

STAGE I

SAM HOUSTON STATE UNIVERSITY NEW POLYTECH PROGRAM REQUEST: STAGE I NEED & FINANCIAL ANALYSIS APPLIED ASSOCIATE'S / WORKFORCE CERTIFICATE

Directions: The **New Polytech Program Request: Stage I Need & Financial Analysis** form is to be used to propose new applied associate's degrees and/or workforce certificate program(s). Proposed credentials must stack/be taken sequentially to be submitted withing a single proposal.

Before completing this form: Please, submit the [Program Analytics Request](#) to begin the New Program Development process.

Assistance: Contact the [Office of Academic Planning and Program Development](#); (936) 294-2291.

University Curriculum Committee: [Curriculum Development Statement](#)

** Hover over headers with asterisks for directional information.*

Administrative Information

Proposed Program(s): (Check all that apply)

Applied Associate's Degree

☒ AAS ☐ AAA ☐ AAT ☐ Other: [Click or tap here to enter text.](#)

Workforce Certificate(s)

☒ Level 1 ☐ Level 2 ☐ ATC ☐ ESC ☐ ICLC ☐ OSA ☐ Third-Party Credential

1. ***Program Name:** Paralegal Studies

2. ***Proposed CIP Code (Number/Title):** 22.0302.00 Legal Assistant/Paralegal

See [Texas CIP Codes](#)

If CIP Code selected is outside the norm for the discipline, please provide a brief justification: NA

3. ***Program Length:**

SCHs: Level 1 Certificate 30 SCHs; AAS – 60 SCHs

or

CEUs: NA

Contact Hours (required): Level 1 Certificate – 480 contact hours; AAS 1008 contact hours

Number of Semesters (required): Level 1 Certificate 2 semesters; AAS – 4 semesters

If the proposed program exceeds the maximum SCH* allowed for the specified credential(s), please indicate the rationale: NA

4. ***Administrative Unit:** Polytechnic College

5. ***Location and THECB Defined Delivery Mode (Select all that apply):**

☐ In-Person (less than 50% online), ☒ Hybrid (50 – 99% Online), ☒ 100% Online, ☐ Correctional Facility

Will more than 50% of the program's instruction take place at an off-campus location?

☐ Yes ☒ No

If **yes**

a) Title of off-campus location: Off campus law offices, municipal offices, and courthouses.

b) Address of off-campus location: [Click or tap here to enter text.](#)

Note: For all online delivery modes, see [THECB Approval of Distance Education Process](#)

6. **Planned funding model for the first 5 years of the program:**

☒ Formula-funded (most common; SCHs reported to THECB for funding)

☐ Self-supported (SCHs not reported to THECB for funding)

☐ Other (please describe): [Click or tap here to enter text.](#)

7. ***Proposed Implementation Date:** Fall 2025

8. ***Proposal Contact Person(s):**

Name: TBD – Program Coordinator

Title: [Click or tap here to enter text.](#)

E-mail: [Click or tap here to enter text.](#)

Phone: [Click or tap here to enter text.](#)

Name: Chad Hargrave

Title: Vice President for Research & Strategic Partnerships; Chief Research Officer

E-mail: cwhargrave@shsu.edu

Phone: 936-294-1538

9. ***Department Curriculum Committee (DCC) Notes:** N/A

10. ***College Curriculum Committee (CCC) Notes:** N/A

11. ***Administrative Notes:**

New degree program development is divided into two forms encompassing two stages (Stage I: Need & Financial Analysis and Stage II: Content and Quality). Please, complete the stages in order, with the appropriate approval workflows as described between each.

Stage I: Need Analysis

Compiled by a department head/faculty, with assistance from [Academic Planning and Program Development](#). Please refer to your unique Program Analytics Report for data support needed in sections B, C, D, and E. The Office of Academic Planning and Program Development, Academic Dean, and Provost must sign off on Stage I: Need & Financial Analysis prior to the proposal progressing to Stage II: Content & Quality.

Note: Provide and cite content from the Program Analytics Report with [credit to Lightcast](#), APS, or other external sources.

** Hover over headers with asterisks for directional information.*

A. *Brief Program Description:

- a. **Overview/Description:** The Paralegal Studies Program is designed to equip students with the practical knowledge and skills required to support legal professionals in a variety of settings, including law firms, government agencies, and corporate legal departments. The program emphasizes a strong foundation in legal theory, ethics, and procedural law, while also providing students with hands-on experience in legal research, document drafting, case management, and client interactions. This program prepares graduates to perform essential paralegal tasks such as conducting legal research, preparing legal documents, and assisting attorneys in case preparation and trial proceedings. Through a combination of coursework and real-world experiences, students will develop critical thinking and problem-solving skills, effective communication, and a thorough understanding of the legal system. Upon completion of the program, students will be well-prepared to enter the workforce as competent paralegals or legal assistants, or to continue their studies in law or related fields.

b. **Program Learning Objectives**

Upon completion of the program, students will be able to:

1. Demonstrate a comprehensive understanding of the legal system and the role of paralegals within it.
2. Conduct thorough legal research and apply findings to casework.
3. Draft legal documents with accuracy and attention to detail, adhering to professional standards.
4. Assist in the preparation of cases for trial, including organizing evidence and managing case files.
5. Communicate effectively with clients, attorneys, and court personnel.

B. *Existing Programs:

- a. **Similar Programs:** Please provide a list of comparable programs in Texas (and nationally, if applicable).

Credential Title, Designation	Institution	CIP Code
Paralegal Studies, AAS	Lone Star College – N. Harris	22.0302
Legal Assistant/Paralegal, AAS, Cert 2	Collin College	22.0302
Legal Assistant, AAS, CERT1	Houston Community College	22.0302

Paralegal Studies, AAS	San Jacinto College	22.0302
Paralegal, AAS	Dallas College	22.0302

- b. Feeder & Related Programs:** Please list feeder and related programs **at the institution** that will provide a pipeline for enrollment and/or programs the proposed program may feed into (subsequent programs).

Credential Title/Designation	Institution	CIP Code	Feeder, Related, or Subsequent
N/A			

a. Existing Programs (and location):

- **Enrollments** – Texas Programs (Same CIP) and Similar Texas Programs (Different CIP) (4 years):
See Attachment 1 (Table 1) for enrollments for CIP 22.0302
- **Completions** – Texas Programs (Same CIP) and Similar Texas Programs (Different CIP) (4 years):
See Attachment 2 (Table 2) for enrollments for CIP 22.0302
- ***Enrollment and Completions Context:** Enrollment data were combined for the last four years (2020-2023) for all institutions in Texas offering Legal Assistant/Paralegal programs (22.0202) and related CIPs (22.0301 – Legal Administrative Assistant/Secretary, 22.0303 – Court Reporting/Court Reporter). The sum of these enrollments across institutions was 7,708 for CIP22.0302, 427 for 22.0301, and 923 for 22.0303. Enrollment declined slightly across years when summed across institutions. The top providers of 22.0302 included Lone Star College – North Harris (1,187), Collin County College (968), Houston Community College (654), and Alamo Community College (534) and all had stable enrollments over the past 4 years. Completion data were combined for the last four years for all institution for CIP22.0302. The sum of all completions was 2,724 for CIP22.0302. The completion data reflected enrollments. Houston Community College, Lone Star College – North Harris, and Collin County College had the greatest completions over this time (452, 355, 266, respectively).

- b. Top Occupations and Job Titles of Alumni from Existing Texas Programs (pre-populated by Program Analytics):**

- ***Top Occupations and Job Titles Context:** (Optional) Top occupation is Paralegal and Legal Assistants (2,933 profiles, 22.69%), top title is Paralegals (1,486 profiles, 11.49%), followed by Legal Assistants (517 profiles, 4%) and Litigation Paralegals (328 profiles, 2.54%) see Attachment 4.

