				
Existing:		\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Narrative Explanation / Justification: Create new operating expenses budget to support Legal Studies program operating expenses.					
<b>Student Tuition</b>					
New:	\$ 1,537	\$ 32,920	\$ 49,568	\$ 53,821	\$ 58,222
Existing:	\$ 46,106	\$ 47,029	\$ 102,335	\$ 172,880	\$ 269,486
Narrative Explanation / Justification: Per J. Budziak, a student is expected to complete 120 total hrs over the course of their career, and this major will account for 36 of those hrs, or 30% of the student's total. (For estimation purposes: see numbers of UG Tuition Calc worksheet x 30%)					
<b>Total (Section A)</b>					
<b>New:</b>	<b>\$ 11,537</b>	<b>\$ 32,920</b>	<b>\$ 49,568</b>	<b>\$ 53,821</b>	<b>\$ 58,222</b>
<b>Existing:</b>	<b>\$ 46,106</b>	<b>\$ 57,029</b>	<b>\$ 112,335</b>	<b>\$ 182,880</b>	<b>\$ 279,486</b>
<b>Total Funding Sources:</b>	<b>\$ 57,643</b>	<b>\$ 89,949</b>	<b>\$ 161,903</b>	<b>\$ 236,701</b>	<b>\$ 337,708</b>

**Degree Type: Bachelor of Arts**  
**Degree Major: Legal Studies**

**Undergraduate**

	(FY 21)	(FY 22)	(FY 23)	(FY 24)	(FY 25)
B. Breakdown of Budget Expenses / Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
<b>Staff: Executive, Administrative and Managerial</b>					
New:					
Existing:					
Narrative Explanation / Justification:					
<b>Other Professional</b>					
New:					
Existing:					
Narrative Explanation / Justification:					
<b>Faculty</b>					
New:	\$ -	\$ -	\$ -	\$ -	\$ -
Existing:	\$ 9,392	\$ 12,398	\$ 18,785	\$ 24,796	\$ 28,178
Narrative Explanation / Justification: To determine these values, we first identified the faculty who will teach the required courses in the program. We then determined what percentage of their faculty effort is dedicated to teaching those courses. That percentage of their salary was then added as a cost. The values grow over time because the number of students taking these classes who are part of the new program is expected to grow over time. In the 1st year, we estimate that only 25% of students taking these classes are part of the major. By Year 5, we estimate that percentage to be approximately 75.					
<b>Graduate Assistants (if master's or doctorate)</b>					
New:					
Existing:					
Narrative Explanation / Justification:					
<b>Student Employees</b>					
New:					
Existing:					
Narrative Explanation / Justification:					
<b>Equipment and Instructional Materials</b>					
New:					
Existing:					
Narrative Explanation / Justification:					
<b>Library</b>					
New:					

**Degree Type: Bachelor of Arts**  
**Degree Major: Legal Studies**

**Undergraduate**

		(FY 21)	(FY 22)	(FY 23)	(FY 24)	(FY 25)
	Existing:					
	Narrative Explanation / Justification:					
<b>Contractual Services</b>						
	New:					
	Existing:					
		Narrative Explanation / Justification:				
<b>Academic and / or Student Services</b>						
	New:					
	Existing:					
		Narrative Explanation / Justification:				

**Degree Type: Bachelor of Arts**  
**Degree Major: Legal Studies**

**Undergraduate**

		(FY 21)	(FY 22)	(FY 23)	(FY 24)	(FY 25)
<b>Other Support Services</b>						
	New:					
	Existing:					
Narrative Explanation / Justification:						
<b>Faculty Development</b>						
	New:	\$ 1,500				
	Existing:		\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Narrative Explanation / Justification:		Professional development workshops and conference travel expenses.				
<b>Assessment</b>						
	New:					
	Existing:					
Narrative Explanation / Justification:						
<b>Student Space and Equipment (if doctorate)</b>						
	New:					
	Existing:					
Narrative Explanation / Justification:						
<b>Faculty Space and Equipment (if doctorate)</b>						
	New:					
	Existing:					
Narrative Explanation / Justification:						
<b>Other</b>						
	New:	\$ 8,500				
	Existing:		\$ 8,500	\$ 8,500	\$ 8,500	\$ 8,500
Narrative Explanation / Justification:		Student programming, workshops, law school recruiting sessions, mock trial team expenses, student legal aid expenses.				
<b>Total (Section B)</b>						
	New:	\$ 10,000	\$ -	\$ -	\$ -	\$ -
	Existing:	\$ 9,392	\$ 22,398	\$ 28,785	\$ 34,796	\$ 38,178
<b>Total Budget Expenses / Requirements:</b>		<b>\$ 19,392</b>	<b>\$ 22,398</b>	<b>\$ 28,785</b>	<b>\$ 34,796</b>	<b>\$ 38,178</b>
<b>Grand Total</b>						
<b>Available Funds - Expenses:</b>		<b>\$ 38,251</b>	<b>\$ 67,551</b>	<b>\$ 133,118</b>	<b>\$ 201,905</b>	<b>\$ 299,530</b>



**Western Kentucky University**  
**BA - BACHELOR OF ARTS**  
**22.0001-Pre-Law Studies.**  
**Submission Date: 06/16/2021 18:40**

### Full Proposal - Basic Info

Institution : Western Kentucky University  
Program Type : Single Institution  
Program Name : Legal Studies  
Degree Level : Baccalaureate  
Degree Designation : BACHELOR OF ARTS  
CIP Code (2-Digit) : 22-LEGAL PROFESSIONS AND STUDIES.  
CIP Code : 22.0001-Pre-Law Studies.

Is this program an advanced-  
practice doctorate? No

Program Type: Single Institution  
Implementation Date: 1/2/2022 12:00:00 AM  
Intended Date of Implementation : 1/2/2022  
Date of Governing Board Approval : 6/18/2021

### Institutional Contact Information

First Name : Rheanna  
Last Name : Plemons  
Title : Special Assistant to the Provost  
Email : rheanna.plemons@wku.edu  
Phone : 270-745-8985



**Western Kentucky University**  
**BA - BACHELOR OF ARTS**  
**22.0001-Pre-Law Studies.**  
**Submission Date: 06/16/2021 18:40**

## Full Proposal - Overview

### 1. Provide a brief description of the program with its estimated date of implementation.

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.

The estimated implementation date for the Legal Studies program is spring 2022.

#### **Does this program have any concentrations**

No



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**2. Describe how the new program is consistent with the mission and goals of the institution.**

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.

**4. Is there a specialized accrediting agency related to this program?**

No

**4a. If yes, identify accreditor:**

**4b. Will accreditation be sought?**

No

**5. Does this program have a clinical component?**

No

**5a. If yes, discuss the nature, appropriateness, and availability of clinical sites:**



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**6. Describe the rationale and need for the program to include how the institution determined need.**

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



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## **Full Proposal - Quality: Program Quality and Student Success**

### **1. Provide specific programming goals (objectives) and specific learning outcomes for the program.**

Upon completion of the program students will demonstrate the ability to:

Discuss the different modes of analysis (i.e., historical, structural, political, etc.) of the American legal system.

Analyze legal systems using methods/approaches of multiple disciplines.

Formulate critical arguments about legal systems using methods/approaches of multiple disciplines.

Generate independent scholarship about legal systems that integrates interdisciplinary analysis.



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**2. Describe how the student learning outcomes for the program will be assessed.**

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: Discuss the different modes of analysis (i.e., historical, structural, political, etc.) of the American legal system. Each academic year, a representative sample of 12 student capstone projects, or 50 percent of the student capstone projects, whichever is higher, will be reviewed by program faculty. Using an evaluation rubric, faculty reviewers will assign a score of 1 to 4 to each project. Scores will be averaged among reviewers. An average of 3.0 or higher will be deemed to have met the learning outcome. The program success target will be 75% of students achieving a score of 3.0 or greater in Learning Outcome 1.

Student Learning Outcome 2: Analyze legal systems using methods/approaches of multiple disciplines. Faculty will review a representative sample of 12 student capstone projects, or 50 percent of the student capstone projects, whichever is higher, each academic year. Faculty members will assign a score of 1 to 4 to each project based on the evaluation rubric. Scores will be averaged among reviewers. An average of 2.5 or higher will be deemed to have met the learning outcome. The program success target will be 65% of students achieving a score of 2.5 or greater in Learning Outcome 2.

Student Learning Outcome 3: Formulate critical arguments about legal systems using methods/approaches of multiple disciplines. Each academic year, program faculty will analyze a representative sample of 12 student capstone projects, or 50 percent of the student capstone projects, whichever is higher. Faculty reviewers will use a rubric to evaluate student work and will assign a score of 1 to 4 to each student capstone project. Scores will be averaged among reviewers. An average of 2.5 or higher will be deemed to have met the learning outcome. The program success target will be 65% of students achieving a score of 2.5 or greater in Learning Outcome 3.

Student Learning Outcome 4: Generate independent scholarship about legal systems that integrates interdisciplinary analysis. 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 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.



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**3. Highlight any distinctive qualities of this proposed program.**

We have identified two somewhat similar programs at Northern Kentucky University and Morehead State University. Compared to these programs, WKU's Legal Studies B.A. program is unique and distinctive in its focus and objectives, its curriculum, and the student populations it serves.

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 seems to focus 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, with 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's 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.

**4. Describe the admissions and graduation requirements for the program.**

The admission and graduation requirements for the Legal Studies B.A. program will be the same as those for WKU. Students will be required to complete 120 hours to earn a baccalaureate degree and meet the standard admission requirements for the University.

