

COUNCIL OF CHIEF ACADEMIC OFFICERS AGENDA

June 20, 2018
9:15 am – 10:00 am
or upon adjournment of SCOCAO
reconvene at noon

The Council of Chief Academic Officers will meet in the Suite 530 located in the Curtis State Office Building at 1000 SW Jackson, Topeka, Kansas, 66612.

I. Call To Order

A. *Approve May 16, 2018 meeting minutes* April Mason, Chair p. 2

II. Program Requests

A. *Bachelor of Applied Science in Workforce Leadership and Applied Learning (Second Reading)* WSU p. 5
 B. *Master of Science in Materials Science (First Reading)* PSU p. 12
 C. *Bachelor of Science in Educational Studies (First Reading)* KSU p. 18

III. Other Requests

A. *Create Department of Engineering Technology* WSU p. 25

IV. Council of Faculty Senate Presidents Update

Clifford Morris, PSU

V. Other Matters

A. *Proposed Amendments to the Policy on Expedited Program Approval Process* Jean Redeker, KBOR p. 26
 B. *Informational Items* COCAO Members
 C. *Tilford Conference* COCAO Members
 D. *University Press of Kansas* Conrad Roberts, UPK

VI. Adjournment

Council of Chief Academic Officers Meeting Schedule

MEETING DATES	Location	Lunch Rotation	Agenda Materials Due	New Program/Degree Requests Due
June 20, 2018	Topeka	Washburn	June 4, 2018	May 9, 2018
<i>COCAO Academic Year 2019 Tentative Meeting Dates</i>				
Meeting Dates	Location	Lunch Rotation	Agenda Materials Due	New Program/Degree Requests due
September 19, 2018	Topeka	WSU	August 31, 2018	August 8, 2018
October 17, 2018	<i>Conference Call for degree programs only</i>			September 5, 2018
November 7, 2018	ESU	ESU	October 22, 2018	September 26, 2018
December 12, 2018	Topeka	FHSU	November 26, 2018	October 31, 2018
January 16, 2019	Topeka	KSU	December 31, 2018	December 5, 2018
February 20, 2019	Topeka	KUMC	February 4, 2019	January 9, 2019
March 20, 2019	Topeka	PSU	March 4, 2019	February 6, 2019
April 17, 2019	KU	KU	April 1, 2019	March 6, 2019
May 15, 2019	Topeka	Washburn	April 29, 2019	April 3, 2019
June 19, 2019	Topeka	KSU	June 3, 2019	May 8, 2019

Council of Chief Academic Officers

MINUTES
Wednesday May 16, 2018

The May 16, 2018, meeting of the Council of Chief Academic Officers meeting was held in the Health Education Building on the University of Kansas Medical Center campus.

In Attendance:

Members:	April Mason, KSU Lynette Olson, PSU Rick Muma, WSU	David Cordle, ESU Carl Lejuez, KU	Jeff Briggs, FHSU Robert Klein, KUMC
Staff:	Jean Redeker	Karla Wiscombe	Max Fridell
Others:	Steve Loewen, FHTC Brian Niehoff, KSU Amy Hite, PSU Rob Catlett, ESU Paul Grimes, PSU Brian Lindshield, KSU Jon Marshall, Allen CC	Linnea GlenMaye, WSU Stuart Day, KU Clay Stoldt, WSU Harold Arnett, Cowley CC Brad Bennett, Colby CC Spencer Wood, KSU	Adam Borth, Fort Scott CC Michael Fitzpatrick, Pratt CC Todd Carter, Seward County CC Michael McCloud, JCCC Nancy Zenger-Beneda, Cloud CC Cindy Hoss, Hutchinson CC

Chair April Mason called the meeting to order. Robert Klein extended a warm welcome to attendees and gave a brief history on the Health Education Building and KUMC campus.

April Mason introduced the newest member of COCAO – Carl Lejuez, KU.

APPROVAL OF MINUTES

Lynette Olson moved that the minutes of the March 14, 2018, and April 18, 2018, meetings be approved. Following the second of Jeff Briggs, the motion carried.

PROGRAM REQUESTS

- *KSU – Master of Science in Data Analytics (second reading).*
April Mason described the degree program and stated there have been no further questions or discussions. KUMC concerns have been addressed to their satisfaction.

Lynette Olson moved, with the second of Jeff Briggs, that the Master of Science in Data Analytics be approved. The motion carried unanimously, and this degree will be presented at the next meeting of COPS.

- *WSU – Bachelor of Applied Science in Workforce Leadership and Applied Learning (first reading).*
Linnea GlenMaye introduced WSU faculty members who gave a brief description of the degree program and answered questions during the discussion. If there are further comments or questions, please contact Rick Muma prior to the June 20th meeting. This is a first reading and no action is required.

Other Requests

- *Move M.S. in Informatics to Department of Interdisciplinary Studies in College of Liberal Arts and Sciences at ESU.*

David Cordle discussed the evolvement of the program.

Rick Muma moved, with the second of Jeff Briggs, that the movement of the degree program at ESU be approved. The motion carried.

- *Reorganization of Kelce College of Business at PSU*

Lynette Olson introduced Paul Grimes, PSU, who gave a brief description of the proposal and answered questions.

Jeff Briggs moved, with the second of Rick Muma, that the reorganization of Kelce College of Business at PSU be approved. The motion carried.

- *Name Change for Institute of Interdisciplinary Creativity at WSU*

Rick Muma presented the name change for the Institute of Interdisciplinary Creativity to Institute for Interdisciplinary Innovation. Discussion was held.

Lynette Olson moved, with the second of April Mason, that the name change for Institute of Interdisciplinary Creativity at WSU be approved. The motion carried.

- *Creation of College of Applied Studies and School of Education at WSU*

Rick Muma presented the plan for creating the College of Applied Studies and the School of Education. A WSU faculty member was introduced and answered questions.

Lynette Olson moved, with the second of Jeff Briggs, that the creation of the College of Applied Studies and the creation of School of Education at WSU be approved. The motion carried.

Council of Faculty Senate Update

Brian Lindshield, KSU, informed COCAO that the Council of Faculty Senate Presidents (COFSP) will discuss the following:

- Consensual romantic policy on campus
- Credit for Prior Learning – 1 year follow up
- Council membership procedures and term
 - Term will be effective June 1st

April Mason, on behalf of COCAO, thanked Brian Lindshield and COFSP's for it's representation, hard work, and effort this past academic year.

OTHER MATTERS

- *Tilford Conference*

Jeff Briggs introduced Kate McGonigal, FHSU, to present a 2017 Tilford Conference summary report. There were 151 attendees and positive comments were submitted with the survey. The survey results are posted online at: <https://www.fhsu.edu/tilfordconference/Post-Conference-Survey/>. The recommendation is to revisit the focus and format of the conference and find an innovative way to meet the related challenges of the future.

The 2018 Tilford Conference will be held October 23 – 24, 2018 at FHSU. Guest speakers are John Quinones, Dr. Mike Middleton and Dr. Julie Middleton. More information is available at: <https://www.fhsu.edu/tilfordconference/>

Discussion was held regarding a formal rotation schedule. COCAO requests a formal rotation schedule for the conference for planning purposes. Suggestion was made to create a committee of Chief Diversity Officers to guide the Tilford Conference. Consensus was to discuss this further at the June meeting.