Top Occupations			■ ■ ■
Occupation (SOC)	Profiles	Percent	
Paralegals and Legal Assistants	2,933	22.69%	
Chief Executives	538	4.16%	
First-Line Supervisors of Office and Administrative Support Workers	519	4.01%	
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	453	3.50%	
General and Operations Managers	401	3.10%	
Customer Service Representatives	290	2.24%	
Managers, All Other	278	2.15%	
Legal Secretaries and Administrative Assistants	248	1.92%	
Executive Secretaries and Executive Administrative Assistants	239	1.85%	
Business Operations Specialists, All Other	200	1.55%	

Top Job Titles			■ ■ ■
Job Title	Profiles	Percent	
Paralegals	1,486	11.49%	
Legal Assistants	517	4.00%	
Litigation Paralegals	328	2.54%	
Administrative Assistants	263	2.03%	
Owners	211	1.63%	
Legal Secretaries	116	0.90%	
Office Managers	110	0.85%	
Business Owners	108	0.84%	
Customer Service Representatives	101	0.78%	
Executive Assistants	98	0.76%	

C. Existing SHSU Programs:

- Feeder/Related program enrollments and retention. There are no programs at SHSU within the CIP 22.

Section D prepopulated by Program Analytics.

D. ***Job Market Information:**

- a. **Target Occupations:** 9,260 jobs (2024) in Texas are related to the target occupations outlined for the proposed Polytech program, which is 12% below the national average. The ten-year projection for target occupations in Texas stands at 11.7% between 2024 and 2034, surpassing the national average growth rate of 2.7% (Attachment 4).


9,260 Jobs (2024)* ⓘ 12% below National average*	+11.7% % Change (2024-2034)* Nation: +2.7%*	\$26.52/hr \$55.2K/yr Median Earnings Nation: \$27.81/hr; \$57.8K/yr	1,140 Annual Openings*
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Paralegal and Legal Assistants had the highest 2024 job count of 5,933 compared to the second highest job count of 2,232 for Legal Secretaries and Administrative Assistants. Paralegal and Legal Assistants are expected to have the highest growth at 17.51% over the next ten years (2024-2034), followed by Title Examiners, Abstractors, and Searchers 11.25%.

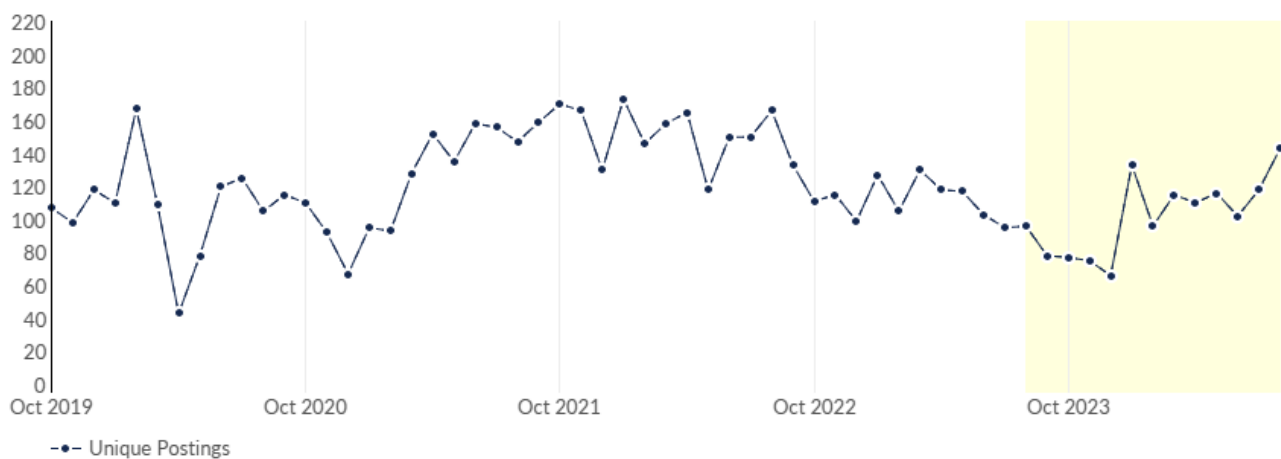
Occupation	2024 Jobs*	Annual Openings*	Median Earnings	Growth (2024 - 2034)*	Employment Concentration (2024)*
Paralegals and Legal Assistants	5,933	759	\$28.10/hr	+17.51%	0.89
Legal Secretaries and Administrative Assistants	2,232	256	\$21.97/hr	-3.49%	0.77
Title Examiners, Abstractors, and Searchers	907	102	\$24.44/hr	+11.25%	1.39
Legal Support Workers, All Other	188	23	\$29.75/hr	+10.11%	0.61

Note: The above figures represent trends in Texas for the proposed program's target occupations filtered by the proportion of the Texas workforce in these occupations with an Associate degree

- b. **Job Posting Analytics:** From the target occupations and an associate-level education, there were 2,912 total job postings in Texas between August 2023 and August 2024, of which 1,325 were unique. Posting intensity for target occupations (2:1) is slightly lower than the overall posting intensity for all other occupations in Texas (3:1) between August 2023 and August 2024. Median duration for related job postings is 26 days, which is slightly longer than the average in Texas (regional average days: 24), suggesting employers are taking slightly longer to find candidates that have the skills to fill their job openings. From August 2023 – August 2024, there were 641 employers competing to fill target occupations, and the median advertised salary for such positions with an associate-level education was \$52.1K. Overall, the posting intensity and median posting duration compared to the national average suggest that Texas has a relatively average demand for individuals with skills provided by the proposed Polytech program (Attachment 4).

<p>1,325</p> <p>Unique Postings ⓘ</p> <p>2,912 Total Postings</p>	<p>2 : 1</p> <p>Posting Intensity ⓘ</p>  <p>Regional Average: 3 : 1</p>	<p>641</p> <p>Employers Competing ⓘ</p> <p>123,465 Total Employers</p>	<p>26 days</p> <p>Median Posting Duration ⓘ</p> <p>Regional Average: 24 days</p>
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Number of monthly job postings and posting intensity (employer demand) for related jobs has fluctuated over the past 5 years, with a peak demand in January, 2022 (173 unique postings). Monthly job posting counts slowly decreased from January 2022 (173 unique postings) to December 2023 (66 postings), but postings have drastically increased recently from then to September 2024, ranging from 96-143 postings per month.



- c. Top Industries Seeking Target Occupations:** From August 2023 – August 2024, the 6-digit industry with the highest unique job posting count within the proposed program target occupations and education level was 'Offices of Lawyers' (367 unique postings, 2:1), followed by 'Employment Placement Agencies' (79 unique postings, 2:1). Top employers include: Legal Aid of Northwest Texas, Husch Blackwell, American Bar Association, Lone Star College, State of Texas, Harris County, Law Office of Bryan Fagan, TRC Companies, etc.

Proposed Program Name

Industry	Total/Unique (Aug 2023 - Aug 2024)	Posting Intensity	Median Posting Duration
Offices of Lawyers	846 / 367	2 : 1	28 days
Employment Placement Agencies	119 / 79	2 : 1	23 days
All Other Legal Services	78 / 33	2 : 1	32 days
Junior Colleges	91 / 33	3 : 1	24 days
Other General Government Support	75 / 31	2 : 1	23 days
General Medical and Surgical Hospitals	108 / 29	4 : 1	33 days
Engineering Services	29 / 20	1 : 1	44 days
Legal Counsel and Prosecution	30 / 19	2 : 1	37 days
Elementary and Secondary Schools	40 / 17	2 : 1	32 days
Colleges, Universities, and Professional Schools	55 / 17	3 : 1	36 days

Company	Total/Unique (Aug 2023 - Aug 2024)	Posting Intensity	Median Posting Duration
Legal Aid Of Northwest Texas	69 / 30	2 : 1	32 days
Husch Blackwell	49 / 21	2 : 1	42 days
American Bar Association	44 / 16	3 : 1	18 days
Lone Star College	39 / 15	3 : 1	n/a
State Of Texas	38 / 14	3 : 1	23 days
Harris County	20 / 13	2 : 1	25 days
Law Office Of Bryan Fagan	20 / 13	2 : 1	37 days
TRC Companies	18 / 13	1 : 1	26 days
Robert Half	17 / 13	1 : 1	23 days
Anchor Mental Health Association	15 / 10	2 : 1	16 days

- d. ***Existing Job Market context: (Optional)** The Paralegal/Legal Assistant occupation (SOC:23-2011) is identified as a high skill/high demand occupation by the Texas Workforce Commission. The job market data indicate a tremendous need for employees with paralegal credentials, and information from the advisory committee confirms the market data, particularly in the fields of civil and family law. SHSU provides no programming in paralegal studies. This Level I certificate and AAS programs would open SHSU up to a new market of potential students from high school or adult learners looking for a high demand/high skill job change, or adult learning employed in the legal field and looking for career mobility into higher paying jobs.

