

**KANSAS BOARD OF REGENTS
COUNCIL OF CHIEF ACADEMIC OFFICERS**

**VIRTUAL MEETING AGENDA
Wednesday, December 18, 2024
9:00 a.m. – 10:00 a.m.
or upon adjournment of SCOCAO**

The Council of Chief Academic Officers (COCAO) will meet virtually via Zoom. An in-person option will be available at the Curtis State Office Building at 1000 SW Jackson, Suite 530, Topeka, Kansas, 66612.

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|--|-------------------------|-------|
| I. Call to Order | Susan Bon, Chair | |
| A. Roll Call & Introductions | | |
| B. Approve Minutes from November 20, 2024 | | p. 3 |
| II. Council of Faculty Senate Presidents Update | Norman Philipp, PSU | |
| III. First Reading | | |
| PhD in Education and Behavioral Studies – WSU | Shirley Lefever, WSU | p. 5 |
| IV. Second Reading | | |
| A. BA & BGS in Health & Society – KU | Barbara Bichelmeyer, KU | p. 19 |
| B. PSM in Environmental Geology – KU | Barbara Bichelmeyer, KU | p. 30 |
| V. Other Matters | | |
| A. Request approval to change the name of MA in Slavic Languages and Literatures to Slavic and Eurasian Studies – KU | Barbara Bichelmeyer, KU | p. 37 |
| B. Request approval to change the name of PhD in Health Policy and Management to Population Health – KUMC | Robert Klein, KUMC | p. 38 |
| C. Request approval to change the name of MS in Health Data Science to Health Data Science and Informatics – KUMC | Robert Klein, KUMC | p. 39 |
| D. Request approval to change the name of the School of Applied and Interdisciplinary Studies to the College of Applied and Professional Studies – KSU (Olathe Campus) | Jesse Mendez, KSU | p. 41 |
| E. Discuss Opportunities (new degree programs, partnerships, strategic initiatives, etc.) that Universities are Considering or Planning to Pursue in the Future | COCAO Members | |
| VI. Announcements | | |
| Next COCAO Meeting – January 15, 2025 | | |
| VII. Adjournment | | |

COUNCIL OF CHIEF ACADEMIC OFFICERS

The Council of Chief Academic Officers (COCAO), established in 1969, is composed of the academic vice presidents of the state universities. The Board's Vice President for Academic Affairs serves as an ex officio member, and the member from the same institution as the chairperson of the Council of Presidents serves as chairperson of the Council of Chief Academic Officers. The chief academic officers of the University of Kansas Medical Center and Washburn University are authorized to participate as non-voting members when agenda items affecting those institutions are to be considered. The Council of Chief Academic Officers meets monthly and reports to the Council of Presidents. The Council of Chief Academic Officers works with the Board Academic Affairs Committee through the Vice President for Academic Affairs. Membership includes:

Jesse Mendez, Chair	K-State	Susan Bon	PSU
Brent Thomas	ESU	John Fritch	Washburn
Jill Arensdorf	FHSU	Shirley Lefever	WSU
Barbara Bichelmeyer	KU	Rusty Monhollon	KBOR
Robert Klein	KUMC		

Council of Chief Academic Officers AY 2025 Meeting Schedule

<i>COCAO Academic Year 2024- 2025 Meeting Dates</i>			
Meeting Dates	Location (virtual or in-person)	Institutional Materials Due	New Program Requests Due
September 18, 2024	Virtual	August 28, 2024	July 24, 2024
November 20, 2024	Kansas State University	October 30, 2024	September 25, 2024
December 18, 2024	Virtual	November 25, 2024	October 21, 2024
January 15, 2025	Virtual	December 24, 2024	November 19, 2024
February 12, 2025	Virtual	January 22, 2025	December 18, 2024
March 12, 2025	Virtual	February 19, 2025	January 15, 2025
April 16, 2025	Pittsburg State University	March 26, 2025	February 19, 2025
May 14, 2025	Virtual	April 23, 2025	March 19, 2025
June 11, 2025	Virtual	May 21, 2025	April 16, 2025

COCAO meets at 9:00 a.m. or upon adjournment of SCOCAO unless otherwise noted.

**KANSAS BOARD OF REGENTS
COUNCIL OF CHIEF ACADEMIC OFFICERS
MINUTES
NOVEMBER 20, 2024**

The November 20, 2024, meeting of Council of Chief Academic Officers was called to order by Chair Susan Bon at 9:14 a.m. The meeting was held in the Flint Hills Room on the Kansas State University Campus, Student Union 918 N. MLK Jr. Drive, Manhattan, KS 66506 with a virtual option available.

MEMBERS PRESENT:

Jesse Mendez, KSU	Barbara Bichelmeyer, KU	John Fritch, Washburn
Brent Thomas, ESU	Jill Arensdorf, FHSU	Shirley Lefever, WSU
Robert Klein, KUMC	Susan Bon, PSU	

APPROVAL OF MINUTES

Provost Brent Thomas moved that the minutes of the September 18, 2024, meeting be approved. Following the second of Provost Jesse Mendez, the motion carried.

COUNCIL OF FACULTY SENATE PRESIDENTS UPDATE

Council of Faculty Senate Presidents Chair Norman Philipp provided an update, announcing that their discussions will shift to focus on AI in Kansas higher education. This topic was introduced at the last COCAO meeting.

FIRST READING

BA & BGS IN HEALTH & SOCIETY – KU

Provost Barbara Bichelmeyer presented the first reading for the BA & BGS in Health & Society at the University of Kansas. Professor Joane Nagel, Associate Professor Tracey LaPierre, and Professor Saint Onge from the University of Kansas shared information about the presented program.

PSM IN ENVIRONMENTAL GEOLOGY – KU

Provost Barbara Bichelmeyer presented the first reading for the PSM in Environmental Geology at the University of Kansas. Program Director Marcia Shulmeister from the University of Kansas shared information about the presented program.

OTHER MATTERS

REQUESTS FOR APPROVAL – KU

Provost Barbara Bichelmeyer presented a request for approval to merge the BAS Biotechnology with the BS Applied Biological Sciences resulting in the BS Biotechnology. Several degree name change requests were presented. The name change requests included changing the PhD Applied Behavioral Science to PhD Behavioral Psychology, changing the MA Leadership in Diversity & Inclusion to the MA Leadership Studies, and changing the MSE Educational Technology to the MSE Learning Design. Provost Jill Arensdorf moved to approve these requests as presented. Following the second from Provost Jesse Mendez, the motion carried unanimously.

DISCUSS OPPORTUNITIES FROM UNIVERSITIES

Provost Shirley Lefever shared that Wichita State University is working on program proposals to be presented in December for approval. These proposals will enhance the university's partnership with the Bureau of Alcohol, Tobacco, Firearms, and Explosives (BATFE) on its campus.

Vice President of Academic Affairs Rusty Monhollon revisited the discussion on AI, noting that he will explore resources to share with institutions and identify ways for KBOR to facilitate roundtable discussions among all

institutions. He also informed the group that he has been in discussions about KBOR possibly joining the Civic Learning and Democracy Coalition.

Provost Robert Klein shared that the University of Kansas Medical Center will have name changes to present for the December meeting.

ANNOUNCEMENTS

Chair Susan Bon provided a reminder that the next COCAO meeting will be held on December 18th.

ADJOURNMENT

Provost Jesse Mendez moved that the meeting be adjourned. Following the second of Provost Jill Arensdorf, the motion carried. The meeting adjourned at 9:41 a.m.

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Wichita State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process.

December 18, 2024

I. General Information

A. Institution Wichita State University

B. Program Identification

Degree Level: Doctoral Program
Program Title: Education and Behavioral Studies
Degree to be Offered: Ph.D.
Responsible Department or Unit: College of Applied Studies
CIP Code: 13.0601—Educational Evaluation and Research
Modality: Hybrid
Proposed Implementation Date: August 2025

Total Number of Semester Credit Hours for the Degree: 60

II. Clinical Sites: Does this program require the use of Clinical Sites? No

The Ph.D. Program in Education and Behavioral Studies will not require the use of external clinical sites. Although the Clinical Mental Health Counselor Education and Supervision concentration involves advanced clinical education, encompassing both hands-on clinical work and training in supervising master's level counseling students, the site for these experiences is the WISE¹ Counseling and Play Therapy Clinic, which is housed within the counseling program on the WSU campus.

III. Justification

The proposal for the establishment of a Ph.D. program in Education and Behavioral Studies with concentrations in both Educational Psychology and Clinical Mental Health Counselor Education emerges as a strategic response to the burgeoning demand for skilled professionals in these fields. The present proposal aims to address this pressing demand by offering a specialized Ph.D. program that not only responds to the current shortage of professionals but also ensures a comprehensive educational experience for aspiring scholars. This program is innovative and specifically addresses the university's aspiration to become an R1 institution.

The Ph.D. in Education and Behavioral Studies is designed to offer flexible delivery options (online, hybrid, and in-person instruction available) and an adaptable curriculum. The core courses across concentrations are designed to ensure that all students, regardless of concentration, gain mastery in advanced research design, program evaluation, and higher education teaching. A distinctive feature of the proposed Ph.D. program is the emphasis on allowing students to meet their unique needs and interests as they develop the skills and knowledge of highly competent and committed professionals within their specialty area. The rationale for the selection of Educational Psychology and Clinical Mental Health Counselor Education as the focal concentration areas stems from the acute shortage of professionals in these domains, the demonstrated interest from prospective students,

¹ WISE is the WSU Integrated Support and Empowerment Counseling and Play Therapy Clinic.

and the evolving needs of contemporary society both nationally and within the state of Kansas.

