COUNCIL OF CHIEF ACADEMIC OFFICERS
AGENDA

September 19, 2018
9:15 am – 10:00 am
or upon adjournment of SCOCAO
reconvene at noon

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

I. Call To Order

A.	*Approve June 20, 2018 meeting minutes*	Lynette Olson, Chair	*p. 2*

II. Program Requests

A.	*Master of Science in Materials Science (Second Reading)*	PSU	*p. 4*
B.	*Bachelor of Science in Educational Studies (Second Reading)*	KSU	*p. 10*

III. Other Requests

A.	*Name Change from Department of Family Medicine to the Department of Family Medicine and Community Health*	KUMC	*p. 17*

IV. Council of Faculty Senate Presidents Update — Clifford Morris, PSU

A.	*Feedback on Proposed Amendments to the Policy on Expedited Program Approval Process*		

V. Other Matters

A.	*Informational Items*	COCAO Members	
B.	*October 17th Conference Call*	COCAO Members	
C.	*Updates to KBOR website*	Sam Christy-Dangermond, KBOR Max Fridell, KBOR	
D.	*Tilford Conference Report*	FHSU	
E.	*AY 2018 Board Theme: Faculty Reward Structures*	COCAO Members	*p. 19*
F.	*PSU Art Reception (noon – 1:15pm; remarks at 12:50 pm)*		

VI. Adjournment

The University Press of Kansas Trustees will meet in executive session upon adjournment of COCAO to discuss personnel matters of non-elected personnel.

COCAO Academic Year 2019 Meeting Dates				
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	*Conference Call for degree programs only*			September 5, 2018
November 7, 2018	Emporia	ESU	October 19, 2018	September 26, 2018
December 12, 2018	Topeka	FHSU	November 20, 2018	October 31, 2018
January 16, 2019	Topeka	KSU	December 28, 2018	December 5, 2018
February 20, 2019	Topeka	KUMC	February 1, 2019	January 9, 2019
March 20, 2019	Topeka	PSU	March 1, 2019	February 6, 2019
April 17, 2019	Lawrence	KU	March 29, 2019	March 6, 2019
May 15, 2019	Topeka	Washburn	April 26, 2019	April 3, 2019
June 19, 2019	Topeka	KSU	May 31, 2019	May 8, 2019

Council of Chief Academic Officers

MINUTES
Wednesday June 20, 2018

The June 20, 2018, meeting of the Council of Chief Academic Officers was called to order by Chair April Mason at 9:15 a.m. The meeting was held in Suite 530 located in the Curtis State Office Building, 1000 S.W. Jackson, Topeka, KS.

In Attendance:

Members:	April Mason, KSU	David Cordle, ESU	Jeff Briggs, FHSU
	Lynette Olson, PSU	Carl Lejuez, KU	Robert Klein, KUMC
	Rick Muma, WSU	JulieAnn Mazachek, Washburn	
Staff:	Jean Redeker	Karla Wiscombe	Tim Peterson
	Max Fridell	Cynthia Farrier	Sam Christy-Dangermond
	Vera Brown		
Others:	Amy Hite, PSU	Adam Borth, Fort Scott CC	Cindy Hoss, Hutchinson CC
	Linnea GlenMaye, WSU	Cliff Morris, PSU	Michael Fitzpatrick, Pratt CC
	Brian Niehoff, KSU	Harold Arnett, Cowley CC	Lori Winningham, Butler CC
	Mary Pomatto, PSU	Betty Smith Campbell, WSU	Michael McCloud, JCCC
	Steve Loewen, FHTC	Shirley Lefever, WSU	Stephani Johns-Hines, SATC
	Curtis Smith, KCKCC	Ashlie Jack, WSU	Clay Stoldt, WSU
	Spencer Wood, KSU	Nancy Zenger-Beneda, Cloud County CC	

Chair April Mason welcomed everyone and started introductions.

APPROVAL OF MINUTES

Lynette Olson moved that the minutes of the May 16, 2018, meeting be approved. Following the second of Rick Muma, the motion carried.