E. ***Student Demand:** *Provide a summary of additional evidence of student demand for the program beyond labor market information or enrollments and graduates in similar programs across the state. This can include demonstrated student interest through surveys, evidence of qualified students not*

being admitted to existing programs, increased enrollments in feeder programs at the Institution, an established partnership with industry, etc.

In addition to the labor market and completion data presented below, strategic partners have indicated the tremendous demand for Paralegal in their firms, particularly in family law and civil law. More importantly, to these partners, is the need for paralegal programs to align with skills needed for various legal expertise/foci. As mentioned above, the family law and civil law foci are the most in-demand fields within the legal services sector as there are hundreds of law offices providing family and civil law services throughout the SHSU service region. The strategic partners and advisory council will work with SHSU Polytechnic program leadership when developing program content to ensure alignment with skills most needed in the industry. These efforts will generate a talent pipeline of ready to work graduates directly to employers. The partnerships and job placement programs will improve marketability and drive student demand for the Paralegal Studies program at SHSU Polytechnic. In addition to the above, the primary educational providers in Texas to meet this job demand include the Center for Advanced Legal Studies (a for profit entity), Lone Star College – North Harris, and Collin County Community College. The completions in 2023 from all educational providers in Texas was 1,120 to fill the 9,260 occupation job count from August 2023-2024. The mismatch between student supply for available jobs indicates that there will be significant student interest in additional programs for this occupation.

F. *Student Requirement:

- a. *General recruitment strategies: Recruitment for Level 1 Certificate and AAS degrees: Recruitment will be focused on high school graduates through traditional mechanisms (recruiting fairs, counselor communications, etc.). Working age adults wanting a career change or to enter the labor market will be recruited using digital marketing strategies. Existing employees in the legal field wanting career advancement will be recruited by marketing through existing legal service providers, leveraging the strategic network of legal professionals and the advisory council.
- b. Briefly describe any established or projected industry partnerships or agreements: We have a network of industry partners in Montgomery County through the former Montgomery County District Attorney. We have used this network to build an advisory council of leaders from law firms. We will leverage these partnerships to market the paralegal program by establishing internship opportunities and aligning SHSU Polytechnic graduates in Paralegal Studies with law offices in need of paralegal expertise.

G. *Enrollment Projections:

BEFORE PROCEEDING: Review [FTSE Formula Instruction](#) to ensure accurate calculations. Inaccurate calculations may result in the delay of program implementation.

Table A-1: Enrollment Projections: See Course Sequencing for Headcount (Table 5) for details).

Enrollment/Headcount	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	58	65	69	76	86
Change of Program Students	0	0	0	0	0

Cumulative Student Headcount (prior to Attrition/Graduation)	58	107	124	141	161
Attrition (-)	16	30	35	40	45
Graduates (-)	0	22	24	26	28
Continuing Student Headcount	42	55	65	75	88

Table A-2: Cumulative Student Headcount Breakdown (from table A-1 above):

Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
Full-Time Headcount					
In-state	41	75	87	99	113
Out-of-state					
Out-of-country/International					
Avg SCH taken by FT Students	30	30	30	30	30
Part-Time Headcount					
In-state	17	32	37	42	48
Out-of-state					
Out-of-country/International					
Avg SCH taken by PT Students	15	15	15	15	15
Total FTSE	49.5	91	105.5	120	137

- a. Provide assumptions and rationale for how the enrollment projections in Tables A-1 and A-2 were determined:
- New Students: We chose a starting point (first-year, first fall semester) of approximately 8% of 2023 statewide enrollment for closest viable program for Fall 2025. New enrollments for each subsequent semester (i.e., spring and summer) had entering enrollment of 25% fewer students each semester. We increased new student headcount based on projected enrollment growth by 5% each year. Attrition rates of 28% (SHSU average) were applied.

Change of Major Students: We do not expect any changes in majors moving into this program

Part-time & Full-time: We estimated the full-time student to account for 70% of the head count and part-time students 30%. We estimate the average full-time student will enroll in 30 hours each academic year. We estimate the average part-time student will enroll in 15 hours each academic year.

In-state/Out-of-state/Out-of-country: We are projecting no out-of-state or out-of-country students.

FTSE Calculations: We used the following formula for FTSE (Full-time student headcount * 30SCH)/30SCH + (Part-time student headcount * 15SCH)/30SCH.

ii. Attrition

Select what term attrition is occurring: Other (Please specify)

If "Other" chosen, provide term: Fall, Spring, and Summer

iii. Graduates

Select what term graduates are occurring: Other (Please, specify)

If "Other" chosen, provide term: Fall, Spring, and Summer.

- b.** If program modality is 100% Online, what is the projected maximum student class size per department/school? (*Example: Accounting = 20; Agricultural Sciences = 35*) Maximum projected class size for online courses is projected to be up to 50 students.
- c.** If program modality is hybrid, identify the modality and/or % online of each department. (*Example: Accounting = 100% Face-to-Face; Agricultural Sciences = Online; Management = Hybrid (60% online/40% F2F)*). Hybrid modality will include a combination of online delivery and hands-on practical experience (internships). Therefore, the amount of face time will be limited to a maximum of about 10% of the content.

H. *Exit Strategy:

- a.** Measures to be taken to reach 5-year enrollment projections if enrollments are below the projected level at year 3:

We will monitor enrollment, completion, and job placement. The projections provided herein will define the minimum enrollment numbers. We will set a minimum completion rate target of 75%, and a minimum job placement rate target of 90% for graduates. Progress towards these metrics will be evaluated annually, and intervention/mitigation strategies will be employed early to correct performance towards targets.

If enrollment targets are not met, targeting marketing efforts will be strengthened by leveraging institution assets (IMC) and strategic partner networks to enhance enrollment numbers.

If completion targets are not met, we will conduct an analysis of student barriers. We will collaborate with Student Success leadership and establish interventions to help students over the success barriers.

If job placement targets are not met, we will conduct an analysis of employment barriers. We will work with strategic partners to develop and implement strategies to ensure job placement of our graduates.

- b.** Describe a plan at year 5 to phase out the program if enrollments fail to meet projections: If, at year 5, targets have not been met and there is no improvement of trajectory metrics, we will cancel the program upon completion of all students currently enrolled in the program at that time. No new students will be admitted into the program and when the final students earn the Paralegal credential or exceed the maximum time to degree for the program, the program will

be deleted and removed from the catalog. Students who exceed time to degree limits will be advised for transfer or matriculation into alternate programs at SHSU. Instructors teaching Paralegal courses will be retained until the final cohorts of student complete the Paralegal degree, and after closure of the program these instructors will either be reassigned to vital programs, or their contracts will be allowed to expire. Because Polytechnic will employ non-tenure track instructors, allowing contracts to expire will not present complexities from an HR perspective.

- c. Provide a timeline for advancing all students in the pipeline through the coursework toward degree completion: All necessary Paralegal courses will remain active until all students enrolled have completed the course work for credentials or have exceeded the time to degree limits.

Stage I: Financial Analysis

Compiled by a department head/faculty, with assistance from the [Academic Planning and Program Development and Finance and Operations](#).

** Hover over headers with asterisks for directional information.*

- A. ***Library Resources:** There are no additional library resources required to support the proposed program. See attached assessment of library resources.