**5. Describe the administrative oversight to ensure the quality of the program.**

The program coordinator is Dr. Patricia Minter, Ph.D. (University of Virginia). Dr. Minter has a terminal degree in the field, is a nationally-renown scholar of American legal history, and is highly experienced: she has been the program coordinator of the Legal Studies minor for 11 years. In addition to the program coordinator, there will be a Legal Studies committee consisting of faculty from the Departments of History and Political Science. The Legal Studies Committee will be responsible for helping the program coordinator carry out basic academic operations, including assessment, advising, and teaching the program's core curriculum.

**6. For a program offered in compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.**

N/A



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**7. Required Credit Hours for Program**

<b>Name</b>	<b>Total number of hours required for degree</b>	<b>Number of hours in degree program core</b>	<b>Number of hours in guided electives</b>	<b>Number of hours in free electives</b>
Program	120	18	12	6



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**Full Proposal - Demand: Program Demand/Unnecessary Duplication**

**1. Student Demand:**

**a. Provide evidence of student demand. Evidence of student demand is typically in the form of surveys of potential students or enrollments in related programs at the institution, but other methods of gauging student demand are acceptable.**

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.

**1. Student Demand:**

**b. Project estimated student enrollment and degrees conferred for the first five years of the program.**

Academic Year	Degrees Conferred	Majors (Headcount) - Fall Semester
2022-23	12	24
2023-24	18	46
2024-25	22	68
2025-26	28	92
2026-27	30	97

**2. Employer Demand**

Job	Reg Wage	Reg Open	Growth %	St Wage	St Open	Growth %	Nat Wage	Nat Open	Growth %
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**2b. Clearly describe evidence of employer demand.**

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



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market for workers in legal professions is projected to grow by more than 8 percent and include more than 10,300 lawyers.

Data from Gray Associates also support the conclusion that students pursuing the proposed major in Legal Studies will have strong career opportunities. In the WKU region, employment outcomes for graduates from “Legal Studies” bachelor programs (CIP Code 22.0000) are reasonably strong. The number of job postings attached to this CIP code score in the 75th percentile of all programs considered in the data, 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 the volume of vocational jobs is average or below average, both programs score very high in the share of generalist jobs available to program graduates (99th percentile). The curriculum for the proposed Legal Studies program should help students develop skills that will allow them to access the same robust job pool.

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

The Gray Associates data on employment for Criminology graduates is not as strong, but may not accurately capture the career opportunities available to and pursued by WKU’s Criminology students. The employment data is likely a function of criminology graduates who pursue careers in the field of criminology as well as criminology graduates who pursue careers in the field of criminal justice. As WKU is home to a Criminology and not a Criminal Justice program, the data may not accurately reflect of the careers available to students who currently major in Criminology but might prefer to enroll in a Legal Studies major. Only 8% of criminology graduates go on to earn a doctoral or professional degree, suggesting that most students do not use a criminology degree as a vehicle for attending a juris doctorate program. In addition, while the proposed Legal Studies major includes several criminology electives, the core classes draw overwhelmingly from Political Science and History. This likewise suggests the career outcomes of graduates of those programs who have an interest in law and related fields are the most representative of the career outcomes likely to be achieved by graduates of the proposed program.

### **3. Academic Disciplinary Needs:**

**If the program proposal is in response to changes in academic disciplinary need, as opposed to employer demand, please outline those changes. Explain why these changes to the discipline necessitate development of a new program.**



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N/A

**4. A new program may serve the same potential student population. The proposed program must be sufficiently different from existing programs in the state or access to existing programs must be sufficiently limited to warrant initiation of a new program.**

**4a - Provide the following information: a comparison of objectives/focus/curriculum to similar programs, student populations, access to existing programs, and feedback from other institutions.**

While no programs have the same CIP code, we have identified the following institutions with similar programs.

NKU: The 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 in public administration and law, including a 3+3 program linked to Chase School of Law.

Morehead U Focus: This program is designed both as a preparation for law school and as a credential for professional paralegals, but the program's primary focus is to provide professional preparation to aspiring paralegals.

WKU Focus: Program focus 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.

NKU Curriculum (45 hours): Core requirements (18 hours) 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 U Curriculum (36 hours): Core requirements (30 hours) are very legal-process heavy. Two electives only, one of which must be in Legal Studies. An internship is required, but no capstone experience.

WKU Curriculum (36 hours): Core requirements (18 hours) include overviews of American political science and legal history, as well as legal research and writing. Electives are more 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.

**Comparison of Student Populations:**

NKU 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 U: The Legal Studies major is geared to serve primarily to provide training to students who plan to apply to be professional paralegals.

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.

**Access to Existing Programs:**

Geographically, NKU, Morehead, and WKU serve different Kentucky service areas and student populations, since they are located at opposite ends of the Commonwealth. Both programs offer coursework in traditional, online, and hybrid.



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**4b - 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:

- Political Science
- Philosophy
- Economics
- History
- Criminology
- Psychology
- Paralegal Studies
- Geography
- English
- Journalism
- Management

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

**4c. Our records indicate the following similar programs exist at public institutions in Kentucky.**



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**Full Proposal - Cost: Cost and Funding of the Proposed Program**

A. Funding Sources, by year of program	1st year	2nd year	3rd year	4th year	5th year
	0	0	0	0	0
<b>Total Resources Available from Federal Sources</b>					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
<b>Total Resources Available from Other Non-State Sources</b>					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
<b>State Resources</b>					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
<b>Internal</b>					
Allocation :	0	0	0	0	0
Reallocation :	0	0	0	0	0
Narrative Explanation/Justification :					
<b>Student Tuition</b>					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
<b>Total</b>					
New :	\$0	\$0	\$0	\$0	\$0
Existing :	\$0	\$0	\$0	\$0	\$0
<b>Total Funding Sources :</b>	\$0	\$0	\$0	\$0	\$0
<b>B. Breakdown of Budget Expenses/Requirements</b>					
	1st year	2nd year	3rd year	4th year	5th year
<b>Staff: Executive, administrative, and managerial</b>					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
<b>Other Professional</b>					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
<b>Faculty</b>					
New :	0	0	0	0	0



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<b>B. Breakdown of Budget Expenses/Requirements</b>	<b>1st year</b>	<b>2nd year</b>	<b>3rd year</b>	<b>4th year</b>	<b>5th year</b>
Existing :	0	0	0	0	0
<b>Graduate Assistants (if master's or doctorate)</b>					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
<b>Student Employees</b>					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
<b>Equipment and Instructional Materials</b>					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
<b>Library</b>					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
<b>Contractual Services</b>					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
<b>Academic and/or Student Services</b>					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
<b>Other Support Services</b>					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
<b>Faculty Development</b>					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
<b>Assessment</b>					
New :	0	0	0	0	0
Existing :	0	0	0	0	0



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<b>B. Breakdown of Budget Expenses/Requirements</b>		<b>1st year</b>	<b>2nd year</b>	<b>3rd year</b>	<b>4th year</b>	<b>5th year</b>
Narrative Explanation/Justification :						
<b>Student Space and Equipment (if doctorate)</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :						
<b>Faculty Space and Equipment (if doctorate)</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :						
<b>Other</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :						
<b>Total</b>						
<b>New :</b>		\$0	\$0	\$0	\$0	\$0
<b>Existing :</b>		\$0	\$0	\$0	\$0	\$0
<b>Total Budget Expenses/Requirements :</b>		\$0	\$0	\$0	\$0	\$0
<b>Grand Total</b>						
<b>Total Net Cost :</b>		\$0	\$0	\$0	\$0	\$0



**Western Kentucky University  
BA - BACHELOR OF ARTS  
22.0001-Pre-Law Studies.  
Submission Date: 06/16/2021 18:40**

---

**Full-Proposal - Assess: Program Review and Assessment**

**1. What are the plans to evaluate students' post-graduate success?**

As per the assessment plan described in this proposal, program graduates will be surveyed at least every three years to gather data about students' post-graduate activities and successes.

## Faesy, Heather M (CPE)

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**From:** Council on Postsecondary Education News  
**Sent:** Tuesday, March 23, 2021 8:57 AM  
**To:** Council on Postsecondary Education News  
**Subject:** James Graham Brown Foundation awards \$2M to CPE



### NEWS RELEASE

Release Date: March 23, 2021  
CPE Contact: Mike Wynn  
[Mike.Wynn@ky.gov](mailto:Mike.Wynn@ky.gov)  
502-871-2122

JGBF Contact: Mason B. Rummel  
[Mason@jgbf.org](mailto:Mason@jgbf.org)  
502-896-2440

### James Graham Brown Foundation awards \$2M to CPE

*New statewide student success center to support equity, boost campus collaboration*

(FRANKFORT, Ky.) – The Kentucky Council on Postsecondary Education (CPE) has received a generous \$2.1 million grant from the James Graham Brown Foundation to create a new statewide initiative that will help improve equity and close outcome gaps on college campuses.

The effort, called the Kentucky Student Success Collaborative, represents a unique front in higher education. It will serve as the first statewide center in the country that works with both two- and four-year institutions, linking campuses with business leaders and state policy makers. It also positions Kentucky as a national leader in developing strategies for student achievement.

“This initiative will help drive institutional change at every level,” said Gov. Andy Beshear. “All Kentuckians deserve equitable access to a high-quality college education, and our campuses have developed tremendous momentum toward that goal. Now is the time to scale up with a concentrated, statewide effort that expands on their work. I want to thank the James Graham Brown Foundation for this gift and CPE for their steadfast leadership in this area.”

Housed at CPE, the collaborative will focus on three main objectives – information sharing, professional development and assistance with research and analysis.

