KANSAS BOARD OF REGENTS
COUNCIL OF CHIEF ACADEMIC OFFICERS

VIDEO CONFERENCE AGENDA
December 16, 2020
9:00 a.m. – 10:00 a.m.
or upon adjournment of SCOCAO

The Council of Chief Academic Officers (COCAO) will meet by video conference. Questions and requests for access can be emailed to arobinson@ksbor.org.

I.	**Call to Order**	Shirley Lefever, Chair	
	A. Roll Call & Introduction		
	B. Approve Minutes from November 18, 2020		p. 3
II.	**Requests**		
	A. First Readings		
	1. BA in Interdisciplinary Entrepreneurship – ESU	David Cordle	p. 5
	2. AAS in Career & Technical Education – PSU	Howard Smith	p. 17
III.	**Council of Faculty Senate Presidents Update**	Aleks Sternfeld-Dunn, WSU	
IV.	**Other Matters**		
	A. Discuss Opportunities (new degree programs, partnerships, strategic initiatives, etc.) that Universities are Considering or Planning to Pursue in the Future	COCAO Members	
V.	**Next COCAO Meeting – January 20, 2021**		
VI.	**Adjournment**		

After the Meeting Reminder:
A. UPK Board of Trustees meets upon adjournment of BAASC

Date Reminders:
- Program Review Reports due January 29, 2021 to Sam Christy-Dangermond, schristy@ksbor.org
- Accreditation Reports due February 12, 2021 to Sam Christy-Dangermond, schristy@ksbor.org
- 2021 Legislative Session begins January 11th
- UPK Board of Trustees will meet in January after BAASC

COUNCIL OF CHIEF ACADEMIC OFFICERS

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

Shirley Lefever, Chair	WSU	Barbara Bichelmeyer	KU
Jill Arensdorf	FHSU	Robert Klein	KUMC
David Cordle	ESU	JuliAnn Mazachek	Washburn
Howard Smith	PSU	Daniel Archer	KBOR
Charles Taber	K-State		

Council of Chief Academic Officers
AY 2021 Meeting Schedule

Meeting Dates	Location	Lunch Rotation	Institution Materials Due	New Program Requests due
September 08, 2020 *10:45am or upon adjournment of SCOCAO	Video Conference		August 19, 2020	July 14, 2020
October 07, 2020 *11:30am, UPK after	*Conference Call for degree programs only*			August 12, 2020
November 18, 2020 *UPK after BAASC	Video Conference *Originally at ESU		October 28, 2020	September 23, 2020
December 16, 2020 *UPK after BAASC	Video Conference		November 24, 2020	October 21, 2020
January 20, 2021 *UPK after BAASC	Topeka		December 30, 2020	November 18, 2020
February 17, 2021	Topeka		January 27, 2021	December 23, 2020
March 17, 2021	Topeka		February 24, 2021	January 20, 2021
April 14, 2021	FHSU		March 24, 2021	February 24, 2021
May 19, 2021 *UPK after BAASC	Topeka		April 28, 2021	March 24, 2021
June 16, 2021	Topeka		May 26, 2021	April 21, 2021

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**Council of Chief Academic Officers
MINUTES**

Wednesday, November 18, 2020

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The November 18, 2020 meeting of the Council of Chief Academic Officers was called to order by Chair Shirley Lefever at 9:15 a.m.

In Attendance:

Members:	Shirley Lefever, WSU	Jill Arensdorf, FHSU	Robert Klein, KUMC
	Charles Taber, K-State	David Cordle, ESU	JuliAnn Mazachek, Washburn
	Barbara Bichelmeyer, KU	Howard Smith, PSU	Daniel Archer, KBOR
Staff:	Sam Christy-Dangermond	Amy Robinson	Cindy Farrier
	Karla Wiscombe	Tara Lebar	Marti Leisinger
Others:	Erin Shaw, Highland CC	Jerry Pope, KCKCC	Sarah Robb, Neosho County CC
	Corey Isbell, NCK Tech	Lori Winningham, Butler CC	Jean Redeker, KU
	Brian Niehoff, K-State	Aron Potter, Coffeyville CC	Cindy Hoss, Hutchinson CC
	Linnea GlenMaye, WSU	Andrew Hippisley, K-State	Jane Holwerda, Dodge City CC
	Melinda Roelfs, PSU	Mickey McCloud, JCCC	Jon Marshall, Allen CC
	Kim Morse, Washburn	Michelle Schoon, Cowley CC	Jason Sharp, Labette CC
	Jennifer Ball, Washburn	Monette Depew, Pratt CC	Jane Holwerda, Dodge City CC
	Steve Loewen, FHTC	Aleks Sternfeld-Dunn, WSU	Mark Allen, Independence CC
	Dukka KC, WSU	Adam Borth, Fort Scott CC	Dennis Livesay, WSU
	Gergely Zaruba, WSU	Chris Broberg, WSU	Sue Abdinnour, WSU
	Jean Griffith, WSU	Elaine Simmons, Barton CC	Kaye Monk-Morgan, WSU
	Larisa Genin, WSU	G. Wilson, KU	Mythili Menon, WSU
	Stanton Gartin, SATC	Mindy Markham, K-State	Heather Morgan, KACCT
	Ziqi Sun, WSU		

Shirley Lefever welcomed everyone, and a roll call was taken. Shirley introduced herself as the new Interim Vice President of Academic Affairs at WSU, and she replaces Rick Muma as Chair of COCAO.

Approval of Minutes
Howard Smith moved to approve the minutes of the October 7, 2020 meeting, and David Cordle seconded the motion. With no corrections or discussion, the motion passed.