B. ***Facilities and Equipment:**

Table B-1: Facilities and Equipment

Facilities and Equipment	Description of Need	Description of Use	Anticipated Costs (Funding)	Anticipated Term/Year Needed
Law-related databases	Legal databases (WestLaw, LexisNexis) for legal articles, documents, etc.	To provide students with tools they will use in the industry setting to conduct legal reviews and analyses.	n/a	Fall 2025

C. ***Instructional and Staff Personnel:**

Table C-1: Instructional/Staff Personnel in Proposed Program

Personnel (Denote positions To Be Hired for program with *)	Start Term in program	Rank/Title	Anticipated Salary (Funding)	Assigned Course(s), if applicable
Administrator & Instructor	FA2025	Non-Tenure Track Faculty/Program Director	\$86,500	See attached
Faculty/Instructor 1	FA2025	Non-Tenure Track Faculty/Instructor	\$75,000	See Attached
Faculty/Instructor 2	FA2025	Non-Tenure Track Faculty/Instructor	\$75,000	See Attached
Faculty/Instructor 3	FA2026	Part-time Instructor	\$21,000	See Attached

Academic Faculty for Core - COSET	SU2026	Part-time Instructor	\$12,000	See Attached
Academic Faculty for Core - COSET	SU2026	Part-time Instructor	\$12,000	See Attached
Academic Faculty for Core - CHSS	SU2026	Part-time Instructor	\$12,000	See Attached
Academic Faculty for Core - CHSS	SU2026	Part-time Instructor	\$12,000	See Attached
Academic Faculty for Core - CHSS	SU2026	Part-time Instructor	\$12,000	See Attached
Academic Faculty for Core - CHSS	FA2026	Part-time Instructor	\$12,000	See Attached
Academic Faculty for Core - CHSS	FA2026	Part-time Instructor	\$12,000	See Attached
Administrative Assistant	FA 2026	Administrative Assistant II	\$22,500	Split with other Programs in the Department

Student Support Staff/Services: List any new program-specific student support staff or services (e.g., clinical placement coordinator, administrative support, etc.) that are needed as part of the proposed credential(s): Student support services will use existing infrastructure. The projected enrollment and growth of this program should not over burden existing resources. However, if we dramatically exceed projected growth, the revenue generated should allow proportional scaling of student support services.

D. *Other Resources:

An administrative assistant will assist the entire department (forthcoming).
College-level leadership Dean (or equivalent, e.g., Executive Director) and 2 Associate/Assistant Deans (or equivalent) to oversee recruitment, enrollment, programming, assessment, and occupational placement.

Justification of Need High-Cost Items (new facilities, labs, or significant additions to staffing within the first five years): N/A

E. *Required Appendices:

- a. Program Analytics Report
- b. Course Sequencing Spreadsheet
- c. Curriculum Schematic
- d. Librarian's Signed Statement of Adequate Resources

Stage I: Signatures & Approvals

A. *Interdisciplinary Stakeholders (if applicable):

- a. **College(s) and Department(s) involved outside of the proposed program's college:** The following colleges and departments will deliver courses in the university core curriculum: College of Science and Engineering Technology, Department of Mathematics and Statistics, College of Humanities and Social Sciences, Department of English, Department of Political Science, Department of Communication Studies. We held meetings with deans and chairs from the affected colleges and departments to discuss recommended courses and unit needs.
- b. **Nature of Collaboration** (i.e., course(s)¹ required, electives available, any classroom/lab/equipment/faculty resources shared, etc.): The colleges and departments listed above will deliver courses in the university core curriculum.
- c. **Approvals from interdisciplinary stakeholders (outside proposing department/college):**

I certify that I am aware of the proposed program's purpose, curriculum, and implementation goals and confirm that our college/department has the appropriate resources and willingness to collaborate with the viability of this proposed program.

Dean (1) Signature: Click or tap here to enter text.

Dean (2) Signature: Click or tap here to enter text.

Department Chair/Director (1) Signature: Click or tap here to enter text.

Department Chair/Director (2) Signature: Click or tap here to enter text.

¹Interdisciplinary sign-off is required at both the department/college level for the use of any non-core curriculum course within the proposed curriculum, which is housed outside of the proposed program's college.

B. Stage I Approvals: Progress to Cost and Funding Analysis

Department: Progress Proposal to the Office of Finance and Operations for a *Five-Year Cost and Funding Analysis*:

Initiator's Signature: Chad W. Hargrave
Date: 2 October 2021

Department Chair's Approval to Progress Program Proposal to Stage I: Financial Analysis (Cost & Funding Analysis)

I certify that the completed needs analysis and finance data has been reviewed. Further, I certify that the needs analysis and finance data of this proposed program presents a persuasive case to progress this proposal to Stage I: Financial Analysis (Cost & Funding Analysis) in the process.

- ☐ Approve to Progress to Stage I: Financial Analysis (Cost & Funding Analysis)
- ☐ Needs More Discussion
- ☐ Disapprove

Click or tap here to enter signature.
Department Chair Signature

Click or tap here to enter date.

Date

Program Analytics: Progress Program Proposal to the Office of Finance and Operations for a *Five-Year Cost and Funding Analysis*:

Program Analytics' Review/Recommendations:

Polytechnic Program Development for initial programs involved a workforce analysis by strategic leadership and subsequent consultation with Program Analytics. This process occurred alongside the new program development process.

I certify that the completed needs analysis and finance data has been reviewed. Further, I certify that the needs analysis and finance data of this proposed program presents a persuasive case to progress this proposal to Stage I: Financial Analysis (Cost & Funding Analysis) in the process.

- ☐ Approve to Progress to Stage I: Financial Analysis (Cost & Funding Analysis)
- ☐ Needs More Discussion
- ☐ Disapprove

Click or tap here to enter signature.

Director of Program Analytics Signature

Click or tap here to enter date.

Date

Academic Planning and Program Development: Progress Program Proposal to the Office of Finance and Operations for a *Five-Year Cost and Funding Analysis*:

I certify that the completed needs analysis and finance data has been reviewed. Further, I certify that the needs analysis and finance data of this proposed program presents a persuasive case to progress this proposal to Stage I: Financial Analysis (Cost & Funding Analysis) in the process.

- ☒ Approve to Progress to Stage I: Financial Analysis (Cost & Funding Analysis)
- ☐ Needs More Discussion
- ☐ Disapprove

Dawn B. Caplinger

Director of Academic Planning and Program Development Signature

10.07.2024

Academic Dean: Authorization for the Office of Finance and Operations for a *Five-Year Cost and Funding Summary*:

Please, ensure that a Stage I: Needs & Financial Analysis form has received approval, and all material in Stage I are reviewed prior to authorization.

Academic Dean Comments (Optional):

Click or tap here to enter comments or concerns from Academic Dean.

Academic Dean's Authorization

I certify that I have reviewed all materials provided and authorize the Office of Finance and Operations to conduct a Five-Year Cost and Funding Summary for the proposed program based on the premise of potential funding pathways.

Chad Hargrave
Academic Dean's Signature

10/7/24
Date

AVP Academic Affairs: Notification of the Office of Finance and Operations for a *Five-Year Cost and Funding Summary*:

Associate Vice President for Academic Affairs' Notification

The Stage I: Needs & Financial Analysis form has received all needed approvals and has been authorized for submission to the Office of Finance and Operations to conduct a Five-year Cost and Funding Summary on behalf of the college.

Somer Franklin
Associate VP for Academic Affairs' Signature

10/6/24
Date

C. Five-Year Costs and Funding Sources Summary:

Contact [Program Development](#) to assist in the preparation of the needed documentation for this section.

To be completed by the Vice President for Finance and Operations or his/her designee:

Comments from Finance and Operations Review:

Polytechnic Program Development for initial programs involved a pro-forma developed in consultation with the CFO/Vice President for Finance & Operations. This process occurred alongside the new program development process.