The goal is to help campuses develop innovative approaches that will improve graduation rates, close equity gaps, enhance workforce development and increase learning opportunities for emerging leaders in higher education.

The initiative will also connect campuses with local communities, businesses, policy experts and other external resources that can help improve student outcomes.

Mason B. Rummel, president and chief executive of the Louisville-based foundation, said CPE was awarded the grant thanks to its expertise in student success policies and its track record in driving a statewide, student-focused agenda. She believes partnering with CPE will also dramatically reduce the time required to launch the initiative.

“Student success is a priority for our foundation because we believe that equitable educational attainment will increase economic and social mobility for Kentuckians,” said Rummel. “Kentucky’s colleges and universities are eager to address equity and student success, but there are questions about ‘the how’ of transformation that don’t have easy answers. We are supporting the KYSSC because we believe it will help Kentucky find those answers and to go faster by going together.”

Today’s announcement marks the largest privately funded grant that CPE has ever received. It will support the collaborative for three years, funding three employees. CPE is providing a \$747,000 in-kind match comprised of administrative support and existing resources.

Among its many activities, the collaborative will seek to identify new funding resources from national organizations that have not yet engaged with efforts in the commonwealth.

Officials say the first-of-its-kind effort is crucial to increase degree completion across the state and help Kentuckians transition into new careers.

In 2015, Kentucky established the 60x30 goal, an ambitious effort to raise the percentage of working-age Kentuckians with a high-quality postsecondary degree or certificate to 60% by the year 2030.

Despite clear gains since then, college graduation rates remain significantly lower for certain groups of students, including first generation, low-income and underrepresented minority students. The COVID-19 pandemic has only exacerbated these disparities.

CPE President Aaron Thompson said establishing the statewide network will ensure diverse voices are helping identify challenges and foster change. Leaving institutions to work in isolation too often produces limited and redundant results, he said.

“Our approach will provide a powerful tool for lasting reforms,” Thompson said. “The collaborative creates a balanced, equitable footing to transform higher education and create new opportunities that uplift all of our students. We look forward to our continued collaboration with our campuses on these goals, and I want to thank the incredible team at the James Graham Brown Foundation for their commitment to our efforts.”

###

*The Council on Postsecondary Education is leading efforts to get more Kentuckians more highly educated. By 2030, at least 60% of working-age adults in Kentucky will need to have earned a postsecondary education degree or credential to meet expected workforce demands.*

*The James Graham Brown Foundation was incorporated in 1954 by James Graham Brown, a successful lumberman, horseman and entrepreneur. He died in 1969 with no heirs, leaving the bulk of his estate to the foundation. Since its incorporation, the foundation has awarded over 3,200 grants totaling nearly \$620,000,000. Each grant is made with the aim of improving the welfare of citizens throughout Louisville and Kentucky, thereby elevating the Commonwealth in the eyes of the world. The foundation strives to execute Mr. Brown’s vision of Kentucky as a national leader through philanthropic investments in education and workforce readiness, community and economic prosperity, and quality of life. For more, visit <http://www.jgbf.org>.*

## Faesy, Heather M (CPE)

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**From:** Council on Postsecondary Education News <kycpe@public.govdelivery.com>  
**Sent:** Friday, July 2, 2021 9:15 AM  
**To:** CPE All Users  
**Subject:** Higher education leader to helm new student success collaborative

[View this as a webpage](#) || [Manage subscriptions](#)



### NEWS RELEASE

Release Date: July 2, 2021  
Contact: Sue Patrick  
Phone: 502-892-3051  
[Sue.Patrick@ky.gov](mailto:Sue.Patrick@ky.gov)

(Note to media: Photo of Massa-McKinley available  
at <http://cpe.ky.gov/resources/images/LillyMassa-McKinley.jpg>.)

## Higher education leader to helm new student success collaborative

*Massa-McKinley brings more than 15 years of experience to innovative initiative*

(FRANKFORT, Ky.) -- Lilly Massa-McKinley, a career leader in higher education with a focus on improving equity and student outcomes, will serve as executive director for the new Kentucky Student Success Collaborative.

The Kentucky Council on Postsecondary Education (CPE), which created the collaborative this year, announced her appointment today. Massa-McKinley has worked in higher education for more than 15 years, serving in an array of areas that include crisis counseling, community engagement, access and success support, career development and strategic partnerships.

Most recently, she served as the assistant vice president for career development and strategic partnerships at Bellarmine University, where her efforts focused on collaboration, partnership development and student success.

“Lilly’s qualifications are a perfect fit for this role, but I’m most impressed with her energy and passion for students,” said CPE President Aaron Thompson. “She has dedicated her career to helping students thrive through the most difficult challenges, and she approaches the mission of higher education with both clarity and generosity. That’s the hallmark of a public servant.”

CPE is tapping a \$2.1 million grant from the James Graham Brown Foundation to establish the new statewide collaborative. The goal is to help campuses develop innovative strategies that boost graduation rates, close equity gaps, enhance workforce development and increase learning opportunities for emerging leaders in higher education.

The initiative – the first statewide center in the country that works with both two- and four-year institutions – will help facilitate greater information sharing, professional development and assistance with research and analytics. It will also link campuses with business leaders and state policy makers.

In her new role, Massa-McKinley will work with CPE leadership along with an advisory committee for the collaborative. She will lead a team of two professionals and help develop CPE’s new strategic agenda, which will guide state efforts to enhance educational achievement across Kentucky.

“The vision of the collaborative is both inspirational and essential, and I am eager to begin working in partnership with all Kentucky’s colleges and universities to build up our collective capacity for student success,” Massa-McKinley said.

Massa-McKinley received her bachelor’s degree from Wake Forest University, a master’s degree in student affairs administration from Indiana University, and a doctorate in higher education leadership and policy from Vanderbilt University.

In addition to her work at Bellarmine University, Massa-McKinley played an instrumental role in the 55,000 Degrees Initiative in Louisville, where she convened and facilitated collaborative action networks with university, community college, K-12 and community

partners. The work centered on enhancing systems coordination for improved student access and completion.

###

*The Council on Postsecondary Education is leading efforts to get more Kentuckians more highly educated. By 2030, at least 60% of working-age adults in Kentucky will need to have earned a postsecondary education degree or credential to meet expected workforce demands.*

## Kentucky Council on Postsecondary Education

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Phone: [502-573-1555](tel:502-573-1555) or [Staff Directory](#)

Email: [Contact Us](#)

Mail: 100 Airport Road, Second Floor, Frankfort KY 40601

Location: [Driving Directions](#)



This email was sent to [cpeallusers@ky.gov](mailto:cpeallusers@ky.gov) using GovDelivery Communications Cloud, on behalf of: Kentucky Council on Postsecondary Education · 100 Airport Road · Frankfort, KY 40601



**TITLE:** Preview Report: Postsecondary Education's Return on Investment

**PRESENTERS:** Travis Muncie, Executive Director, Data, Research & Advanced Analytics  
Grace Dai, Senior Associate, Data and Research

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The Council is committed to providing accurate and transparent data on the true cost and value of college in Kentucky. CPE's Travis Muncie and Grace Dai will provide an preview on the findings of an upcoming Return on Investment Report, which will be presented to the Council on Postsecondary Education at their September 14<sup>th</sup> meeting.

The report tracks the 43,655 students in Kentucky's high school class of 2011 from high school graduation to 2019. About 60% of the cohort entered an in-state or out-of-state postsecondary institution after high school. By 2019, 36.2% had completed a postsecondary credential and 37% had left college before completion or were still enrolled.

The report provides information on the median net cost, median grant and scholarship award, and median loan amount for this cohort, by credential level and discipline. It also looks at earnings from 2011 to 2019 by credential level and academic discipline.



