

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

**VIDEO CONFERENCE AGENDA**

**April 14, 2021**

**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 can be emailed to [arobinson@ksbor.org](mailto:arobinson@ksbor.org).

- |                                                                                                                                                                 |                                           |       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-------|
| <b>I. Call to Order</b>                                                                                                                                         | Shirley Lefever, Chair                    |       |
| A. Roll Call & Introduction                                                                                                                                     |                                           |       |
| B. Approve Minutes from March 17, 2021                                                                                                                          |                                           | p. 3  |
| <b>II. Requests</b>                                                                                                                                             |                                           |       |
| A. Second Readings                                                                                                                                              |                                           |       |
| 1. BS in Environmental Science – K-State                                                                                                                        | Chuck Taber                               | p. 6  |
| 2. MA in Organizational Communication – KU                                                                                                                      | Barbara Bichelmeyer                       | p. 22 |
| B. Other Requests                                                                                                                                               |                                           |       |
| 1. Act on Request to Change Names of BSJ, MS, and PhD in Journalism Degrees – KU                                                                                | Barbara Bichelmeyer                       | p. 30 |
| 2. Act on Request for Name Change of Department of Counseling, Educational Leadership, Educational and School Psychology – WSU                                  | Shirley Lefever                           | p. 31 |
| 3. Act on Request for Minor in Multi-Organizational Leadership – WSU                                                                                            | Shirley Lefever                           | p. 32 |
| 4. Act on Request for Minor in Sustainability – WSU                                                                                                             | Shirley Lefever                           | p. 37 |
| 5. Act on Request for Minor in Sustainability – PSU                                                                                                             | Howard Smith                              | p. 42 |
| 6. Act on Request for Name Change to Bill Gross Professional Pilot Program – K-State                                                                            | Chuck Taber                               | p. 46 |
| 7. Act on Request for Degree Change from MA in Geography to MS in Geography – K-State                                                                           | Chuck Taber                               | p. 48 |
| <b>III. Council of Faculty Senate Presidents Update</b>                                                                                                         | Aleks Sternfeld-Dunn, WSU                 |       |
| <b>IV. Other Matters</b>                                                                                                                                        |                                           |       |
| A. Discuss Election Day as a Non-Instructional Holiday                                                                                                          | Rija Khan, WSU,<br>Student Body President |       |
| B. Discuss Opportunities (new degree programs, partnerships, strategic initiatives, etc.) that Universities are Considering or Planning to Pursue in the Future | COCAO Members                             |       |
| <b>V. Next COCAO Meeting – May 19, 2021</b>                                                                                                                     |                                           |       |
| <b>VI. Adjournment</b>                                                                                                                                          |                                           |       |

## 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	Video Conference		August 19, 2020	July 14, 2020
October 07, 2020 *11:30am, UPK after	<i>Conference Call for degree programs only</i>			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	Video Conference		December 30, 2020	November 18, 2020
February 17, 2021 *UPK after BAASC	Video Conference		January 27, 2021	December 23, 2020
March 17, 2021 *UPK after BAASC	Video Conference		February 24, 2021	January 20, 2021
April 14, 2021 *UPK after BAASC	Video Conference *Originally at FHSU		March 24, 2021	February 24, 2021
May 19, 2021 *UPK after BAASC	Topeka		April 28, 2021	March 24, 2021
June 16, 2021 *UPK after BAASC	Topeka		May 26, 2021	April 21, 2021

**Council of Chief Academic Officers  
MINUTES**

**Wednesday, March 17, 2021**

The March 17, 2021 meeting of the Council of Chief Academic Officers was called to order by Chair Shirley Lefever at 8:44 a.m.

**In Attendance:**

Members:	Shirley Lefever, WSU Chuck Taber, K-State Barbara Bichelmeyer, KU	Jill Arensdorf, FHSU David Cordle, ESU Howard Smith, PSU	Robert Klein, KUMC JuliAnn Mazachek, Washburn Daniel Archer, KBOR
Staff:	Sam Christy-Dangermond Karla Wiscombe Connie Beene	Amy Robinson Tara Lebar	April Henry Cindy Farrier
Others:	Erin Shaw, Highland CC Jerry Pope, KCKCC Adam Borth, Fort Scott CC Brian Niehoff, K-State Heather Morgan, KACCT Jennifer Ball, Washburn Kim Krull, Butler CC Linnea GlenMaye, WSU Monette DePew, Pratt CC Stuart Day, KU	Corey Isbell, NCK Tech Aron Potter, Coffeyville CC Alysia Johnston, Fort Scott CC Jean Redeker, KU Kaye Monk-Morgan, WSU Kim Morse, Washburn Mickey McCloud, JCCC Michelle Schoon, Cowley CC Mindy Markham, K-State Scott Lucas, WSU Tech	Sarah Robb, Neosho County CC Aleks Sternfeld-Dunn, WSU Cindy Hoss, Hutchinson CC Elaine Simmons, Barton County CC Jane Holwerda, Dodge City CC Kim Zant, Cloud County CC Mark Allen, Independence CC Luke Dowell, Seward County CC Sandy Valenti, ESU Pamela Kempton, K-State

Shirley Lefever welcomed everyone. Roll call was taken for members and presenters.

**Approval of Minutes**

Chuck Taber moved to approve the minutes of the February 17, 2021 meeting, and Jill Arensdorf seconded the motion. With no corrections, the motion passed.