2nd Readings
Shirley Lefever provided a summary of the four programs for which WSU is seeking approval. All requests were discussed in detail at the previous meeting, and the Committee presented no additional questions.
- Bachelor of Arts in Applied Linguistics
- Master of Science in Data Science in Engineering
- Master of Science in Business Analytics
- Master of Science in Mathematical Foundations of Data Analysis

David Cordle moved to approve the four programs listed above, and Howard Smith seconded the motion. With no further discussion, the motion passed unanimously. These programs will go to COPS for approval later the same day, and if approved, they will go to the Board in December for final approval.

Other Requests
- Shirley Lefever presented the WSU request for approval to create a new School of Computing and change the name Master of Science in Computer Networking to Master of Science in Computing. These requests allow WSU to reorganize the College of Engineering so the degree programs in computing can be housed in the same department.

  Chuck Taber moved to approve the two WSU requests, and Jill Arensdorf seconded the motion. With no further discussion, the motion passed unanimously. These requests will go to Blake Flanders for final approval.

- Chuck Taber presented the K-State request for approval for a name change of the Bachelor of Science in Entrepreneurship to the Bachelor of Science in Entrepreneurship and Innovation. This change aligns with a trend for interest in innovation beyond business start-up knowledge.

  Jill Arensdorf moved to approve the K-State name change request, and Howard Smith seconded the motion. With no further discussion, the motion passed unanimously. This request will go to Blake Flanders for final approval.

- Howard Smith presented the PSU request for approval for a name change of the Bachelor of Science in Justice Studies to Bachelor of Science in Criminal Justice. Howard also presented a request for approval to consolidate the Bachelor of Science in Education with a Major in Math and the Bachelor of Science in Math. Howard noted they are consolidating education programs and content areas as a means of addressing low-enrollment minima.

  Barbara Bichelmeyer moved to approve the PSU name change request, and David Cordle seconded the motion. With no further discussion, the motion passed unanimously. This request will go to Blake Flanders for final approval.

Council of Faculty Senate Presidents Update
Aleksander Sternfeld-Dunn, WSU Faculty Senate President, provided an update. Aleks stated the Council has continued working on a joint Freedom of Expression statement, and they hope to present this to the Board soon. Similar statements have focused on students, and he noted that faculty have their own concerns for speech within classrooms. Aleks stated the Council is also having conversations about a General Education Transfer Package being created and noted the Council encourages including teaching faculty in this process. The Council is behind the effort but has concerns with high school students taking general education courses with little to no advising on program-specific course requirements.

Other Matters
Howard Smith stated the PSU Kansas Center for Career and Technical Education, housed in the Kansas Career and Technology Center, has begun work on an Associate of Applied Science in Career and Tech Ed. They have started conversations with a couple of technical colleges in Kansas and are looking at moving this program forward.

Chuck Taber recognized the retirement announcement of David Cordle of ESU. Chuck thanked David for all his work with the Council. David thanked the Council and stated he will remain at ESU for several more months.

Adjournment
Shirley reminded everyone updated admission policies are due to KBOR Academic Affairs by December 11, 2020. The next COCAO meeting will be on December 16, 2020 and held through Zoom. Barbara Bichelmeyer moved to adjourn the meeting, and Chuck Taber seconded the motion. With no further discussion, the meeting adjourned at 9:32 a.m.

<div align="center">**Emporia State University**</div>

<div align="center">**Bachelor of Arts in Interdisciplinary Entrepreneurship**</div>

<div align="center">**Program Approval**</div>

I. General Information

A. Institution   Emporia State University

B. Program Identification
   Degree Level: Bachelor's
   Program Title: Bachelor of Arts in Interdisciplinary Entrepreneurship

   Degree to be Offered: Bachelor of Arts
   Responsible Department or Unit: School of Business
   CIP Code: 52.0701
   Modality: Face-to-Face
   Proposed Implementation Date: August 2021

   Total Number of Semester Credit Hours for the Degree: 120 hours

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

III. Justification

A. National Justification:
In a society where self-employment is becoming more desirable and the Gig economy is becoming increasingly more prevalent, students are looking for the opportunity to turn their greatest interests into lifelong pursuits. These lifelong pursuits must support their lifestyle while allowing them to contribute in meaningful ways and maintain a healthy work-life balance. Entrepreneurs are quickly becoming a critical intervention for struggling economies, providing necessary opportunities for individuals with entrepreneurial propensity who find themselves unemployed during difficult economic times (Nicholls-Nixon, 2005). Entrepreneurship is defined as the process of recognizing and exploiting new business opportunities usually through new business ventures (Aldrich & Cliff, 2003; Davidsson & Wiklund, 2001; Shane & Venkataraman, 2000).

Individuals around the world are finding entrepreneurship as an avenue to create wealth, stimulate economies, and fulfill self-employment dreams. Entrepreneurship and entrepreneurial education are on the rise in the United States. Currently, one out of every eight adults engages in launching a business (Fairlie, 2014). The Kauffman Foundation suggests that entrepreneurs launch 476,000 businesses each month in the United States (Fairlie, 2014). According to the Kauffman Foundation, sixty-four million people are millennials who show high levels of interest in entrepreneurship (Weber, 2017). The millennials represent a significant proportion of the U.S. employment spectrum for the next five decades. Universities across the United States are recognizing the importance of entrepreneurial education as noted by the increase of entrepreneurship majors. This recognition is evidenced by the fact that in 1970 only 16 colleges and universities offered entrepreneurship or small business classes; today these courses are offered by more than 2,300 colleges and universities across the United States.