# The Early Economic Return on Postsecondary Educational Investment: New Evidence from the Class of 2011

Academic & Strategic Initiatives Committee  
August 31, 2021

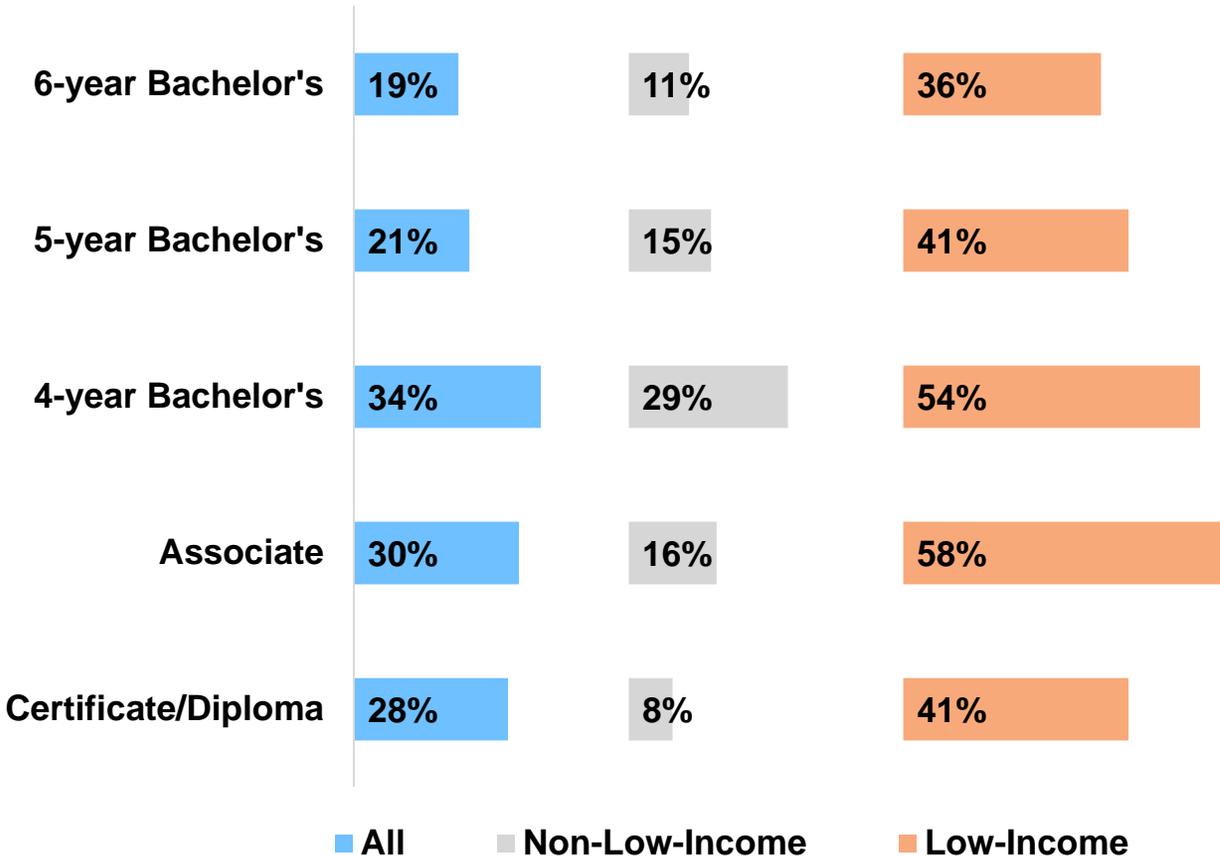


# Research Content

- Cohort Profile, College Going Rates, & College Completion Rates
- Cost of Attendance, Grants & Scholarships, & Net Cost
- Loan Borrowers Profile, Total Loans, & Monthly Loan Payment
- Annual Earnings & Entry-Level Earnings
- Debt-to-Income Analysis
- Intergenerational Mobility

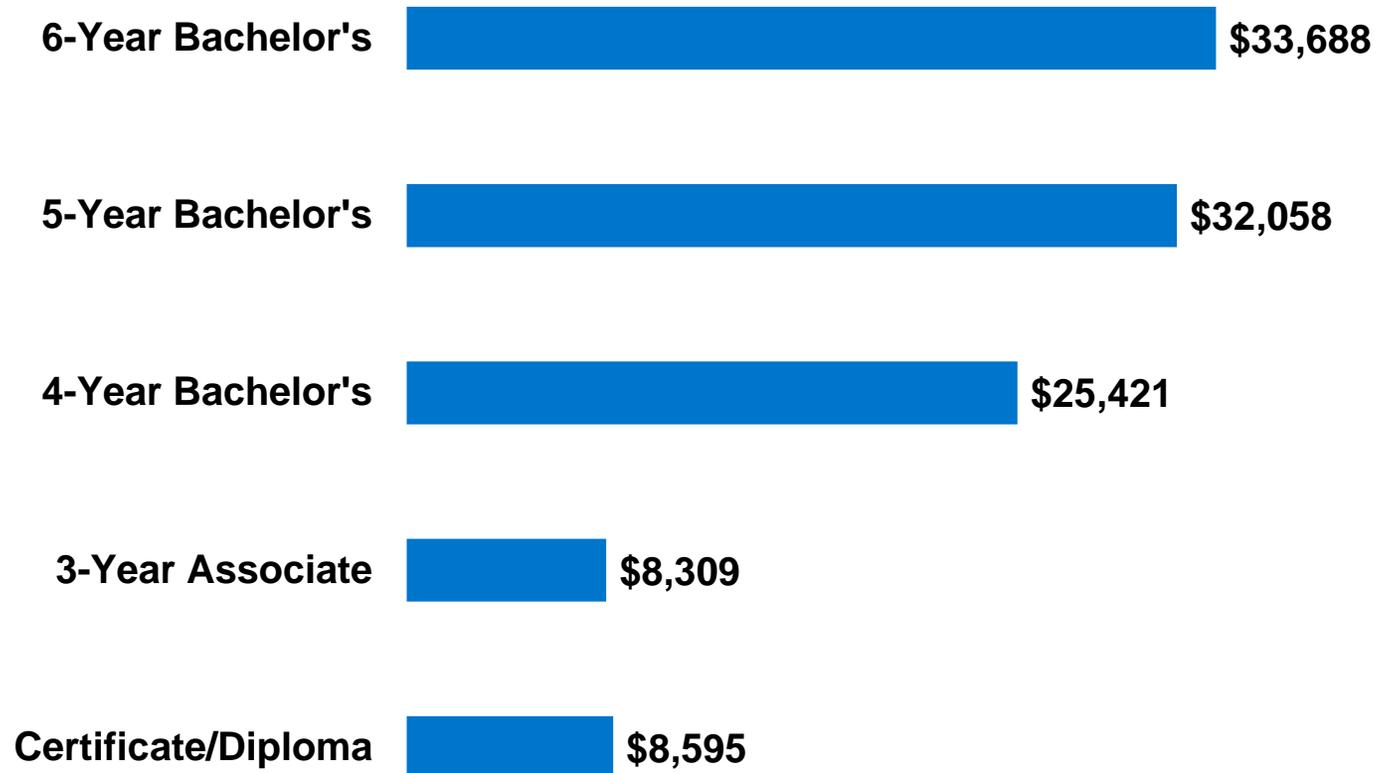
Students in Kentucky who needed aid the most were provided with **more financial resources.**

### Percentage of COA Covered by Grants and Scholarships by Credential and Income

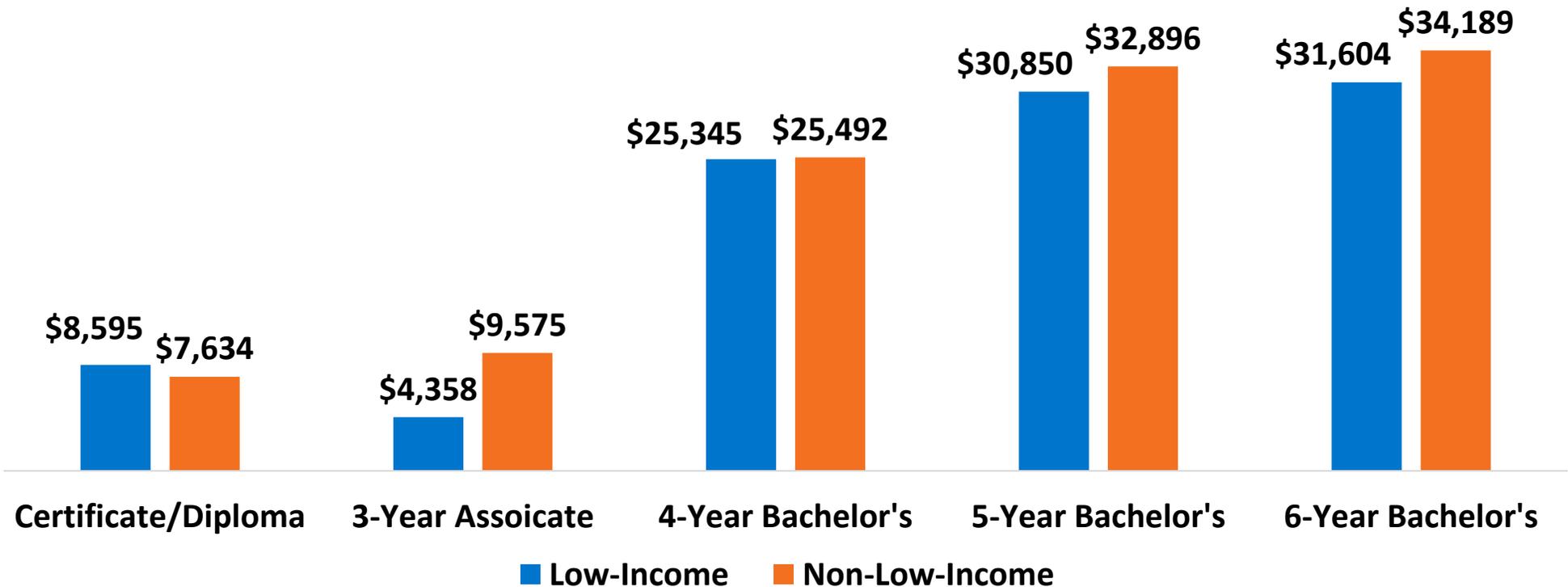


The typical  
3-year  
associate  
earner  
accrues  
**\$8,309** in  
loan debt.