Educational Psychology Concentration - As Kansas moves to reshape P-12 curriculum, to integrate the Science of Reading, and to emphasize the need for specific training in how people think, learn, and are motivated, the Educational Psychology concentration allows students to shape learning environments that work for students and teachers. The program also prepares industry leaders for integrating practical state-of-the-art education, training, and motivation strategies within their organizations. The Educational Psychology concentration currently housed within the Ed.D. program includes students from such disparate fields as medicine, corrections, and law enforcement, military personnel, aerospace and engineering, P-12 educators, and higher education professionals. This program aims to produce graduates who are not only well-versed in foundational theories and research methodologies but also adept at applying their expertise in real-world contexts.

Clinical Mental Health Counselor Education Concentration - The demand and need for mental health practitioners has reached unprecedented levels. Schools, industries, and communities at large recognize the pivotal role of mental wellness in fostering resilience and productivity, making the need for highly trained professionals and educational leaders in Counseling more critical than ever. Recent faculty searches in counseling, for instance, have yielded only a limited pool of applicants, highlighting the national scarcity of qualified professionals. The implementation of a Ph.D. program is a proactive measure to replenish and fortify the pipeline of educators and practitioners who can address the multifaceted challenges of education and mental health in diverse settings.

IV. Program Demand: Select one or both of the following to address student demand:

A. Survey of Student Interest

Number of surveys administered:	<u>150</u>
Number of completed surveys returned:	<u>118</u>
Percentage of students interested in program: ...	<u>95.65</u>

Include a brief statement that provides additional information to explain the survey.

The current Educational Psychology track within the Ed.D. Educational Leadership program at WSU originated due to the demand for doctoral level candidates trained in educational psychology. In 2018, the Dean of Graduate Studies tasked the CLES (now ISLE) Department to launch the new track as a pilot to gauge interest. Demand was high, and the program grew from 26 in 2019 to 82 students currently in the Ed.D. program. We have since conducted a survey of current and potential students to gauge interest and attitudes toward having a Ph.D rather than an Ed.D. The purpose of this survey was to assess perceptions about the differences between an Ed.D. and Ph.D. in the field of Education and Behavioral Studies and Educational Psychology. This survey was distributed to potential and current students, professionals, and retirees who worked in the Educational Psychology field or related fields (ex. special education, counseling, educational leadership, K-12 education etc).

Survey questions included Likert-type scale items that ranged from strongly disagree to strongly agree. The following list is a sample of the items in which respondents' answers ranged from agree to strongly agree:

- I would be more likely to apply to a Ph.D. Program than an Ed.D. program
- In my field of study/profession, a Ph.D. is more readily recognized as the terminal degree as opposed to an Ed.D
- A search committee will be more likely to hire an Educational Psychologist if they have a Ph.D. (rather than an Ed.D.)

- The program described is appealing to me

B. Market Analysis

Per Hanover, labor demand nationally and specifically in the Great Plains region for professionals with doctoral degrees in Educational Evaluation and Research is considered “high growth.” Hanover (2024) also reports that monthly average national online search volume for graduate programs in “clinical, counseling and applied psychology,” including Educational Psychology and Counseling, is 46,405, an increase of 23.1% year over year. Within that broad category, Counseling is the most frequently searched program. National labor demand for professionals with doctoral degrees in Counselor Education/School Counseling and Guidance Services is deemed “high growth,” while demand in the Great Plains region is “established.” It is important to note that there is not a specific CIP code that pertains to Clinical Mental Health Counseling, while demand for these counselor educators has grown exponentially. At the 2024 Association for Counselor Education and Supervision national conference, there were job talks for 81 universities looking to recruit counselor educators. As the demand for licensed mental health professionals has grown, counseling programs have grown as well. Wichita State’s M.Ed. in Counseling has grown from 61 students in 2015 to 247 in 2023. Counseling is now the largest graduate program at our university and the demand continues to grow.

In 2022, the U.S. employed over 388,200 substance abuse, behavioral disorder, and mental health counselors (U.S. Bureau of Labor Statistics, 2023). This number is projected to rise to 459,600, marking an increase of 18% in new positions by 2032. Further, consider:

1. Of the 105 Kansas counties, 99 are designated as Mental Health Professional Shortage Areas (Kansas Health Institute, 2022).
2. Compared to the national average of one provider for every 350 individuals, Kansas had only one provider for every 470 people. This shortfall is especially severe in rural areas. (Mental Health America, 2023).
3. According to Mental Health America (2023), Kansas is ranked 51st overall out of all U.S. states and the District of Columbia while looking at the prevalence of mental illness and access to care.
4. Employment of substance abuse, behavioral disorder, and mental health counselors is expected to increase by 18.4%, adding approximately 71,500 new positions from 2022 to 2032 (US Department of Labor, 2023).
5. Currently, the distribution of counseling degrees in Kansas is imbalanced, with a ratio of 23 non-doctoral degrees to one doctoral degree, suggesting a bottleneck in the training pipeline for mental health professionals due to a lack of individuals with the necessary academic credentials to teach in accredited counseling preparation programs.

This new Ph.D program is clearly an important response to market needs.

Kansas State University houses the only other Counselor Education and Supervision Ph.D. program in the state. The proposed WSU program’s emphasis is in Clinical Mental Health Counseling and is designed to address the shortage in Wichita as new mental health facilities are opening. The KSU program is transitioning to 100% online delivery. The WSU program is hybrid.

The University of Kansas houses a Ph.D. program in Educational Psychology and Research with a focus on development and learning or research, evaluation, measurement and statistics. The proposed WSU program differs from KU’s program because the focus is on specialization tailored to the student’s interest with nine

hours of electives to facilitate student customization. For example, if a student wishes to marry the content within the educational psychology track with machine learning, they can take courses in computer engineering. A second differentiator is that the proposed program does not include a residency requirement. The WSU Ph.D. program is designed for students from traditional and non-traditional paths.

V. Projected Enrollment for the Initial Three Years of the Program

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	8	16	192	240
Year 2	11	21	264	315
Year 3	13	27	312	405

We expect significant enrollment in Year 1 of the new program based on our anticipation that a number of students currently enrolled in the Ed.D. Educational Leadership program will switch to the new Ph.D. Of the 82 current Ed.D. students, 46 are in the Educational Psychology track. Our Graduate School has confirmed that students currently in the Ed.D. program may apply credits to the Ph.D program, assuming compliance with other academic requirements (e.g., time limit). Once the new Ph.D. program begins, we will close the Educational Psychology track in the Ed.D. program. We will, of course, enable Educational Psychology students who do not want to shift to the Ph.D. to complete their Ed.D. However, we will not admit new students to Educational Psychology track in the Ed.D. The Educational Psychology track in the Ph.D. program will be the doctoral option available to prospective students. In addition to the proposed Ph.D. program, the Ed.D. program in Educational Leadership will remain viable as it currently has 36 students enrolled in the traditional Educational Leadership track.

VI. Employment

The U.S. Bureau of Labor Statistics (BLS) anticipates an 18% growth in mental health related jobs nationally over the next decade. Additionally, the job outlook for post-secondary educators is listed at 8% growth and rated to grow at higher than average pace from 2022-32 (BLS, 2023). Growth in these two areas is strong evidence of increasing opportunities for employment for graduates with a terminal degree within fields in which demand is already high.

This growth will also have implications for Counselor Education programs, which will require more faculty members to teach, supervise, and produce an increasing number of competent and highly qualified mental health professionals. Mental health service agencies will need doctoral-level leadership professionals to guide their teams, and communities will have an increasing need to conduct applied research to understand the impact of counselor education programs and counseling services on community well-being.

Doctoral graduates in clinical mental health counseling programs are highly likely to find employment in higher education. Furthermore, doctoral-level candidates are eligible for multiple clinical non-tenure-track professorships, opportunities not accounted for in BLS calculations. Specifically in Kansas, counseling graduates will have the opportunity to teach in 23 counseling-related degree programs across various colleges and universities. This underscores the vast potential and opportunities in this field within our state.

Doctoral graduates in educational psychology programs are likely to find employment opportunities in multiple positions, including higher education. Top positions in the field include faculty positions and psychometrician

(Hanover, 2023). A recent JobsEQ search revealed 1,113 employers for related occupations. The BLS reports the median salary for all psychologists, including educational psychologists was \$81,040 in 2021.

VII. Admission and Curriculum

A. Admission Criteria

- a. Master’s degree with a minimum of 3.0 GPA in any field for Educational Psychology track, Master’s degree in Counseling from a CACREP accredited program for the Clinical Mental Health Counselor Education track
- b. Current resume or CV of educational and professional experience
- c. Sample of academic writing
- d. 2 letters of recommendation from supervisors and/or professional peers that attest to the applicant’s potential for success
- e. Statement of Professional Goals
- f. Optional Interview

B. Curriculum

The Ph.D. program in Education and Behavioral Studies is a 60-credit hour program. It includes a common core (30 credit hours) featuring courses in advanced research design, program evaluation, and higher education teaching, as well as the required dissertation. Program concentrations are 30 credit hours. Six masters-level credits may transfer into the Education and Behavioral Studies doctoral program and a maximum of 12 equivalent course credits may be transferred into this program from previous doctoral-level coursework at the discretion of program faculty.