- *Informational Items*
 - Rick Muma has been named the new Provost at WSU
 - COCAO discussed the proposed strategic program review policy and faculty rewards structure documents that President Flanders presented at the Governance meeting
 - *Update on Board Goal on Qualified Admissions*

At March 2018 COCAO meeting, members requested additional time to discuss the proposed recommendations of the Qualified Admissions Working Group with their respective campuses. Jean Redeker asked if additional feedback is available. COCAO indicated it did not have additional feedback. This goal will be placed on the June Board agenda.

ADJOURNMENT

Jeff Briggs moved, with the second of Lynette Olson to adjourn the meeting. The motion carried and the meeting adjourned at 10:23 a.m.

**New Program Proposal: Program Summary
Wichita State University**

Bachelor of Applied Sciences in Workforce Leadership and Applied Learning

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	Program Title: Workforce Leadership and Applied Learning Degree: Bachelor of Applied Sciences Implementation: Fall 2018 Total SCH: 120 CIP code: 30.9999
2. Academic Unit	College of Education
3. Program Description	<p>The Bachelor of Applied Sciences-Workforce Leadership and Applied Learning (BAS-WLAL) degree program is a flexible degree focused on applied learning and workforce education integration. The BAS-WLAL degree is a 120 semester credit hour, undergraduate degree with the capacity to support different concentrations in the future, beyond the current, proposed Education and Innovation concentration.</p> <p>Each student will have the opportunity to customize an individualized plan of study in consultation with his/her program advisor. A cornerstone of this degree will be the requirement for students to complete a minimum of 21 semester credit hours of in-depth applied learning experiences, which may include paid apprenticeships, internships, clinical rotations, and/or practica and focus on occupational outcomes, such as job and degree integration responding to industry and workforce demands. These applied learning experiences will be connected to courses designed to meet core competencies.</p>
4. Demand/Need for the Program	<p>A recent survey of students in the College of Education and WSU-Tech indicated a strong interest in the program with over 90% of the 500 respondents indicating an interest in the degree program. Of those, 48% said they would be interested in beginning such a program in 2018-19 and another 36% indicated they would be interested in beginning such a program in 2019-2020.</p> <p>The goal of this program is to prepare students to seek employment in either private or public sectors as innovation specialists or as other similar dynamic, flexible positions within corporate innovation centers where the nature of work requires creativity, interpersonal skills, and flexibility. According to the <i>World Economic Forum</i>, the need for graduates with skills in leadership, interpersonal communication, global awareness, and design thinking will be more important than technical skills by 2020 (Pasha, 2018).¹</p>

¹ Pasha, F. (2018). The most in-demand employee talent: Soft skills. Retrieved from <https://www.monster.ca/career-advice/article/soft-skills-in-demand>

<p>5. Comparative / Locational Advantage</p>	<p>Because of its metropolitan setting as the largest city in Kansas, WSU is uniquely qualified to provide students access to industry partners through applied learning experiences. WSU lists the following potential partnerships for this degree program: YMCA, The Boys and Girls Club, Sporting KC, Wesley Hospital, The Opportunity Project, The Cosmosphere, private schools (Wonder, Collegiate, etc.), Exploration Place, and public school districts.</p> <p>The BAS-Workforce Leadership and Applied Learning degree at WSU will be an interdisciplinary, freestanding degree that takes advantage of existing curricula and faculty expertise. While there are similar Kansas programs, there are also distinct differences between these programs and the proposed degree program presented here.</p> <ul style="list-style-type: none"> • <i>Emporia State University</i>: offers a Bachelor of Interdisciplinary Studies focusing on core areas such as communication, information literacy, community leadership, and decision-making/problem solving. • <i>University of Kansas</i>: offers a Bachelor of Applied Sciences in Biotechnology that focuses on biology, biochemistry and clinical lab sciences. • <i>Fort Hays State University</i>: offers a Bachelor of Science through the Department of Applied Technology that serves as a degree completion program for the Associate of Applied Science (2-year) degree. • <i>Pittsburg State University</i>: offers a Bachelor of Applied Science with a major in Technology; there are two areas of emphasis within this degree listed: Construction, and Environment & Safety. • <i>Washburn University</i>: offers a Bachelor of Applied Studies with multiple emphasis areas, such as Human Services and Technology Administration. This BAS also serves as a degree completion option for those graduating from Washburn Tech with Associate of Applied Science degrees. <p>The WSU BAS-WLAL will focus on core competencies and will be more flexible and broadly applied through 21 semester credit hours of applied learning experiences. Within the states bordering Kansas, no university offers a degree program structured exactly as the proposed BAS-WLAL program.</p>
<p>6. Curriculum</p>	<p>The BAS-WLAL consists of 120 semester credit hours. Students are required to take 42 credits of General Education, 21 credits in Core Competency courses, 36 credit hours in the Concentration, and the remaining 21 hours in Applied Learning and/or Apprenticeships.</p> <p>Core Competency courses include courses in human wellness, civic literacy, diversity, social justice and global engagement, innovative mindsets, learning and development, and leadership communication.</p> <p>Practica I, II, and III are all required, and students are expected to take these courses as a cohort.</p>
<p>7. Faculty Profile</p>	<p>The BAS-WLAL degree will be housed in the College of Education and will be supported by the administrative support staff currently available in the Sport Management Department including Dr. Mark Vermillion, the Sport Management Department Chair, and the Administrative Assistant who will coordinate the overall program.</p>

7. Faculty Profile

However, faculty from across existing departments in the College of Education will teach, coordinate the curriculum, and advise students. Additional faculty members from the College of Education, and perhaps other WSU colleges, will teach in the program as necessary to accommodate individualized tracks.

All identified faculty members currently teach one to three courses per semester and advise students. Because the courses for the proposed BAS-WLAL program largely consist of existing courses, the initial additional advising and teaching are anticipated to be minimal.

Core faculty include:

Name	Highest Degree	Rank	Program Courses and Expertise	Time to Program
Mark Vermillion *	Ph.D.	Prof	SMGT 465 Psychology of Sport and Physical Activity, SMGT 300 Technology in Sport Management; Expertise: Sport Management, Criminal Justice, Sociology	20%
Ryan Amick	Ph.D.	Asst Prof	CI 505 Science Technology & Society; Expertise: Exercise Science, Adaptive Technology, Workplace Safety and Design, Human Factors, Human Performance	5%
Bobby Berry	M.Ed.	Clinical Educator	EDUC 500 Human Wellness, EDUC 400 Applied Studies Pract., EDUC 450 Applied Studies Internship, EDUC 600 Applied Studies Apprenticeship, EDUC 700 Apprenticeship, EDUC XXX Service Learning and Com Engagement; Expertise: Exercise Science, Health and Human Fitness, Sport Management	20%
Kim McDowell	Ph.D.	Assoc Prof	CI 326 Engaging and Motivating the Learner, CI 415 Differentiated Instruction for Diverse Learners, CI 602. Social Emotional Learning in the School Community, CI 710B. Differentiated Instruction for Active Engagement, CI 751AF. The Highly Engaged Classroom, EDUC XXX Principles of Learning Environments; Expertise: Learning and Assessment, Diverse Learners, Differentiated Instruction	20%
Jody Fiorini	Ph.D.	Assoc Prof	CI 794 Diversity and Culture in a Global Society, EDUC XXX Empathy Interview techniques; Expertise: Diversity training, Counseling;	5%

* indicates Program Director

Additional faculty from the college and will teach program-specific curriculum as needed.