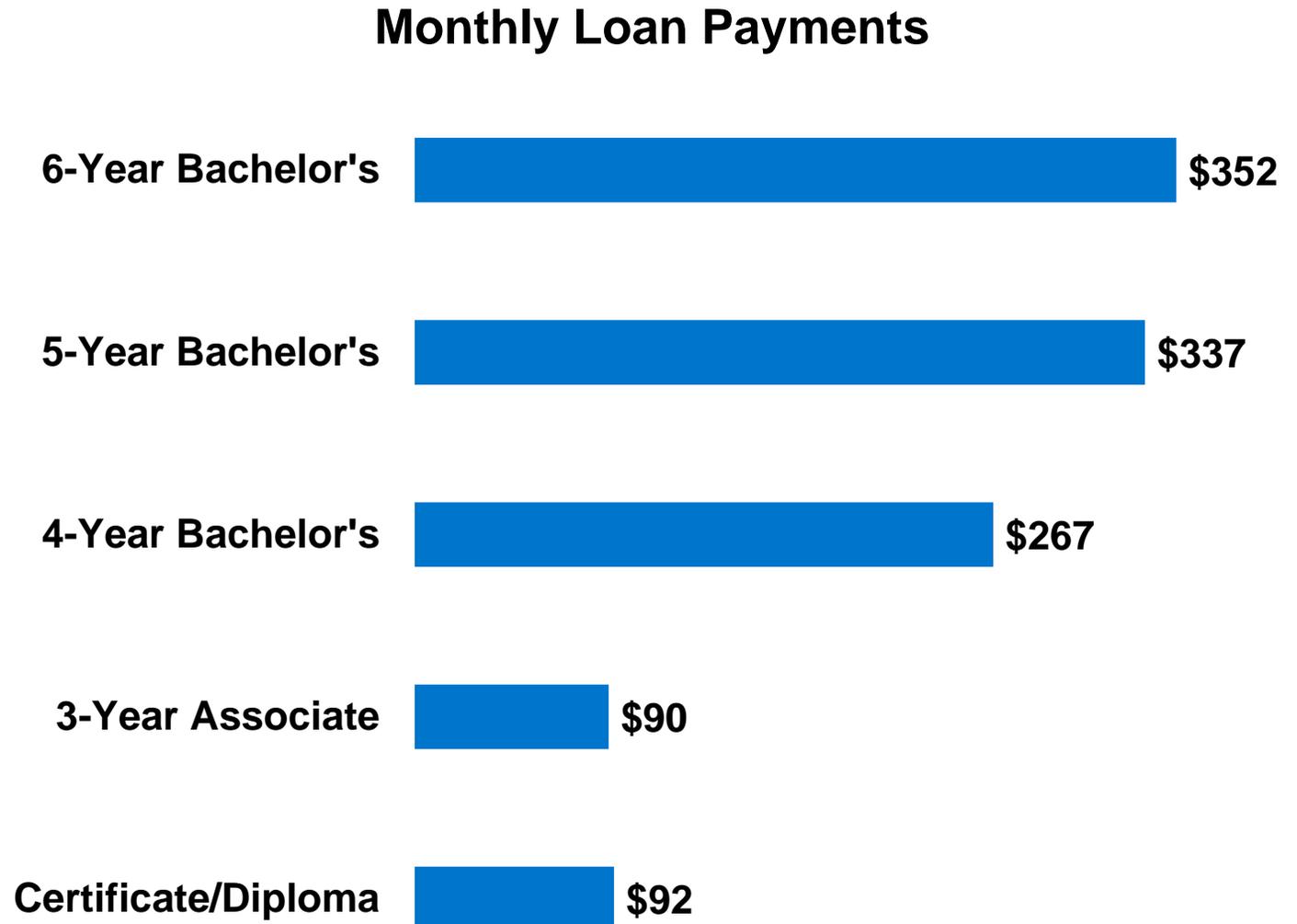
### Loan Amounts by Credential



**Low income students' loan debt is typically the same as, or less than, non-low income students' loan debt, with the exception of a certificate/diploma.**



The typical 3-year associate earner has a **\$90 monthly loan payment** over ten years.



## Annual Earnings by Highest Credential

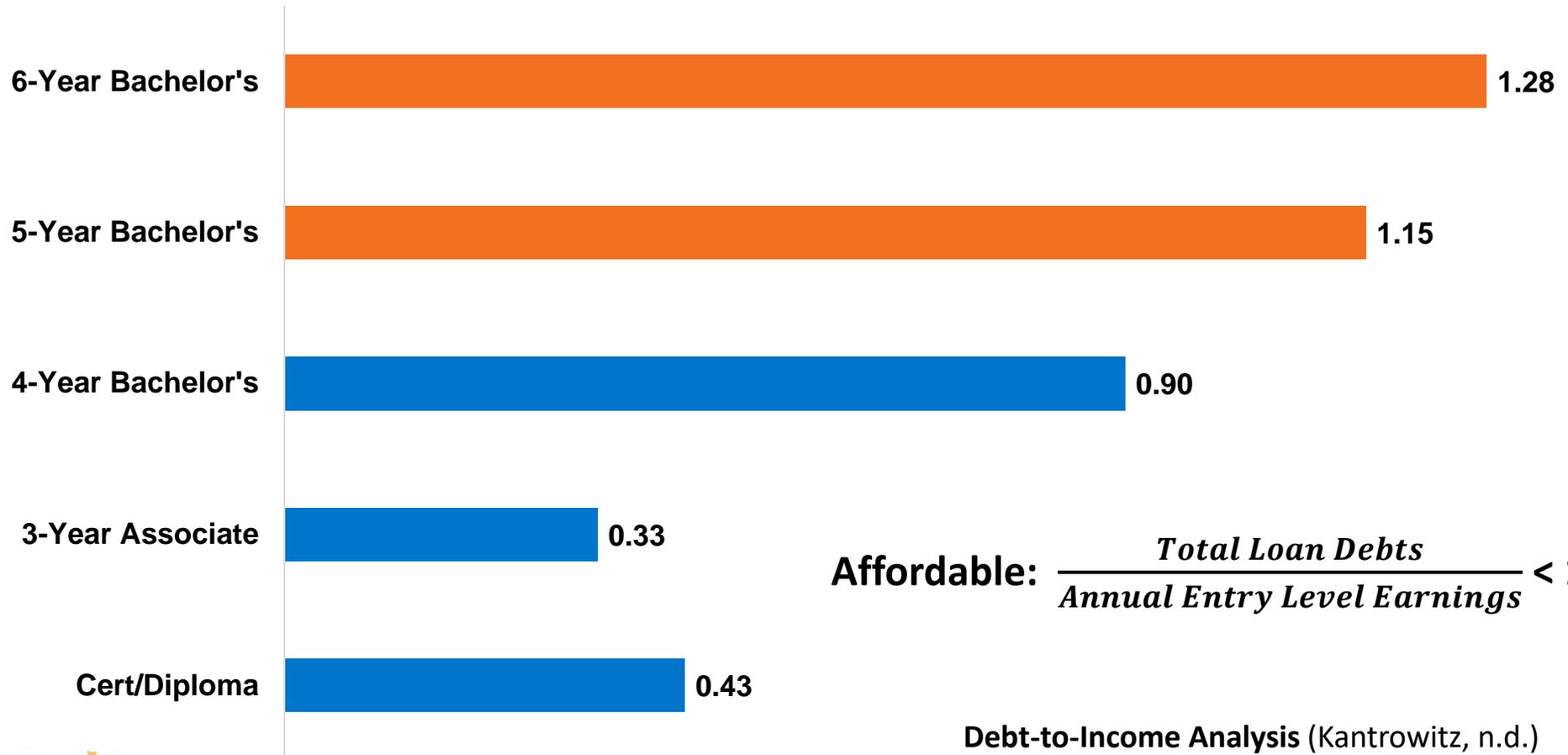
\$45,000  
 \$40,000  
 \$35,000  
 \$30,000  
 \$25,000  
 \$20,000  
 \$15,000  
 \$10,000  
 \$5,000  
 \$0

	2011	2012	2013	2014	2015	2016	2017	2018	2019
..... High School	\$4,479	\$13,088	\$15,550	\$17,922	\$21,429	\$24,572	\$26,379	\$28,360	\$29,478
— Some College	\$1,815	\$7,994	\$11,562	\$15,060	\$19,055	\$23,075	\$25,403	\$27,388	\$28,463
— Cert/Diploma	\$2,792	\$8,791	\$12,939	\$18,548	\$25,642	\$28,911	\$34,358	\$34,886	\$37,369
— Associate	\$3,217	\$8,381	\$10,974	\$18,934	\$27,913	\$31,841	\$34,854	\$37,562	\$38,268
— 4-year Bachelor's	\$731	\$3,098	\$3,506	\$5,589	\$17,106	\$33,778	\$38,614	\$40,836	\$41,915
— 5-year Bachelor's	\$993	\$3,200	\$4,615	\$5,573	\$7,900	\$21,979	\$35,363	\$39,219	\$40,591
— 6-year Bachelor's	\$968	\$3,665	\$5,487	\$6,338	\$8,269	\$10,577	\$23,134	\$33,045	\$36,344

..... High School      — Some College      — Cert/Diploma      — Associate  
 — 4-year Bachelor's      — 5-year Bachelor's      — 6-year Bachelor's