**1<sup>st</sup> Readings**

- Chuck Taber presented the K-State request for a Bachelor of Science in Environmental Science. Chuck Taber stated this is an area that has student interest and is needed in workforce development. It is also an area where there are important national and regional problems needing to be solved. Chuck stated there is no other Environmental Science program in Kansas but noted KU has an Environmental Studies program. In comparison, the K-State program is more of a focused quantitative science bachelor program, and the KU program includes more social sciences and humanities. The BS in Environmental Science is an interdisciplinary discipline that makes use of existing courses and faculty across multiple departments. Pamela Kempton, Head of their Geology Department, was also available for questions. Jill Arensdorf commented that FHSU has a similar BA in Environmental Geoscience, which was approved several years ago. No questions were presented.
- Barbara Bichelmeyer and Stuart Day presented the KU request for a Master of Arts in Organizational Communication. Stuart, Dean of KU Edwards Campus School of Professional Studies, summarized their request. He noted they already offer a track for Organizational Communication as an option within Communication Studies at the Edwards Campus. The MA in Communication Studies is housed within the College of Liberal Arts and Sciences on the Lawrence campus, but the MA in Organizational

Communication, would be housed in the School of Professional Studies at the Edwards Campus. Stuart stated the Lawrence Campus Organizational Communication program takes a theoretical approach, and on the Edwards Campus, it will take a more applied approach. Stuart said to make it more attractive, they will place it online and place more emphasis on workforce development. KU feels the program will do well in the Metro area and beyond. No questions were presented.

- Both programs will be up for a second reading and vote at the next COCAO meeting.

### **Other Requests**

The Council agreed to vote on the following six requests in one motion:

- Act on Request for Approval to consolidate the Department of Social Sciences and the Department of Sociology, Anthropology, and Crime & Delinquency Studies - ESU
- Act on Request for Approval for Name Change of Department of Physical Therapy and Rehabilitation Sciences to the Department of Physical Therapy, Rehabilitation Science, and Athletic Training – KUMC
- Act on Request for Approval for Name Change of Master in Interior Architecture and Product Design to Master of Interior Architecture – KSU
- Act on Request for Approval for Name Change of BS in General Business to BS in Business Administration – KSU
- Act on Request for Approval for Name Change of Master in Apparel and Textiles to Master in Fashion Studies – KSU
- Act on Request for Approval for Name Change of BS in Molecular Biosciences to BS in Applied Biological Sciences – KU

Howard Smith motioned to approve the six other requests as presented, and Jill Arensdorf seconded. With no further discussion or questions, the motion passed unanimously. These requests will go to Blake Flanders, President and CEO, for final approval.

### **Council of Faculty Senate Presidents Update**

Aleksander Sternfeld-Dunn, WSU Faculty Senate President, provided an update from the Council. Aleks stated the Council would be discussing a proposal being reviewed by the Governance Committee today, which requests an ad hoc committee be formed to review the Covid-19 policy. Aleks stated the Council also plans to discuss faculty morale and mental health. The Council has requested Daniel Archer provide a General Education (GE) Working Group update at their April meeting. No questions were presented.

### **Other Matters**

Howard Smith stated PSU is continuing to work on their computer science program and looking at possible sustainability program adjustments. Howard stated based on return-on-investment work PSU has done over the last several years, they will be looking at their academic affair's organizational structures. Barbara asked if "organizational structures" regards the way PSU schools are set up or administration. Howard responded the term refers to both.

Barbara Bichelmeyer stated KU is making test-optional admissions permanent. Their request is on the BAASC agenda and the Board agenda later the same day. Board staff is revising KU's Qualified Admission Policy to make corrections, so they took this opportunity to request the ability to admit students with a minimum 3.25 high school GPA without a test score through this guaranteed admissions process instead of using KU's current review committee.

Shirley Lefever stated WSU just approved an MOU with KU for the KU Law School regarding a Legal Education Accelerated Degree (LEAD) program. The MOU is part of the KBOR-approved expansion of their 3+3 program, allowing undergraduate students at KU to enroll in their Law School after successfully completing

three years of undergraduate studies. The WSU agreement allows for 29 credit hours earned in a student's first year of law school to count as both credits towards completion of the WSU undergraduate degree and towards completion of the KU Law School degree.

David Cordle stated ESU is discussing developing a mechanism that would allow students whose face-to-face courses were shifted online during the pandemic to audit that course without charge.

**Adjournment**

Shirley Lefever reminded the Council members the University Press of Kansas Board of Trustees would meet at noon. The next COCAO meeting will be on April 14, 2021.

Barbara Bichelmeyer moved to adjourn the meeting, and Chuck Taber seconded the motion. With no further discussion, the meeting adjourned at 8:58 a.m.

## **Program Approval**

### **Summary**

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

*April 14, 2021*

### **I. General Information**

**A. Institution** Kansas State University

### **B. Program Identification**

Degree Level: Bachelor of Science  
Program Title: Environmental Science  
Degree to be Offered: Environmental Science  
Responsible Department or Unit: College of Arts and Sciences  
CIP Code: [03.0104]  
Modality: Face-to-Face  
Proposed Implementation Date: [August 2021]

Total Number of Semester Credit Hours for the Degree: 120

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

### **III. Justification**

The addition of an environmental science program at Kansas State University would be a low-cost investment that has the potential to grow university enrollment at a time of need, not only for enrollments, but also because we currently face unprecedented environmental challenges with consequences for future economic growth in Kansas and beyond. As a land grant institution, it is central to our mission to provide training that will help the next generation meet those challenges. Threats from environmental challenges are increasing. Recent United Nations reports highlight global environmental challenges associated with climate change and loss of biodiversity, including the economic toll of those challenges (IPBES, 2019; IPCC, 2018).

Kansas is not immune from these global environmental issues. Climate change is increasing the risk of drought in the Central Plains (Cook, Ault, and Smerdon, 2015) at a time when groundwater availability is decreasing due to depletion and contamination in portions of the High Plains aquifer (Lane et al., 2020). Water availability directly influences biodiversity within Kansas ecosystems (Perkin et al. 2017), as well as rural Kansas economies via sustainable range management and food production (Kansas Water Vision, 2020). Water quality and quantity is also a concern of the Kansas oil and gas industry. The American Association of Petroleum Geologists lists environmental issues as one of its top challenges (AAPG Learn Blog, 2017).