PROGRAM REQUESTS

- WSU – Bachelor of Applied Science in Workforce Leadership and Applied Learning (second reading). Rick Muma described the degree program and stated there have been no further questions or discussions.

Lynette Olson moved, with the second of April Mason, that the Bachelor of Applied Science in Workforce Leadership and Applied Learning be approved. The motion carried unanimously, and this degree will be presented at the next meeting of COPS and BAASC.

- PSU – Master of Science in Materials Science (first reading).
  Lynette Olson presented Pittsburg State University's degree request and introduced Mary Pomatto and Tim Dawsey to answer questions.

Discussion was held, and if there are further comments or questions, please contact Lynette Olson prior to the September 19, 2018, meeting. This is a first reading and no action is required.

- KSU – Bachelor of Science in Educational Studies (first reading).
  April Mason presented Kansas State University's degree request and introduced Brian Niehoff to answer questions.

Discussion was held, and if there are further comments or questions, please contact Brian Niehoff prior to the September 19, 2018, meeting. This is a first reading and no action is required.

OTHER REQUESTS

- Request to Create Department of Engineering Technology was presented by Rick Muma, WSU. Discussion was held.

  Jeff Briggs moved to approve the Request to Create a Department of Engineering Technology at Wichita State University. Following the second of David Cordle, the motion carried.

- A Request to reestablish two departments with the School of Business at Emporia State University was presented by David Cordle. Discussion was held.

Rick Muma moved to approve Emporia State University's request to reestablish two departments within the School of Business. Following the second of Lynette Olson, the motion carried.

UPDATES

Clifford Morris, PSU, updated COCAO on the Council of Faculty Senate Presidents (COFSP).
The AP Cut Score handout was distributed. COFSP held a meeting and the institutions worked together for a compromise. A consensus was reached to change the AP cut scores for Physics C: Electricity &Magnetism and Physics C: Mechanics from five to four.

Discussion was held. Lynette Olson moved to approve the AP cut score of 4 for Physics C courses. Following the second of Carl Lejuez, the motion carried.

OTHER MATTERS

- Proposed amendments to the Policy on Expedited Program Approval Process were presented by Jean Redeker.

Discussion was held. COCAO requested COFSP discuss the Policy on Expedited Program Approval Process and provide feedback at the September COCAO meeting. COCAO will review the information at its November meeting.

The Chair recessed the meeting at 9:52 am.

COCOA reconvened at 12:07 pm.

- Tilford Conference
  - A Council of Chief Diversity Officers Draft Charter was presented at today's COPS meeting.
  - FHSU is hosting the Tilford Conference on October 22-23, 2018.
  - KU and KUMC will co-host the 2019 Conference.

- University Press of Kansas report will be presented and discussed after the COCAO meeting.

- COCAO members thanked April Mason for her dedication and service to Kansas Higher Education and wished her well in retirement.

- The COCAO chair for AY 2018-2019 will be Lynette Olson.

ADJOURNMENT

The chair adjourned the meeting at 12:27 pm.

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

Criteria	**Program Summary**
1. Program Identification:	Title of proposed program: Materials Science Anticipated date of implementation: Spring 2019 Total number of semester credit hours: 30 CIP Code: 40.1001 Materials Science
2. Academic Unit:	Physics Department, College of Arts and Sciences
3. Program Description:	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.[1] 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. 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.
4. Student Demand	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. 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. 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. 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.

[1] 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

	PSU can project a conservative demand for this proposed degree program to be 20 majors three years after implementation.
5. Employment Demand	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.[2] 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.[3] 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.[4]
6. Comparative/Locational Advantage	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. 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.
7. Curriculum	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: • 19 semester credit hours of core materials science courses and • 11 semester credit hours of specified electives. **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.

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

[3] Kansas Department of Labor. (2018). Retrieved from: https://www.dol.ks.gov/

[4] Grants.gov. (2018). Retrieved from: https://www.grants.gov/web/grants/search-grants.html?keywords=stem

8. Faculty Profile

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

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.