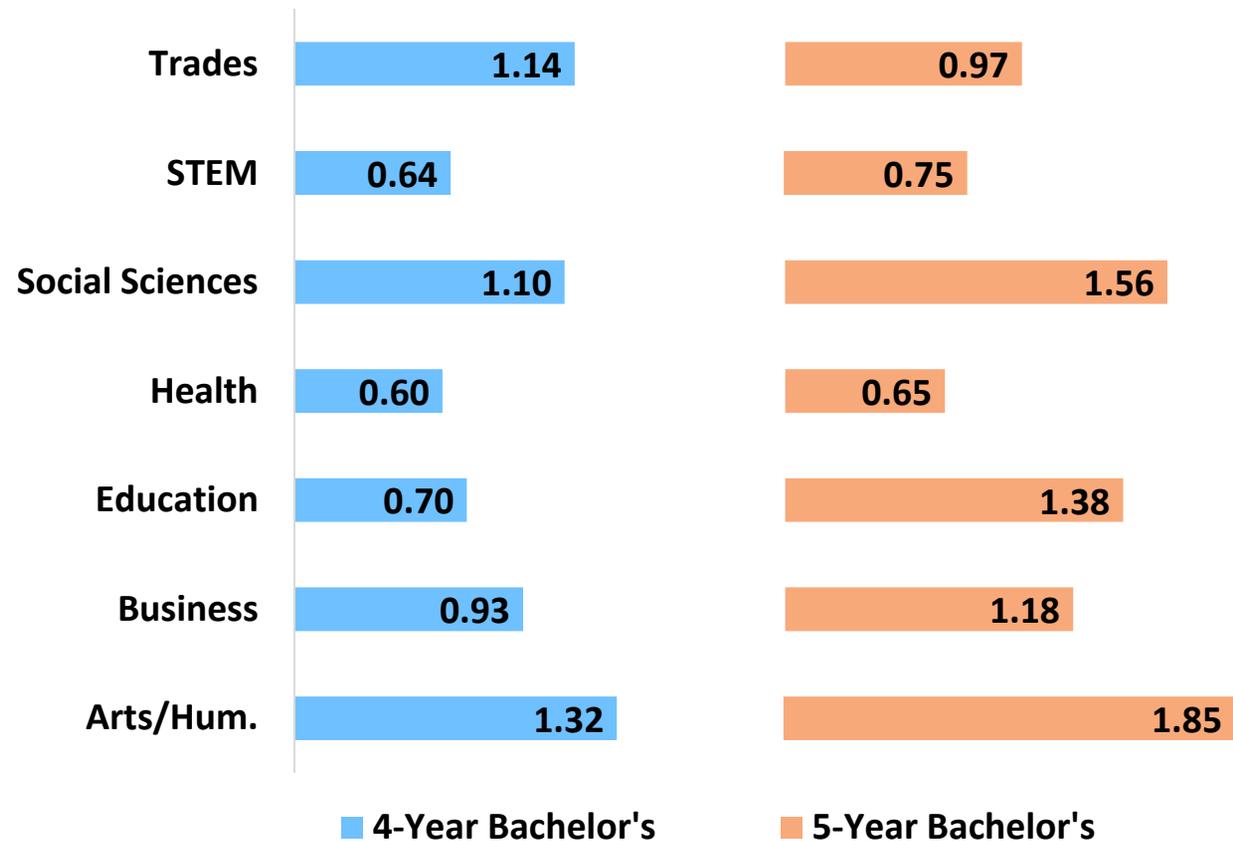
## Debt-to-Income Ratios by Credential



The **Arts/Hum.** and **Social Sciences** are the least affordable.

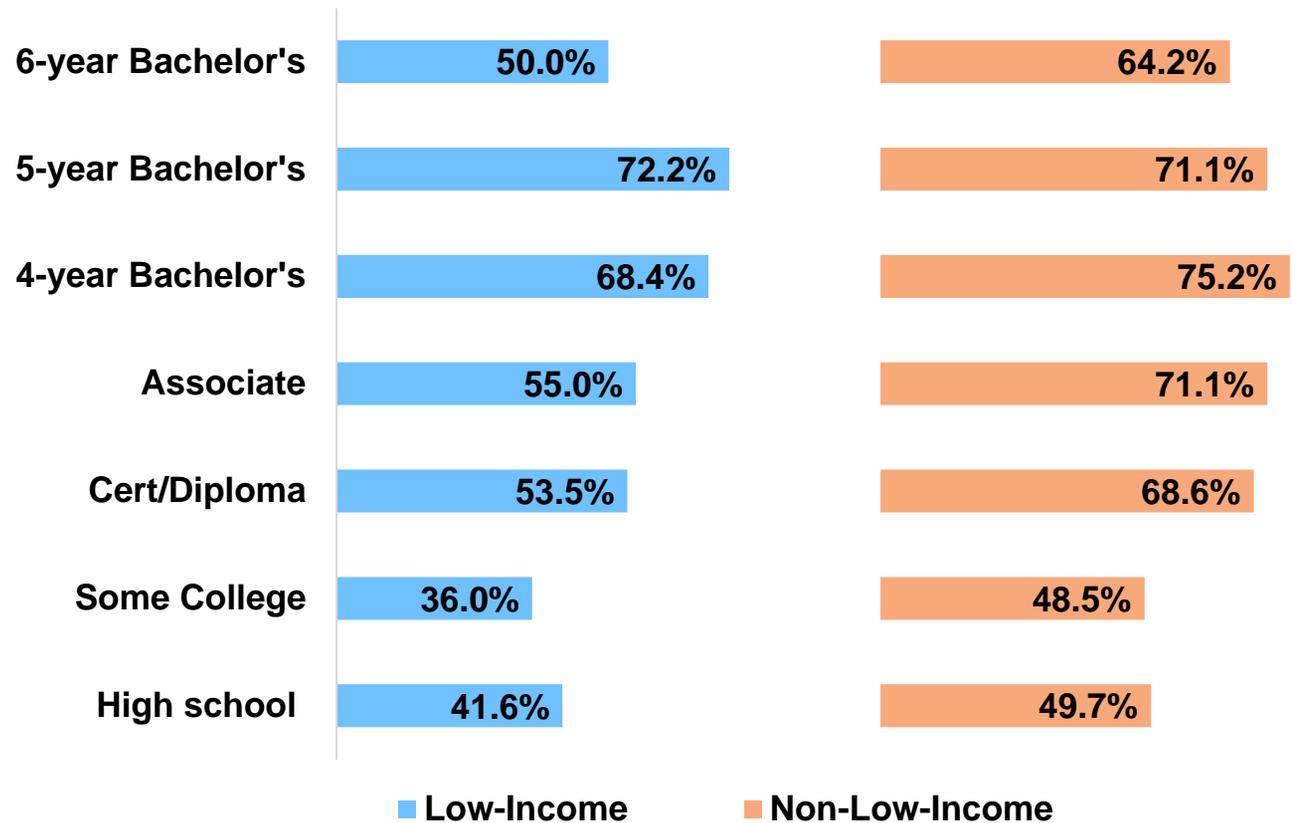
The **Health** and **STEM** are the most affordable.

Debt-to-Income Ratios for 4-year and 5-year Bachelor's Degree by Discipline



In general, **higher education** contributes to the upward income mobility.

### Percentage above the 50<sup>th</sup> Percentile ( $\geq$ \$31,615) of 2019 Annual Earnings by Credential and Income



# Questions?



Twitter: CPENews and CPEPres



Website: <http://cpe.ky.gov>



Facebook: KYCPE



**TITLE:** Approval of the Statewide Strategic Objectives

**RECOMMENDATION:** Staff recommends that the Academic and Strategic Initiatives Committee approve the proposed strategic objectives

**PRESENTERS:** Lee Nimocks, Vice President and Chief of Staff

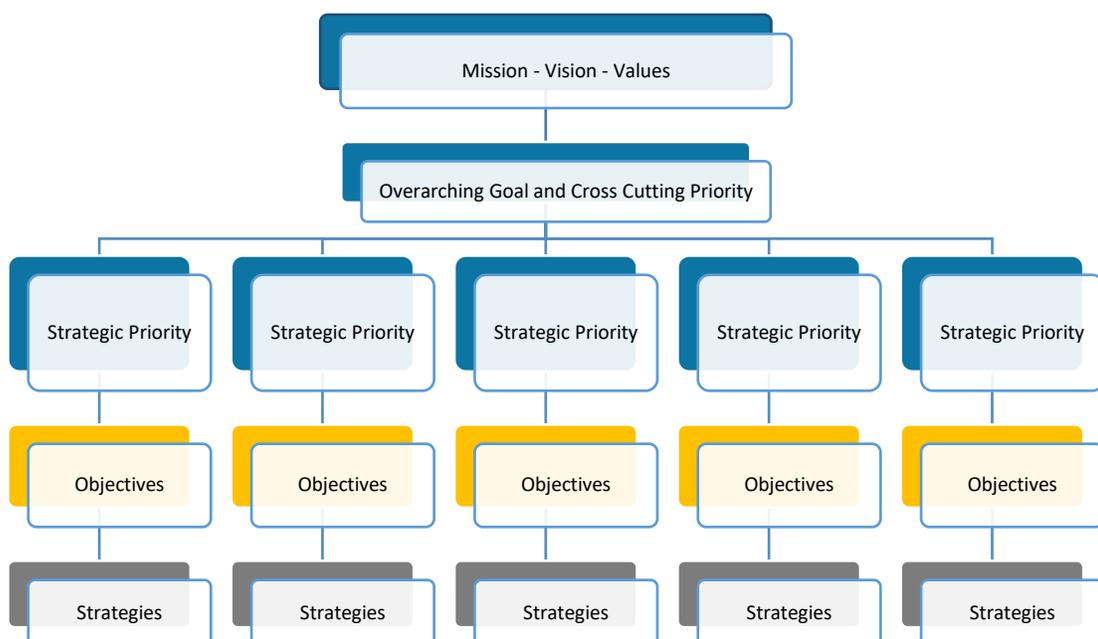
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## **BACKGROUND INFORMATION**

The CPE is directed by KRS 164.020 to develop a statewide strategic agenda for the public postsecondary education system and revise it on a regular cycle. The agenda identifies statewide priorities and a vision for long-term economic growth by improving the education and skill levels of Kentucky's workforce. The agenda sets performance goals for students and institutions that reflect high expectations and standards, emphasizes continuous improvement, and supports technology-based solutions and innovative practices.

## **PREVIOUS ACTIONS/APPROVALS**

The boxes coded in blue in the below image have already been approved by the ASI Committee. The Vision Mission and Value Statements were approved at the July 13, 2021 meeting and the overarching goal, cross-cutting priority and five strategic priority areas were approved at the August 10, 2021 meeting.