Reflecting the gravity of these challenges, projected growth in the environmental workforce is high. Nationally, environmental science employment is expected to grow 8% from 2018-2028 (US Bureau of Labor Statistics Occupational Outlook Handbook, 2020). Similarly, growth in Kansas is expected to be 12.5% from 2016-2026 (Kansas Department of Labor 2026 Employment Projections, 2020). More details are provided in the Employment section below.

As workforce demand grows, awareness of environmental challenges is also growing. Younger generations are more aware of environmental challenges and more willing to act than older generations (Climate Note, 2019), potentially motivating them to seek environmental science programs (see Market Analysis). Moreover, we reason that, by providing a pathway for environmentally aware students to come to Kansas State University, the program also has the potential to help draw new students into the associated departments by rebranding their curricula and career opportunities. For example, geologists and geographers do not just collect rocks and make maps (Lemetti, 2019; Meola, 2017). They help contribute solutions to some of society's most pressing needs, including environmental challenges.

The interdisciplinary program we have defined represents a good investment for Kansas State University and for our potential students. Nearly all of the courses included in the proposed curriculum are courses that are already offered in the associated departments (see Curriculum section). Therefore, minimal university support will be required to initiate the program (see Budget section). Moreover, the proposed curriculum allows students to obtain dual majors without adding many additional courses – approximately one additional semester.

Lastly, an environmental science program will contribute to the goals of Kansas State University and the state of Kansas. The program will contribute to the K-State 2025 Visionary Plan by promoting interdisciplinary scholarly activities and collaborations (Theme 1 actions 2, 6, 10) and increasing interdisciplinary educational opportunities (Theme 2, actions 1, 4) and infrastructure (Theme 6, action 3) (K-State 2025 Visionary Plan, 2020). Moreover, the program will contribute the Kansas Water Vision by helping supply a future workforce prepared to meet challenges in water quantity and quality (Kansas Water Vision, 2020).

In summary, the addition of an environmental science program at K-State is a smart choice. It would be a timely, low-cost investment that is aligned with the goals of Kansas State University and the state of Kansas.

#### IV. Program Demand: Market Analysis

- **Workforce demand is high.** The employment section below details the strong workforce demand for students with environmental science training both nationally and within Kansas.
- **Awareness of environmental challenges is high among incoming students.** Recent United Nations reports highlight global environmental challenges associated with climate change and loss of biodiversity, including economic toll of those challenges (IPEBS, 2019; IPCC, 2018). As noted above, younger generations are more aware of these challenges and more willing to act than older generations (Climate Note, 2019). As a consequence of greater willingness to act, enrollment in environmental science majors is steadily increasing. For example, the Environmental Science major at Iowa State University had 49 enrolled students in 2003, 86 by 2009, and 207 by 2019 (Iowa State University Office of the Registrar, 2020). This trend is recognized nationwide.
- **There are no environmental science programs in Kansas.** The University of Kansas has an environmental studies program (166 majors and roughly 40 graduates/year; University of Kansas Environmental Studies Program, 2020). The program includes natural science as well as social science and humanities perspectives and little required math and natural science coursework. Thus, the program is less focused on quantitative natural science training than our proposed environmental science program at KSU. Our program will be unique for Kansas.
- **Reflecting high student demand, most major universities in surrounding states offer environmental science or studies degrees.** Environmental programs in adjacent states include (student numbers where available):
  - Nebraska - the University of Nebraska Lincoln and Omaha (229 students total), Doane University, Creighton
  - Oklahoma - Oklahoma State and the University of Oklahoma (64 graduates/year collectively),

- o the University of Tulsa
- o Iowa - Iowa State and the University of Iowa (336 students collectively), the University of Northern Iowa
- o Missouri – the University of Missouri (Columbia and KC), Missouri State University, St Louis University, and St. Louis University
- o Arkansas – the University of Arkansas Fayetteville (113 students), the University of Central Arkansas, and Arkansas State University
- o Colorado – the University of Colorado Boulder (850 majors), Colorado Mesa University, and Western Colorado University

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

The table below shows the estimated number of new cohorts for each year. Thus, we estimate that the cumulative number of students in the program by year three will be 90. The estimated total number of credit hours is for the total number of students in the program each year and assumes 31 credit hours per student for year 1, 29 for year 2, and 30 for year 3, based on the example curriculum below.

Year	Headcount Per Year		Student Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	20		620	
Year 2	30		1510	
Year 3	40		2710	

## VI. Employment

Data available from the U.S. Department of Labor, Bureau of Labor Statistics (BLS) demonstrate strong job prospects for environmental scientists:

- **Growth in environmental science jobs is projected to be high nationally and within Kansas.** BLS reported 85,000 environmental science jobs nationally in 2018 with projected workforce growth for 2018-2028 of 8% (faster than average) (US Bureau of Labor Statistics Occupational Outlook Handbook, 2020). In Kansas, state workforce projections (2016-2026) report 1,052 environmental science jobs in 2016 with a projected growth of 12.5% collectively (Kansas Department of Labor 2026 Employment Projections, 2020).
- **This growth reflects the critical services that environmental scientists provide.** Environmental scientists help protect human health and improve sustainability by cleaning up polluted sites, advising policymakers on the value of ecosystem services to Kansas residents, and working with industry to reduce environmental impacts. In 2018, most environmental scientists worked in state governments (24%), consulting firms (24%), local governments (12%), engineering services (8%), and federal government (6%) positions (US Bureau of Labor Statistics Occupational Outlook Handbook, 2020). Many people with environmental science training also become teachers (US Bureau of Labor Statistics Occupational Outlook Handbook, 2020). As human populations and the need for natural resources grow, the importance of the environmental science workforce also grows.
- **Salaries for environmental scientists are favorable.** Nationally, the median annual salary for environmental scientists and specialists was \$71,130 in 2018 (US Bureau of Labor Statistics Occupational Outlook Handbook, 2020). In Kansas, median annual salary for Environmental Science and Protection Technicians and Environmental Scientist and Specialists was \$45,700 and \$65,410, respectively (Kansas Labor Information Center, 2020).
- **An environmental science program can help stimulate growth in participating departments, which also have strong workforce projections.** The participating departments are Agronomy, Biology,



Geography and Geospatial Sciences, and Geology. The occupations with the 10 highest projected growth rates in Kansas (2016-2026) include Soil and Plant Scientists (21.5%), Biological Technicians (16.6%), Geological and Petroleum Technicians (15.7%), and Geoscientists (10.8%) in addition to the environmental science occupations listed above (Kansas Department of Labor 2026 Employment Projections, 2020).