8. Student Profile	<p>This program will appeal to:</p> <ol style="list-style-type: none"> 1. Students who desire flexibility in designing their own college career path driven by their professional goals and applied learning experiences. 2. Individuals who have an established knowledge base in a particular field and who want to develop those skills further. This includes graduates of various Associates in Applied Sciences degree programs as well as transfer students from a community college 3. Returning adults who have earned some college credit but who have not completed a bachelor's degree.
9. Academic Support	<p>This BAS-WLAL degree will have a Program Director (Dr. Mark Vermillion), an Applied Learning Coordinator (to be determined), and a program advisor (to be determined) within the College of Education. The academic support model at WSU includes student support from the Counseling and Testing Center, Disability Support Services, One-Stop Student Services, University Libraries, Career Services, and the Office of Cooperative Education and Work-Based Learning.</p>
10. Facilities and Equipment	<p>Facilities and equipment within the College of Education (including the Technology Center, Human Performance Lab) will be sufficient for delivering this program. No additional space or equipment will be needed.</p>
11. Program Review, Assessment, Accreditation	<p>As with all programs at WSU, the BAS-WLAL degree program will be reviewed regularly through annual program evaluations, course evaluations, learning objective assessments, graduate exit surveys, employer evaluations, and applied learning evaluations. Furthermore, this program will be reviewed per the Kansas Board of Regents' program review requirements. Specialized accreditation is not available for this degree.</p>
12. Costs, Financing	<p>The total cost for the implementation year is \$42,000 (\$37,000 for salaries and \$5,000 for other operating expenses); additional money budgeted for year two equals \$112,500, all for salaries (part-time administrator, full-time learning coordinator and academic advisor). Funding will come from program fees and restricted use funds. No additional costs are projected for year three.</p>

**New Program Proposal: Curriculum Outline
Wichita State University**

Bachelor of Applied Sciences in Workforce Leadership and Applied Learning

Basic Program Information

- | | |
|---|---|
| 1. Title of proposed program: | Workforce Leadership and Applied Learning |
| 2. Degree to be offered: | Bachelor of Applied Sciences |
| 3. Anticipated date of implementation: | Fall 2018 |
| 4. Responsible department(s) or unit(s): | College of Education |
| 5. Total Number of Semester Credit Hours: | 120 |
| 7. CIP code: | 30.9999 |

Required Courses:

Core Courses	Sub-Total Semester Credit Hours
General Education	<u>42</u>

<i>Course Name and Number</i>	<i>Course Credit Hours</i>
ENG 101 College English I	3
ENG 102 College English II	3
MATH 111 College Algebra	3
COMM 111 Public Speaking	3
PSY 111 General Psychology	3
SOC 111 Intro to Sociology	3
ART 100	3
Gen Ed Humanities courses	6
Gen Ed Natural Sciences/Mathematics course	6
Gen Ed Further Studies course	6
Gen Ed Advanced Issues and Perspectives course	3

Core Competency Courses	<u>21</u>
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- | | |
|-------------------------------------|---|
| 1. Human Wellness: | |
| EDUC 500: Human Wellness (required) | 3 |

Choose 18 credit hours from three areas below with a minimum of at least 3 credit hours from each area:

- | | |
|--|---|
| 2. Diversity/Social Justice and Global Engagement | |
| CI 321 Introduction to Diversity: Cultural Issues | 3 |
| CI 427 Philosophy, History and Ethics of Education | 3 |
| SMGT 465 Psychology of Sport and Physical Activity | 3 |
| SMGT 475 Sport and Physical Act in Amer Culture | 3 |
| SMGT 552 Study Abroad in Global Sport Industry | 3 |
| SOC 306 Introduction to Gender Studies | 3 |
| SOC 320 Contemporary Social Problems | 3 |
| SOC 326 Sociology of Race and Ethnicity | 3 |
| SOC 330 Social Inequality | 3 |
| SOC 346 Sociology of Globalization | 3 |
| SOC 405 Sociology of Aging | 3 |
| POLS 305 Environmental Politics | 3 |
| POLS 310 Latin American Politics | 3 |
| POLS 320 Developing World | 3 |
| POLS 336 International Organizations | 3 |
| POLS 340 Global Challenges | 3 |
| POLS 385 Global Democracy | 3 |
| POLS 399 Travel Seminar | 3 |

1-4

3. Innovative Mindsets, Learning and Development	
CI 326 Engaging and Motivating the Learner	3
CI 415 Differentiated Instruction for Diverse Learners	3
CI 602 Social Emotional Lrning in School Community	2
CI 710B Differentiated Instr for Active Engagement	3
CI 711 Multicultural Education	3
CI 751AF The Highly Engaged Classroom	3
ID 500 Design Thinking and Innovation	3
SMGT 300 Technology in Sport Management	3
4. Civic Literacy and Leadership Communication	
EDUC ### Collaboration, Empathy and Leadership	3
COMM 130H Communication and Society	3
COMM 302 Interpersonal Communication	3
COMM 313 Argumentation and Advocacy	3
COMM 335 International and Intercultural Com	3
PSY 413 Leadership in Self and Society	3

Applied Learning (Practica)

21

EDUC 400 Applied Studies Practicum	3
EDUC 450 Applied Studies Internship	6
EDUC 600 Applied Studies Apprenticeship	6
EDUC 700 Applied Studies Apprenticeship	6

Individualized Concentration Courses

36

Education and Innovation (Choose from below)

CI 326 Engaging and Motivating the Learner	3
CI 415 Differentiated Instruction for Diverse Learners	3
CI 505 Science Technology and Society	3
CI 794 Diversity and Culture in a Global Society	3
CI 795 Change, Creativity and Innovation	3
EDUC ### Developing Innovative Mindsets	3
EDUC ### Principles of Learning Environments	3
EDUC ### Service Learning and Com Engag	2
EDUC ### Global Engagement and Social Innovation	3
EDUC ### Empathy Interview Techniques	3
EDUC ### Ideation in Teaching and Lrning Studio	3
ID 500 Design Thinking Process	1
ID 501 Design Thinking Facilitation	1
ID 503 Intro to Branding	1
ID 504 Building a Brand Strategy	1

Total Semester Credit Hours 120

**New Program Proposal: Fiscal Summary
Wichita State University**

Bachelor of Applied Sciences in Workforce Leadership and Applied Learning

Basic Program Information

- | | |
|--|---|
| 1. Title of proposed program: | Workforce Leadership and Applied Learning |
| 2. Degree to be offered: | Bachelor of Applied Sciences |
| 3. Anticipated date of implementation: | Fall 2018 |
| 4. Responsible department(s) or unit(s): | College of Education |

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	25	10	45	20	60	30
B. Total SCH taken by all students in program	720		1,320		1,800	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
<u>Equipment</u>						
<u>Base Budget</u>						
Salaries	\$37,000 ¹		\$112,500 ²			
OOE	\$5,000 ³					
Total ⁵	\$42,000		\$112,500		No new costs	

Explanations:

¹ Salaries include: \$32,000 for a .5FTE applied learning coordinator, and \$5,000 for work-study/hourly student staff.

² Salaries include: \$25,000 for part-time administrator; \$31,250 for a full-time applied learning coordinator; and \$56,250 for an academic advisor.

³ OOE includes: instructional materials, miscellaneous supplies, office supplies, software, and advertising.