Sadly, entrepreneurial educators are beginning to recognize that traditional entrepreneurial educational programs are failing to produce the successful entrepreneurial business launches anticipated. Some reasons for this failure is a low development of entrepreneurial mindset and a failure to launch ventures due to an education entrenched in predominantly traditional business pedagogy that does not develop the necessary entrepreneurship qualities that allow students to be confident that they are ready to launch and successfully run a business. Heavy

commitments of time and money invested in these programs prevent them from having the flexibility to correct the problems that are being identified.

Interdisciplinary entrepreneurship will allow students to connect their interests and passions with the needed entrepreneurial mindset and necessary business skills to launch and manage a successful business. When Florida Gulf Coast University (FGCU) announced it was starting their bachelor's degree program in 2017, they hoped the program would attract up to 25 students the first year and up to 140 students by the fifth year. They are beginning the 2020 fall semester with 336 students. Dr. Sandra Kauanui, Director of FGCU's Institute of Entrepreneurship, states, "Because of the interdisciplinary approach to this (program), we are getting kids from all over"(Bland, 2018).

ESU's Bachelor of Arts in Interdisciplinary Entrepreneurship will educate the entrepreneurs of tomorrow. Students will acquire a comprehensive set of skills that will prepare them to establish their own start-up or assist larger corporations to be more innovative. During their four years at ESU, students will have an opportunity to develop an idea for a start-up and launch that start-up during their time in Emporia. The coursework is designed to allow them to work and develop their business from ideation to launch within their coursework. Upon graduation, these students will be prepared to manage and grow their businesses full time.

B. State Justification:
Currently in the state of Kansas, three universities provide a traditional major in entrepreneurship (Kansas State, Wichita State, and Washburn), four KBOR universities provide a minor in entrepreneurship (Kansas State, Wichita State, Washburn, and Fort Hays State), two of the KBOR universities provide certificate programs (University of Kansas and Washburn), one provides a concentration (University of Kansas), and one KBOR university provides none of the previous mentioned entrepreneurial education opportunities (Pittsburg State). Emporia State University is proposing the only entrepreneurship major that would permit students of all interests to develop the necessary entrepreneurial skills to pursue a business venture after graduation. The Bachelor of Arts in Interdisciplinary Entrepreneurship provides a new and innovative opportunity for students in the Midwest to pursue their entrepreneurial interests.

IV. Program Demand:

A. Survey of Student Interest

Three surveys were administered to gauge student interest in the program. Surveys were sent to ESU students, Flint Hills Technical College (FHTC) students, and some high school students, as well.

After a brief description of the program proposed, ESU students were asked three questions:
1) Class standing for Fall 2020 (Freshman, Sophomore, Junior, Senior)
2) Major area of study
3) Interest level in the program (only students who marked interested or very interested were classified as interested in the program)

Number of ESU surveys administered: ……………… 2,960
Number of ESU completed surveys returned: ………. 142
Percentage of ESU students interested in program: … 45.07 %

After a brief description of the program proposed, Flint Hills Technical College (FHTC) students were asked three questions:
1) Class standing for Fall 2020 (Freshman, Sophomore, Junior, Senior)
2) Major area of study
3) Interest level in the program (only students who marked interested or very interested were classified as

interested in the program)

Number of FHTC surveys administered: ………………	400
Number of FHTC completed surveys returned: ……….	15
Percentage of FHTC students interested in program: …	100%

The survey was distributed to high school students through the Kansas Business Education Board and the Mountain-Plains Business Education (13 board members). After a brief description of the program proposed, high school students were asked four questions:

1)   Zip Code (Due to the large geographic range surveyed, this was captured to assist with potential future marketing efforts.)
2)   Class standing for Fall 2020 (Freshman, Sophomore, Junior, Senior)
3)   Major area of study
4)   Interest level in the program (only students who marked interested or very interested were classified as interested in the program)

Number of high school surveys administered: ……………………………	unknown
Number of high school completed surveys returned: …………….……….	122
Percentage of high school students interested in program: ……………...…	37%

B. Market Analysis

Market Segmentation, Market Size, and Market Trends

The Bachelor of Arts in Interdisciplinary Entrepreneurship will have the opportunity to draw from four market segments: ESU students, technical college/community college students, high school graduates, and adults within the community. Three of these market segments were surveyed and found to be highly interested in the new major.

ESU Students:
Recent undergraduate enrollment at Emporia State University was 3,405 students were surveyed to discover their interest. Of the 142 students that responded (COVID-19 and forced online delivery method accounted for the low response rate), 45% were very interested in the program. One graduating senior commented, "I know of several art colleagues who would be interested and benefit from this choice for major."

Faculty from majors in departments all over the ESU campus are keenly interested in offering this option to their students. One liberal arts faculty recently commented, "I have been excited by the possibility of the development of this major for some time. Many art students intend to start their own business upon graduating from ESU. Many of the faculty in the Department of Art are unfamiliar with all that entails starting a business and are unable to share the appropriate information with interested students. This program is especially catered to drawing creative minds into entrepreneurship, and the Department of Art has the type of 'out of the box' thinkers needed for the next generation of entrepreneurs. For these reasons, I am especially supportive of this new program offering at ESU and look forward to encouraging students to enroll in the near future." Summer entrepreneurship camps and high school involvement in ESU entrepreneurial pitch contests will be used as recruiting events.

Technical and Community College Students:
According to the 2020 Kansas Board of Regents Enrollment Report, in Academic Year 2019, community colleges in Kansas enrolled 45,375 FTEs (full-time equivalents) and technical colleges enrolled 7,522 students. ESU would work diligently to provide dual enrollment programs and 2 + 2 agreements with regional community and technical colleges. An administrator from one of the schools in Kansas stated, "Many students come into our program to learn a trade and possess desire to open their own business. They do not have the opportunity in

our program to gain that business background. This is not an area we can cover within our existing programs. With the positive reputation of the School of Business at Emporia State University, this entrepreneurship major would hold special interest to our students." Of the students surveyed at one of the technical schools in Kansas, 100% of the students responded that they would be interested in pursuing a BA in Interdisciplinary Entrepreneurship at Emporia State University.