## STATEWIDE STRATEGIC OBJECTIVES FOR APPROVAL

At the August 31, 2021, staff recommend the ASI Committee approve the following statewide strategic objectives under the five priority policy areas:

### PRIORITY 1: AFFORDABILITY

Ensure postsecondary education is affordable for all Kentuckians.

- Objective 1: Reduce financial barriers to college enrollment and completion.
- Objective 2: Improve the public's understanding of how to pay for college.

### PRIORITY 2: TRANSITIONS

Ensure more students successfully transition to college and are prepared to succeed.

- Objective 1: Increase students' readiness to enter postsecondary education.
- Objective 2: Increase enrollment in postsecondary education.

### PRIORITY 3: SUCCESS

Ensure more students earn high-value degrees and credentials.

- Objective 1: Increase persistence in and timely completion of postsecondary programs
- Objective 2: Maximize transfer of academic and experiential credit.
- Objective 3: Ensure academic and co-curricular offerings are high-quality, relevant and inclusive.

### PRIORITY 4: TALENT

Increase talent and innovation to support Kentucky's communities, employers and economy.

- Objective 1: Improve the career outcomes of postsecondary education graduates.
- Objective 2: Increase research and service to support strong communities and economies.

### PRIORITY 5: VALUE

Improve public understanding that postsecondary education is key to greater opportunity and economic growth.

- Objective 1: Increase public belief in the power of postsecondary education.
- Objective 2: Build support for greater investment in postsecondary education.

# 2022-2030 Statewide Strategic Agenda for Kentucky Postsecondary Education Framework

**\*\*Draft\*\***

**PRIORITY 1: AFFORDABILITY - Ensure postsecondary education is affordable for all Kentuckians.**

<p><u>Objective 1:</u></p> <p>Reduce financial barriers to college enrollment and completion.</p>	<p><u>State-level Strategies:</u></p> <ol style="list-style-type: none"> <li>1. <i>Limit increases in tuition and mandatory fees at Kentucky’s public colleges and universities.</i></li> <li>2. <i>Work with campuses, the Kentucky Higher Education Assistance Authority, the legislature and other state leaders to reduce unmet financial need for low- and middle-income students.</i></li> <li>3. <i>Increase opportunities for institutional collaboration to reduce campus expenditures and limit increases in college costs.</i></li> </ol>
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<p><u>Objective 2:</u></p> <p>Improve the public’s understanding of how to pay for college.</p>	<p><u>State-level Strategies:</u></p> <ol style="list-style-type: none"> <li>1. <i>Provide informational resources and advising strategies for counselors, teachers, and community partners on paying for college.</i></li> <li>2. <i>Increase the number of Kentuckians who complete the Free Application for Federal Student Aid (FAFSA).</i></li> <li>3. <i>Establish one or more state-level networks for high school counselors and other college access professionals to share effective practices, build expertise, and develop common outreach and messaging for Kentucky students.</i></li> </ol>
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**PRIORITY 2: TRANSITIONS - Ensure more students successfully transition to college and are prepared to succeed.**

<p><u>Objective 1:</u></p> <p>Increase students' readiness to enter postsecondary education.</p>	<p><u>State-level Strategies:</u></p> <ol style="list-style-type: none"> <li>1. <i>Expand access to high-quality early postsecondary opportunities.</i></li> <li>2. <i>Develop digital resources to help students explore career interests and college options.</i></li> <li>3. <i>Partner with public K-12 schools and postsecondary institutions to provide outreach to students of all ages to help them prepare and plan for college.</i></li> </ol>
--	--

# 2022-2030 Statewide Strategic Agenda for Kentucky Postsecondary Education Framework

**\*\*Draft\*\***

<p><u>Objective 2:</u></p> <p>Increase enrollment in postsecondary education.</p>	<p><u>State-level Strategies:</u></p> <ol style="list-style-type: none"> <li>1. Enhance and promote college recruitment strategies through partnerships with public K-12 schools and postsecondary institutions, with attention to underrepresented minority, adult, and low-income students.</li> <li>2. Work with K-12 and higher education providers to streamline and simplify postsecondary admission processes.</li> </ol>
---	--

**PRIORITY 3: SUCCESS - Ensure more students earn high-value degrees and credentials.**

<p><u>Objective 1:</u></p> <p>Increase persistence in and timely completion of postsecondary programs</p>	<p><u>State-level Strategies:</u></p> <ol style="list-style-type: none"> <li>1. Share, implement and evaluate emerging, promising and proven practices supporting student success and college completion</li> <li>2. Identify and promote efforts to ensure “on-time” program completion.</li> <li>3. Work with campuses and other state and national partners to close opportunity and success gaps for underrepresented students of color and students from low-income backgrounds.</li> </ol>
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<p><u>Objective 2:</u></p> <p>Maximize transfer of academic and experiential credit.</p>	<p><u>State-level Strategies:</u></p> <ol style="list-style-type: none"> <li>1. Partner with KCTCS and other postsecondary providers to promote transfer opportunities and program pathways.</li> <li>2. Work with campuses to reduce barriers that prevent the seamless transfer of credit.</li> </ol>
--	---

<p><u>Objective 3:</u></p> <p>Ensure academic and co-curricular offerings are high-quality, relevant and inclusive.</p>	<p><u>State-level Strategies:</u></p> <ol style="list-style-type: none"> <li>1. Support campuses in evaluating degree/credential pathways to ensure they are clear and coherent.</li> <li>2. Work with campuses to embed and assess competencies in the curriculum and co-curriculum that are required for workplace success.</li> <li>3. Work with campuses to ensure academic and co-curricular offerings are equity focused and inclusive.</li> </ol>
---	--

# 2022-2030 Statewide Strategic Agenda for Kentucky Postsecondary Education Framework

**\*\*Draft\*\***

**PRIORITY 4: TALENT - Increase talent and innovation to support Kentucky’s communities, employers and economy.**

<p><u>Objective 1:</u></p> <p>Improve the career outcomes of postsecondary education graduates.</p>	<p><u>State-level Strategies:</u></p> <ol style="list-style-type: none"> <li>1. Work with campuses to include a work-based learning or other career relevant experience in all undergraduate programs.</li> <li>2. Strengthen campus-based career advising and development.</li> <li>3. Facilitate meaningful partnerships between employers, community partners and education providers to improve the career relevance and accessibility of postsecondary programs.</li> </ol>
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<p><u>Objective 2:</u></p> <p>Increase research and service to support strong communities and economies.</p>	<p><u>State-level Strategies:</u></p> <ol style="list-style-type: none"> <li>1. Identify high-growth, high-demand, high-wage industries by region and help target postsecondary programs to increase enrollment in those areas.</li> <li>2. Encourage targeted research, campus-based business services and community engagement supporting Kentucky’s high-need, priority areas.</li> </ol>
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**PRIORITY 5: VALUE - Improve public understanding that postsecondary education is key to greater opportunity and economic growth.**

<p><u>Objective 1:</u></p> <p>Increase public belief in the power of postsecondary education.</p>	<p><u>State-level Strategies:</u></p> <ol style="list-style-type: none"> <li>1. Conduct a public awareness campaign and develop communications strategies to promote college-going and elevate the importance of higher education to Kentucky’s residents and economy.</li> </ol>
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<p><u>Objective 2:</u></p> <p>Build support for greater investment in postsecondary education.</p>	<p><u>State-level Strategies:</u></p> <ol style="list-style-type: none"> <li>1. Create a cohesive communications strategy that reinforces postsecondary ROI messaging and the need for greater state investment.</li> <li>2. Identify funding opportunities from foundations and other external sources to support Strategic Agenda priorities.</li> </ol>
--	--



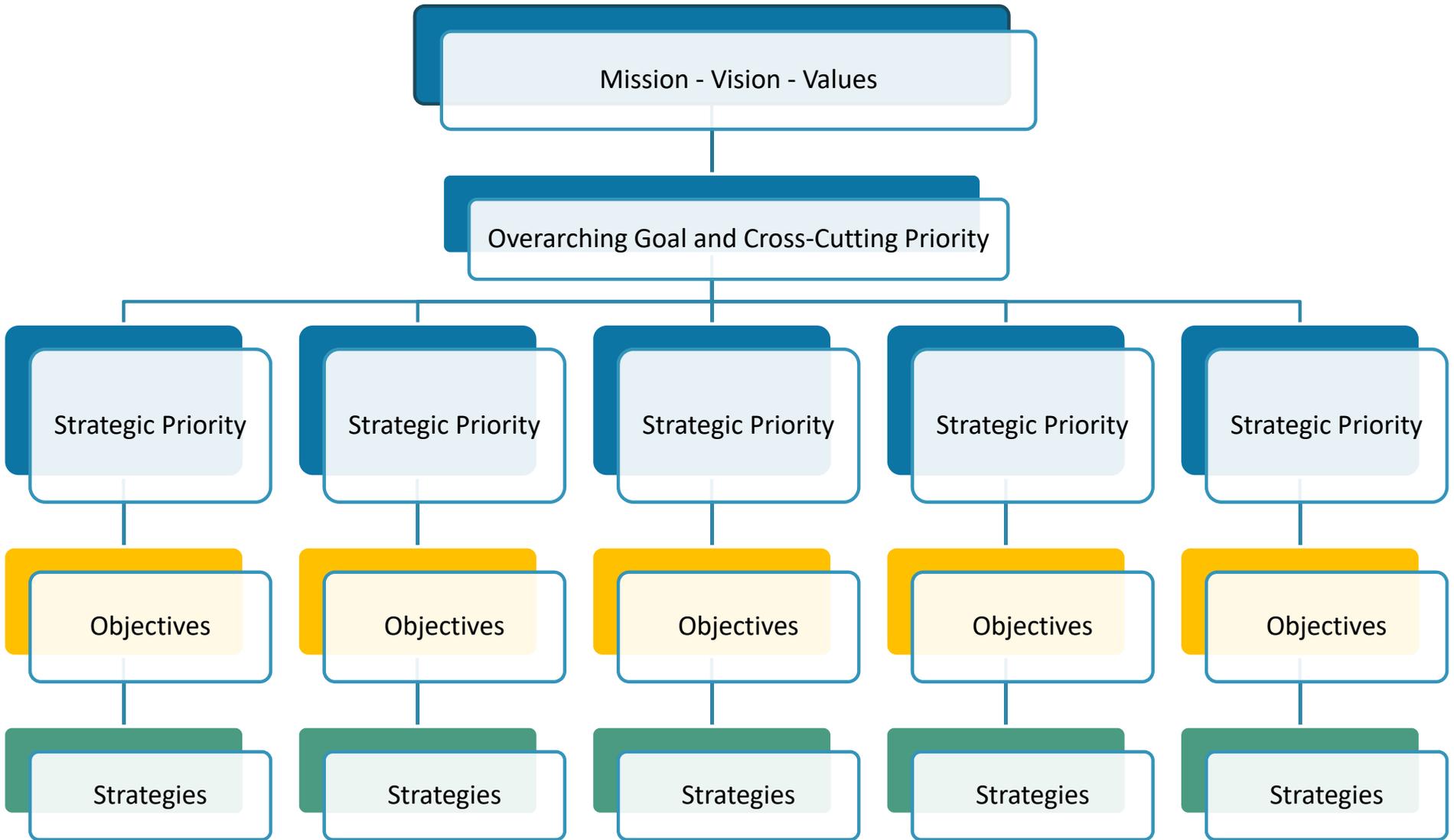
# 2022-30 Strategic Agenda Update and Planning