An internal reallocation of resources within the College of Education will provide necessary support for the program. In addition, funding for year one will occur through program fees of \$500 per semester generating approximately \$35,000.00 based on an enrollment of 35 students each semester (fall and spring). The remaining \$7,000 will be funded from available Restricted Use funds. Year two funding will occur through program fees of \$500 per semester generating approximately \$65,000 based on an enrollment of 65 students. The remaining \$47,500 will be funded from available Restricted Use funds. Year three funding will occur through program fees of \$500 per semester generating approximately \$90,000 based on an enrollment of 90 students. The remaining \$22,500 will be funded from available Restricted Use funds.

New Program Proposal: Program Summary
Pittsburg State University
Master of Science in Materials Science

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification:	<p>Title of proposed program: Materials Science</p> <p>Anticipated date of implementation: Spring 2019</p> <p>Total number of semester credit hours: 30</p> <p>CIP Code: 40.1001 Materials Science</p>
2. Academic Unit:	Physics Department, College of Arts and Sciences
3. Program Description:	<p>The Physics Department from the College of Arts and Sciences is proposing a new Master of Science in Materials Science degree. Materials scientists study the structures and chemical properties of various materials to develop new products or enhance existing ones. Materials science is likely to affect the future of technology and manufacturing significantly.²</p> <p>This graduate program will allow students to focus on Science, Technology, Engineering, and Mathematics (STEM) programs, as opposed to a single program in STEM. PSU's Materials Science program will prepare students for careers in industry and/or for post graduate degrees in Materials Science or Engineering.</p> <p>Collaboratively designed to be an interdisciplinary degree between the College of Arts and Sciences and the College of Technology, such an interdisciplinary STEM program will provide hands-on, academic activities and practical experiences for students, readying them to join the work force. STEM, being part of KBOR's 2020 objectives, will strengthen the mission imparted by such a program as well as the mission of PSU.</p>
4. Student Demand	<p>PSU has graduated (Fall 2016, Spring 2017 and Summer 2017) a total of 84 students in the areas of Chemistry, Mathematics, Physics, and Engineering Technology. It is expected that many of these graduates would be interested in pursuing the MS in Materials Science.</p> <p>A survey of prospective students in the sciences, who are likely candidates for the MS in Materials Science, was administered. Survey results (N=162) indicate that students in the respective sciences showed a strong preference for the establishment of a Masters in Materials Science program. Students were asked whether having a MS in Materials Science at PSU would benefit them; 93% of those responding indicated that it is moderately important to very important to have such a program.</p> <p>In response to a follow-up question aimed to gauge students' interest in pursuing post-graduate studies in Materials Science, 98% indicated that it is moderately interested to very interested in pursuing post graduate studies. Additionally, 98% of the respondents indicated that it would be beneficial to have an interdisciplinary program that led to careers in industry. The same percentage indicated that it would be of great value to have the delivery mode of such an innovative program be hands-on.</p> <p>Regarding students' interests in the program coupled with research, 98% of the students thought that would be worthwhile to have a research component present in this new program.</p>

² Bureau of Labor Statistics. (April 2018). Retrieved from:
<https://www.bls.gov/ooh/life-physical-and-social-science/chemists-and-materials-scientists.htm#tab-2>

	<p>PSU can project a conservative demand for this proposed degree program to be 20 majors three years after implementation.</p>
5. Employment Demand	<p>The U. S. Bureau of Labor Statistics projects a 7% change in the employment market for Materials Scientists from 2016-2026. The median annual wage for materials scientists was \$99,430 in May 2016.³</p> <p>On the state level, the Kansas Department of Labor projects employment from 2014-2024 to increase an average of 9.9% among all the different STEM categories. They also project industrial jobs in professional, scientific and technical services to increase by 20.9% with a median annual salary of \$67,391.⁴</p> <p>Another indicator of employment demand is the significant number of grants available from the federal government or from industrial partners that are aimed for a STEM-prepared labor force.⁵</p>
6. Comparative/Locational Advantage	<p>There is no other MS in Materials Science offered at any of the higher education institutions in Kansas. Regionally the only program is one at Missouri State University, nearly 100 miles away from PSU. While some basic similarities exist, our proposed program is enriched by offerings of more courses such as Nanotechnology, Mechanics of Composites and Structures, Thin Films, Polymer Physics, Solid State Electronics and new state of the art computational methods in materials science. Our research component for those students opting for the option I (thesis option) is advantageous due to our vast, modern infrastructure that exists at PSU's College of Technology, College of Arts and Sciences and the Tyler Research Center. Built into our program are courses designed to introduce the students to the modern state of the art techniques necessary for both industry and post graduate studies.</p> <p>The strength of this STEM program at PSU lends credence to the establishment of such a program that makes use of the talents and resources with a solid infrastructure. This program draws upon collaborations between departments and across colleges, thus maximizing the effectiveness of this interdisciplinary degree.</p>
7. Curriculum	<p>The Master of Science in Materials Science is a 30 semester credit hour (thesis option) or 30 semester credit hour (non-thesis option) graduate degree program consisting of:</p> <ul style="list-style-type: none"> • 19 semester credit hours of core materials science courses and • 11 semester credit hours of specified electives. <p>Option I: Thesis option: Students are required to take 30 semester hours (6 hours must be in MAT 890: Research in Materials Science).</p> <p>Option II: Non-Thesis option: Students are required to take 30 semester hours. Additionally, as part of the 30 semester hours, students have the option of taking MAT 889, MAT 891, or a combination of both. For those who opt to take MAT 891 (internship) only, they are required to write a report on their internship.</p> <p>This is an interdisciplinary program in STEM relying on existing graduate courses in Physics, Chemistry, and Engineering Technology. Opportunities for student interaction and research are embedded throughout the program.</p>

³ Bureau of Labor Statistics. (April 2013). Retrieved from:
<https://www.bls.gov/ooh/life-physical-and-social-science/chemists-and-materials-scientists.htm>

⁴ Kansas Department of Labor. (2018). Retrieved from: <https://www.dol.ks.gov/>

⁵ Grants.gov. (2018). Retrieved from: <https://www.grants.gov/web/grants/search-grants.html?keywords=stem>