High School Students:
There were 34,450 seniors in public high schools in Kansas in the 2019–2020 academic year. Next year that number is projected to grow to 34,982 and by 2023 projected to be 35,686 (http://ipsr.ku.edu/ksdata/ksah/education/6ed1b.pdf). As described in the justification of this proposal, high school students are becoming increasingly interested in entrepreneurial education to address the employment concerns evident in our regional communities. The BA in Interdisciplinary Entrepreneurship is a unique program that connects the high school student's educational interests with a potential venture start-up. There is only one other program (FGCU) in the United States that offers a similar program. This program is drawing students from all over the nation and growing exponentially. Providing a program in the Midwest would attract students that desire this type of education at a much more reasonable cost. The BA in Interdisciplinary Entrepreneurship would be marketed to high school students in Kansas, Missouri, Nebraska, Colorado, Texas, Arkansas, and Oklahoma. When surveyed, 37% of these students would be interested in pursuing a BA in Interdisciplinary Entrepreneurship at Emporia State University.

Adults in Community:
Many adults in the Emporia area have commented on the possibility of broadening their educational marketability by taking advantage of this type of major. Although this population was not surveyed, recent economic challenges have provided motivation for adults in the region to expand their skills to allow them to become more marketable in challenging economic times. Current business owners have suggested that this degree would be helpful to attract and keep locally educated students. Stopping the brain drain from rural Kansas and promoting successful entrepreneurial startups in rural communities with community support and mentorship will only be an economic and educational boost for the state of Kansas.

SWOT Analysis

Strengths
The potential strengths that an ESU BA in Interdisciplinary Entrepreneurship would offer would include:
- increased admissions
- more educational opportunity for ESU students
- development of stronger soft skills for graduates
- increased state revenue
- positive economic impact on regional communities around ESU
- increased business start-ups
- expansion of entrepreneurial ecosystem for the state of Kansas

Weaknesses
The weakness associated with a BA in Interdisciplinary Entrepreneurship at ESU might include:
- the popularity of this program in upcoming years may negatively impact enrollments in entrepreneurship at other KBOR universities
- available places to host future entrepreneurial incubators and accelerators are somewhat limited in the Emporia area
- current faculty load could not sustain exponential growth of this major and new faculty lines would be needed
- the popularity of this degree could cannibalize other degrees currently offered

Opportunities
The opportunities associated with a BA in Interdisciplinary Entrepreneurship at ESU would include:
- increased marketing reach for future enrollment
- collaboration with other entrepreneurship programs nationally and within the state of Kansas
- fluid cooperative educational experiences between ESU, community colleges, and technical schools
- increased alumni involvement to mentor and support student entrepreneurs

Threats
The threats that could be experienced by providing a BA in Interdisciplinary Entrepreneurship at ESU might include:
- increase in interdisciplinary entrepreneurship programs nationally
- increased demand for complete online delivery teaching methods
- loss of revenue to support higher education on a national level

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

Year	Headcount Per Year (cumulative)		Sem Credit Hrs Per Year (cumulative)	
	Full-Time	Part-Time	Full-Time	Part-Time
Implementation	25	5	750	60
Year 2	50	35	1,500	420
Year 3	75	60	2,250	720

*Part-time enrollment numbers based on actual enrollments from FGCU.

VI. Employment

The ultimate goal of the BA in Interdisciplinary Entrepreneurship is to prepare students to launch a business in their area of interest (i.e., self-employment). To this end, professors will be mentoring students in years three and four specifically toward these goals and helping them evaluate the necessary resources, including start-up capital. Mentors in the students' areas of interest will be provided to assist them in the decision-making process. If the mentor is planning on exiting their business in the next few years, arrangements will be provided to allow the entrepreneurship student to acquire the existing business if desired. This will provide acceptable exit strategies for businesses throughout the state of Kansas and allow students to transition into business ownership with continued oversight and assistance from the previous owner, if desired.

However, for students who do not desire to open their enterprise immediately or take over the operation of an existing business, their education will provide them with the skill set to achieve employment in numerous areas. As stated by Michalowicz (2011), entrepreneurship education allows students to develop the business skills to work in numerous areas of employment including mid-level management, business consulting, sales, research and development, nonprofit fundraising, and corporate recruiting to name a few.

According to the National Association of Colleges and Employers 2020 job outlook survey, employers are looking for employees with problem-solving skills, verbal communications skills, leadership, strong work ethic, and team-working skills. Throughout the BA in Interdisciplinary Entrepreneurship, students will be taught these critical skills through collaboration exercises, pitch contests, ideation experiences, and entrepreneurial competitions. The students within this program will develop the creativity and innovation to problem solve and communicate ideas that will make them ideal candidates for future employment.

Figure 1. Employment Opportunities

Five of the top recruiting resources for graduates were evaluated in September, 2020 to compile the resource below (https://www.indeed.com/; https://hiring.monster.com/;https://www.glassdoor.com/; https://www.ziprecruiter.com/; https://www.linkedin.com/).