Required Appendices: Finance

- a. **Office of Finance and Operations: Five Year Cost and Funding Summary**
- b. **THECB Enrollment & Budget Spreadsheet**

D. Stage I Approvals Progress to Stage II: Content and Quality:

Academic Dean: Approval of Cost and Funding

I certify that the facilities, equipment, personnel, and other resources needed for the proposed program, as well as the five-year costs and funding sources summary, have been reviewed. Further, I certify that adequate facilities, equipment, and other resources, are/will be available in the college to support the requested change.

- ☐ Approve to Progress to Stage II: Content and Quality
- ☐ Needs More Discussion
- ☐ Disapprove

Chad Hargrave
Academic Dean's Signature

10/7/24
Date

Provost: Approval of Cost and Funding

NOTE: Provost approval of this proposal does not secure funding/resources. Resources should be requested through budget process and/or allocated from within the College budget.

- ☐ Approve to Progress to Stage II: Content and Quality
- ☐ Needs More Discussion
- ☐ Disapprove

Provost Comments:

Click or tap here to enter text.

Somer Franklin on behalf of Michael Stephenson
Provost's Signature

10/6/24
Date

END STAGE I

Directional Prompts

ADMINISTRATIVE PROGRAM INFORMATION

Program Name:

Show how the program would appear on the Coordinating Board's program inventory (e.g., Bachelor of Business Administration with a major in Accounting; Master of Arts in English Literature).

Proposed CIP:

Enter the proposed CIP Code/title for Texas. If CIP Code selected is outside the norm for the discipline, provide justification. A list of CIP Codes can be accessed at [Texas CIP Codes](#). THECB no longer accepts CIP Codes that end in '99'.

Number of Required Semester Credit Hours (SCH):

The typical semester credit hour range for a master's degree program is between 30 to 36 SCH and 54 to 60 SCH for a terminal master's degree.

*If the number of SCH exceeds 120 for a bachelor's program, an additional appendix is required documenting the compelling academic reason for requiring more SCHs, such as program accreditation requirements, statutory requirements, and/or licensure/certification requirements that cannot be met without exceeding 120 SCH.

Administrative Unit:

Identify where the program would fit within the organizational structure of the university (e.g., The Department of English within the College of Humanities and Social Sciences).

Location and THECB Defined Mode of Delivery:

Provide the location of instruction and how the proposed program will be delivered to students. (e.g., Instructed on the main campus, face-to-face, online).

Proposed Implementation Date:

Provide the date that students would enter the program.

Proposal Contact Person(s)

Provide contact information for the person(s) responsible for addressing any questions about the proposal.

Department Curriculum Committee (DCC)

Additional DCC notes, if applicable.

College Curriculum Committee (CCC)

Additional CCC notes, if applicable.

Administrative Notes

Additional administrative notes, if applicable.

STAGE I: NEED ANALYSIS

Brief Program Description:

Provide an overview/description of the program, including the program learning objectives.

Existing Programs:

The information provided indicates knowledge of existing programs in Texas and of high-ranking programs nationally. This section provides an understanding of program duplication, capacity, and quality.

Identify all existing degree programs in the state, include those specific to the region and major programs at peer institutions across the nation. Peer institutions have similar missions, programs, and research expenditures. Peer institutions include, but are not limited to, out-of-state peer groups identified in the Coordinating Board's Accountability.

Enrollments and Completions Context (Optional):

If applicable, provide additional context or clarification for the provided enrollment data.

Top Occupations and Job Titles

If applicable, provide additional context or clarification for provided job placement data.

Existing SHSU Programs Context

If applicable, provide additional context or clarification for provided existing SHSU programs data.

Job Market Context

If applicable, provide additional context or clarification for provided job market data.

Student Demand:

Provide short- and long-term evidence of student demand for the proposed program.

-Types of data commonly used to demonstrate this include increased enrollment in related and feeder programs at the institution, high enrollment in similar programs at other institutions, qualified applicants rejected at similar programs in the state, in-demand skillsets or skill gaps in the proposed program's target workforce that would indicate student need to attain necessary requirements not fulfilled by existing regional programs, and student surveys (if used, include data collection and analysis methods).

-Surveying students currently enrolled in feeder programs provides limited data about actual student demand.

-Information that demonstrates student interest includes the development of a student interest group. Provide documentation that qualified applicants are leaving Texas for similar programs in other states, if applicable.

Student Requirement:

Plans to recruit students are realistic and based on evidence of student demand and unmet need in similar programs in Texas.

General Recruitment and Admission Requirements:

Describe general recruitment efforts and admission requirements as well as any degree- or department-specific admission requirements or strategies that will ensure student success in the degree program.

Enrollment Projections:

Enrollment projections are realistic and based on demonstrable student demand. Projections consider student attrition, graduation rates, and part-time students. Attrition calculations should be based upon the average rates of related or supporting programs at the institution, if available.

Complete Table A-1: Enrollment Projections below: Complete Table A-1 to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the proposed program. Include summer enrollments, if relevant, in the same year as fall enrollments. Subtract students as necessary for projected graduations or attrition.

Complete Table A-2: Enrollment Breakdowns below: Complete Table A-2 to show student breakdown – new, transfer, change of major – of **Total New Student** headcounts from Table A-1.

If program enrollments do not meet projected levels and a decision is made to discontinue the program, the department and college must have an exit strategy.

Exit Strategy:

If program enrollments do not meet projected levels and a decision is made to discontinue the program, the department and college must have an exit strategy.

STAGE I: FINANCIAL ANALYSIS

Library Resources:

A letter or other statement from the librarian describing the adequacy of existing resources is required (include in Required Appendices of Stage III). Provide the library director's assessment of both paper and electronic library resources necessary for the proposed program. Describe plans to build the library holdings to support the proposed program. Include the amount allocated to the proposed program.

Facilities and Equipment:

Describe the program's need for classrooms, offices, computer labs, or other building spaces. If the program will administer university media or student publications, include a description of equipment and facilities devoted to those operations. Ensure that you evaluate and express how well equipment and facilities enable and promote effective scholarship, teaching, learning, and transitions to post-graduate/workforce careers.

Faculty and Personnel:

Describe the additional personnel resources that will be needed over the first five years of the program's implementation. Include the number of personnel, their rank, and the anticipated salary for each.

Other Resources:

Describe any additional resources (e.g., travel, operations & maintenance) that would be incurred because of the proposed program.

Interdisciplinary Stakeholders (if applicable):

This is required for new degree programs that are proposing to collaborate curriculum and/or resources with other departments or colleges. It is recommended that the program proposal initiator meets with all interdisciplinary stakeholders (i.e., the Academic Dean and/or Department Chair of the potential

Proposed Program Name

collaborating colleges) to discuss the needs/purpose of the new program curriculum, and if appropriate resources can be collectively met. If more than one college outside of the proposed program's academic unit is an interdisciplinary stakeholder, please specify each college/department, each nature of collaboration, and acquire signatures from Academic Deans and Department Chairs from each college.

Required Appendices:

Please attach the following, required appendices with Stage I of this form.

STAGE II

SAM HOUSTON STATE UNIVERSITY NEW POLYTECH PROGRAM REQUEST: STAGE II CONTENT AND QUALITY APPLIED ASSOCIATE'S / WORKFORCE CERTIFICATE

Directions: The **New Polytech Program Request: Stage II Content and Quality** form is to be used to propose new applied associate's degrees and/or workforce certificate program(s). Proposed credentials must stack/be taken sequentially to be submitted withing a single proposal.

Before submitting this form for University Curriculum Committee review: New Polytech Program Request: Stage I Need & Financial Analysis proposal must have completed the review process with all required approval signatures.

Assistance: Contact the [Office of Academic Planning and Program Development](#) (936) 294-2291.