8. Faculty Profile	<table border="1" data-bbox="508 132 1445 636"> <thead> <tr> <th data-bbox="508 132 816 233">Name</th> <th data-bbox="816 132 1044 233">Rank</th> <th data-bbox="1044 132 1295 233">Area of Expertise</th> <th data-bbox="1295 132 1445 233">Time to Program</th> </tr> </thead> <tbody> <tr> <td data-bbox="508 233 816 289">Ram Gupta, Ph.D.</td> <td data-bbox="816 233 1044 289">Asst Professor</td> <td data-bbox="1044 233 1295 289">Polymer Physics</td> <td data-bbox="1295 233 1445 289">0.75 FTE</td> </tr> <tr> <td data-bbox="508 289 816 346">Paul Herring, Ph.D.</td> <td data-bbox="816 289 1044 346">Professor</td> <td data-bbox="1044 289 1295 346">Composites</td> <td data-bbox="1295 289 1445 346">0.25 FTE</td> </tr> <tr> <td data-bbox="508 346 816 403">Russ Rosmait, Ph.D.</td> <td data-bbox="816 346 1044 403">Univ Professor</td> <td data-bbox="1044 346 1295 403">Materials Testing</td> <td data-bbox="1295 346 1445 403">0.25 FTE</td> </tr> <tr> <td data-bbox="508 403 816 459">William Shirley, Ph.D.</td> <td data-bbox="816 403 1044 459">Professor</td> <td data-bbox="1044 403 1295 459">Thermodynamics</td> <td data-bbox="1295 403 1445 459">0.25 FTE</td> </tr> <tr> <td data-bbox="508 459 816 516">Khamis Siam, Ph.D.</td> <td data-bbox="816 459 1044 516">Univ Professor</td> <td data-bbox="1044 459 1295 516">Chemistry of</td> <td data-bbox="1295 459 1445 516">0.75 FTE</td> </tr> <tr> <td data-bbox="508 516 816 573">Ben Tayo, Ph.D.</td> <td data-bbox="816 516 1044 573">Asst Professor</td> <td data-bbox="1044 516 1295 573">Computational</td> <td data-bbox="1295 516 1445 573">0.25 FTE</td> </tr> <tr> <td data-bbox="508 573 816 636">Serif Uran, Ph.D.</td> <td data-bbox="816 573 1044 636">Professor</td> <td data-bbox="1044 573 1295 636">Materials Science</td> <td data-bbox="1295 573 1445 636">0.75 FTE</td> </tr> </tbody> </table> <p data-bbox="508 667 1445 867">All core faculty have terminal degrees and are tenured in their respective departments. All have research experiences and significant academic accomplishments (external funding, industry experience, publications, professional presentations, technical reports, etc.). All courses offered will be taught in load by existing faculty. Any additional course requirements will be covered internally. There is no request for new faculty lines.</p>	Name	Rank	Area of Expertise	Time to Program	Ram Gupta, Ph.D.	Asst Professor	Polymer Physics	0.75 FTE	Paul Herring, Ph.D.	Professor	Composites	0.25 FTE	Russ Rosmait, Ph.D.	Univ Professor	Materials Testing	0.25 FTE	William Shirley, Ph.D.	Professor	Thermodynamics	0.25 FTE	Khamis Siam, Ph.D.	Univ Professor	Chemistry of	0.75 FTE	Ben Tayo, Ph.D.	Asst Professor	Computational	0.25 FTE	Serif Uran, Ph.D.	Professor	Materials Science	0.75 FTE
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Serif Uran, Ph.D.	Professor	Materials Science	0.75 FTE																														
9. Student Profile	<p data-bbox="508 894 1445 1056">Students entering this academic program and career field should prepare themselves with a strong undergraduate coursework in STEM. To be admitted to this program, students matriculating with a BS degree in chemistry, physics and engineering technology will gain favorable admission status. Other students who have degrees in related areas will be considered on a one-to-one basis.</p> <p data-bbox="508 1062 1445 1157">These students will have career interests in industrial jobs spanning all areas of STEM. The students will also have excellent preparation should they choose to pursue doctoral studies in the US or worldwide.</p> <p data-bbox="508 1163 1445 1226">Students who possess the following characteristics and skill sets will be drawn to this program:⁶</p> <p data-bbox="508 1232 654 1262">Analytical:</p> <ul data-bbox="557 1268 1401 1436" style="list-style-type: none"> • Mathematics and computer science skills • Ability to apply statistical techniques • Critical thinking and problem-solving skills • Analytical instrumentation techniques to characterize properties and performance of materials <p data-bbox="508 1442 719 1472">Communication:</p> <ul data-bbox="557 1478 1442 1577" style="list-style-type: none"> • Both oral and written communication skills to communicate findings to both scientists and non-scientists • Desire to collaborate toward common goals <p data-bbox="508 1583 816 1612">Background Knowledge:</p> <ul data-bbox="557 1619 1333 1682" style="list-style-type: none"> • Fundamental understanding of the structure, composition, and properties of substances 																																
10. Academic Support	<p data-bbox="508 1692 1445 1856">All academic support at Pittsburg State University, the College of Arts and Sciences, and the College of Technology will be available for students and faculty in the materials science graduate program. Available support includes faculty development programs, initiatives offered through the Student Success Center (including the Writing Center), and resources available via Axe Library,</p>																																

⁶ American Chemical Society (ACS). (2016). Materials science. Retrieved from: <https://www.acs.org/content/acs/en/careers/college-to-career/chemistry-careers/materials-science.html>

	<p>access to support for faculty and student travel, and internal grant funding opportunities. In addition, PSU, the College of Arts and Sciences, and the College of Technology provide outstanding support for both hardware and software technology needs.</p> <p>Students will also have access to the equipment and expertise of scientists at the Tyler Research Center as well as equipment and lab space in the Department of Physics, Department of Chemistry, and the Department of Engineering Technology in the respective colleges at Pittsburg State University.</p>
11. Facilities & Equipment	<p>Existing resources and facilities housed in the departments of Physics, Chemistry, Engineering Technology, and the Tyler Research Center will be used for instruction and research. The laboratory needs are met with the existing facilities and no additional work or costs will be required to implement this program.</p>
12. Program Review, Assessment, Accreditation	<p>The Master of Science in Materials Science will be reviewed according to the regular program review cycle and process at Pittsburg State University. Further, all degree programs at PSU are required to submit an annual assessment report to the University Assessment Committee documenting progress toward meeting student learning outcomes. Currently, there are no plans of pursuing accreditation for this program.</p>
13. Costs, Financing	<p>This is an interdisciplinary program in STEM relying on existing graduate courses in Physics, Chemistry, and Engineering Technology. No additional new funding is needed as this program utilizes existing faculty across many STEM disciplines.</p>

**New Program Proposal: Curriculum Outline
Pittsburg State University**

Master of Science in Materials Science

Basic Program Information

- | | |
|---|---------------------------|
| 1. Title of proposed program: | Materials Science |
| 2. Anticipated date of implementation: | Spring 2019 |
| 3. Responsible department(s) or unit(s): | Physics |
| 4. Total number of semester credit hours: | 30 |
| 5. CIP Code: | 40.1001 Materials Science |

This is an interdisciplinary program in STEM relying on existing graduate courses in Physics, Chemistry and Engineering Technology. Opportunities for student interaction and research are embedded throughout the program.

<u>Core Materials Science Courses (19 Credit Hours)</u>	Credit Hours
MAT 725: Introduction to Materials Science	3
MAT 745: Nanotechnology	3
MAT 801: Colloquium	1
MAT 840: Materials for Electrical & Electronic Applications	3
MAT 861: Mechanics of Composites & Structures	3
MAT 883: Thermodynamics and Phase Equilibria	3
MAT 884: Polymer Physics	3

<u>Electives Materials Science Courses (11 Credit Hours)</u>	
MAT 742: Structure of Solids	3
MAT 743: Solid State Electronics	3
MAT 802: Computational Methods in Materials Science	3
MAT 828: Leadership and Behavioral MGT	3
MAT 854: Thin Films	3
MAT 885: Polymer Composites	3
MAT 889: Introduction to Materials Research	1-6
MAT 890: Research in Materials Science	3-6
MAT 891: Internship in Materials Science	1-6
MAT 895: Advanced Topics in Engineering Technology	3

Option I: Thesis option: Students are required to take 30 semester hours (6 hours must be in MAT 890: Research in Materials Science).

Option II: Non-Thesis option: Students are required to take 30 semester hours. Additionally, as part of the 30 semester hours, students have the option of taking MAT 889, MAT 891, or a combination of both. For those who opt to take MAT 891 (internship) only, they are required to write a report on their internship.

This is an interdisciplinary program in STEM relying on existing graduate courses in Physics, Chemistry and Engineering Technology. Opportunities for student interaction and research are embedded throughout the program.