## VII. Admission and Curriculum

### A. Admission Criteria

Our admission criteria are consistent with those of the College of Agriculture and the College of Arts & Sciences. Admission to K-State is test optional and requires achieving

- A high school GPA (weighted or unweighted) of 3.25 or higher **OR**
- ACT composite score of 21 **OR** an SAT ERW+M of 1060 or higher

**AND**, if applicable, achieve a 2.0 GPA or higher on all college credit taken in high school.

### B. Curriculum

The proposed curriculum provides a balance between breadth and focus. A detailed description of the curriculum is available in **Appendix A**. Briefly, students will complete core math and science courses that ensure breadth and provide a strong foundation for careers in environmental science. They will also complete elective course work primarily within a specialization area of their choosing. The curriculum structure not only ensures that the students will develop a disciplinary strength but also lowers the coursework load for a double major. For example, a student who specializes in Earth Systems within the Environmental Sciences program would be able to simultaneously complete most of the course requirements for a Geology BS.

All courses in the proposed curriculum already exist, except for the Environmental Sciences Orientation (ENSCI 101) and Environmental Sciences Internship (ENSCI 410). ENSCI 101 is a one credit course that will create a common beginning that sparks community development. As such, it is a low-cost investment that can add great value to the program. ENSCI 410 is a three-credit hour elective that can satisfy an individual experiential learning requirement within the curriculum.

An example course selection follows below. This curriculum would be appropriate for a student who selects Water Resources for their specialization area (Part D in the curriculum). Please note that this example represents one path out of numerous possibilities in our flexible curriculum (see full curriculum in Appendix A).

#### Year 1: Fall

**SCH = Semester Credit Hours**

Course #	Course Name	SCH 16
ENGL 100	Expository Writing I	3
COMM 105	Public Speaking IA	2
PHILO 100	Intro to Philosophical Problems (Philosophy elective)	3
MATH 205	General Calculus and Linear Algebra	3
PHYS 101	The Physical World	3
PHYS 103	The Physical World laboratory	1
ENSCI 101	Introduction to Environmental Science	1

#### Year 1: Spring

Course #	Course Name	SCH 15
ENGL 200	Expository Writing II	3

DANCE 120	Modern Dance I (Fine Arts elective)	2
STAT 325	Introduction to Statistics	3
CHEM 110	General Chemistry	3
CHEM 111	General Chemistry laboratory	1
ENGL 285	Introduction to American Ethnic Literature (US Multicultural Overlay elective)	3

### Year 2: Fall

Course #	Course Name	SCH 14
GEOG 121	Introduction Physical Geography: Earth System Science	3
GEOG 122	Introduction Physical Geography: Earth System Science (lab)	1
GEOG 302	Cartography and thematic mapping (Specialization Area, Analytical and Geospatial Methods)	3
COMM 320	Theories in Human Communication (Literary or rhetorical arts elective)	3
GEOG 508	Geographic Information Systems I	4

### Year 2: Spring

Course #	Course Name	SCH 15
GEOL 115	Environmental Geology (or GEOL100, Earth in Action)	3
GEOL 103	Geology Laboratory	1
AGRON 305	Soils	4
BIOL 198	Principles of Biology	4
LAR 322	Ethics and Environmental Dilemmas (Humans and the Environment Ethics elective)	3

### Year 3: Fall

Course #	Course Name	SCH 15
HIST 151	History of the United States to 1877 (Western Heritage elective)	3
ECON 110	Principles of Macroeconomy (or ECON120, Microeconomics)	3
ANTH 310	Environmental Anthropology: living with change in the Anthropocene (Humans and the Environment Human-Environment elective #1)	3
ATM 661	Watershed Assessment and Management (Natural Environmental Systems Hydrosphere elective)	3
GEOL 502	Mineralogy (Natural Environmental Systems Geosphere elective)	3

### Year 3: Spring

Course #	Course Name	SCH 15
SOCIO 363	Global Problems	3
GEOL 540	Geological Record of Climate Change (Natural Environmental Systems Atmosphere elective)	3
GEOL 605	Introduction to Geochemistry (Specialization Area, Water Resources elective)	3
AGRON 645	Soil Microbiology (Natural Environmental Systems Biosphere elective)	3
GEOL 125	Natural Disasters (Humans and the Environment Human-Environment elective #2)	3

### Year 4: Fall

Course #	Course Name	SCH 15
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AGEC 525	Natural Resource and Environmental Economics (Humans and the Environment Social Systems elective #1)	3
GEOL 599	Senior Thesis (Individual Experiential Learning elective)	3
AGRON 335	Environmental Quality (Specialization Area, Agroecosystems elective)	3
GEOG 740	Fluvial Geomorphology (Specialization Area, Water Resources elective)	3
AGRON 635	Soil and Water Conservation (Specialization Area, Water Resources elective)	3