9. Student Profile

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.

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.

Students who possess the following characteristics and skill sets will be drawn to this program:[5]

Analytical:

- 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

Communication:

- Both oral and written communication skills to communicate findings to both scientists and non-scientists
- Desire to collaborate toward common goals

Background Knowledge:

- Fundamental understanding of the structure, composition, and properties of substances

[5] 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

10. Academic Support	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, 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. 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.
11. Facilities & Equipment	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.
12. Program Review, Assessment, Accreditation	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.
13. Costs, Financing	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.

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.

Core Materials Science Courses (19 Credit Hours)	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

Electives Materials Science Courses (11 Credit Hours)	
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

Criteria	Program Summary
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	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. 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. 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.
4. Demand/Need for the Program	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. 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. 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.[6] 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.

[6] 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

5. Comparative /Locational Advantage	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. 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. • *Arizona State University* 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). • *State University of New York (Empire State College)* offers several degrees in Educaitonal 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. • *University of Missouri-St. Louis* 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. • *Yale* offers a highly-selective Education Studies program designed for students interested in educational history, policy, and economics. Within the state of Kansas, no university offers a degree program structured exactly as the proposed BSES program.
6. Curriculum	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. 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.

7. Faculty Profile

All courses will be taught by KSU faculty.

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	Educatonal 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

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.

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.

8. Student Profile

This program will appeal to:

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.

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).

9. Academic Support

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.

Library material, including electronic subscriptions to the most relevant journals and databases, are sufficient for the proposed program.

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

	internship placements and supervision, with logistical support from the Office of Field Experiences. Dr. Todd Goodson, Chair of the Curriculum and Instruction Department, will serve as the Program Coordinator.
10. Facilities and Equipment	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.
11. Program Review, Assessment, Accreditation	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.
12. Costs, Financing	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. Implementation year: $50,000 for salaries and $5,000 for other operating expenses, for a total of $50,500. 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.

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

Pre-Professional Coursework	8 hours
DED 075 Orientation to Teacher Ed.	0* *(see note on next page)*
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
Professional Components	9-10 hours
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
Educational Studies Core	12-15 hours
Required:	
EDCI 550 Schooling and Popular Culture	3
[EDACE 714 International Education	3 *OR*
EDACE 780 Introduction to Adult Ed]	3
EDCI 580 Internship in Ed Studies	6-9

Area of Emphasis 36 hours

Education Core 12 hours

Select courses to support professional goals in consultation with advisor.
At least 9 hours must be 300-level or higher.

Supporting Courses 24 hours

Select courses to support professional goals in consultation with advisor.
At least 15 hours must be 300-level or higher.

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.

KU MEDICAL CENTER
The University of Kansas

August 15, 2018

Jean Redeker, PhD
Vice President for Academic Affairs
The Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612-1368

Dear Dr. Redeker, Jean

The Department of Family Medicine requests a change in the name of the Department to the Department of Family Medicine and Community Health.

The change will more clearly define the department function as it is intimately involved in the community (especially Wyandotte County), and the department mission is to care for and improve the health of the people in the community as their faculty members train future physicians to do the same.

Current projects in the community:

- MOM clinic (Maternal Options that Matter) pregnancy clinic
- SMART community based residency track (SWB FHC continuity clinic for residents)
- KC Care clinic
- Refugee clinic
- Residents do sports physicals at JC Harmon 2x/year
- High school prenatal clinics (Wyandotte and JC Harmon)
- Wyandotte County breastfeeding coalition
- Wyandotte County fetal infant mortality review
- Wyandotte County family planning advisory council
- Board of the Community Health Council of Wyandotte County
- BullDoc (Clinic in Wyandotte High School)
- Rock Docs--initiative to bring health care for musicians in Kansas City
- Oversight for Correctional Health Care in Kansas
- Oversight for Health Care at Osawatomie State Hospital
- Million Hearts Campaign--partnership with the Wyandotte Community Health Council
- Home visiting program
- Community-based student electives
- Kansas Breastfeeding Friendly Site status
- Medical Directors for both the Wyandotte and the Johnson County Health Departments
- Kansas City Community Coalition on Infectious Disease
- Board of the Kansas Medical Society Foundation
- Faculty advisors for the JayDoc Free Clinic
- Scholars in rural health director (beginning this summer)
- Rural Medicine Interest Group