**New Program Proposal: Fiscal Summary
Pittsburg State University**

Master of Science in Materials Science

Basic Program Information

- | | |
|---|-------------------|
| 1. Title of proposed program: | Materials Science |
| 2. Anticipated date of implementation: | Spring 2019 |
| 3. Responsible department(s) or unit(s): | Physics |
| 4. Total number of semester credit hours: | 30 |

Part I. Anticipated Enrollment						
	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	5	0	10	0	20	0
B. Total SCH taken by all students in program	75		150		300	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
<u>Base Budget</u>						
Salaries	\$ 0		\$ 0		\$ 0	
OOE	\$ 0		\$ 0		\$ 0	
Total	\$ 0		\$ 0		\$ 0	

Indicate source and amount of funds if other than internal reallocation: None
 No additional new funding is needed as this program utilizes existing faculty across many STEM disciplines.

New Program Proposal: Program Summary
Kansas State University

Bachelor of Science in Educational Studies

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	Title of proposed program: Educational Studies Degree: B.S. in Educational Studies Implementation date: August 2018 Total SCH: 120 CIP code: 13.01 Education, General
2. Academic Unit	College of Education (COE): Curriculum and Instruction
3. Program Description	<p>The Bachelor of Science in Educational Studies provides students with an understanding of the nature of human learning and skills in the realm of public, American education. Instead of traditional student-teaching, BSES students experience a formal internship that applies their knowledge and skills in a non-teaching setting.</p> <p>It is important to note that this degree does not lead to state licensure as a K-12 teacher. Rather, it prepares students for a wide variety of career pathways that make use of the specialized knowledge of education for those not wanting to teach in traditional K-12 classrooms.</p> <p>Each student will have the opportunity to customize an individualized plan of study in consultation with his/her BSES advisory committee. This program of study is focused upon themes of excellence to prepare her/him for various career fields. Such themes include, but are not limited to, Global Education & Development, Museum & Non-profit Education, Outdoor Education, Pastoral & Religious Education, and Social Justice Education. The theme provides the foundation for a capstone internship structured specifically for each student.</p>
4. Demand/Need for the Program	<p>While designed to fill a void for those not desiring licensure, the BSES will also benefit our students seeking traditional licensure, as well as our faculty and staff. It will open our programs to a wider consideration of educational principles and contexts than our current singular focus on producing future classroom teachers.</p> <p>Furthermore, each year, students in the middle of the traditional licensure program decide that classroom teaching is not for them. Due to limited options, they may continue and graduate with a teaching degree they will use for only a brief period, if at all. Others will leave the program prior to graduating and have no degree to represent their time at K-State. When students realize that teaching is not a viable option during their final internship experience, this is especially difficult. Many individuals would have found the BSES more aligned to their reimagined career goals.</p> <p>The critical thinking, leadership, communication, and analysis skills, including active listening, all skills taught in the BSES program, are of great importance in 96% of all occupations.⁷</p> <p>To further document student demand for the program, a survey was administered to 258 prospective students. Of this, 137 indicated that they would be interested in enrolling in such a program, and 213 believed the skills found in this program would be beneficial in their future.</p>

⁷ Carnevale, Anthony P, et al. "Job growth and educational requirements through 2020." *Recovery 2020*, Georgetown Public Policy Institute. Center on Education and the Workforce. 2013

<p>5. Comparative /Locational Advantage</p>	<p>KSU's College of Education's reputation for quality graduates and its central geographic setting are two major locational advantages for offering this program at KSU. As a public research land-grant institution in the middle of the country, KSU has a long history of focusing on authentic learning, research, and applied theory.</p> <p>An examination of similar programs across the nation signals the following institutions: Arizona State University, University of Missouri-St. Louis, and Yale. While there are similarities, there are also distinct differences between these programs and the proposed degree program presented here.</p> <ul style="list-style-type: none"> • <i>Arizona State University</i> offers a Bachelor of Arts in Educational Studies degree program in two delivery methods: face-to-face or online. The online option includes community learning opportunities, while the face-to-face option involves students selecting electives from five specified areas (childhood education, educational technology, environmental education, games and impact, and physical activity and coaching). • <i>State University of New York (Empire State College)</i> offers several degrees in Educational Studies (i.e., "Pathways"), but does not offer an undergraduate teacher licensure degree program. They do, however, offer a Master of Arts in Teaching, which does appear to be a teacher licensure program. • <i>University of Missouri-St. Louis</i> requires students acquiring the Bachelor of Educational Studies degree to complete an approved content minor or certificate relative to the student's goals, as well as a total of 15 hours of career-related internships. • <i>Yale</i> offers a highly-selective Education Studies program designed for students interested in educational history, policy, and economics. <p>Within the state of Kansas, no university offers a degree program structured exactly as the proposed BSES program.</p>
<p>6. Curriculum</p>	<p>Upon admission to the program, students must submit to his or her BSES committee (two faculty members, one of which must be from the Department of Curriculum and Instruction), a program of study focusing upon themes of excellence to prepare him or her for various career fields. Students are required to complete 120 semester credit hours (sch), including general education courses (33-34 sch), program courses (29-32 sch), emphasis courses (36 sch), and electives (18-22 sch). All courses in the emphasis courses are to be selected with advisement and be at the 300-level or higher.</p> <p>Students will be placed in formal internship experiences according to their career goals during the final BSES semester of coursework. The internship will be a significant element of the degree, as it provides the students valuable professional experience that is connected to their chosen area of emphasis. Just as the student teaching internship is the capstone for students pursuing teacher licensure, this internship will serve as the BSES degree's capstone.</p>