Common Core courses for all concentrations:

Course #	Course Name	SCH
CESP 704	Advanced Educational Statistics	3
CLES 801	Introduction to Educational Research	3
CLES 750AT	Introduction to Higher Education Teaching	3
CLES 924 or CLES 925	Doctoral Internship: Teaching Doctoral Internship: Teaching in Counselor Education (150 hours)	3
CLES 901	Proseminar I	3
CLES 905	Quantitative Research Methods & Statistical Analysis	3
CLES 906	Qualitative Research Methods & Data Analysis	3
CLES 909	Dissertation	9 minimum

Semester-by-semester program plans for both concentrations follow:

Concentration 1: Clinical Mental Health Counselor Education

Year 1: Fall

Course #	Course Name	SCH
CESP 704	Advanced Educational Statistics	3
CLES 923	Doctoral Seminar: Advanced and Modern Counseling Theories	3
CLES 922	Doctoral Clinical Practicum (100 clinical hours)	3

Year 1: Spring

Course #	Course Name	SCH
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CLES 801	Introduction to Educational Research	3
CLES 921	Doctoral Seminar: Advanced Consultation, Diversity, Social Justice, Leadership, & Advocacy	3
CLES 750AT	Introduction to Higher Education Teaching	3

Year 1: Summer

Course #	Course Name	SCH
	Elective	3
CLES 925	Doctoral Internship: Teaching in Counselor Education (150 hours)	3

Year 2: Fall

Course #	Course Name	SCH
CLES 905	Quantitative Research Methods & Statistical Analysis	3
CLES 926	Doctoral Internship: Theory & Practice of Supervision – (75 hours)	1.5
CLES 901	Proseminar I	3

Year 2: Spring

Course #	Course Name	SCH
CLES 906	Qualitative Research Methods & Data Analysis	3
CLES 927	Doctoral Internship: Theory & Practice of Group Counseling (100 hours)	3
CLES 926	Doctoral Internship: Theory & Practice of Supervision – (75 hours)	1.5
	Doctoral Qualifying Examination	

Year 2: Summer

Course #	Course Name	SCH
	Elective	3
	Elective	3

Year 3: Fall

Course #	Course Name	SCH
CLES 909	Dissertation	3
	Elective	3
CLES 928	Doctoral Internship: Research (100 hours)	3

Year 3: Spring

Course #	Course Name	SCH
CLES 909	Dissertation	6

Total Number of Semester Credit Hours [60]

Concentration 2: Educational Psychology

Year 1: Fall

Course #	Course Name	SCH
CESP 704	Advanced Educational Statistics	3
CLES 901	Proseminar I	3
CLES 902	Psychology of Leadership, Persuasion and Influence	3

Year 1: Spring

Course #	Course Name	SCH
CLES 801	Introduction to Educational Research	3
CLES 904	Psychology of Discourse Processes	3
CLES 750AT	Introduction to Higher Education Teaching	3

Year 1: Summer

Course #	Course Name	SCH
CLES 903	Beliefs about Knowledge and Learning and Instruction	3
	Elective	3

Year 2: Fall

Course #	Course Name	SCH
CLES 905	Quantitative Research Methods & Statistical Analysis	3
CLES 906	Qualitative Research Methods & Data Analysis	3
CLES 924	Doctoral Internship: Teaching	3

Year 2: Spring

Course #	Course Name	SCH
CLES 907	Cognition & Instruction	3
CLES 908	Proseminar II	5
	Elective	3

Year 2: Summer

Course #	Course Name	SCH
CLES 909	Dissertation	6

Year 3: Fall

Course #	Course Name	SCH
CLES 909	Dissertation	5

Year 3: Spring

Course #	Course Name	SCH
CLES 909	Dissertation	5

Total Number of Semester Credit Hours [60]

Clinical Mental Health Counselor Education Track - Request for Accreditation

The department intends to seek accreditation for this new doctoral program track from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Accordingly, the curriculum for the Clinical Mental Health Counselor Education track is designed in alignment with 2024 CACREP doctoral standards for Counselor Education and Supervision. CACREP accreditation for doctoral programs are predicated on the accreditation of at least one entry-level (master's) program. WSU currently houses two master's level CACREP accredited programs in Clinical Mental Health and School Counseling. These programs are currently accredited through October, 2029 and will require the submission for reaccreditation approximately 18 months prior to the October end date. This is in alignment with the typical accreditation timeline for new or additional programs of 16-18 months. By initiating the doctoral program in Fall 2025 and aligning its accreditation process with the master's programs' accreditation timeline, the program can streamline resource allocation and administrative efforts as well as facilitate a unified approach to program evaluation and continuous improvement.

Related costs are discussed below under Start Up Costs – One Time Expenses.

Educational Psychology Track

The Educational Psychology track in this new program incorporates a number of courses currently being offered in the Ed.D. program’s Educational Psychology track. However, the Ph.D program is 60 credits compared to the Ed.D’s 55, and the Ph.D. includes additional coursework in research and teaching competencies.

Program Assessment

Program assessment will be structured to support both quality assurance and continuous improvement. Common student learning outcomes (SLOs) pertaining to the research core will be specified for all students with additional SLOs unique to each concentration. Key assessments will be identified and administered for each SLO such that the program’s effectiveness in preparing students can be documented and evaluated. Other assessment mechanisms will supplement the key program assessments of student performance, as well as evaluate operational effectiveness. These will include completer surveys, alumni surveys and employer surveys. The new program will, in alignment with other College of Applied Studies (CAS) programs, produce an annual assessment report. This report will be shared with a program advisory council comprised of students, practitioner partners, alumni, and program faculty, and it will result in the identification of key actions toward program improvement, as well as benchmarks to track progress toward goal attainment in those areas. The effectiveness of the program’s assessment plan will be monitored and evaluated and evaluated by the CAS Assessment Committee, which includes as a member an associate dean in CAS.

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable

Note: **Dissertation Chairing Responsibilities

FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Jason Herron*	Associate	Ph.D.	Yes	Educational Psychology	.80
Beatrice Latavietz	Associate	Ph.D.	Yes	Educational Psychology	.80
New Faculty Line*	Open	Ph.D.	Yes	Clinical Mental Health Counseling Education and Supervision	.75
New Faculty Line	Open	Ph.D.	Yes	Clinical Mental Health Counseling Education and Supervision	.75
Susan Bray**	Associate	Ph.D.	Yes	Clinical Mental Health Counseling Education and Supervision	.05
Jody Fiorini**	Professor	Ph.D.	Yes	Clinical Mental Health Counseling Education and Supervision	.10
Claire Gregory**	Assistant	Ph.D.	Yes	Clinical Mental Health Counseling Education and Supervision	.05
Jason Li**	Associate	Ph.D.	Yes	Clinical Mental Health	.05

				Counseling Education and Supervision	
Mahsa Maghsoudi**	Assistant	Ph.D.	Yes	Clinical Mental Health Counseling Education and Supervision	.05
Philip Mullins**	Associate	Ph.D.	Yes	Clinical Mental Health Counseling Education and Supervision	.05
Valerie Thompson**	Assistant	Ph.D.	Yes	Educational Psychology	.05
Edil Torres Rivera**	Professor	Ph.D.	Yes	Clinical Mental Health Counseling Education and Supervision	.05

Number of graduate assistants assigned to this program[0 existing, project to 6 new]

IX. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty (2.05 FTE total and based on current salaries)	\$143,554	\$146,426	\$149,354
Administrators (<i>other than instruction time</i>)(Chair at 0.1)	\$11,750	\$11,985	\$12,225
Graduate Assistants	0	0	0
Support Staff for Administration (<i>e.g., secretarial</i>) (0.1)	\$3,702	\$3,776	\$3,852
Fringe Benefits (<i>total for all groups</i>)	\$46,961	\$47,901	\$48,859
Other Personnel Costs – Summer Stipends	\$10,000	\$10,200	\$10,404
Total Existing Personnel Costs – Reassigned or Existing	\$215,967	\$220,288	\$224,694
Personnel – New Positions			
Faculty (2 @ .75 FTE each @ \$65,000)	\$97,500	\$99,450	\$101,439
Administrators (<i>other than instruction time</i>)	0	0	0
Graduate Assistants	\$80,000	\$100,000	\$120,000
Support Staff for Administration (<i>e.g., secretarial</i>)	0	\$0	\$0
Fringe Benefits (<i>total for all groups</i>)	\$30,050	\$30,835	\$31,632
Other Personnel Costs – Summer Stipends	\$10,000	\$10,200	\$10,404
Total Existing Personnel Costs – New Positions	\$217,550	\$240,485	\$263,475
Start-up Costs - One-Time Expenses			
Library/learning resources	0	0	0
Equipment/Technology	\$6,000	0	0
Physical Facilities: Construction or Renovation	0	0	0
CACREP fees			\$5,750
Other	0	0	0
Total Start-up Costs	\$6,000	0	\$5,750

Operating Costs – Recurring Expenses			
Supplies/Expenses	0	0	0
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Travel	\$3,000	\$3,000	\$3,000
Other	0	0	\$0
Total Operating Costs	\$3,000	\$3,000	\$3,000
GRAND TOTAL COSTS	\$442,517	\$463,773	\$496,919

B. FUNDING SOURCES <i>(projected as appropriate)</i>		First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$188,784	\$253,023	\$313,329
Student Fees		\$58,440	\$78,216	\$97,104
Other Sources – Applied Learning Support		\$48,000	\$64,000	\$80,000
Other Sources – Grant Funding		0	\$25,000	\$50,000
GRAND TOTAL FUNDING		\$295,224	\$420,239	\$540,433
A. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		(\$147,293)	(\$43,534)	\$43,514

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

Two members of the Educational Psychology faculty will be reassigned to this program at .8 FTE of their load. An additional eight faculty members will have .05 - .1 FTE of their load reassigned to the new program for the purpose of dissertation chairing. With the establishment of this new Ph.D., the demand from Educational Psychology students who are currently enrolling in our Ed.D program will shift to the new program. Further, since six credits of the Ph.D.'s program requirements overlap with the M.Ed.-Educational Psychology program (CESP 704 & CLES 801) and elective courses can be taken from existing offerings, some portion of the faculty costs assigned to the new program is shared with an existing one. Salaries assume a 2% increase each year.