University Curriculum Committee: [Curriculum Development Statement](#)

** Hover over headers with asterisks for directional information.*

Administrative Information

Proposed Program(s): (Check all that apply)

Applied Associate's Degree

☒ AAS ☐ AAA ☐ AAT ☐ Other: [Click or tap here to enter text.](#)

Workforce Certificate(s)

☒ Level 1 ☐ Level 2 ☐ ATC ☐ ESC ☐ ICLC ☐ OSA ☐ Third-Party Credential

1. ***Program Name:** Paralegal Studies

2. ***Proposed CIP Code (Number/Title):** 22.0302.00 Legal Assistant/Paralegal
See [Texas CIP Codes](#)

If CIP Code selected is outside the norm for the discipline, please provide a brief justification: NA

3. ***Program Length:**
SCHs: Level 1 Certificate: 30 SCHs; AAS: 60 SCHs
or
CEUs: NA

Contact Hours (required): Level I Certificate 480 contact hours; AAS 1008 contact hours
Number of Semesters (required): Level 1 Certificate 2; AAS – 4 semesters

If the proposed program exceeds the maximum SCH* allowed for the specified credential(s), please indicate the rationale: NA

4. ***Administrative Unit:** Polytechnic College

5. ***Location and THECB Defined Delivery Mode (Select all that apply):**

☐ In-Person (less than 50% online), ☒ Hybrid (50 – 99% Online), ☒ 100% Online, ☐ Correctional Facility

Will more than 50% of the program's instruction take place at an off-campus location?

☐ Yes ☒ No

If **yes**

a) Title of off-campus location: Click or tap here to enter text.

b) Address of off-campus location: Click or tap here to enter text.

Note: For all online delivery modes, see [THECB Approval of Distance Education Process](#)

6. **Planned funding model for the first 5 years of the program:**

☒ Formula-funded (most common; SCHs reported to THECB for funding)

☐ Self-supported (SCHs not reported to THECB for funding)

☐ Other (please describe): Click or tap here to enter text.

7. ***Proposed Implementation Date:** Fall 2025

8. ***Proposal Contact Person(s):**

Name: TBD – Program Coordinator

Title: Click or tap here to enter text.

E-mail: Click or tap here to enter text.

Phone: Click or tap here to enter text.

Name: Chad Hargrave

Title: Vice President for Research & Strategic Partnerships; Chief Research Officer

E-mail: cwhargrave@shsu.edu

Phone: 936-294-1538

9. ***Department Curriculum Committee (DCC) Notes:** N/A

10. ***College Curriculum Committee (CCC) Notes:** N/A

11. ***Administrative Notes:**

New degree program development is divided into two forms encompassing two stages (Stage I: Need & Financial Analysis and Stage II: Content and Quality). Please, complete the stages in order, with the appropriate approval workflows as described between each.

Stage II: Content and Quality

Compiled by a department head/faculty and reviewed and approved by Department and College Curriculum Committees and Academic Dean, followed by a review and recommendation by the University Curriculum Committee. Once you have completed all sections in Stage II, including the first 5 signatures/approvals, the Academic Dean or an Associate Dean from your college (a representative of the University Curriculum Committee) can submit the proposal to the Office of Academic Planning and Program Development through the appropriate T:Drive: Curriculum folder. If you have any questions, or need further support, please contact [Program Development](#).

** Hover over headers with asterisks for directional information.*

1. **Academics:**

- A. Advisory Committee:** Provide the names, positions, and organizations of advisory council representatives from private sector business and industry who engaged in curriculum development discussions. Note: Full-time faculty and staff of the college may not be members of the advisory committee, but they may serve in a non-voting ex-officio capacity. Part-time faculty who hold full-time positions within the career field may be members of the committee.

Table 1. Advisory Committee Representatives

Name	Position/Organization
Nicole Czajkoski	Law office of Nicole Rodriguez Czajkoski
Kate Bihm	Managing Shareholder, The Bihm Firm
Kristin Bays	Judge, 284 District Court, Montgomery Co
Dick Tate	Partner, Richard L. Tate Law Firm
Lanny Ray	Principal, Lanny D. Ray, PLLC

Dates of advisory committee meetings relevant to proposed program(s) design: Note: During the development of new programs, advisory committees must meet in real time (either in person or virtually) at least twice prior to submission of the program and communicate throughout the program development and approval process. A meeting with the advisory committee occurred on 18 September 2024. The committee provided recommendations on skillsets needed for entry-level legal assistant/paralegal to provide value to law offices focusing on family and civil law. The recommendation was to provide a clear introduction to the paralegal profession, including duties, career progression, and workload. The committee also suggested building a program with a strong focus on office management, office technology, and writing because these skills require a significant onboarding investment by the law office and mastery of these skills has strong impacts on the employee's career progression. The committee reviewed curriculum changes on 3 October 2024 and approved.

B. *Program Requirements:

Similarities/Differences between peer programs: The program at SHSU differs from peer programs by focusing on the highest-demand fields of law in the Houston region – family and civil. Peer programs provide a range of course electives that allow students access to curriculum in a diversity of legal disciplines. The SHSU program will provide focused curriculum in family and civil law. While this may limit the applicant pool of potential students wanting more course options, we believe our strategy of developing a targeted curriculum in family and civil law will facilitate the development of a strong strategic partnership network and enhance the potential for SHSU to provide a pipeline for students into paralegal jobs. Our goal is to produce high-quality paralegals for civil and family law offices so that these employers recognize SHSU paralegal graduates as top-tier

candidates for employment. Moreover, the SHSU program has the option for 2 internships, more than peer institutions. Our goal will be to establish internship programs with the network of strategic partners and provide students with ample opportunity for hands-on training with law offices, which also will enhance the employability of graduates from the SHSU paralegal program.

Complete Table 2: SCH/CEU Requirements by Category. Add additional tables as necessary, labeling each credential as appropriate.

Table(s) 2. SCH/CEU Requirements by Category

Credential: Level II Certificate – Paralegal Studies

Category	SCHs or CEUs	Contact Hours
General Education Core Curriculum	0	0
ACGM Courses (exclude Core)	0	0
WECM Courses	30	480
TOTAL	30	480

Credential: AAS – Paralegal Studies

Category	SCHs or CEUs	Contact Hours
General Education Core Curriculum	15	240
ACGM Courses (exclude Core)	0	0
WECM Courses	45	768
TOTAL	60	1008

C. *Admission Requirements (address each, proposed credential separately):

Polytech Admission Standards: Sam Houston State University will adopt open enrollment admissions standards for students entering the SHSU Polytechnic College. Admission into SHSU Polytechnic does not guarantee admission into specific programs; program-specific admission requirements may be set based on insights and feedback from industry partners, advisory boards, workforce data, and other relevant categories such as market trends and accreditation standards. Open admission standards grants admission to high school graduates, those with high school equivalency credentials, and individuals approved on a case-by-case basis. Transfer students from other colleges are also eligible for admission, provided they submit official transcripts from all previously attended institutions. TSI will be the assessment used to determine college readiness for academic coursework.

Required Polytech Admissions Documents:

- Completed SHSU Admission Application with nonrefundable application fee.
- Official high school transcript showing GPA and degree plan. Upon graduation from high school, applicant must provide a final official high school transcript with final GPA, date of graduation, and graduation plan.

Program specific admission standards: No additional requirements beyond the SHSU Polytechnic admission standards for the Level 1 Certificate or the AAS degree.

D. *Curriculum (Complete table 3):

Table(s) 3. Program Curriculum (Course List)

- Indicate new, proposed courses with an asterisk *

- If 42 SCH Core Curriculum or select component areas are required, indicate as such on one row below (e.g., Core Curriculum – 42 SCH; Component Area I – 6 SCH).
- Add additional table rows and tables below, as necessary, to document requirements for all proposed credentials (e.g., Level 1 cert, applied associate's, etc.), labeling each credential as appropriate.