**CPE Academic and Strategic Initiatives Committee**  
August 31, 2021

# Agenda

- 1) **Action:** Strategic Agenda Objectives
- 2) **Discussion:** Draft Strategies and Key Performance Indicators
- 3) **Next Steps**
  - Review Fall Timeline

**For Approval:**  
**Strategic Agenda Objectives**





## ***Strategic Priority 1: Make postsecondary education affordable for all Kentuckians.***

***Objective 1:*** Reduce financial barriers to college enrollment and completion.

***Objective 2:*** Improve the public's understanding of how to pay for college.



***Strategic Priority 2: Ensure more students successfully transition to college and are prepared to succeed.***

**Objective 1: Increase students' readiness to enter postsecondary education.**

**Objective 2: Increase enrollment in postsecondary education.**



## ***Strategic Priority 3: Ensure more students earn high-value degrees and credentials.***

***Objective 1:*** Increase persistence in and timely completion of postsecondary programs.

***Objective 2:*** Maximize transfer of academic and experiential credit.

***Objective 3:*** Ensure academic offerings are high-quality, relevant and inclusive.



***Strategic Priority 4: Increase talent and innovation to support Kentucky's communities, employers and economy.***

***Objective 1: Improve career outcomes of postsecondary graduates.***

***Objective 2: Increase research and service to support strong communities and economies.***



***Strategic Priority 5: Improve public understanding that postsecondary education is key to greater opportunity and economic growth.***

***Objective 1:*** Increase public belief in the power of postsecondary education.

***Objective 2:*** Build support for greater investment in postsecondary education.

**For Review and Discussion:  
Draft Strategies & Key Performance  
Indicators**



### Objective 1:

Reduce financial barriers to college enrollment and completion.

### State-level Strategies:

1. Limit increases in tuition and mandatory fees at Kentucky's public colleges and universities.
2. Work with campuses, the Kentucky Higher Education Assistance Authority, the legislature and other state leaders to reduce unmet financial need for low- and middle-income students.
3. Increase opportunities for institutional collaboration to reduce campus expenditures and limit increases in college costs.

### Objective 2:

Improve the public's understanding of how to pay for college.

### State-level Strategies:

1. Provide informational resources and advising strategies for counselors, teachers, and community partners on paying for college.
2. Increase the number of Kentuckians who complete the Free Application for Federal Student Aid (FAFSA).
3. Establish one or more state-level networks for high school counselors and other college access professionals to share effective practices, build expertise, and develop common outreach and messaging for Kentucky students.



## ***Affordability: Draft Key Performance Indicators***

- **Unmet Financial Need (state and campus-level)**
- **Time to Degree (state and campus-level)**
- **FAFSA Completion (state-level)**

### *Context Metrics*

- *Tuition and Mandatory Fees (campus-level)*
- *Median Income (state-level)*
- *Undergraduate Debt (or Debt to Income) (state and campus-level)*



### Objective 1:

Increase students' readiness to enter postsecondary education.

### State-level Strategies:

1. Expand access to high-quality early postsecondary opportunities.
2. Develop digital resources to help students explore career interests and college options.
3. Partner with public K-12 schools and postsecondary institutions to provide outreach to students of all ages to help them prepare and plan for college.

### Objective 2:

Increase enrollment in postsecondary education.

### State-level Strategies:

1. Enhance and promote college recruitment strategies through partnerships with public K-12 schools and postsecondary institutions, with attention to underrepresented minority, adult, and low-income students.
2. Work with K-12 and higher education providers to streamline and simplify postsecondary admission processes.



## ***Transitions: Draft Key Performance Indicators***

- **Undergraduate Enrollment (state and campus-level)**
- **College-Going Rate (state-level)**

### *Context Metrics*

- *Gateway course completion (campus-level)*
- *Early College/Dual Credit Hours Earned (campus and state-level)*
- *Percent of HS Seniors with Dual Credit*



### **Objective 1:**

**Increase persistence in and timely completion of postsecondary programs.**

#### **State-level Strategies:**

- 1. Share, implement and evaluate emerging, promising and proven practices supporting student success and college completion**
- 2. Identify and promote efforts to ensure “on-time” program completion.**
- 3. Work with campuses and other state and national partners to close opportunity and success gaps for underrepresented students of color and students from low-income backgrounds.**

### **Objective 2:**

**Maximize transfer of academic and experiential credit.**

#### **State-level Strategies:**

- 1. Partner with KCTCS and other postsecondary providers to promote transfer opportunities and program pathways.**
- 2. Work with campuses to reduce barriers that prevent the seamless transfer of credit.**



### **Objective 3:**

**Ensure academic and co-curricular offerings are high-quality, relevant and inclusive.**

### **State-level Strategies:**

- 1. Support campuses in evaluating degree/credential pathways to ensure they are clear and coherent.**
- 2. Work with campuses to embed and assess competencies in the curriculum and co-curriculum that are required for workplace success.**
- 3. Work with campuses to ensure academic and co-curricular offerings are equity-focused and inclusive.**



## ***Success: Draft Key Performance Indicators***

- **Undergraduate degrees conferred (state and campus-level)**
- **Graduation rates (state and campus-level)**
- **KCTCS to four-year transfer (KCTCS)**
- **Persistence rate (state-level)**

### Context Metrics

- *Credit completion ratio*
- *High-wage, high-demand degrees and STEM-H*
- *Retention rates*
- *Proportion of programs with a required experiential learning component*



**Objective 1:**

**Improve the career outcomes of postsecondary education graduates.**

**State-level Strategies:**

- 1. Work with campuses to include a work-based learning or other career relevant experience in all undergraduate programs.**
- 2. Strengthen campus-based career advising and development.**
- 3. Facilitate meaningful partnerships between employers, community partners and education providers to improve the career relevance and accessibility of postsecondary programs.**

**Objective 2:**

**Increase research and service to support strong communities and economies.**

**State-level Strategies:**

- 1. Identify high-growth, high-demand, high-wage industries by region and help target postsecondary programs to increase enrollment in those areas.**
- 2. Encourage targeted research, campus-based business services and community engagement supporting Kentucky's high-need, priority areas.**



## ***Talent: Draft Key Performance Indicators***

- **Employment outcomes (state and campus-level)**
- **Graduate/professional degrees (state and campus-level)**
- **KCTCS workforce solutions**
- **Attainment goal (state-level)**

### *Context Metrics*

- *Extramural research (in high demand/high need areas)*
- *Spin off/start-up activity*



**Objective 1:**

**Increase public belief in the power of postsecondary education.**

**State-level Strategies:**

- 1. Conduct a public awareness campaign and develop communications strategies to promote college-going and elevate the importance of higher education to Kentucky's residents and economy.**

**Objective 2:**

**Build support for greater investment in postsecondary education.**

**State-level Strategies:**

- 1. Create a cohesive communications strategy that reinforces postsecondary ROI messaging and the need for greater state investment.**
- 2. Identify funding opportunities from foundations and other external sources to support Strategic Agenda priorities.**



## ***Value: Draft Key Performance Indicators***

- **Percent change in state general fund appropriations (state-level)**

### *Context Metrics*

- *Survey (employers, alumni, prospective students)*
- *Median annual earnings by credential level (recent graduates)*

# Upcoming Meetings

- **September Campus Advisory Committee Meeting**
  - Review of State Strategies, KPIs and context metrics
- **September 14 CPE Meeting**
  - Strategic Agenda Update from ASI Committee
- **October 5 ASI Meeting**
  - Approve Strategies and KPIs, Review Agenda Draft
- **October 29 ASI Meeting**
  - Review/Approve Final Draft Agenda
- **November 5 CPE Meeting**
  - Present Agenda to Board for Approval