Job Description	Indeed	Monster	Glassdoor	ZipRecruiter	LinkedIn
Mid-level Management	20,916	12,597	601	31,225+	3,234
Consultant	140,087	16,248	37,397	387,041+	497,868
Sales	367,223	644,823	124,372	1,162,240+	922,033
R & D	182,771	24,673	52,884	254,786+	196,115
NFP Fundraising	3,357	9,474	203	2,379+	752
Recruiter	7,771	292,108	8,773	690,698+	206,295

VII. Admission and Curriculum

A. Admission Criteria

Students applying for acceptance in the BA in Interdisciplinary Entrepreneurship will meet ESU's requirements for admission as an undergraduate, including:

Graduate from an accredited high school **AND** achieve one of the following:
1. A cumulative high school (unweighted) GPA of 2.25 or above
2. An ACT composite score of 21 or higher **OR** a new SAT (after Feb. 2016) composite score of 1060 or higher

If you do not meet either of the guaranteed requirements, you are still encouraged to apply. Your application will be reviewed individually.

HIGH SCHOOL EQUIVALENCY/GED STUDENTS
Students who took the GED test on or after January 1, 2014 must meet the following:
- Achieve an overall score of 680 points or higher
- Achieve a score of 150 points or higher on each subset

Students who took the GED test between January 1, 2002, and December 31, 2013, must meet the following:
- Achieve an overall score of 2,550 points or higher
- Achieve a score of 510 points or higher on each subset

Students who took the High School Equivalency Test (hiSET) must meet the following:
- Achieve an overall score of 75 points or higher
- Achieve a score of 8 points or higher on each subset

B. Curriculum

Year 1: Fall   **SCH = Semester Credit Hours**

Course #	Course Name	SCH
EG 101	Composition 1	3
IS110/113	Intro to Micro Application	3
EC101	Basic Economics (Social & Behavioral Gen Ed)	3
MA110	College Algebra	3
SP101	Public Speaking	3

Year 1: Spring

Course #	Course Name	SCH
EG102	Composition II	3
IS213	Management Information Systems (Pre-Req for IS253 & 343)	3
GB100/101	Gen Biology/Lab	4
Select One	Creative Arts Gen Ed (AR101/AR105/MU226/MU326/TH105)	2
BU260	Introduction to Entrepreneurship (Social & Behavioral Gen Ed)	3

Year 2: Fall

Course #	Course Name	SCH
AC223	Financial Accounting	3
BU255	Business Statistics	3
XX110	Modern Language Course (Multicultural Perspectives Gen Ed)	5
PE100	Active Living (Personal and Social Well Being Gen Ed)	1
EP350	Entrepreneurial Start-Up	3

Year 2: Spring

Course #	Course Name	SCH
	*Second Program of Study Course	3
Select One	Humanities Gen Ed (HI101/102/111/112/302/EG207/JO200/PI225/301/325/AR225/235/MU328/329)	3
Select One	Creative Arts Gen Ed (AR101/AR105/MU226/MU326/TH105)	2
Select one & lab	Physical Science Gen Ed (CH110&111/CH123&124/ES110&111/PH110&111/PH140&141/PH190&191)	5
	Free Elective	3

Year 3: Fall

Course #	Course Name	SCH
MG301	Principles of Management	3
EP360	Social Entrepreneurship	3
MK301	Principles of Marketing (Pre-Req for MK510)	3
XX210	Modern Language Course (Multicultural Perspectives Gen Ed)	5

Year 3: Spring

Course #	Course Name	SCH
IS343	Web-Based Business Application	3
EP370	Entrepreneurial Growth and Sustainability	3
IS253/ MK510	Introduction to Decision Analysis or Marketing Analytics	3
Select One	Humanities Gen Ed (HI101/102/111/112/302/EG207/JO200/PI225/301/325/ AR225/235/MU328/329)	3
	Free Elective	3

Year 3: Summer

Course #	Course Name	SCH
	Internship (Recommended but not required)	

Year 4: Fall

Course #	Course Name	SCH
EP450	New Entrepreneurship Venture Experience	3
MG553	Entrepreneurial Management	3
Select One	Multicultural Perspectives Gen Ed (AN210/ID301/GE101/GE454/MU324/PO330)	3
Select One	Personal and Social WellBeing Gen Ed (BU241/BU393/HL150/SO261/CW111)	3
	Free Elective	3

Year 4: Spring

Course #	Course Name	SCH
	*Second Program of Study Course	3
	*Second Program of Study Course	3
	*Second Program of Study Course	3
	Free Elective	3
	Free Elective	3

* Second program of study provides the student the flexibility to select a specific area of focus to complement their entrepreneurship interest. The student will acquire proficiency in the second program of study by completing a minimum of twelve hours of specialized courses. These hours, combined with the required entrepreneurship courses, will provide the necessary skills to pursue a business venture in their area of specialization.

Total Number of Semester Credit Hours …………………………………………………… **120**

VIII. Core Faculty

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

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	1st Year FTE to Proposed Program	2nd Year FTE to Proposed Program	3rd Year FTE to Proposed Program
Carol Lucy*	Assistant Professor	PhD	Y	Entrepreneurship/Organizational Behavior	0.50	0.67	0.67
Will Phillips	Assistant Professor	PhD	Y	Entrepreneurship/Organizational Behavior	0.00	0.33	0.33
Jeffrey Muldoon	Associate Professor	PhD	Y	Management	0.17	0.17	0.17
Liz Diers	Associate Professor	PhD	Y	Accounting	0.00	0.17	0.17
Will Senn	Assistant Professor	PhD	Y	Information Systems	0.00	0.33	0.33
Doug Smith	Assistant Professor	PhD	Y	Information Systems	0.00	0.17	0.33
New Director	Assistant Professor	PhD	Y	Entrepreneurship/Organizational Behavior	0.00	0.50	1.00