#### Year 4: Spring

Course #	Course Name	SCH 15
NRES 582	Interdisciplinary Environmental Research	3
AGCOM 712	Environmental Communications (Humans and the Environment Social Systems elective #2)	3
GEOL 611	Hydrogeology (Specialization Area, Water Resources elective)	3
AGRON 515	Soil Genesis and Classification (Specialization Area, Agroecosystems elective)	3
BAE 669	Watershed Modeling (Specialization Area, Water Resources elective)	3

#### Total Number of Semester Credit Hours [120]

#### VIII. Core Faculty

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

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Program Director* (TBD)	TBD	MSc / PhD	N	TBD	1.0
Walter Dodds	University Distinguished Professor	PhD	Y	Biology	0.1
Ganga Hettiarachchi	Professor	PhD	Y	Agronomy	0.1
Shawn Hutchinson	Professor	PhD	Y	Geography and Geospatial Sciences	0.1
Pamela Kempton	Professor	PhD	Y	Geology	0.1
Nathan Nelson	Professor	PhD	Y	Agronomy	0.1
Jesse Nippert	Professor	PhD	Y	Biology	0.1
Matthew Kirk	Associate Professor	PhD	Y	Geology	0.1
Arnaud Temme	Associate Professor	PhD	Y	Geography and Geospatial Sciences	0.1
Colby Moorberg	Assistant Professor	PhD	Y	Agronomy	0.1

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

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

<b>A. EXPENDITURES</b>	First FY	Second FY	Third FY
<b>Personnel – Reassigned or Existing Positions</b>			
Faculty			
Administrators (other than instruction time)			
Graduate Assistants			
Support Staff for Administration (e.g., secretarial)			
Fringe Benefits (total for all groups)			
Other Personnel Costs			
<b>Total Existing Personnel Costs – Reassigned or Existing</b>			
<b>Personnel – New Positions</b>			
Faculty			
Administrators (other than instruction time)	\$90,000	\$90,900	\$91,809
Student Assistants (UG)	\$18,000	\$18,180	\$18,362
Support Staff for Administration (e.g., secretarial)			
Fringe Benefits (total for all groups)	\$27,180	\$27,452	\$27,726
Other Personnel Costs			
<b>Total New Personnel Costs – New Positions</b>	\$135,180	\$136,532	\$137,897
<b>Start-up Costs - One-Time Expenses</b>			
Library/learning resources			
Equipment/Technology	\$5,000		
Physical Facilities: Construction or Renovation	\$10,000		
Other			
<b>Total Start-up Costs</b>	\$15,000		
<b>Operating Costs – Recurring Expenses</b>			
Supplies/Expenses	\$10,000	\$10,000	\$10,000
Library/learning resources			
Equipment/Technology		\$2,500	\$2,500
Travel			
Other			
<b>Total Operating Costs</b>	\$10,000	\$12,500	\$12,500
<b>GRAND TOTAL COSTS</b>	\$160,180	\$149,032	\$150,397

<b>B. FUNDING SOURCES</b> <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$193,750	\$471,875	\$846,875
Student Fees		\$13,349	\$32,503	\$58,333
Other Sources				
<b>GRAND TOTAL FUNDING</b>		\$207,096	\$504,378	\$905,208
<b>C. Projected Surplus/Deficit (+/-)</b> (Grand Total Funding <i>minus</i> Grand Total Costs)		+\$46,916	+\$355,346	+\$754,811

## X. Expenditures and Funding Sources Explanations

### A. Expenditures

#### Personnel – Reassigned or Existing Positions

Through the array of core courses and degree specialization courses listed in the Curriculum (Sections C and D; see full curriculum in the Appendix), over 50 faculty members have the potential to contribute to the delivery of the Environmental Science (Env Sci) program. All faculty teaching core and specialization courses are employed by Kansas State University in the College of Arts & Sciences or the College of Agriculture.

Therefore, course offerings, aside from ENSCI101 and 410, are offered as part of current appointments. Percent time dedication varies with faculty member roles. Most faculty have an average teaching assignment of 40% FTE (i.e. four courses per academic year). Assuming one core course contributed by a participating faculty member per academic year (i.e. 0.1 FTE per year), and assuming approximately 25% of the students in their class will be Env Sci majors, each faculty member teaching an Env Sci core or specialist course would contribute ~0.025 FTE to the program. Core faculty listed above are those who have contributed significantly to the design of the new program and who we anticipate will continue to contribute substantially to the establishment and delivery of the program over at least its first three years. The Env Sci Program Director will have an assignment of 1 FTE, which includes teaching, advising, and program management. It is anticipated that Env Sci Advisory Board members will contribute ~0.1 FTE to program management and teaching over its first three years.

#### Personnel – New Positions

We requested funds to establish an Env Sci Program Director and a support position. The Director will be responsible for programmatic oversight of Env Sci courses and make recommendations on administration and student outcomes to the Env Sci Advisory Board. The Director will also (i) teach the Introduction to Environmental Science program orientation course (ENSCI101), (ii) coordinate the ENSCI410 (Internship) courses, (iii) advise all program majors (until such time as the number of majors exceeds 40), and (iv) undertake marketing and promotional activities in order to grow and expand the program as quickly as possible. The support staff will consist of undergraduate hourly employees, who will be responsible for assisting the Program Director with general administrative support and help facilitate events. For both positions, the budget includes a modest 1% raise each year after the first fiscal year.

**Start-up Costs – One-Time Expenses**

The proposed program requires start-up funds to purchase computers and other office technology and equipment (estimated cost \$5,000). Funds are also required to develop an Env Sci Program office, where we can conduct student advising and recruiting (estimated cost \$10,000).

**Operating Costs – Recurring Expenses**

Office computers and technology will periodically require upgrades starting in year two (estimated cost \$2,500/yr). We also require funds for supplies/expenses associated with office materials, instruction, IT support, and promotion and marketing activities (\$10,000/yr).