7. Faculty Profile	<p>All courses will be taught by KSU faculty.</p> <table border="1" data-bbox="565 138 1451 919"> <thead> <tr> <th>Name</th> <th>Rank</th> <th>Duties/Expertise</th> <th>Department</th> </tr> </thead> <tbody> <tr> <td>Todd Goodson, Ph.D.</td> <td>Assoc Professor</td> <td>Program Coordinator Schooling & Popular Culture</td> <td>Curriculum and Instruction (C&I)</td> </tr> <tr> <td>David Allen, Ed.D.</td> <td>Assoc Professor</td> <td>Early Field Experience</td> <td>C&I</td> </tr> <tr> <td>Tonnie Martinez, Ph.D.</td> <td>Assnt Professor</td> <td>Teaching as a Career</td> <td>C&I</td> </tr> <tr> <td>Tom Vontz, Ph.D.</td> <td>Professor</td> <td>Core Teaching Skills & Lab</td> <td>C&I</td> </tr> <tr> <td>Della Perez, Ph.D.</td> <td>Assnt Professor</td> <td>Foundations of Education</td> <td>C&I</td> </tr> <tr> <td>Laura Tietjen, M.S.</td> <td>Instr</td> <td>Foundations of Education</td> <td>C&I</td> </tr> <tr> <td>Cyndi Kuhn, M.F.A.</td> <td>Instr</td> <td>Educational Technology</td> <td>C&I</td> </tr> <tr> <td>Lori Goodson, Ph.D.</td> <td>Assnt Professor</td> <td>Core Teaching Skills & Lab</td> <td>C&I</td> </tr> <tr> <td>Mickey Losinski, Ph.D.</td> <td>Assoc Professor</td> <td>Exceptional Student in the Secondary School</td> <td>Special Education, Counseling, & Student Affairs (SECSA)</td> </tr> <tr> <td>Judy Hughey, Ed.D.</td> <td>Assoc Professor</td> <td>Educational Psychology</td> <td>SECSA</td> </tr> <tr> <td>Ann Knackendoffel, Ph.D.</td> <td>Assnt Professor</td> <td>Exceptional Student in the Elementary School</td> <td>SECSA</td> </tr> <tr> <td>Susan Yelich Biniecki, Ph.D.</td> <td>Assnt Professor</td> <td>International Education Intro to Adult Education</td> <td>Educational Leacership</td> </tr> </tbody> </table> <p>Additional faculty members from the College of Education, and perhaps other KSU academic areas, will teach in the program as necessary to accommodate individualized tracks.</p> <p>Two graduate teaching assistants (GTAs), each on a 0.5 FTE appointment (total of 1 FTE) will be needed to support the BSES GTAs will support faculty in the four courses during the BSES Educational Studies Core semester: Popular Culture, International Education, Adult Education, and the Capstone Experience.</p>	Name	Rank	Duties/Expertise	Department	Todd Goodson, Ph.D.	Assoc Professor	Program Coordinator Schooling & Popular Culture	Curriculum and Instruction (C&I)	David Allen, Ed.D.	Assoc Professor	Early Field Experience	C&I	Tonnie Martinez, Ph.D.	Assnt Professor	Teaching as a Career	C&I	Tom Vontz, Ph.D.	Professor	Core Teaching Skills & Lab	C&I	Della Perez, Ph.D.	Assnt Professor	Foundations of Education	C&I	Laura Tietjen, M.S.	Instr	Foundations of Education	C&I	Cyndi Kuhn, M.F.A.	Instr	Educational Technology	C&I	Lori Goodson, Ph.D.	Assnt Professor	Core Teaching Skills & Lab	C&I	Mickey Losinski, Ph.D.	Assoc Professor	Exceptional Student in the Secondary School	Special Education, Counseling, & Student Affairs (SECSA)	Judy Hughey, Ed.D.	Assoc Professor	Educational Psychology	SECSA	Ann Knackendoffel, Ph.D.	Assnt Professor	Exceptional Student in the Elementary School	SECSA	Susan Yelich Biniecki, Ph.D.	Assnt Professor	International Education Intro to Adult Education	Educational Leacership
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8. Student Profile	<p>This program will appeal to:</p> <ol style="list-style-type: none"> 1. Students who wish to obtain a degree in education but do not wish to teach in a structured classroom setting. 2. Students who desire flexibility in designing their own education career path driven by their professional goals. 3. Individuals who have an established knowledge base in a particular field and who want to develop those skills further. <p>All students must satisfy admission requirements of KSU and the COE requirements for admission to the professional programs (general education requirements, 2.75 GPA, Early Field Experience, and basic skills test).</p>																																																				
9. Academic Support	<p>Academic services at KSU, including advising, library, audio-visual, laboratory, and academic computing resources, are sufficient to support this program. All academic support available at Kansas State University and in the College of Education will be available for students and faculty in the BSES program.</p> <p>Library material, including electronic subscriptions to the most relevant journals and databases, are sufficient for the proposed program.</p> <p>Upon admission to the program, students are assigned a professional advisor from the Center for Student and Professional Services. The advisor will assist in all aspects of academic advising. One faculty member from the Department of Curriculum and Instruction will be assigned to coordinate</p>																																																				

	<p>internship placements and supervision, with logistical support from the Office of Field Experiences.</p> <p>Dr. Todd Goodson, Chair of the Curriculum and Instruction Department, will serve as the Program Coordinator.</p>
10. Facilities and Equipment	<p>The program will use the existing facilities and equipment associated with the B.S. currently offered by the College of Education. The College of Education anticipates that the facilities are adequate to support the proposed program; no new facilities or equipment will be needed to implement this new major.</p>
11. Program Review, Assessment, Accreditation	<p>The program will be subject to continuous review by faculty in the Department of Curriculum and Instruction. Faculty will be invited to raise issues and help solve problems at monthly departmental meetings. Students will be asked to complete surveys as needed and at the conclusion of their program; data from the surveys and student assessments will be aggregated, reported, and used for program refinement and improvement. The program will also be subject to annual review through the university assessment system as well as through KBOR procedures.</p>
12. Costs, Financing	<p>This program will allow KSU to create a new undergraduate degree to meet the needs of a different audience of students primarily by repackaging existing courses, as only two new courses and one internship experience is unique to the BSES. The College of Education currently has the capacity to absorb those additional students and courses without additional resources. With that in mind, here are the projected costs for the program (reflecting reallocation of instructors' time/duties; they do not reflect new costs or new positions). This is possible given declines in the undergraduate licensure program.</p> <p>Implementation year: \$50,000 for salaries and \$5,000 for other operating expenses, for a total of \$55,000. Included in year two new costs are fringe benefits and cost of living adjustments for \$5,500. Year three new costs include graduate assistant salary, fringe benefits, and cost of living adjustments, for a total of \$15,500.</p>

**New Program Proposal: Curriculum Outline
Kansas State University**

Bachelor of Science in Educational Studies

Basic Program Information

- | | |
|---|---|
| 1. Title of proposed program: | Educational Studies |
| 2. Anticipated date of implementation: | August 2018 |
| 3. Responsible department(s) or unit(s): | College of Education,
Department of Curriculum and Instruction |
| 4. Total Number of Semester Credit Hours: | 120 |
| 5. CIP code: | 13.01 Education, General |

General Education Requirements 33-34 hours

Communications	8-9 hours
Humanities	6 hours
Social Science	6 hours
Natural Science	7 hours
Quantitative Sciences	6 hours

Program Courses 29-32 hours

<u>Pre-Professional Coursework</u>	<u>8 hours</u>
DED 075 Orientation to Teacher Ed.	0* <i>(see note on next page)</i>
FSHS 110 Intro to Human Development	3
EDEL/EDSEC 200 Teaching as a Career	1
EDEL/EDSEC 230 Early Field Experience	1
EDEL/EDSEC 310 Foundations of Ed.	3
<u>Professional Components</u>	<u>9-10 hours</u>
DED 318 Ed Tech for Teaching & Learning	1
EDCEP 315 Educational Psych	3
EDEL 320/EDSEC 376 Core Teaching Skills & Lab	3
EDSP 323/EDSP 324 Excep Students	2-3
<u>Educational Studies Core</u>	<u>12-15 hours</u>
<i>Required:</i>	
EDCI 550 Schooling and Popular Culture	3
[EDACE 714 International Education	3 <i>OR</i>
EDACE 780 Introduction to Adult Ed]	3
EDCI 580 Internship in Ed Studies	6-9

Area of Emphasis 36 hours

Education Core	12 hours
<i>Select courses to support professional goals in consultation with advisor. At least 9 hours must be 300-level or higher.</i>	
Supporting Courses	24 hours
<i>Select courses to support professional goals in consultation with advisor. At least 15 hours must be 300-level or higher.</i>	

Electives 18-22 hours

Total.....120 hours

Upon acceptance into the program, each student must submit to his or her BSES committee (two faculty members,

one of which must be from the Department of Curriculum and Instruction), a program of study focusing upon themes of excellence to prepare him or her for various career fields. Themes may focus upon, but are not limited to:

- Global Education & Development
- Museum, Non-Profit, & Outreach Education
- Outdoor Education
- Pastoral & Religious Education
- Pedagogy for Educational Contexts
- Social Justice Education

The themes are suggested areas of emphasis a student might identify around which coursework could be gathered. For example, a student who is interested in working Non-Profit and Outreach Education may take classes in their area of emphasis in Leadership Studies and Conflict Resolution. A student interested in Art Therapy may have an Art minor together with Family Studies and Human Services. The specific courses will be chosen with their advisor based upon a written proposal signaling an area of interest and how certain courses will help them achieve their goals.