Number of graduate assistants assigned to this program …………………………………………… **1-2**

IX. Expenditure and Funding Sources *(List amounts in dollars. Provide explanations as necessary.)*

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	$66,318	$174,808	$187,690
Administrators *(other than instruction time)*			
Graduate Assistants		$7,500	$15,000
Support Staff for Administration *(e.g., secretarial)*			
Fringe Benefits *(total for all groups)*	$12,110	$31,920	$34,272
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$78,428	$214,228	$236,962
Personnel – New Positions			
Faculty		$50,000	$100,000
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration *(e.g., secretarial)*			
Fringe Benefits *(total for all groups)*		$9,130	$18,260
Other Personnel Costs			
Total Existing Personnel Costs – New Positions	0	$59,130	$118,260
Start-up Costs – One-Time Expenses			
Library/learning resources			
Equipment/Technology	0	$10,000	$15,000
Physical Facilities: Construction or Renovation			
Other			
Total Start-Up Costs	0	$10,000	$15,000
Operating Costs – Recurring Expenses			
Supplies/Expenses			
Library/learning resources			
Equipment/Technology			
Faculty Education & Travel	$2,500	$2,500	$5,000
Student Travel	$1,000	$5,000	$5,000
Other (Incubator Site Lease ($2200*12 month)			$26,400
Total Operating Costs	$3,500	$7,500	$36,400
GRAND TOTAL COSTS	$81,927	$290,858	$406,622

B. FUNDING SOURCES *(projected as appropriate)*	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	$187,000	$459,000	$714,000
Student Fees	$64,482	$158,275	$246,204
Other Sources (SofB Fees @ 12%)	$22,440	$55,080	$85,680
GRAND TOTAL FUNDING	$273,922	$672,355	$1,045,884
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)	$191,995	$381,497	$639,262

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions
Students will be taking general education courses in years 1 and 2. Current faculty members will absorb new students in existing courses in years 1 and 2, without the need to increase course offerings. Based on enrollment projections, seven new courses will be offered in year 3. The proposed course rotation shows 21 credit hours (1.167 FTE) to be taught by existing faculty.

One graduate assistant will be requested for year 2, and two will be requested for year 3.

Personnel – New Positions
A director will be needed beginning Spring of Year 2. The director will have teaching responsibilities in addition to administrative duties of this program. The director will phase into teaching responsibilities.

Start-Up Costs – One-Time Expenses
Technology costs will be incurred for software needed for this program (i.e., site licensing).

Operating Costs – Recurring Expenses

An off-campus incubator site will be essential for this program. Several Emporia locations have been identified as prospects for the incubator site. Lease costs are approximated at $2,200 per month.

As this program grows, faculty will require specialized continuing education. A possible venue will be Babson College; tuition and travel expenses will increase over time as more faculty are involved.

Student travel expenditures will allow students to travel to some venture capitalist events and a field trip annually to Kaufman.

B. Revenue: Funding Sources
Tuition:

Year 1: (6800 * 25 students) + (6800 * 5 students *.5 part-time) = $187,000

Year 2: (6800 * 50 students) + (6800 * 35 students *.5 part-time) = $459,000

Year 3: (6800 * 75 students) + (6800 * 60 students *.5 part-time) = $714,000

Student Fees:
Year 1: $187,000 (Year 1 Tuition) * 34.48% = $64,482

Year 2: $459,000 (Year 2 Tuition) * 34.48% = $158,275

Year 3: $714,000 (Year 3 Tuition) * 34.48% = $246,204

School of Business Fees (including planned increase):
Year 1: $187,000 (Year 1 Tuition) * 12% = $22,440

Year 2: $459,000 (Year 2 Tuition) * 12% = $55,080

Year 3: $714,000 (Year 3 Tuition) * 12% = $85,680

We believe that grant funding is possible and alumni/community support (financial and in-kind) is anticipated.

C. Projected Surplus/Deficit

Based on projections, all years in the three-year budget generate a revenue surplus. It is expected that the surplus revenue from this program will be shared across all schools and many of the departments at ESU due to the interdisciplinary nature of this program.

XI. References

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Pittsburg State University

Associate of Applied Science in Career and Technical Education

<u>Program Approval</u>

I. General Information

A. Institution <u>Pittsburg State University</u>

B. Program Identification

Degree Level:	Associate of Applied Science
Program Title:	Career and Technical Education
Degree to be Offered:	Associate of Applied Science in Career and Technical Education
Responsible Department or Unit:	Technology and Workforce Learning
CIP Code:	13.1309
Modality:	Online and Hybrid Zoom
Proposed Implementation Date:	Fall, 2021

Total Number of Semester Credit Hours for the Degree: [60 semester credit hours for AAS Degree]

II. Clinical Sites: Does this program require the use of Clinical Sites?   No it does not

III. Justification

Since moving Career and Technical Education (CTE) to an online and hybrid Zoom format, CTE teachers from other states have expressed interest in our coursework and degrees. Several states, as a part of their certification process, need to have an associate degree as a checkpoint to meet their certification requirements. The addition of an AAS in CTE, would provide a recruitment tool for out-of-state individuals who are enrolling in the PSU CTE program.

Additionally, the administrators and instructors at community and technical colleges in Kansas have expressed the need to provide such a degree. Most all of their CTE faculty come from business and industry and have a great deal of work experience, but not an academic credential. This would provide these teachers with access to their first academic credential as they work toward a bachelor degree.

IV. Program Demand

A. Market Analysis

The institution (Oklahoma State University) in Oklahoma providing CTE teacher education courses so that CTE instructors can meet certification and degree requirements has determined that they can no longer offer these courses. Currently, the administrators at comprehensive high schools and technology centers are looking at other institutions who can fill this void. The Bachelor of Science in Career and Technical Education offered at PSU is quite similar to the one that was in place at Oklahoma State University. Recently, Oklahoma moved from requiring a bachelor degree to an associate degree for teachers to obtain the full CTE certification. If these out-of-state teachers are going to take coursework through PSU, there is a need for these individuals to obtain an associate degree (for their first level of CTE certification). Other states are facing CTE certification issues similar to Oklahoma, and despite CTE teachers being in high demand, other state universities are phasing out their CTE teacher education programs.