Personnel – New Positions

The department intends to seek accreditation for this new program in clinical mental health counseling from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). WSU's master's program in Counseling is currently CACREP accredited in Clinical Mental Counseling and School Counseling. Upon approval of this program, including the Clinical Mental Health Counseling concentration, the department

will hire two new counseling faculty members who will each be assigned at .75 FTE to the Ph.D program (the other .25 to the growing M.Ed.-Counseling program). These hires will support compliance with CACREP faculty minima. Estimated salary for each is \$65,000. Salaries assume a 2% increase each year. Finally, the proposed program budget includes the hiring of additional graduate research assistants at \$20,000 per year. Year 1 will result in the hire of four graduate assistants, Year 2 five graduate assistants, and Year 3 six graduate assistants. The number of graduate assistants may vary based on available applied learning and/or grant support.

Start-up Costs – One-Time Expenses

These costs are minimal given existing facilities and internal clinical placement opportunities. Start-up costs are anticipated to be limited to (1) technology for new faculty hires and (2) CACREP accreditation fees. Specifically, the anticipated expense covers the CACREP self-study report fee, plus the doctoral program's share (along with the existing master's programs) of the site visit fee. Following accreditation for Year 4 and going forward, the doctoral program will share in the institution's CACREP annual maintenance fee.

Operating Costs – Recurring Expenses

This is also minimal given existing department infrastructure. Annual allocations for new faculty travel are assigned in alignment with the department's current level of faculty travel support.

B. Revenue: Funding Sources

Revenue calculations assume 33% of students in the program will be full-time and that 80% will be residential. Credit hour calculations were based on 24 credits per year for full-time students, 15 per year for part-time students. Given current tuition rates of \$339 per credit hour for residents and \$832 for non-residents, a \$437 tuition rate was applied to the tuition calculation. Several sets of fees were also applied. Mandatory university-level fees are calculated at a semester rate of \$619 per full-time student and \$413 per part-time student. The ISLE department has a standard program fee of \$150 per student each semester. The department also has course fees and experiential learning fees. To simplify calculations a rate of \$30 per credit hour was utilized. The Student Fees line under B. Funding Sources in the table above reflects the sum of the projected university, program and course fees.

Applied learning support projections are based on several sources of revenue currently being received and anticipated in future years. The Counseling program is currently receiving \$150,000 in applied learning support from the Kansas Behavioral Health Center of Excellence (KSBHCoE) to support students in mental health training programs. We anticipate this support will continue and possibly even double next year. WSU's Center for Research Evaluation and Services (CRES) is projecting up to \$30,000 in applied learning funds to be available for Educational Psychology students in future years. And finally, we are hopeful that the State of Kansas Applied Learning Fund will continue to be a source of revenue in future years. Considering these sources, and others that will likely emerge in future years, we conservatively projected \$48,000 to \$80,000 in yearly revenue available to students in the Ph.D. program.

Year one enrollment projections are based in part on expectations that numerous students currently enrolled in the Ed.D. in Educational Leadership track in Educational Psychology will move into the new Ph.D. program. Current enrollments in the EdD program are very high and continue to grow. Enrollments in the Ed.D. were: Fall 22 – 78, Fall 23 – 82, and Fall 24 – 88 (projected from 12 new admits and 6 graduating students). Conservative estimates for external funding are offered in Years 2 and 3. The new program possesses significant potential in this area. And since this new program will be the first Ph.D. program in the College of Applied Studies, it is anticipated to be a major factor in the college's future grant productivity.

C. Projected Surplus/Deficit

As indicated in section IX, the new program is anticipated to operate at a loss in Years 1 and 2, and generate surplus in Year 3. By Year 4, the program will be firmly established as a revenue generator. The Counseling program will also see savings with graduate assistants assuming some of the teaching and supervision responsibilities in master's programs previously assigned to the full-time faculty. This will result in additional cost offsets estimated at \$165,000 or more, but those offsets are not reflected in the tables above. Additional revenue from funded research and paid applied learning partnerships further enhance the program's positive financial impact.

XI. References

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- Sutton, H. (2023). Understanding the benefits and challenges of creating customized flex-path degrees. *Recruiting & Retaining Adult Learners*, 25(10), 4–5. <https://doi.org/10.1002/nsr.31044>
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Attachment A

Projected Enrollment by Year

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year		
	Full- Time	Part- Time	Full- Time ¹	Part- Time ²	Total
Implementation	8	16	192	240	432
Year 2	11	21	264	315	579
Year 3	13	27	312	405	717

1 – Based on 24 credits per year

2 – Based on 12 credits per year

Revenue Rates

Source	Amount	Note
Tuition	\$437	80% of students residential (\$339), 20% non-residential (\$823)
University Fee	\$619 (7 hrs+) \$413 (4-7 hrs)	Adjusted rate to account for two semesters at Fall/Spring rates and one at Summer rates
Program Fee	\$150	Per semester fee
Course Fees	\$30	Estimated rate per credit. All courses have a \$25 fee. Applied learning courses have an additional \$100 supervision fee.

Revenue Calculations – Year 1 (Implementation)

Source	FT Student	PT Students	Total
Tuition	\$ 83,904.00	\$ 104,880.00	\$ 188,784.00
Total Fees ¹	\$ 24,216.00	\$ 34,224.00	\$ 58,440.00
-University Fee ²	\$ 14,856.00	\$ 19,824.00	
-Program Fee ³	\$ 3,600.00	\$ 7,200.00	
-Course Fees ⁴	\$ 5,760.00	\$ 7,200.00	
Other Sources ⁵	--	--	\$ 48,000.00
Grant Funding	--	--	0
Total ⁶			\$ 295,224.00

Notes:

1 – Sum of University, Program and Course fees. This is the figure reported for Student Fees within the proposal.

2 - Based on head count. FT students @ 7 hrs+ rate. PT @ 4-7 hrs rate. Three semesters each.

3 – Based on head count. Three semesters @ \$150 each.

4 – Based on SCH. \$30 per credit.

5 – Applied learning support via KSBHCoE, CRES, the State of Kansas, and other sources

6 – Sum of Tuition, Total Fees, Other Sources and Grant Funding

Revenue Calculations – Year 2

Source	FT Student	PT Students	Total
Tuition	\$ 115,368.00	\$ 137,655.00	\$ 253,023.00
Total Fees ¹	\$ 33,297.00	\$ 44,919.00	\$ 78,216.00
-University Fee ²	\$ 20,427.00	\$ 26,019.00	
-Program Fee ³	\$ 4,950.00	\$ 9,450.00	
-Course Fees ⁴	\$ 7,920.00	\$ 9,450.00	
Other Sources ⁵	--	--	\$ 64,000.00
Grant Funding	--	--	\$ 25,000.00
Total ⁶			\$ 420,239.00

Notes:

1 – Sum of University, Program and Course fees. This is the figure reported for Student Fees within the proposal.

2 - Based on head count. FT students @ 7 hrs+ rate. PT @ 4-7 hrs rate. Three semesters.

3 – Based on head count. Three semesters @ \$150 each.

4 – Based on SCH. Three semesters @ \$30 per credit.

5 – Applied learning support via KSBHCoE, CRES, the State of Kansas, and other sources.

6 – Sum of Tuition, Total Fees, Other Sources and Grant Funding

Revenue Calculations – Year 3

Source	FT Student	PT Students	Total
Tuition	\$ 136,344.00	\$ 176,985.00	\$ 313,329.00
Total Fees ¹	\$ 39,351.00	\$ 57,753.00	\$ 97,104.00
-University Fee ²	\$ 24,141.00	\$ 33,453.00	
-Program Fee ³	\$ 5,850.00	\$ 12,150.00	
-Course Fees ⁴	\$ 9,360.00	\$ 12,150.00	
Other Sources ⁵	--	--	\$ 80,000.00
Grant Funding	--	--	\$ 50,000.00
Total ⁶			\$ 540,433.00

Notes:

1 – Sum of University, Program and Course fees. This is the figure reported for Student Fees within the proposal.

2 - Based on head count. FT students @ 7 hrs+ rate. PT @ 4-7 hrs rate. Three semesters.

3 – Based on head count. Three semesters @ \$150 each.

4 – Based on SCH. Three semesters @ \$30 per credit.

5 – Applied learning support via KSBHCoE, CRES, the State of Kansas, and other sources.

6 – Sum of Tuition, Total Fees, Other Sources and Grant Funding

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. The University of Kansas has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process.

December 18, 2024

I. General Information

A. Institution

University of Kansas

B. Program Identification

Degree Level: Bachelor's
Program Title: Health and Society
Degree to be Offered: Bachelor of Arts/Bachelor of General Studies
Responsible Department or Unit: College of Liberal Arts and Sciences/Department of Sociology
CIP Code: 51.2212
Modality: Face-to-face
Proposed Implementation Date: Fall 2025

Total Number of Semester Credit Hours for the Degree: 120

II. Clinical Sites: Does this program require the use of Clinical Sites? No

III. Justification

Health and Society is an interdisciplinary liberal arts degree focused on the social context of health. The curriculum provides an interdisciplinary understanding of the role of social factors in health, such as housing, economics, and local environments (i.e., social determinants of health), while facilitating the development of transferable professional skills emphasized in a liberal arts education including critical thinking, problem-solving, communication, collaboration, adaptability, ethics, and social responsibility. The central goal of the Health and Society program is to train students for careers that emphasize the socio-demographic, cultural, political, historical, and ethical contexts that underlie health behaviors, healthcare practices, and health policies, by providing the knowledge and skills necessary to critically evaluate and inform strategies that address health at local, state, and national levels.