Credential: Level I Certificate – Paralegal Studies

Prefix and Number	Course Title	SCH/CEU
LGLA 1303	Legal Research	3 SCH
LGLA 1305	Legal Writing	3 SCH
LGLA 1311	Introduction to Law	3 SCH
LGLA 1313	Introduction to Paralegal Studies	3 SCH
LGLA 1317	Law Office Technology	3 SCH
LGLA 1345	Civil Litigation	3 SCH
LGLA 1355	Family Law	3 SCH
LGLA 2035	Interviewing and investigating	3 SCH
LGLA 2331	Advanced Legal Research & Writing	3 SCH
Choice one of the following		
LGLA 2307	Law Office Management	3 SCH
or LGLA 1380	OR Cooperative Ed I - Paralegal Assistant (CO-OP)	3 SCH

Credential: AAS – Paralegal Studies

Prefix and Number	Course Title	SCH/CEU
LGLA 1350	Contracts	3 SCH
LGLA 2333	Advanced Legal Document Preparation	3 SCH
ENGL 1301	Composition I – Core Component Area I	3 SCH
POLS 2306	Texas Government – Core Component Area VII	3 SCH
MATH 1332	College Math – Core Component Area II	3 SCH
LGLA 2337	Mediation	3 SCH
LGLA 2352	Advanced Civil Litigation	3 SCH
PHIL 1301	Introduction to Philosophy – Core Component Area IV	3 SCH
COMS 2386	Interpersonal Communication – Core Component Area VII	3 SCH
Choose one of the following:		
LGLA 2339	Certified Paralegal Exam Review (Capstone)	3 SCH
or LGLA 2381	Cooperative Ed II - Paralegal Assistant (CO-OP)	3 SCH

Table 4. Program Curriculum (Recommended Course Sequence/Plan of Study)

Include course sequence for all proposed credentials. Add table rows as necessary.

Credential: Level I Certificate – Paralegal Studies

Fall – CERT. I	Hrs	Spring – CERT I	Hrs
LGLA 1303 - Legal Research	3	LGLA 1345 - Civil Litigation	3
LGLA 1305 - Legal Writing	3	LGLA 1355 - Family Law	3
LGLA 1311 - Introduction to Law	3	LGLA 2305 – Interviewing and Investigating	3
LGLA 1313 - Introduction to Paralegal Studies	3	LGLA 2331 - Advanced Legal Research & Writing	3
LGLA 1317 - Law Office Technology	3	LGLA 2307 - Law Office Management	3
		Or LGLA 1380 - Cooperative Ed I - Paralegal Assistant (CO-OP)	

Credential: AAS – Paralegal Studies

Fall - AAS	Hrs	Spring - AAS	Hrs
LGLA 1303 -Legal Research	3	LGLA 1345 - Civil Litigation	3
LGLA 1305 - Legal Writing	3	LGLA 1355 - Family Law	3
LGLA 1311 - Introduction to Law	3	LGLA 2305 – Interviewing and Investigating	3
LGLA 1313 - Introduction to Paralegal Studies	3	LGLA 2331 - Advanced Legal Research & Writing	3
LGLA 1317 - Law Office Technology	3	LGLA 2307 - Law Office Management	3
		LGLA 1380 - Cooperative Ed I - Paralegal Assistant (CO-OP)	3
Fall - AAS	Hrs	Spring - AAS	Hrs
LGLA 1350- Contracts	3	LGLA 2337 - Mediation	3
LGLA 2333 - Advanced Legal Document Preparation	3	LGLA 2352 - Advanced Civil Litigation	3
ENGL 1301 - Composition I	3	PHIL 1301 – Introduction to Philosophy	3
GOVT 2306 - Texas Government	3	COMS 2386 - Interpersonal Communication	3
MATH 1332 – College Math	3	LGLA 2339 - Certified Paralegal Exam Review (Capstone) or	3
		LGLA 2381 - Cooperative Ed II - Paralegal Assistant (CO-OP)	

Comparable Curricula: *If applicable, provide up to three links to comparable curricula that were used as a model or inspiration for designing the curriculum. If none exist, please briefly describe the unique design of the curriculum.*

Houston Community College: <https://www.hccs.edu/programs/areas-of-study/business/paralegal-technology/>; Lone Star College: <https://www.lonestar.edu/programs-of-study/paralegal-studies.htm>; San Jacinto College: <https://www.sanjac.edu/programs/areas-of-study/business/paralegal/>

How many new courses are being developed for the program(s)?

WECM: 0

Local Needs: 0

ACGM 0

Curriculum Features: *Indicate below if the proposed curriculum has any of the following features and provide additional information as requested.*

Can the curriculum stack toward higher level credentials (workforce or academic)?

☒ Yes ☐ No

If yes, list programs and describe stackability: All Level I Certificate classes stack towards the AAS.

Will students be eligible for any licensures or certifications upon completion of coursework in the proposed program(s)?

☒ Yes ☐ No

If yes, list certification(s)/licensure(s): The program prepares students for the NALA Certified Paralegal Certification.

Does the program(s) **require** any clinicals, fieldwork, internships or other external learning experiences?

☐ Yes ☒ No

If **yes**, list the experience, clock hours required, and expected SCH earned: [Click or tap here to enter text.](#)

If clinical experience is **required**, do current affiliation agreements have the capacity to support additional students?

☐ Yes ☐ No

If **no**, briefly describe plans for securing additional affiliation agreements: [Click or tap here to enter text.](#)

E. *Marketable Skills: *Identify 3-5 marketable skills students will attain through the proposed program.*

- Use legal terminology to create documents and presentations, and to compose correspondence and legal documents.
- Search and analyze law literature from primary and secondary sources.
- Use common law office technology such as databases and electronic filing systems.
- Assist with client and witness interviews and legal investigations.
- Understand ethical obligations of the profession and poses the ability to communicate effectively and professionally in oral and written form.

2. *Instructional Personnel:

Estimate the number of new faculty or instructor FTE required to support the program in the first 5 years: 3.5 new faculty FTEs will be required for this program.

Table 5. Instructional Personnel

List existing and/or to-be-hired instructional personnel as a result of the proposed program(s). Indicate the individual responsible for program coordination (i.e., Program Director).

Name	Rank/Title	Department	Highest Degree	Expected % Instructional Time in Degree Program	Expected Teaching Load / Course Responsibility
TBD (To be hired by December 2024)	Non-Tenure Track (NTT)/Program Director	Polytech College (*Business Support Services Dept to be Created)	PhD/MS	50%	150 Contact hours, 5-5-5 courses/Full Teaching, Internships, & Administration <i>Faculty Expertise sufficient to cover any of the WECM courses.</i>
TBD	NTT/Instructor	Polytech College*	MS/Industry Experience	70%	240 contact hours, 5-5-5 courses/Full Teaching <i>Faculty Expertise sufficient to cover any of the WECM courses.</i>

TBD	NTT/Instructor	Polytech College*	MS/Industry Experience	70%	240 contact hours, 5-5-5 courses/Full Teaching <i>Faculty Expertise sufficient to cover any of the WECM courses.</i>
TBD	NTT/Instructor	Polytech College*	MS/Industry Experience	70%	128 contact hours, 2-2-2 courses/Full Teaching <i>Faculty Expertise sufficient to cover any of the WECM courses.</i>

3. *Additional Distance Education Delivery Considerations (as applicable):

- Confirm you have read the [Principles of Good Practice for Distance Education](#) and the program will adhere to all principles:

I, Chad Hargrave, confirm I have thoroughly read the Principles of Good Practice for Distance Education and confirm that the proposed program(s) are in compliance with these principles.

- Outline the administrative oversight and structure:** The courses will be reviewed using student surveys and progress towards learning objectives each semester and quarterly, respectively by Department and College leadership. Faculty will be expected to meet learning outcomes and the educational needs of the students. This will entail virtual classrooms and office hours. These courses will not be self-paced.
- Briefly present how collaborative arrangements would be made, in order to account for limited to no face-to-face communications:** Although the courses may be largely delivered online, the delivery and interactions with faculty will be done using virtual technology (Blackboard Learn, Zoom, Teams, etc.) to mimic an in-class experience but provide accessibility to the student population.
- Explain the program differences between the traditional and distance education delivery:** Face to face delivery will primarily be internship experience.
- Briefly present how student interactions would take place, in order to account for limited to no face-to-face communications:** Interactions will be done in virtual classrooms and virtual office hours. The expectation of online instruction is that the instructor see, talk to, and interact with students. These will not be self-paced classes.