Some states, such as Colorado and Missouri, require that their teachers to pursue a bachelor degree in CTE to obtain their full certification, for which an associate degree in CTE would be a great checkpoint for them

working toward a bachelor degree.

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

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation		10		90-180*
Year 2		20		270-540*
Year 3		40		630-1260*

*estimates based on students taking 3-6 credit hours per semester (fall, spring and summer)

VI. Employment

Most all of the individuals who would be pursuing this degree are currently teaching full time in a CTE program/pathway at a technology center, comprehensive high school, community or technical college. The primary focus is to first meet their state's certification requirements (for which some require an associate degree).

VII. Admission and Curriculum

A. Admission Criteria
Students admitted into this AAS for CTE would have to meet the admission requirements of Pittsburg State University, either as a new or transfer student. Transfer students are defined as students who have 24 or more transferable college credits completed after high school graduation.

B. Curriculum (see attached Proposed AAS in CTE Degree Sheet)
General Education Courses:
All general education and technical electives could be taken at a local accredited community/technical college and transferred to Pittsburg State University. A total of 15 hours of general education courses would be required for this degree. The technical education faculty have a long history of working with advisees who are off campus to ensure the correct selection of and transferability of general education courses they would take at the local community/technical college.

General Education Courses needed for the AAS in Career and Technical Education

Course #	Course Name	SCH...
ENGL 101	English Composition	3
COMM 207	Speech Communications	3
PSYCH 155	General Psychology	3
Mathematics/ Science	MATH 113 College Algebra or Chemistry, Biology or Physics Class	3
Humanities Elective	Any course that falls in the following content area: Art, Foreign Language, History, Literature, Music, Philosophy or Theatre	3
	Total General Education Credit Hours	15

Content Specific Technical Courses:
All content-specific technical courses could be taken at a local accredited community/technical college and transferred to Pittsburg State University. A total of 18 hours of content specific technical courses would be required. The technical education faculty have a long history of working with advisees who are off campus to ensure the correct selection of and transferability of content-specific technical courses they would take at the local community/technical college.

Content Specific Technical Courses (Example provided is for Automotive but would be different for each Content Specific area)

Course #	Course Name	SCH…
AUTO 142	Suspension and Steering	3
AUTO 152	Brakes	3
AUTO 163	Electrical 1	3
AUTO 213	Engine Repair	3
AUTO 272	Heating and Air Conditioning	3
AUTO 222	Transmission and Driveline	3
	Total Content Specific Technical Courses	18

Career and Technical Education Courses:

Career and technical education courses would be taken through Pittsburg State University. A total of 27 hours would be required. Following are the courses students could select from each semester. Most students who would be in this program would be employed fulltime, so they would take only 3-6 hours a semester. The Technical Education unit currently uses a five-year tentative plan of courses. With the use of this plan, we can advise students from Kansas and other states to enable these students to meet their CTE certification requirements that are in place for the state in which they are teaching.

Year 1: Fall 2021   **SCH = Semester Credit Hours**

Course #	Course Name	SCH….
TTED 445	Development of a Unit Study Guide	3
ENGL 101	English Composition	3

Year 1: Spring 2022

Course #	Course Name	SCH….
TTED 391	Student Assessment Development in CTE	3
COMM 207	Speech Communications	3

Year 1: Summer 2022

Course #	Course Name	SCH….
TTED 780	Classroom Management in CTE	3
Technical Course	These would be content specific courses that would differ for each student	3

Year 2: Fall 2022

Course #	Course Name	SCH….
TTED 308	Laboratory and Shop Safety	3
PSYCH 155	General Psychology	3

Year 2: Spring 2023

Course #	Course Name	SCH….
TTED 479	Techniques for Teaching CTE	3
Mathematics/ Science	MATH 113 College Algebra or Chemistry, Biology or Physics Class	3

Year 2: Summer 2023

Course #	Course Name	SCH….
TTED 697	Identification and Instruction of Students with Special Needs	3
Technical Course	These would be content specific courses that would differ for each student	3

Year 3: Fall 2023

Course #	Course Name	SCH….
TTED 694	Foundation of CTE	3
Humanities Elective	Any course that falls in the following content area: Art, Foreign Language, History, Literature, Music, Philosophy or Theatre	3

Year 3: Spring 2024

Course #	Course Name	SCH….
TTED 695	Using Technology as an Instructional Tool	3
Technical Courses	These would be content specific courses that would differ for each student	3

Year 4: Summer 2024

Course #	Course Name	SCH….
TTED 731	Adult Learners	3
Technical Courses	These would be content specific courses that would differ for each student	3

Year 4: Fall 2024

Course #	Course Name	SCH….
Technical Courses	These would be content specific courses that would differ for each student	6

Total Number of Semester Credit Hours ……………………………………………………. [60]

VIII. Core Faculty

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

FTE: 1.0 FTE = Full-Time Equivalency

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Dr. Jon Jones	Associate Professor	Ed.D	Y	Adult Learning and CTE Teacher Education	.66 FTE
Dr. Kevin Elliott	Associate Professor	Ed.D	Y	Leadership and CTE Teacher Education	.66 FTE
Dr. Julie Dainty	Professor	Ed.D	Y	Adult Learning and CTE Teacher Education	.66 FTE
*Dr. Greg Belcher	Professor	Ph.D	Y	Comprehensive Vocational Education	.33 FTE

All of the CTE faculty and graduate assistants needed for the AAS are already teaching in the BS program.