Health-related careers frequently require a team effort, incorporating multiple viewpoints and approaches. To prepare students for this, the Health and Society program engages students with a wide range of perspectives on health including those from anthropology, economics, geography, political science, psychology, and sociology. By intentionally integrating the conceptual frameworks, analytical tools, and data approaches from each discipline, the Health and Society curriculum provides graduates with a rich toolkit to tackle real-world challenges. With this interdisciplinary training, graduates can effectively communicate and collaborate with multiple stakeholders, approach problems creatively, facilitate collaborations across sectors, and foster innovation by blending ideas from different fields.

Clinical care only accounts for an estimated 10-20% of non-genetic contributors to health, with the other 80-90% attributed to social and economic factors, health behaviors, and the physical environment (Hood et al., 2016). A BA/BGS in Health and Society prepares students to identify and tackle the social conditions shaping health outcomes for communities, an approach that will have the greatest impact on population health and reduce health disparities (Castrucci & Auerbach, 2019; Hood et al., 2016).

Health disparities are differences in the quality of health, healthcare, and health outcomes across socio-demographic groups. For example, in Kansas rural communities often face disproportionate burdens of poor health, lower levels of positive health behaviors, and a limited health infrastructure. Eliminating these disparities requires a multifaceted approach and partnerships both within and outside of medicine. The Health and Society curriculum prepares students to critically engage with the social and environmental factors at the root of these disparities.

Health and Society offers an academic home for students who want to work in healthcare or health related industries but may not be planning for clinical practice or laboratory research, and for whom requiring extensive coursework in the natural sciences may serve as a barrier to program and degree completion. The major is also designed in a way that facilitates the dual pursuit of Health and Society and other majors that offer complimentary or specialized training, including pre-medical education. By understanding the structural factors that contribute to health differences, students will be able to work with and within healthcare organizations to manage the organization, delivery, and consumption of medical services more effectively, and design policies and interventions that address health disparities at the societal level.

IV. Program Demand:

A. Survey of Student Interest

The University of Kansas (2021) Hopes & Dreams survey was included in post-orientation emails from the Center for Orientation & Transition Programs, as a component of UNIV 101, and direct emails to freshmen (response rate 24%). While not specific to the Health and Society program, the [Hopes & Dreams survey](#) administered to KU freshmen in summer and fall of 2021 reported that the top industry of interest was Healthcare, and Social/Human Services was third. What mattered most to the Class of 2025, was being able to apply knowledge to solve real world problems (72.38%) and assisting people who were struggling (63.22%), and the desire to make a positive impact on society was given as one of the top motivators for attending college (73.67%). The Health and Society program prepares students for careers that include each of these.

These KU responses are consistent with national surveys, such as the National Society of High School Scholars 2021 Career Interest Survey of more than 14,000 high achieving high school and college students, and a 2021 survey fielded by Lucid LLC. of 750 currently enrolled undergraduate students ages 18-25, that find Generation Z (encompassing individuals born between 1997 and 2012) is increasingly aware of social justice issues and their involvement with these issues impacts their coursework and career choices (Bryant, 2022; NSHSS, 2020). The 2022 National Society of High School Scholars 2022 Career Interest Survey of 11,495 high achieving high school or college-age individuals found approximately 1 in 3 were most interested in impacting the world in the area of healthcare and health-related issues (NSHSS, 2022).

B. Market Analysis

KU commissioned a market study from EAB Global, Inc. The report was limited by the fact that the Integrated Postsecondary Education Data System (IPEDS) does not contain an instructional program code (CIP code) that aligns directly to a Health and Society program. Labor market and competitive landscape analyses in the report suggest unmet student demand for a bachelor's-level Health and Society program and higher than average 10-year growth in regional employment for relevant occupations such as Social and Human Service Assistants, Medical and Health Services Managers, and Social and Community Service Managers at a range of 17% to 19%, indicating a moderate to potentially favorable environment for program launch.

Demand in comparable programs

A more tailored picture of demand in comparable programs comes from direct correspondence with program directors.

- 1) University of Utah has a [Health, Society, and Policy](#) program that has been in existence as an interdisciplinary major for over 40 years and has approximately 400 majors.
- 2) UT Austin has a [Health & Society](#) program that is housed in Sociology. This interdisciplinary program has approximately 450 majors.
- 3) The University of Pennsylvania has a [Health and Societies](#) major housed in the Department of History and Sociology of Science with about 200 majors.
- 4) Vanderbilt offers an interdisciplinary major in [Medicine, Health, and Society](#) that has approximately 750 majors and 50 minors.

Comparative/Locational Advantage

There are no programs in Kansas with the same CIP Code. The only comparable program with a social scientific grounding in a neighboring state is the BA in [Health, Medicine and Society](#) at the University of Oklahoma.

The Department of Sociology at KU provides the optimal environment for a Health and Society BA/BGS program. The established medical sociology, statistics, and research methods curriculum and presence of multiple tenure-track and teaching faculty with expertise in social determinants of health, allow for program launch with minimal start-up costs and capitalizes on existing infrastructure. Faculty also have direct connections with KUMC and graduate programs in the department of Population Health. In addition, the social science health-related courses already available across different disciplines provide a rich set of electives for students to choose from.

V. Projected Enrollment for the Initial Three Years of the Program

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	12	0	360	0
Year 2	25	0	750	0
Year 3	35	0	1050	0

VI. Employment

Students with a BA/BGS in Health and Society will be ready for employment or further training in health services research, healthcare management and administration, public health, or health policy, and often pursue careers in the healthcare and health insurance fields, in both non-clinical and (with additional education and training) clinical positions.

Healthcare is one of the largest and fastest growing sectors of the economy and will require a workforce in both health and health adjacent fields. Approximately 18% of the U.S. economy is health care, with expectations of further growth as the population continues to age. According to the U.S. Bureau of Labor Statistics (2023, pg. 2), “the health care and social assistance sector is projected to not only grow most rapidly of any sector, but it is also projected to create about 45 percent of all the projected job gains from 2022 to 2032”. Locally, in the Kansas City, MO-KS Metro Area, the most common industry is health care and social assistance, representing 14.1% of total employment in 2021 and demonstrating workforce growth of 3.36% over the previous year (Data

USA, 2024).

Nationwide, employment of medical and health services managers is projected to grow 28% from 2022 to 2032, much faster than for all occupations (U.S. Bureau of Labor Statistics, 2024a). During that same timeframe, the demand for social and community services managers – who coordinate and supervise programs and organizations that support public well-being – is forecasted to increase 9% (U.S. Bureau of Labor Statistics, 2024b).

This interdisciplinary program provides students with knowledge and transferable skills that can be applied in a variety of contexts and professions and offers the flexibility to explore different fields and career paths within and beyond the healthcare industry. Additional areas of employment include non-profit organizations, government, public and social services, and international development.

VII. Admission and Curriculum

C. Admission Criteria

Qualified Admission criteria are used, as this program does not have separate admission requirements.

D. Curriculum

Curricula for the BA and BGS are listed below. Appendix A includes a list of elective courses for the major.

Health and Society BA

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH
SOC 224	Intro to Health and Society (Major Requirement)	3
	KBOR Core English (SGE)	3
MATH 101	College Algebra (KBOR Core Math and Statistics (SGE))	3
	1st Semester Language (BA Second Language)	5
	Second Area of Study/Elective/Degree Hours	1

Year 1: Spring

Course #	Course Name	SCH
	Health and Society Elective 100+ (Major Requirement)	3
	KBOR Core English (SGE)	3
	KBOR Core Communications (SGE)	3
	2nd Semester Language (BA Second Language)	5
	Second Area of Study/Elective/Degree Hours	1

Year 2: Fall

Course #	Course Name	SCH
	Health and Society Elective 100+ (Major Requirement)	3
	KBOR Core Arts and Humanities (SGE)	3
	KBOR Core Natural and Physical Sciences (SGE)	5
	BA Laboratory/Field Experience (LFE)	1
	3rd Semester Language (BA Second Language)	3

Year 2: Spring

Course #	Course Name	SCH
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SOC 280	Intro to Research Methods (Major Requirement)	3
	KBOR Core Social and Behavioral Sciences (SGE)	3
	KBOR Core Arts and Humanities (SGE)	3
	KBOR Core Institutionally Designated US Culture (SGE)	3
	4th Semester Language, or 1st semester of Another Language (BA Second Language)	3

Year 3: Fall

Course #	Course Name	SCH
SOC 424	Sociology of Health and Medicine (Major Requirement)	3
SOC 380, or PSYC/ ECON/ POLS 399, or MATH 365	Statistics and Data Analysis (BA Quantitative Reasoning Requirement; Major Requirement)	3
	KBOR Core Social and Behavioral Sciences (SGE)*	3
	KBOR Core Institutionally Designated Global Culture (SGE)*	3
	Second Area of Study/Elective/Degree Hours	3

* or Second Area of Study/Elective/Degree Hours if KBOR Core already fulfilled by a Health and Society Elective

Year 3: Spring

Course #	Course Name	SCH
	Health and Society Elective 300+ (Major Requirement)	3
	Health and Society Elective 300+ (Major Requirement)	3
	Second Area of Study/Elective/Degree Hours	3
	Second Area of Study/Elective/Degree Hours	3
	Second Area of Study/Elective/Degree/Junior-Senior Hours	3

Year 4: Fall

Course #	Course Name	SCH
SOC 699, or SOC 499, or LA&S 490, or LA&S 494	Integrative Capstone Experience (Major Requirement)	3
	Second Area of Study/Elective/Degree/Junior-Senior Hours	3
	Second Area of Study/Elective/Degree/Junior-Senior Hours	3
	Second Area of Study/Elective/Degree/Junior-Senior Hours	3
	Second Area of Study/Elective/Degree/Junior-Senior Hours	3