**B. Revenue: Funding Sources**

The budget model will flow all credit-hour-generated revenue to the college in which the course is assigned. Our budget projection in the table below is based on student credit hours (SCH) per year from the example curriculum and assumes that 75% of the student credit hours are generated in the College of Arts & Sciences and 25% are from the College of Agriculture. These values will ultimately depend on the course selections of the Env Sci majors (see MOU). Furthermore, some of the course options available to students are taught in the College of Engineering. Revenue generation by those courses is not factored in the analysis.

		<u>Program year 1</u>		<u>Program year 2</u>		<u>Program year 3</u>	
<b>Cohort #1</b>		Year 1 (31 SCH)		Year 2 (29 SCH)		Year 3 (30 SCH)	
	Cost/SCH	SCH	Subtotals	SCH	Subtotals	SCH	Subtotals
In-state on-campus tuition	\$ 312.50	620	\$ 193,750	580	\$ 181,250	600	\$ 187,500
COAS fees	\$ 16.70	465	\$ 7,766	435	\$ 7,265	450	\$ 7,515
COA fees	\$ 20.00	155	\$ 3,100	145	\$ 2,900	150	\$ 3,000
Academic enhancement fee	\$ 4.00	620	\$ 2,480	580	\$ 2,320	600	\$ 2,400
Total revenue			\$ 207,096		\$ 193,735		\$ 200,415
<b>Cohort #2</b>		Year 1 (31 SCH)		Year 2 (29 SCH)			
	Cost/SCH	SCH	Subtotals	SCH	Subtotals	SCH	Subtotals
In-state on-campus tuition	\$ 312.50			930	\$ 290,625	870	\$ 271,875
COAS fees	\$ 16.70			697.5	\$ 11,648	652.5	\$ 10,897
COA fees	\$ 20.00			232.5	\$ 4,650	217.5	\$ 4,350
Academic enhancement fee	\$ 4.00			930	\$ 3,720	870	\$ 3,480
Total revenue					\$ 310,643		\$ 290,602
<b>Cohort #3</b>		Year 1 (31 SCH)		Year 2 (29 SCH)		Year 3 (30 SCH)	
	Cost/SCH	SCH	Subtotals	SCH	Subtotals	SCH	Subtotals
In-state on-campus tuition	\$ 312.50					1240	\$ 387,500
COAS fees	\$ 16.70					930	\$ 15,531
COA fees	\$ 20.00					310	\$ 6,200
Academic enhancement fee	\$ 4.00					1240	\$ 4,960
Total revenue							\$ 414,191
<b>Totals</b>		tot SCH	totals	tot SCH	totals	tot SCH	totals

In-state on-campus tuition	620	\$ 193,750	1510	\$ 471,875	2710	\$ 846,875
COAS fees	465	\$ 7,766	1132.5	\$ 18,913	2033	\$ 33,943
COA fees	155	\$ 3,100	377.5	\$ 7,550	678	\$ 13,550
Academic enhancement fee	620	\$ 2,480	1510	\$ 6,040	2710	\$ 10,840
Total revenue		\$ 207,096		\$ 504,378		\$ 905,208

### C. Projected Surplus/Deficit

Our budget estimate projects revenue generation early as year one.

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# Appendix A: Curriculum

## Bachelor of Science in Environmental Science – 120 hours

### OVERVIEW

This proposed **interdisciplinary undergraduate major** in Environmental Science represents a multidisciplinary collaboration between the Department of Agronomy, Division of Biology, Department of Geography and Geospatial Sciences, and Department of Geology and allied units across the Kansas State University campus. We envision this new bachelor’s degree to be a **science-intensive** alternative to environmental studies options at other universities that places programmatic emphases on:

- Developing an understanding the Earth as an integrated system and an appreciation for how humans and social systems shape our environment.
- Providing impactful experiential learning opportunities to include undergraduate research and internships as well as laboratory, computer-based, and field methods.
- Creating opportunities for students to add focused depth to their learning to target specific career fields with strong workforce demand and societal need or to prepare for graduate-level studies in Environmental Science or allied disciplines.

The coursework for this 120 credit hour degree is organized into 4 distinct categories that meet both institutional requirements and program needs:

- K-State 8 and College of Arts & Sciences Requirements – Many requirements are addressed with specific course recommendations in other program categories (see below) to increase the relevance of these mandated electives for the major.
- Basic Math and Science Requirements – provides for appropriate foundational exposure to a variety of biological and physical sciences, mathematics and statistics, and social sciences to meet prerequisite requirements of the program core.
- Environmental Sciences Core – designed to build an environmental science learning community and a foundation for understanding natural systems and human-environment interactions by providing majors with a common start and end to the program and a selection of key **entry- to mid-level courses**.
- Specialization Areas – a collection of **mid- to upper-level courses** organized by thematic and/or methodological content around major contemporary environmental science approaches and issues that adds depth to student knowledge and skills. Where possible, specializations also enable students to **earn additional academic credentials** (e.g., minors, certificates).

### SUMMARY OF CREDIT HOUR REQUIREMENTS

Program Element	Total Hours	Percent of Curriculum
College Requirements	<b>22</b>	18%
Basic Math, Science, and Social Sciences	<b>40</b>	28%
Environmental Science Core	<b>34</b>	26%
Environmental Science Specialization	<b>24</b>	28%
<b>Total</b>	<b>120</b>	



**A. COLLEGE OF ARTS & SCIENCES REQUIREMENTS (22 hours) – lined out requirements met by (B) Basic Math, Science, and Social Sciences and/or (C) Environmental Sciences and Humanities Core**

- ENGL 100 Expository Writing I (3 hours)
- ENGL 200 Expository Writing II (3 hours)
- COMM 105 Public Speaking IA (2 hours)
- Fine Arts (2 hours)
- Philosophy (3 hours)
- Western Heritage (3 hours)
- Literary or Rhetorical Arts (3 hours)
- ~~Social Sciences (four courses, 12 hours minimum from three disciplines) met in B and C~~
- U.S. Multicultural Overlay (3 hours)
- ~~International Overlay (3 hours) met in B~~
- ~~Natural Sciences (four courses and 14 hours minimum) met in B~~
- ~~Quantitative and Abstract Formal Reasoning (9 hours) met in B~~

**ENVIRONMENTAL SCIENCES MAJOR REQUIREMENTS:**

**B. BASIC MATH, SCIENCE AND SOCIAL SCIENCE COURSES (40 hours).** \* means that the class meets one college-level requirement, \*\* means that the class meets two college-level requirements.