Office of Academic Affairs & Graduate Studies
5016 Wescoe Pavilion | 3901 Rainbow Blvd | Mail Stop 1040 | Kansas City, KS 66160 | (913) 588-1381 | FAX (913) 588-7028 | www.kumc.edu/academic-affairs

- Summer training option for rural medicine
- Rural preceptorship course director
- Policy Committee for the Kansas Medical Student Loan Program - Chair
- SER week in rural medicine director
- Provide coverage for athletes at 5 middle schools and 13 high school -- in the training room and at sports events (next year adding 10 more high schools)
- Reach out and Read

Grants and Research Projects

- AAFP Adult Immunization Office Champion project
- Kansas Immunization Improvement project to improve HPV immunization rates
- Healthy Eating project
- Research Consent Form project
- Shared grant with Children's Mercy on rates of community-based primary care HPV vaccination
- 3 current grant-related to mental health in public schools and associated with the BullDoc Clinic (Kellogg Foundation, Wyandotte Health Foundation, and Healthcare Foundation of Grater Kansas City)
- PCORI Pipeline to Proposals grant with Bethel Neighborhood Center (patient participation for improving diabetes-related primary care for limited English proficiency patients)
- Current collaborative pilot study w/ KUMC Preventive Medicine starting up
- Irish Health Research Board-consultant; participatory investigation on use of ethnic identifiers in Irish Health Care system (implications for alterations to current identifiers in US healthcare system)
- RESTORE project follow up study—(Summer Research Fellowship students involved), focus groups with primary care practices in 3 European countries investigating ongoing implementation of training initiatives for primary care practices re: use of language interpreters (see http://www.fp7restore.eu/index.php/en/about-restore)
- Chautari: increasing access to mental health services for Bhutanese refugees (data analysis stage)
- AAFP Joint Programs award: "Healing Relationships" Study investigating primary care physician attitudes on treatment of non-cancer chronic pain (dissemination stage)
- AHRQ R24- co-principal investigator, AAFP National Research Network, "Living with Pain" study, cluster randomized trial investigating use of photovoice to improve doctor-patient communication in primary care practices benefitting patients with non-cancer chronic pain

The name change is in keeping with departments across the country at academic medical centers such as Mt. Sinai (New York), the University of Pennsylvania, the University of Massachusetts, the University of Minnesota, the Robert Wood Johnson Medical School (Rutgers, New Jersey) as well as other institutions.

The Department Chairs in the School of Medicine and Robert Simari, Executive Dean, School of Medicine are in full support of this request.

Sincerely,

Robert M. Klein, PhD, FAAA
Chancellor's Club Professor
Vice Chancellor for Academic and Student Affairs

Review of Board Theme on Faculty Career Development: Faculty Reward Structures

Summary

At its September 2018 meeting, the Board adopted a theme related to faculty development. The faculty play an important role in the student experience as well as our institutions' successes. Developing their talents both in the classroom and in conducting research is important for the universities and the State. In light of the rapidly changing higher education environment and recognizing the uniqueness of institutional mission, the Board directed state universities to review their reward structures to ensure they support faculty members' professional success throughout their career. This direction was given at the Board's June 2018 meeting, and the Board adopted the following timeline for implementation:

Timeline

1. Identify reward systems that may better accommodate changes in the higher education system
2. Gather feedback from faculty groups – Early Fall 2018
3. Report back to Board for update – November/December, 2018
4. Develop campus implementation plans – Spring 2019
5. Implement new reward structures – Fall 2019