Year 4: Spring

Course #	Course Name	SCH
	Health and Society Elective 300+ (Major Requirement)	3
	Health and Society Elective 300+ (Major Requirement)	3
	Second Area of Study/Elective/Degree/Junior-Senior Hours	3
	Second Area of Study/Elective/Degree/Junior-Senior Hours	3
	Second Area of Study/Elective/Degree/Junior-Senior Hours	3

Total Number of Semester Credit Hours 120

Health and Society BGS

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH
SOC 224	Intro to Health & Society (Major Requirement)	3
	KBOR Core English (SGE)	3
	KBOR Core Social and Behavioral Science (SGE)	3
MATH 101	College Algebra (KBOR Core Math and Statistics (SGE))	3
	Second Area of Study/Elective/Degree Hours	3

Year 1: Spring

Course #	Course Name	SCH
	Health and Society Elective 100+ (Major Requirement)	3
	KBOR Core English (SGE)	3
	KBOR Core Communications (SGE)	3
	KBOR Core Institutionally Designated Global Culture (SGE)	3
	Second Area of Study/Elective/Degree Hours	3

Year 2: Fall

Course #	Course Name	SCH
	Health and Society Elective 100+ (Major Requirement)	3
	KBOR Core Natural and Physical Sciences (SGE)	4
	KBOR Core Arts and Humanities (SGE)	3
	KBOR Core Institutionally Designated US Culture (SGE)	3
	Second Area of Study/Elective/Degree Hours	2

Year 2: Spring

Course #	Course Name	SCH
SOC 280	Intro to Research Methods (Major Requirement)	3
	KBOR Core Social and Behavioral Sciences (SGE)	3
	KBOR Core Arts and Humanities (SGE)	3
	Second Area of Study/Elective/Degree Hours	3
	Second Area of Study/Elective/Degree Hours	3

Year 3: Fall

Course #	Course Name	SCH
SOC 380, or PSYC/ ECON/ POLS 399, or MATH 365	Statistics and Data Analysis (Major Requirement)	3
SOC 424	Sociology of Health and Medicine (Major Requirement)	3
	Second Area of Study/Elective/Degree Hours	3
	Second Area of Study/Elective/Degree Hours	3
	Second Area of Study/Elective/Degree/Junior-Senior Hours	3

Year 3: Spring

Course #	Course Name	SCH
	Health and Society Elective 300+ (Major Requirement)	3
	Second Area of Study/Elective/Degree Hours	3
	Second Area of Study/Elective/Degree Hours	3
	Second Area of Study/Elective/Degree/Junior-Senior Hours	3
	Second Area of Study/Elective/Degree/Junior-Senior Hours	3

Year 4: Fall

Course #	Course Name	SCH
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LA&S 172	Exploring Health Professions (BGS career prep course)	3
	Health and Society Elective 300+ (Major Requirement)	3
	Second Area of Study/Elective/Degree/Junior-Senior Hours	3
	Second Area of Study/Elective/Degree/Junior-Senior Hours	3
	Second Area of Study/Elective/Degree/Junior-Senior Hours	3

Year 4: Spring

Course #	Course Name	SCH
SOC 699, or SOC 499, or LA&S 490, or LA&S 494	Integrative Capstone Experience (Major Requirement)	3
	Health and Society Elective 300+ (Major Requirement)	3
	Second Area of Study/Elective/Degree/Junior-Senior Hours	3
	Second Area of Study/Elective/Degree/Junior-Senior Hours	3
	Second Area of Study/Elective/Degree/Junior-Senior Hours	3

Total Number of Semester Credit Hours **120**

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable
 FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
*Tracey LaPierre	Associate Professor	PhD	Y	Medical Sociology	.5
Elizabeth Felix	Assistant Professor	PhD	Y	Medical Sociology	.2
Jarron Saint Onge	Professor	PhD	Y	Sociology and Population Health	.2
Gerald (Kevin) McCannon	Assistant Teaching Professor	PhD	N	Medical Sociology	.5
Lisa-Marie Wright	Associate Teaching Professor	PhD	N	Sociology	.25
Kelly Sharron	Assistant Teaching Professor	PhD	N	Sociology and Women, Gender, Sexuality Studies	.125

Number of graduate assistants assigned to this program **2**

IX. Expenditure and Funding Sources [List amounts in dollars. Provide explanations as necessary. Please double-check the math.]

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	\$119,556	\$123,143	\$126,837
Administrators (<i>other than instruction time</i>)	\$0	\$0	\$0
Graduate Assistants	\$38,233	\$39,379	\$40,561
Support Staff for Administration (<i>e.g., secretarial</i>)	\$0	\$0	\$0
Fringe Benefits (<i>total for all groups</i>)	\$49,971	\$51,470	\$53,014
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	\$207,760	\$213,992	\$220,412
Personnel – New Positions			
Faculty	\$0	\$0	\$0
Administrators (<i>other than instruction time</i>)	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0
Support Staff for Administration (<i>e.g., secretarial</i>)	\$0	\$0	\$0
Fringe Benefits (<i>total for all groups</i>)	\$0	\$0	\$0
Other Personnel Costs	\$0	\$0	\$0
Total Existing Personnel Costs – New Positions	\$0	\$0	\$0
Start-up Costs - One-Time Expenses			
Library/learning resources	\$0	\$0	\$0
Equipment/Technology	\$0	\$0	\$0
Physical Facilities: Construction or Renovation	\$0	\$0	\$0
Other: Marketing	\$3,000	\$0	\$0
Other: New Course Development	\$5,000	\$5,000	\$0
Total Start-up Costs	\$8,000	\$5,000	\$0
Operating Costs – Recurring Expenses			
Supplies/Expenses	\$3,000	\$3,000	\$3,000
Library/learning resources	\$0	\$0	\$0
Equipment/Technology	\$0	\$0	\$0
Travel	\$0	\$0	\$0
Other	\$0	\$0	\$0
Total Operating Costs	\$3,000	\$3,000	\$3,000
GRAND TOTAL COSTS	\$218,760	\$221,992	\$223,412

B. FUNDING SOURCES <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$216,302	\$450,630	\$630,882
Student Fees		\$3,600	\$7500	\$10,500
Other Sources		\$0	\$0	\$0
GRAND TOTAL FUNDING		\$219,902	\$458,130	\$641,382
E. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		\$1,142	\$236,138	\$417,970

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

Six existing Sociology faculty (LaPierre, Felix, Saint Onge, McCannon, Wright, and Sharron) will teach the required core curriculum (SOC 224, SOC 424, SOC 280, SOC 380, SOC 699) and a rotation of SOC electives that can count towards the Health and Society Major electives (SOC 326, SOC 410, SOC 425). These courses will be taught as part of their regular course load in sociology, with half of the seats designated for students in the Health and Society program. Part of the FTE for LaPierre and McCannon includes service to the Health and Society program around course scheduling, degree level assessment, etc.

Two GTAs will be drawn from the currently funded SOC GTA pool with preference given to graduate students specializing in Medical Sociology. GTAs will offer flexibility in offering larger class sizes with smaller discussion sections and/or grading support.

Fringe was estimated at 37% for faculty and 15% for graduate students. A 3% annual salary increase was factored into the salary projections for current faculty and graduate teaching assistants beginning in year 2.

Personnel – New Positions

We have the capacity to accommodate the projected enrollments for the Health and Society program during the first three years with current staffing levels.

Start-up Costs – One-Time Expenses

Since the degree will be housed within the Department of Sociology and primarily draws on existing courses there will be limited start-up costs associated with the degree. We have budgeted for marketing expenses in year 1 and course development costs in years 1 and 2. All required courses for the Health and Society major are currently being taught as part of the Sociology curriculum except for SOC 224 and SOC 699, which need to be developed.

Operating Costs – Recurring Expenses

We have budgeted \$3,000 per year for additional supplies and expenses that may be incurred specifically for the Health and Society program.

B. Revenue: Funding Sources

The BA/BGS in Health and Society will be fully funded through standard tuition and fee revenue. 2024-2025 standard tuition for Lawrence Campus students is \$365.60 per credit hour for resident students and \$976.60 per credit hour for non-resident students. Consistent with the overall undergraduate student credit hour distribution on the Lawrence campus, it is estimated that 61.5% of Health and Society student credit hours will be from resident students and 38.5% from non-resident students, and revenue projections from base tuition were calculated using a weighted average of \$600.84 per credit hour. Student fees were calculated based on the \$10 per credit hour course fee for CLAS effective Fall 2024.

D. Projected Surplus

Program revenues are expected to exceed expenditures in the first year. The annual projected surplus is detailed below.

Year 1 \$1,142

Year 2 \$236,138

Year 3 \$417,970

XI. References

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Appendix A: Elective Courses

Electives: 15 credits from electives (at least 12 elective credits at the jr/sr level).

Students may choose from the following currently offered electives:

ABSC 310	Building Healthy Communities (or Honors Equivalent)* ^a
ABSC 529	Pediatric Health Promotion
EVRN/HSCI 445	Introduction to Environmental Health
GEOG 201/GIST 210/AAAS 203	Culture and Health (or Honors Equivalent)* ^b
HSES 308	Drugs and Diseases in Society
HSES 403	Health Behavior Theory
HSES 489	Health and Human Sexuality
HMGY 305	Health Policy and Healthcare Systems
HMGY 320	Applied Healthcare Law and Ethics
HSCI 340	Introduction to Public Health
HSCI 440	Introduction to Epidemiology
HSCI 441	Population Health
LA&S 172	Exploring Health Professions
PHIL 370	Moral Issues in Medicine
POLS/EVRN 628/PUAD 494/LWS 494	The Politics of Public Health
PSYC 350	Psychological Disorders
PSYC/ABSC 535	Developmental Pathology
PSYC 605	Health Psychology
SOC 326	Health, Gender, and Society
SOC 410	Sociology of Death and Dying
SOC 425	Sociology of Global Health
WGSS/PSYC 521	Women and Violence

*^a This class is approved as a KBOR CORE Social and Behavioral Sciences class

*^b This class is approved as a KBOR Core Institutionally Designated Global Culture class

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. The University of Kansas has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process.