4. *Required Appendices:

- Course Descriptions
- Prescribed Sequence of Courses
- Advisory Committee Minutes

END STAGE II

Approval Recommendation Signatures:

Approval Recommendation Signatures:

Approved by Department Head/FacultySignature: [Click or tap here to enter signature.](#)Approved ☐ Disapproved ☐

Date: N/A

Approved by Department ChairSignature: [Click or tap here to enter signature.](#)Approved ☐ Disapproved ☐

Date: N/A

Approved by Department Chair 2 (Interdisciplinary)¹Signature: [Click or tap here to enter signature.](#)Approved ☐ Disapproved ☐Date: [Click or tap here to enter date.](#)**Approved by Department Chair 3 (Interdisciplinary)¹**Signature: [Click or tap here to enter signature.](#)Approved ☐ Disapproved ☐Date: [Click or tap here to enter date.](#)**Approved by Department CC**Signature: [Click or tap here to enter signature.](#)Approved ☐ Disapproved ☐

Date: N/A

Approved by College CCSignature: [Click or tap here to enter signature.](#)Approved ☐ Disapproved ☐

Date: N/A

Approved by Academic Dean

Signature: Chad Hargrave

Approved ☒ Disapproved ☐

Date: 3 October 2023

Approved by Academic Dean 2 (Interdisciplinary)¹Signature: [Click or tap here to enter signature.](#)Approved ☐ Disapproved ☐Date: [Click or tap here to enter date.](#)**Approved by Academic Dean 3 (Interdisciplinary)¹**Signature: [Click or tap here to enter signature.](#)Approved ☐ Disapproved ☐**Approved by Director of APPD**Signature: *Dawn B. Caplinger*Approved ☒ Disapproved ☐

Date: 10.09.2024

Approved by University CCSignature: [Click or tap here to enter signature.](#)Approved ☐ Disapproved ☐Date: [Click or tap here to enter date.](#)**Approved by ACC/Provost**Signature: [Click or tap here to enter signature.](#)Approved ☐ Disapproved ☐Date: [Click or tap here to enter date.](#)**Approved by Board of Regents**Approved ☐ Disapproved ☐Date: [Click or tap here to enter date.](#)**Approved by THECB**Approved ☐ Disapproved ☐Date: [Click or tap here to enter date.](#)

¹Interdisciplinary sign-off is required at both the department/college level for the use of any non-core curriculum course within the proposed curriculum, which is housed outside of the proposed program's academic college.

CC = Curriculum Committee

APPD = Academic Planning and Program Development

APPD Use Only

Added to Catalog ☐Date: [Click or tap here to enter date.](#)**Added to Banner** ☐

Academic Planning and Assessment
September 2024

Date: Click or tap here to enter date.

Added to Degree Works ☐

Date: Click or tap here to enter date.

Notified Advising ☐

Date: Click or tap here to enter text.

Added to Apply Texas ☐

Date: Click or tap here to enter text.

Directional Prompts:

ADMINISTRATIVE PROGRAM INFORMATION

Program Name:

Show how the program would appear on the Coordinating Board's program inventory (e.g., Bachelor of Business Administration with a major in Accounting; Master of English Literature).

Proposed CIP:

Enter the proposed CIP Code/title for Texas. If CIP Code selected is outside the norm for the discipline, provide justification. A list of CIP Codes can be accessed at [Texas CIP Codes](#). THECB no longer accepts CIP Codes that end in '99'.

Number of Required Semester Credit Hours (SCH):

The typical semester credit hour range for a master's degree program is between 30 to 36 SCH and 54 to 60 SCH for a terminal Master's degree.

*If the number of SCH exceeds 120 for a bachelor's program, an additional appendix is required documenting the compelling academic reason for requiring more SCHs, such as program accreditation requirements, statutory requirements, and/or licensure/certification requirements that cannot be met without exceeding 120 SCH.

Administrative Unit:

Identify where the program would fit within the organizational structure of the university (e.g., The Department of English within the College of Humanities and Social Sciences).

Location and Mode of Delivery:

Provide the location of instruction and how the proposed program will be delivered to students. (e.g., Instructed on the main campus, face-to-face, online).

Proposed Implementation Date:

Provide the date that students would enter the program (MM/DD/YY).

Proposal Contact Person:

Provide contact information for the person responsible for addressing any questions about the proposal.

Department Curriculum Committee (DCC) Notes:

Add DCC notes, if applicable.

College Curriculum Committee (CCC) Notes:

Add CCC notes, if applicable.

Administrative Notes:

Add Administrative notes, if applicable.

STAGE II: CONTENT AND QUALITY

Degree Program CIP:

THECB no longer accepts CIP Codes that end in '99'.

If the institution has an existing degree program with the same CIP code and degree designation, provide a brief description of how this degree program is distinct (use the [institution's program inventory](#) for reference, if needed).

If the proposed CIP code for the bachelor's degree program aligns with one of the approved TEXAS Direct Fields of Study, please provide the Directed Electives courses accepted for the Texas Direct degree.

Academics:

Specific degree and admission requirements, proposed curriculum, and marketable skills associated with the program.

Degree Requirements:

Similarities/Differences between peer programs: Describe the similarities and differences between the proposed program and peer programs in Texas and nationally.

Complete Table 3: Semester Credit Hour Requirements by Category. Show semester credit hours (SCH) and clock hours (if applicable). Modify the table as needed. If necessary, replicate the table to show more than one option.

Note: A Bachelor degree should not exceed 120 Semester Credit Hours (SCH) per Board rule 5.44 (a) (3). Those that exceed 120 SCH must provide detailed documentation describing the compelling academic reason for the number of required hours, such as programmatic accreditation requirements, statutory requirements, or licensure/certification requirements that cannot be met without exceeding the 120-hour limit.

Admission Requirements:

Provide any program-specific admission requirements. For graduate programs, provide the institution's general graduate admissions standards as well as the program-specific admissions standards for applicants of the proposed program.

Curriculum: Complete tables 4, 5, and 6.

Complete tables 4, 5, and 6 to list the required/core courses, prescribed elective courses, and elective courses of the proposed program and semester credit hours (SCH). Note with an asterisk (*) new courses that would be added to SHSU's course inventory.

Marketable Skills:

The Texas Higher Education Coordinating Board (THECB) marketable skills initiative is part of the state's 60x30TX plan and was designed to help students articulate their skills to employers. Marketable skills are those skills valued by employers and/or graduate programs that can be applied in a variety of work or education settings and may include interpersonal, cognitive, and applied skill areas.

Explain how students will be informed of the marketable skills included in the proposed program. (Note: Marketable Skills are required, at SHSU, to appear in the academic catalog.

Faculty Availability:

The proposed program shall have enough core and support faculty to teach the scope of the discipline, consistent with similar programs in the state and nation. At least 50 percent of the faculty full-time equivalent (FTE) supporting a bachelor's or master's program must be Core Faculty.

Note: The proposed program must meet, or exceed, the minimum number of faculty devoted specifically to the proposed program:

- Bachelor's program – three FTE or two FTE if comprised of four individual faculty members. (The standard for upper-level institutions could be lower for those programs in which lower-division courses are required for the major and taken at feeder institutions.)
- Master's program – three FTE or two FTE if comprised of four individual faculty members.
- At least 50 percent of the faculty FTE supporting a bachelor's or master's program must be core faculty.

Note: The distinction between core and support faculty tables has been removed and the percentage of time in the program will be used to identify "core" faculty. It is assumed that if a faculty member is dedicating 50% or more time to the degree program that they are considered a core faculty member

Table 7. Existing Faculty:

Core Faculty are full-time tenured and tenure-track faculty who would teach 50 percent or more in the proposed program or other individuals integral to the proposed program. Modify the table as needed.

List the existing faculty for the program including the name, department, credential information, and the expected percentage of time assigned to the program. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the proposed program.

Table 8. Expected Faculty New Hires:

List any anticipated new faculty hires within 5 years of implementation. Include the expected date of hire, credentials required, and expected percentage time dedicated to the program.

Additional Distance Education Delivery Considerations (as applicable):

A description of how the proposed program would function remotely for distance education delivery purposes.

Required Appendices:

Attach the following required appendices with Stage II of this form.