* Note regarding DED 075 Orientation to Teacher Ed., 0 semester credit hour:

DED 075 is an existing non-credit course for our teacher licensure students taught by our academic advisors to ensure that all students learn about the requirements and regulations of the College early in their career. It is used to help retention by having our students make a connection early with others in the program and with their advisor. Effectively, it is a series of advising sessions for students new to the program. Students meet once a week for 8-weeks; students complete the Clifton Strengths assessment, explore the course catalogue to look at pre-requisites, and create a long-range graduation plan so they can see how their courses will fall together and plan co-curricular activities as well. The Educational Studies degree requirements will simply be incorporated into the existing structure.

**New Program Proposal: Fiscal Summary
Kansas State University
Bachelor of Science in Educational Studies**

Basic Program Information

- | | |
|---|---|
| 1. Title of proposed program: | Educational Studies |
| 2. Degree to be offered: | Bachelor of Science in Educational Studies |
| 3. Anticipated date of implementation: | August 2018 |
| 4. Responsible department(s) or unit(s): | College of Education,
Department of Curriculum and Instruction |
| 5. Total Number of Semester Credit Hours: | 120 |
| 7. CIP code: | 13.01 Education, General |

Part I. Anticipated Enrollment						
	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	10	15	20	30	25	37
B. Total SCH taken by all students in program	10 x 12 hrs. Full time + 15 x 5 hours Part time = 195 hours		390 hours		485 hours	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, only the additional amount budgeted is included.						
	Implementation Year		Year 2		Year 3	
<u>Base Budget</u>						
Salaries	\$50,000		\$5,000		\$15,000	
OOE	\$500		\$500		\$500	
Totals	\$50,500		\$5,500		\$15,500	

- The numbers reported are a reallocation of instructors' time/duties. They do not reflect new positions, except for the addition of a graduate assistant in year three.
- Salary cost will be through reallocation used for instructor to teach one new course and coordinate the one new internship, which will be created for this degree. Most classes in this program are currently offered Year 2 reflects fringe benefits and cost of living adjustment. Year 3 includes costs for graduate assistant to help assist with internship placements and coordination, in addition to faculty fringe and cost of living adjustment.
- OOE expenses will be through internal reallocation and used for instructional materials for course, technology expenses and supplies.



WICHITA STATE
UNIVERSITY
COLLEGE OF ENGINEERING
Office of the Dean

May 15, 2018

To: Richard D. Muma, PhD, MPH, Provost and Professor

From: Royce Bowden, PhD, Dean and Professor

Re: Engineering Technology – Department Creation

This is a request by the College of Engineering to establish the Department of Engineering Technology. The Engineering Technology program is currently housed in an interdisciplinary department within the College of Engineering. Please place this request on the next available COCAO agenda.

Current

Department Name: Interdisciplinary Program
Name: Engineering Technology

Proposed

Department Name: Engineering Technology
Program Name: Engineering Technology

Rationale

Since its beginning in Fall 2013, the Engineering Technology program has experienced a continued yearly growth of about 40% to its current enrollment of more than 140 students. Recently the program launched a Cybersecurity track that has experienced rapid enrollment growth and interest.

Due to the significant growth and broad focus of the Engineering Technology program, the College of Engineering Industry Advisory Board has strongly recommended establishing this new department. Department status will assist the College in attracting topflight engineering technology focused faculty, which will elevate further the quality of this growing program. No new resources are being requested to make the proposed changes.

If you require further information, please contact me at the telephone number below or email me at royce.bowden@wichita.edu.

Proposed Amendments to the Policy on Expedited Program Approval Process

The Board approved an expedited program approval process to allow state universities to respond quickly to distinct opportunities. Staff is proposing adding additional criteria for justification to tailor criteria to those programs that: are in need of expedited approval due to unforeseen, immediate circumstances; were directly requested by a corporate, industrial or public entity; and were expedited for approval at the campus level. March 2018

Background

The Board approved an expedited program approval process to allow state universities to respond quickly to distinct opportunities to meet workforce, economic or other special needs. The current justification to expediate approval of a proposed program is so broad as to potentially encompass most new academic programs. Staff is proposing adding additional criteria for justification to tailor criteria to those programs that: are in need of expedited approval due to unforeseen, immediate circumstances; were directly requested by a corporate, industrial or public entity; and were expedited for approval at the campus level.

f. Expedited Approval Process for a New Program

This Expedited Approval Process is designed to allow state universities to respond quickly to distinct opportunities to meet workforce, economic or other special needs. The Expedited Approval Process may not be used to circumvent the customary program approval process.

i. Request for Approval

To request approval to offer a program under the Expedited Approval Process, a state university shall enter the proposed program into the Program Inventory Database and submit a “Statement of Intent” to the Vice President for Academic Affairs.

The Statement of Intent shall be limited to two pages and shall:

- (1) Justify the need for expedited implementation by demonstrating that the program:
 - (a) is in need of expedited approval due to unforeseen, immediate circumstances;
 - (b) has a direct and immediate impact on meeting workforce, economic, or other special needs; and/or has been directly requested by
 - (c) is being developed by a state university at the direct request of a corporate, industrial or public entity;
 - ~~(b)~~ (d) is distinct within the state university sector or, if not distinct, that duplication is appropriate; and
 - ~~(c)~~ (e) meets all the requirements of Board policy on off-campus delivery of academic courses and programs; and
 - (f) was expedited for approval at the campus level.

- (2) Describe the proposed program, including:
 - (a) an overview of the program and curriculum;
 - (b) the title of program, responsible department(s), degree(s) to be offered, anticipated date of implementation, and CIP code, and location(s) of this program;
 - (c) ~~anticipated date of implementation,~~ an overview of the curriculum; and
 - (d) any new required faculty and/or resources and how those will be funded.

The Vice President for Academic Affairs will review the “Statement of Intent” and, if approved, shall forward the Statement to the Council of Chief Academic Officers and Council of Presidents. The Councils shall have fourteen calendar days to review and comment on the proposed program.

The Vice President for Academic Affairs shall review the proposed program and any comments received, and provide a recommendation to the Board President and Chief Executive Officer for final consideration.

ii. Annual Reports

By December of each year following a program's implementation, state universities with programs approved using the expedited approval process shall provide the Vice President for Academic Affairs an annual update on the program. The update shall include:

- (1) a brief description of program's progress, including program enrollment; ~~and~~
- (2) a description of any problems and/or barriers to success; and
- (3) plans for and progress of changes and developments to the program.

This report shall be provided until a final decision is made on program continuation.

iii. Final Recommendation

~~Five~~ Four years after the program's implementation, the university shall provide the Vice President for Academic Affairs a report on its progress and recommend that it either be placed in the regular program array or be discontinued. The report shall include information on:

- (1) number of Faculty;
- (2) number of Majors;
- (3) number of students on schedule to graduate in six years;
- (4) resources expended; and
- (5) whether the program is meeting workforce and/or economic needs.

The Vice President for Academic Affairs shall review the ~~information provided~~ final report, and provide a recommendation to continue or discontinue to the Board President and Chief Executive Officer. If continued, the program shall be placed in the university's regular program review cycle for reporting to the Board.