December 18, 2024

I. General Information

A. Institution

University of Kansas

B. Program Identification

Degree Level: Masters
Program Title: Professional Science Masters in Environmental Geology
Degree to be Offered: Professional Science Masters
Responsible Department or Unit: Geology
CIP Code: 40.0601
Modality: Hybrid: (33 hours online; 3 hours face-to-face)
Proposed Implementation Date: Spring 2025

Total Number of Semester Credit Hours for the Degree: 36

II. Clinical Sites: Does this program require the use of Clinical Sites? No.

III. Justification

KU offers a Professional Science Masters (PSM) degree in Applied Science. The PSM degree offers concentrations in environmental geology and environmental assessment. Since its inception in 2019, the environmental geology concentration has been very successful, with more than 80 enrolled students and more than 2500 inquiries. To-date, twenty students have graduated from the environmental geology concentration. To better align with workforce and professional licensure expectations of a titled degree in geology, and to more accurately reflect the program curriculum, this proposal seeks to elevate the existing environmental geology concentration to a major. This change would allow for more focused program marketing and enable greater career advancement of its graduates.

Environmental geology is an interdisciplinary field that seeks to address and study anthropogenically-derived and naturally occurring environmental hazards on Earth. The field is grounded in basic geological sub-disciplines such as mineralogy, sedimentology and stratigraphy but has primary focus on hydrogeology, geochemistry, geophysics and components of engineering geology. These sub-disciplines and the associated field and laboratory techniques in the form of a PSM program lead to an applied understanding of how to utilize geophysical, geochemical and hydrogeological techniques to evaluate, remediate, and monitor the impact or potential impact of contamination (Schulmeister, 2024a). This applied program separates itself from traditional thesis-based research MS degrees in Geology and/or Hydrogeology through its direct integration of management, communication and case-study-based coursework with a focus of developing future government and industry professional leaders in Environmental Geology with a broad toolbox to address environmental problems.

IV. Program Demand:

B. Market Analysis

The demand for geoscience graduates with credentials beyond the traditional B.S. degree is high and is projected to grow. The American Geoscience Institute projects an increase in the number of Geoscience jobs to grow nationally by 4.9% between 2019 and 2029 (AGI, 2020). Within the geoscience field, environmental geoscience is listed as one of the top three subdisciplines with an even higher projected growth of 9.2 % (AGI, 2020).

During the last decade, the number of undergraduate geology majors at the University of Kansas who have chosen the Environmental Geology concentration for the PSM degree has increased to 19% in the most recent three years, from 7.5 % in previous years (KU Analytics and Institutional Research, 2024). GEOL 552 Introduction to Hydrogeology is an upper-level, KU undergraduate, elective course that is perceived by most students, faculty, and employers as essential for a successful career in Environmental Geology. It is commonly taken by students who plan to seek employment in the field of environmental geology. Historic records of KU student enrollment demonstrate an upward trend in the number of students in GEOL 552 since reporting began in 1994. A sustained increase in the number of students enrolled in GEOL 552 since the 1990s suggests a sustained and growing interest in environmental careers by KU students.

The number of PSM degree programs has increased from 200 to more than 360 over the past 20 years (Tobias and Strausbaugh, 2018). KU's Environmental Geology PSM program is the only such program in the state of Kansas and one of only a few geology PSM programs in the U.S. It is also the only Environmental Geology program that can be completed primarily online (NSPMA, 2020; Schulmeister, 2024b,c) in the U.S. There are no PSM programs in environmental geology offered in surrounding states. Although peer PSM environmental geology programs are not available for comparison, the national number of geology majors choosing employment in the environmental sector continues to follow an upward trend established in the 1980s (AGI, 2019).

KBOR's Program Inventory indicates K-State and FHSU offer a master's degree with the same CIP Code at the master's level; however, none are offered through distance learning and KU's program is the only one that offers the CIP content as part of a Professional Science Masters degree:

V. Projected Enrollment for the Initial Three Years of the Program

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	2	28	36	392
Year 2	2	38	36	532
Year 3	2	48	36	672

VI. Employment

Based on workforce summaries compiled by the American Geological Institute, geologists are currently securing employment in three broad sectors: Environmental remediation and management, natural resource discovery and utilization, engineering and construction (AGI, 2019). Forty-eight percent of employed geoscientists work in the fields of environmental geology and hydrogeology (AGI, 2019).

KU cross-walked the CIP Code to the U.S. Bureau of Labor Statistics Standard Occupational Classification (SOC) Code and then reviewed employment projections from the Kansas Department of Labor. Kansas Department of Labor data show strong long-term occupational projections for the region. The PSM in environmental geology program's advisory board includes environmental managers and directors at State of Kansas agencies who have witnessed a shortage of qualified environmental geologists. State environmental

agencies routinely solicit KU PSM program graduates for employment, and have sought KU's contribution to building a stronger workforce as part of its annual Environmental Conference (e.g. Schulmeister, 2021).

All students who have graduated from KU with a PSM degree with concentration in Environmental Geology have found employment in the environmental sector or have advanced in their existing environmental careers. Most are working in State and Federal environmental agencies, environment consulting firms, and oil and gas companies. One graduate has developed an environmental science curriculum at the adult alternative high school where she is employed.

The greater Kansas City metropolitan area is home to several regional federal environmental agencies including the US Army Corps of Engineers (Kansas City District) and the US Environmental Protection Agency (Region 7), numerous large and small private environmental/ engineering companies (e.g., Black and Veatch, Bartlett and West, Wilson and Company, URS Engineering, AquaTerra Environmental Services, Terracon Engineering, Burns and McDonnell, Ecology and Environment Inc., and Marshall Miller & Associates), state and local environmental agencies (Johnson County Environmental Department, Kansas Department of Health and Environment, Kansas Department of Wildlife, Parks, and Tourism), and nongovernmental organizations (e.g., MidAmerica Regional Council). This concentration of environmental agencies/companies offers several strong advantages for students completing the environmental geology program: first, a large latent pool of students for the program; second, numerous opportunities in these companies and agencies for internships for students; and third, a pool of environmental professionals to draw upon for lecturers/professors-of-practice for our courses and for our External Advisory Board.

VII. Admission and Curriculum

F. Admission Criteria

1. A Bachelor's degree from an accredited institution as evidenced by an official undergraduate transcript is required. Applicants should have an undergraduate degree in geology. Those with a related degree and 20 semester hours of geoscience coursework in geology, physical geography, engineering, or hydrology may be eligible. In some instances, relevant work experience in environmental geology may substitute for missing courses.

2. A grade-point average of B (3.0 on a 4.0 scale) for all previous university work is required. Under extenuating circumstances an average below 3.0 can be considered for provisional admission.

G. Curriculum

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH
GEOL 755	Site Assessment	3
GEOL 751	Physical Hydrogeology	3
PFS 801	Interpersonal & Persuasive Communication	3

Year 1: Spring

Course #	Course Name	SCH
GEOL 753	Chemical Hydrogeology	3
PFS 802	Managing Teams & Leading People	3
	Elective	3

Year 2: Summer

Course #	Course Name	SCH
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GEOL 556	Field Methods in Hydrology *	3
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Year 2: Fall

Course #	Course Name	SCH
EVRN 721	Env Regulation & Policy	3
PFS 803	Financial Management	3
GEOL 814	Capstone Experience 1	1

Year 2: Spring

Course #	Course Name	SCH
PFS 804	Project Management for Professionals	3
GEOL 815	Capstone Experience II	2
	Elective	3

* GEOL 556 may be replaced by 3, 1-cr-hr workshop courses during spring and fall semesters.

Total Number of Semester Credit Hours **[36]**

VIII. Core Faculty

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
*Marcia Schulmeister	Director and Teaching Professor	Ph.D.	N	Hydrogeology and geochemistry	1.0
TBD	Asst. Director and Asst. Teaching Professor	M.S. or higher	N	Environmental geology	1.0
Rick Devlin	Professor	Ph.D.	Y	Contaminant Hydrogeology	.25
Mary Hill	Professor	Ph.D.	Y	Groundwater modeling	.25
Rick Leines	Adjunct Instructor	B.S.	N	Haz Waste Operations	0.125
Clark Rein	Adjunct Instructor	M.S.	N	Site Assessment	0.125
Sarah Webb	Lecturer	M.A.	N	Strategic Communication	0.125
Jordan Atkinson	Professor of Practice	Ph.D.	N	Communication Studies	0.125
Jacque Eidson	Lecturer	Ph.D.	N	Organizational Psychology	0.125
Karina Addari	Lecturer	Ph.D.	N	Supply Chain Management	0.125

Number of graduate assistants assigned to this program **[0]**

IX. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	164,140	168,245	172,450
Administrators (<i>other than instruction time</i>)	120,000	123,000	126,075
Graduate Assistants	0	0	0
Support Staff for Administration (<i>e.g., secretarial</i>)	0	0	0
Fringe Benefits (<i>total for all groups</i>).. <i>costrate</i>	75,970	76,970	77,970
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – Reassigned or Existing	360,110	368,215	376,495
Personnel – New Positions			
Faculty	0	0	0
Administrators	25,500	26,138	26,791
Graduate Assistants	0	0	0
Support Staff for Administration (<i>e.g., secretarial</i>)	0	0	0
Fringe Benefits (<i>total for all groups</i>)	5,100	5,228	5,358
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – New Positions	30,600	31,366	32,149
Start-up Costs - One-Time Expenses			
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Physical Facilities:Construction or Renovation	0	0	0
Other	0	0	0
Total Start-up Costs	0	0	0
Operating Costs – Recurring Expenses			
Supplies/Expenses	0	0	0
Library/learning resources, marketing	0	0	0
Equipment/Technology	5,205	5,205	5,205
Travel	2,400	2,400	2,400
Other	1,400	1,400	1,400
Total Operating Costs	9,005	9,005	9,005
GRAND TOTAL COSTS	399,715	408,586	417,649

B. FUNDING SOURCE (<i>projected as appropriate</i>)	Current	First FY (New)	Second FY (New)	Third FY (New)

Tuition / State Funds		233,260	309,560	385,860
Student Fees		0	0	0
Other Sources (JCERT tax revenue)		341,171	348,905	356,807
GRAND TOTAL FUNDING		574,431	658,465	742,667
H. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		174,716	249,879	325,018

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

Two core Geology faculty members are currently teaching required Geology courses in the program. Additional faculty members in the Department of Geology contribute elective courses that may be counted toward the degree. Faculty in the School of Professional Studies teach the PFS courses and the PFS courses fulfill requirements for multiple graduate degrees.