**Fundamental science and math (14 hours).** Students may substitute higher level equivalents (e.g., CHM 210 for CHM 110) that equal or exceed listed credit hours.

- MATH 205 General Calculus and Linear Algebra (3 hours) \*\*
- PHYS 101 (3 hours) with
- PHYS 103 The Physical World Laboratory (1 hour)
- STAT 325 Introduction to Statistics (3 hours) \*\*
- CHM 110 General Chemistry (3 hours) with
- CHM 111 General Chemistry Laboratory (1 hour) \*

**Environmental foundations (16 hours).**

- BIOL 198 Principles of Biology (4 hours)
- GEOG 121 Introductory Physical Geography: Earth Systems Science (3 hours) with GEOG 122 Earth Systems Science Laboratory (1 hour)
- GEOL 100 Earth in Action (3 hours) OR GEOL 115 (Environmental Geology, 3 hours) with  
GEOL 103 Geology Laboratory (1 hour)
- AGRON 305 Soils (4 hours)

**Social systems and techniques (10 hours)**

- ECON 110 or ECON 120 or AGECE 120 (3 hours) \*
- GEOG 508 Geographic Information Systems I (4 hours) \*\*
- SOCIO 363 Global Problems (3 hours) \*

## C. ENVIRONMENTAL SCIENCES CORE (34 hours)

### Environmental Sciences Orientation (1 hours)

- ENSCI101 Introduction to Environmental Science (NEW CLASS)

### Natural Environmental Systems (minimum of 12 hours) – Choose one course from each group

- Atmosphere (minimum of 3 hours)
  - AGRON 700 Agricultural Meteorology (needs Phys113).
  - GEOG 535 Fundamentals of climatology
  - GEOL 540 Geological Record of Climate Change
- Biosphere (minimum of 3 hours)
  - AGRON 645 Soil Microbiology
  - BIOL 529 Ecology (3 hrs)
  - BIOL 687 Microbial Ecology
  - GEOG 445 Biogeography (3 hrs)
  - GEOL 650 Geomicrobiology (3 hrs)
- Geosphere (minimum of 3 hours)
  - AGRON 515 Soil Genesis and Classification (3 hrs)
  - GEOG 440 Spatial Analysis of Surface Water Hydrology (3 hrs)
  - GEOL 502 Mineralogy (3 hrs)
- Hydrosphere (minimum of 3 hours)
  - BIOL 612 Freshwater Ecology (4 hrs)
  - GEOL 611 Hydrogeology (3 hrs)
  - ATM 661 Watershed Assessment and Management (3 hrs)
  - ATM 558 Hydrology and Soil Erosion Management (3 hrs)

### Humans and the Environment (minimum of 18 hours)

- Social Systems (6 hrs)
  - AGCOM 712 Environmental Communications (3 hrs)
  - AGECE 525 Natural Resource and Environmental Economics (3 hrs)
  - AT/ID 350 Our Sustainable World: Current Challenges and Future Opportunities (3 hrs)
  - ECON 527 Environmental Economics (3 hrs)
  - GEOG 360 Sustainability Concepts & Issues (3 hrs)
  - GEOG 770 Perception of the Environment (3 hrs)
  - POLSC 250 Environmental Political Thought (3 hrs)
  - PMC 635 Methods of Environmental Interpretation (3 hrs)
- Ethics (3 hrs)
  - LAR 322 Ethics and Environmental Dilemmas (3 hrs) OR
  - PHILO 595 Environmental Ethics (3 hrs)\*
- Human-Environment Interactions (6 hrs)
  - AGRON 335 Environmental Quality (3 hrs)
  - AGRON 635 Soil and Water Conservation (3 hrs)
  - AGRON 695 Climate Change and Agriculture (3 hrs)
  - ANTH 310 Environmental Anthropology: Living with Change in the Anthropocene (3 hrs)
  - BIOL 303 Ecology of Environmental Problems (3 hrs)
  - BIOL 433 Introduction to Fisheries, Wildlife, and Conservation Biology (3 hrs)
  - CHM 315 Environmental Science: A chemistry perspective (3 hrs)
  - GEOG 340 Natural Resources (3 hrs)
  - GEOG 460 Human Dimensions of Global Change (3 hrs)

- GEOG 761 Human Impact on the Environment (3 hrs)
- GEOL 105 Oceanography (3 hrs) OR GEOL 125 Natural Disasters (3 hrs)
- PMC 275 Introduction to Natural Resource Management (3 hrs)

**Individual Experiential Learning (3 hrs).** Choose one option.

- Internship Course:
  - AGRON 405 Agronomy Internship
  - BIOL 695 Internship in Biology
  - ENSCI 410 Environmental Sciences Internship
  - GEOG 610 Geography Internship
- Lab or Field Research Course:
  - AGRON 598 Undergraduate Research in Agronomy
  - BIOL 698 Research in Biology
  - GENAG 396 Research Topic and Proposal Development
  - GENAG 515 Honors/Scholars Project
  - GEOG 497 Undergraduate Research in Geography
  - GEOG 709 Geography Field Research Techniques
  - GEOL 599 Senior Thesis
  - GEOL 680 Field Geology

**Environmental Sciences Capstone (3 hours)**

- NRES 582 Interdisciplinary Environmental Research (3 hrs)

**D. SPECIALIZATION AREAS: A minimum of 24 hours and at least 15 hours from one specialization.**

Courses taken to satisfy the core (part C), cannot count again here.