Number of graduate assistants assigned to this program **…………………………………………   [2]**

IX. Expenditure and Funding Sources *(List amounts in dollars. Provide explanations as necessary.)*

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	Existing	Existing	Existing
Administrators *(other than instruction time)*	Existing	Existing	Existing
Graduate Assistants	Existing	Existing	Existing
Support Staff for Administration *(e.g., secretarial)*	Existing	Existing	Existing
Fringe Benefits *(total for all groups)*	Existing	Existing	Existing
Other Personnel Costs	Existing	Existing	Existing
Total Existing Personnel Costs – Reassigned or Existing	Existing	Existing	Existing
Personnel – New Positions			
Faculty	0	0	0
Administrators *(other than instruction time)*	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration *(e.g., secretarial)*	0	0	0
Fringe Benefits *(total for all groups)*	0	0	0
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – New Positions	0	0	0
Start-up Costs - One-Time Expenses			
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Physical Facilities: Construction or Renovation	0	0	0
Other	0	0	0
Total Start-up Costs	0	0	0
Operating Costs – Recurring Expenses			
Supplies/Expenses	0	0	0
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Travel	0	0	0
Other	0	0	0
Total Operating Costs	0	0	0
GRAND TOTAL COSTS	0	0	0

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	$274 per credit hour	$24,660 – $49,320	$73,980 – $147,960	$172,620 - $345,240
Student Fees	$36 per credit hour	$3240 - $6,480	$9,720 - $19,440	$22,680 - $45,360

Other Sources				
GRAND TOTAL FUNDING		$27,900 - $55,800	$83,700 - $167,400	$195,300 - $390,600
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$27,900 - $55,800	$83,700 - $167,400	$195,300 - $390,600

X. Expenditures and Funding Sources Explanations

A. Expenditures

No additional costs would be incurred with the addition of this associate degree. All of the CTE coursework included with this degree is already being taught as a part of the Bachelor of Science in Career and Technical Education degree or coursework that is being used to help CTE teachers meet state certification requirements. Additionally, the implementation of this degree would ensure a perfect match for those AAS in CTE graduates who plan to pursue their Bachelor of Science in CTE.

Personnel – Reassigned or Existing Positions

Current faculty would be used to advisee and teach courses for this degree.

Personnel – New Positions

No new positions would be added to support this degree.

Start-up Costs – One-Time Expenses

There would not be any start-up cost to implement this degree.

Operating Costs – Recurring Expenses

There would not be any new or additional recurring expenses. The faculty that teach courses for the Technical Education are already in place and teaching these courses.

B. Revenue: Funding Sources

Two types of revenue would be generated through this degree. The first would be tuition dollars ($274 per credit hour) and the second would be the distance fee ($36.00 per credit hour) that is currently be charged for all mediated and Zoom Hybrid coursework.

C. Projected Surplus/Deficit

This AAS degree would nicely dovetail into the Bachelor of Science in Career and Technical Education. Additionally, the cost of this degree is already covered since all the courses are already being taught as a part of the BSCTE. This would allow more effective and efficient use of the resources that are currently being used on the BSCTE.

Attachment

Proposed Associate of Applied Science in Career and Technical Education

Credit Hour Requirements for Associates of Applied Science in Career and Technical Education	
Content Specific Technical Courses (Taken at any accredited post-secondary institution)	18 hours
General Education Courses (Taken at any accredited post-secondary institution)	15 hours
Career and Technical Education Courses (Taken from PSU)	27 hours
Total Hours for an AAS degree in CTE	**60 hours**
Recommended General Education Courses for the AAS in CTE	
Pittsburg State University Equivalent	Credit Hours
COMMUNICATIONS (6 hours) 　　ENGL-101 English Composition (3 hours) 　　COMM-207 Speech Communications (3 hours)	6
SOCIAL AND BEHAVIOR SCIENCE (3 hours) 　　PSYCH-155 General Psychology (3 hours)	3
MATHEMATICS AND SCIENCE (3 hours) 　　MATH 113-College Algebra (3 hours) or Chemistry, Biology, or Physics class	3
HUMANITIES (3 hours) 　　Art, Foreign Language, History, Literature, Music, Philosophy or Theatre (3 hours)	3
Total General Education Hours	**15**
Technical Education Courses from PSU	Credit Hours
27 hours from the following courses	27
TTED 193 Workshop for Beginning CTE Teachers (3 credit hours) 　TTED 308 Laboratory and Shop Safety (3 credit hours) 　TTED 445 Development of a Unit Study Guide (3 credit hours) 　TTED 697 Identification and Instruction of Students with Special Needs (3 credit hours) 　TTED 479 Techniques for Teaching CTE (3 credit hours) 　TTED 694 Foundations of CTE (3 credit hours) 　TTED 780 Classroom Management in CTE (3 credit hours) 　TTED 391 Student Assessment Development in CTE (3 credit hours) 　TTED 695 Using Technology as an Instructional Tool (3 credit hours) 　TTED 698 Leadership and Professionalism in CTE (3 credit hours) 　TTED 607 Student Leadership Development in CTE (3 credit hours) 　TTED 608 Components of Work-based Learning in CTE (3 credit hours) 　TTED 720 Project Based Learning in CTE (3 credit hours) 　TTED 731 Adult Learners (3 credit hours) 　TTED 201 Occupational Work Experience (12 credit hours)	
Total Technical Education Hours	**27**
CTE Specific Courses from Community or Technical College	Credit Hours
CTE or Occupational Specific Courses (Taken at any accredited post-secondary institution)	18
Total Content Specific Hours	**18**