Personnel – New Positions

A half-time Graduate Program Coordinator will be hired to support student advising.

Start-up Costs – One-Time Expenses

No new physical space or library resources are required for the successful implementation and administration of the new program. The teaching and office space will be accommodated in the Business, Engineering, Science and Technology (BEST) building on the Edwards Campus.

The program will share lab space at the Edwards Campus with the Environmental Soils Laboratory.

Operating Costs – Recurring Expenses

Laboratory and field equipment will be purchased to support student exercises and demonstrations annually. Operating costs will include sample analysis and expendable supplies.

B. Revenue: Funding Sources

Tuition rate is all inclusive = \$545/cr. Hr

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year		Income
	Full- Time	Part- Time	Full- Time	Part- Time	

Implementation	2	28	36	392	233,260
Year 2	2	38	36	532	309,560
Year 3	2	48	36	672	385,860

E. Projected Surplus/Deficit

Program revenues are expected to exceed expenditures the first year of operation.

XI. References

American Geological Institute (2019) Geoscience Workforce Changes 2018-2028- Geoscience Workforce Projected to Grow by 6.2%, Geoscience Currents, Data Brief 2019-010.

Schulmeister, M.K. (2021) Building Interest in Environmental Careers, Kansas Department of Health and Environment, Environmental Conference, Manhattan, KS, Aug., 2021 (INVITED)

Schulmeister, M.K. (2024a) Advancing the Science and Management of Contaminated Groundwater Investigations through the University of Kansas Professional Science Master’s Programs, *International Groundwater Congress*, Davos, Switzerland, Sept 13, 2024. (INVITED)


Schulmeister, M.K. (2024b) In my experience: Online Geoscience has a Role to Play: *Groundwater Monitoring and Remediation*, 44 (1) 133-135, <https://doi.org/10.1111/gwmr.12631> (INVITED)

Schulmeister, M.K., (2024c) Exploring Online Learning in Geoscience Education: Challenges, Opportunities and Future Directions, *Geological Society of America Abstracts with Programs*, Vol. 56, No. 6, Anaheim, CA, October, 12, 2024 (INVITED)

Tobias, S. and Strausbaugh. L. (2018) The Professional Science Master’s Degree at Twenty. *Journal of College Science Teaching* Vol. 47, No. 42.



TO: Rusty Monhollon, Vice President for Academic
Affairs Kansas Board of Regents

FROM: Barbara A. Bichelmeyer
 Provost & Executive
Vice Chancellor

DATE: November 5, 2024

RE: Request for Program Name Change

KU is requesting to change the name of the following degree, effective Fall 2025.

- College of Liberal Arts & Sciences
 - Change the name of the MA in Slavic Languages and Literatures to Slavic and Eurasian Studies.
 - The Department of Slavic, German, and Eurasian Studies would like to change the name of the MA to better represent the varied subject matters offered by the two concentrations for the degree: Slavic Languages and Literatures and Russian, East European, and Eurasian Studies.

Request: Health Policy and Management (HPM) PhD Program Name Change (Department of Population Health)

The *PhD in Health Policy & Management* program is requesting consideration for a change of degree name to the *PhD in Population Health*.

Justification:

- Population Health is a broader term that is a more accurate representation of the research and training in the current PhD program.
- Population Health has broader recognition and appeal for recruitment.
- Due to the current name, the department often receives applications from prospective students interested in management and operations as a career. The program has never taught PhD-level research courses in Management topics.
- Population Health aligns with the Department of Population Health formed on July 1, 2019, by the merger of Health Policy Management and Public Health, when legacy departments ceased. The Department of Population Health is the current academic department housing the HPM PhD.
- Population health reflects a national trend among AAMC institutions. Since 2016, the number of academic units (departments or divisions) of Population Health has quadrupled from 11 to ~40 in peer Academic Medical Centers across the nation.

Considerations:

- The program curriculum will remain the same with exception of a new approved course, *Perspectives in Population Health*, that will define the field, research scope, and present multiple approaches to Population Health research and careers in Population Health.
- There will be no changes to the core learning objectives, competencies, or credit hours of the degree.
- The department will offer current students the option to choose the terminal degree name (i.e., HPM or Population Health). This potential change was discussed among recent admissions and is favorable to recent cohorts.

Request: Addition of Informatics concentration within the Health Data Science program (Department of Biostatistics & Data Science)

The Department of Biostatistics and Data Science is proposing a revision by adding health informatics to the master's degree in health data science program. Health data science and health informatics are very interconnected fields. The addition of health informatics emphasis area provides students with complementary skillsets required to develop as a more competitive quantitative analyst. The addition of this concentration will provide students an option to choose either (or at least one) Health Data Science or Health Informatics concentration in their degree program. The course credit hours and the admission requirements will remain the same for the degree program.

Current degree name: MS in Health Data Science

Requested degree name: MS in Health Data Science and Informatics

Justification:

The integration of an informatics concentration into the Health Data Science Program is a strategic and timely enhancement that addresses emerging industry needs, aligns with workforce demands, and provides students with a competitive edge in the rapidly evolving healthcare landscape.

- Competitive Emphasis Area:
 - o Many top competitive Health Data Science degree programs across the nation have an Informatics emphasis area. A few examples include Northwestern University, St Louis University, Yale University, Georgetown University, John Hopkins University, UC San Diego, and Harvard University.
 - o The addition of informatics emphasis with the name change would help broaden the recognition of both health data science and health informatics while increasing the appeal for student recruitment.
- Addressing Industry and Workforce Needs:
 - o The healthcare industry increasingly relies on informatics to manage, analyze, and operationalize vast data. Informatics bridges the gap between data science and practical healthcare applications, enabling professionals to:
 - Improve clinical decision-making with real-time data insights.
 - Enhance healthcare delivery by implementing electronic health records (EHR) systems, health information exchange (HIE), and clinical decision support tools.
 - Drive innovation in personalized medicine, population health management, and health system optimization.
- Broadening Career Opportunities for Graduates:
 - o The informatics concentration would prepare students for diverse and high-demand roles, such as:
 - Health Informatics Analyst
 - Clinical Data Scientist
 - Biomedical Informatics Specialist
 - EHR System Consultant
- Enhancing Program Competitiveness:
 - o Adding an informatics concentration differentiates our program from many other health data science programs, attracting a broader pool of prospective students. This specialization would appeal to:

- Students with a clinical or health information technology background seeking to expand their data analytics capabilities.
- Data scientists and statisticians who are looking to transition into the healthcare domain.
- Healthcare professionals aiming to advance their careers in informatics.
- Supporting Interdisciplinary Education and Collaboration: The informatics concentration fosters interdisciplinary learning by combining elements of:
 - Health Data Science: Statistical modeling, machine learning, and big data analytics.
 - Health Informatics: Data standards (HL7, FHIR), EHR systems, and clinical workflows.
 - Biomedical Science: Translating research findings into actionable clinical applications.
- Alignment with Institutional Goals and Trends:
 - Incorporating an informatics concentration aligns with our institution's mission to lead innovative education and respond to societal needs.
 - It reflects national and global trends in education, where academic programs increasingly emphasize the integration of data science with domain-specific applications.
- Programmatic Benefits:
 - Faculty Expertise: Capitalize on the diverse expertise of our faculty in areas like clinical informatics, bioinformatics, and data science.
 - Partnership Opportunities: Facilitate partnerships with healthcare organizations and technology companies for research projects, internships, and real-world application of skills.

Considerations:

- The required foundation courses will be the same for both Health Data Science and Health Informatics emphasis areas.
- Students can choose a set of Health Data Science or Health Informatics focused courses.
- The course credit hours, the admission requirements, and degree completion requirements will remain the same.

November 19, 2024

Blake Flanders, President
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368

Dear President Flanders,

Kansas State University respectfully requests a name change of the “School of Applied and Interdisciplinary Studies” on the K-State Olathe campus to the “College of Applied and Professional Studies”.

This proposed name change to the College of Applied and Professional Studies will better position the K-State Olathe campus and the renamed School for continued growth and greater service to meet learner, workforce and economic development needs in the greater Kansas City region and beyond. Such a change reflects the expanded role and operations of the School as it has grown in scope and programs since 2015. This name change does not impact any of the present academic functions, faculty appointments or existing curriculum, certificates and degree programs, but brings the K-State Olathe campus into alignment with K-State Salina and the other Colleges of the university.

As we discussed a few weeks ago, the name change requires your approval and that of COCAO. Thank you for your consideration.

Sincerely,



Jesse Perez Mendez
Provost and Executive Vice President

CC: Susan Bon, Chair, Council of Chief Academic Officers
Rusty Monhollon, Vice President for Academic Affairs
Samantha Christy Dangermond, Director of Academic Affairs