**Water Resources** - Gain a foundation in the science of water above and below the surface of the Earth and the role of humans play in water quantity and quality issues.

- AGRON 635 Soil and Water Conservation (3 hrs)
- ATM 558 Hydrology and Soil Erosion Management (3 hrs)
- ATM 661 Watershed Assessment and Modeling (3 hrs)
- BAE 669 Watershed Modeling (3 hrs)
- BIOL 612 Freshwater Ecology (4 hrs)
- GEOG 440 Spatial Analysis of Surface Water Hydrology (3 hrs)
- GEOG 535 Fundamentals of climatology
- GEOG 707 Remote Sensing of Water (3 hrs)
- GEOG 725 Geography of Water Resources (3 hrs)
- GEOG 740 Fluvial Geomorphology (3 hrs)
- GEOG 742 Digital Geomorphology (3 hrs)
- GEOL 520 Geomorphology (3 hrs)
- GEOL 605 Introduction to Geochemistry (3 hrs)
- GEOL 611 Hydrogeology (3 hrs)
- GEOL 640 Introduction to Geophysics (3 hrs)
- GEOL 650 Geomicrobiology (3 hrs)
- GEOL 711 Water Resources Geochemistry (3 hrs)
- GEOL 760 Geochemical and Biogeochemical Modeling (3 hrs)

**Earth Systems** - Deepen and synthesize knowledge of the atmosphere, lithosphere, geosphere, and hydrosphere to better understand the Earth as an integrated system to solve environmental problems.

- AGRON 515 Soil Genesis and Classification (3 hrs)
- AGRON 605 Soil and Environmental Chemistry (3 hrs)
- GEOG 740 Fluvial Geomorphology (3 hrs)
- GEOG 742 Digital Geomorphology (3 hrs)
- GEOG 765 Geography of Natural Hazards (3 hrs)
- GEOL 502 Mineralogy (3 hrs)
- GEOL 503 Petrology (3 hrs)
- GEOL 520 Geomorphology (3 hrs)
- GEOL 530 Structural Geology (3 hrs)
- GEOL 540 Geological Record of Climate Change (3 hrs)
- GEOL 605 Introduction to Geochemistry (3 hrs)
- GEOL 630 Sedimentology and Stratigraphy (3 hrs)
- GEOL 640 Introduction to Geophysics (3 hrs)
- GEOL 642 Field Geophysics (3 hrs)
- GEOL 702 Economic Geology (3 hrs)
- GEOL 730 Petroleum Geology (3 hrs)

**Conservation and sustainability** - Solve environmental questions using applied ecological science, including field and geographic methods for collecting and measuring environmental data on ecological change at various scales. Develop an understanding of scientific sustainability, ecological processes, and methods of conservation.

- AGRON 501 Range Management (3 hrs)
- AGRON 635 Soil and Water Conservation (3 hrs)
- AGRON 681 Range Ecology (3 hrs)
- BIOL 433 Introduction to Fisheries, Wildlife, and Conservation Biology (3 hrs)
- BIOL 500 Plant Physiology (3 hrs)
- BIOL 504 Plant Ecology (3 hrs)
- BIOL 513 Physiological Adaptations of Animals (3 hrs)
- BIOL 520 Evolution (3 hrs)
- BIOL 529 Ecology (3 hrs)
- BIOL 542 Ichthyology (3 hrs)
- BIOL 543 Ornithology (3 hrs)
- BIOL 544 Mammalogy (3 hrs)
- BIOL 551 Taxonomy of Flowering Plants (3 hrs)
- BIOL 612 Freshwater Ecology (4 hrs)
- BIOL 632 Ecology Laboratory (1 hr)
- BIOL 640 Population Biology (3 hrs)
- BIOL 642 Principles of Conservation Biology (3 hrs)
- BIOL 682 Fish Ecology (3 hrs)
- BIOL 684 Wildlife Management & Techniques (3 hrs)
- BIOL 687 Microbial Ecology (3 hrs)
- BIOL 696 Fisheries Management & Techniques (3 hrs)
- GEOL 650 Geomicrobiology (3 hrs)
- GEOG 445 Biogeography

**Analytical and Geospatial Methods** - Apply geospatial, statistical, computer-based, and laboratory analysis methods to study environmental problems.

- ATM 661 Watershed Assessment and Management (3 hrs)

- BAE 669 Watershed Modeling (3 hrs)
- GEOG 302 Cartography & Thematic Mapping (3 hrs)
- GEOG 602 Computer Mapping & Geographic Visualization (3 hrs)
- GEOG 605 Remote Sensing of the Environment (3 hrs)
- GEOG 608 Geographic Information Systems II (3 hrs)
- GEOG 705 Thematic Remote Sensing (3 hrs)
- GEOG 706 Biophysical Remote Sensing (3 hrs)
- GEOG 707 Remote Sensing of Water (3 hrs)
- GEOG 712 Internet GIS & Distributed Geographic Information Services (3 hrs)
- GEOG 728 Programming for Geographic Analysis (3 hrs)
- GEOL 560 Field Methods (3 hrs)
- GEOL 625 Engineering Geology (3 hrs)
- GEOL 640 Introduction to Geophysics (3 hrs)
- GEOL 642 Field Geophysics (3 hrs)
- GEOL 747 Numerical Modeling (3 hrs)
- GEOL 760 Geochemical and Biogeochemical Modeling (3 hrs)

**Agroecosystems** - Understand and propose solutions for environmental problems and opportunities relating to soil and agriculture

- AGRON 220 Crop Science (4 hours)
- AGRON 335 Environmental Quality (3 hrs)
- AGRON 375 Soil Fertility (3 hrs)
- AGRON 385 Soil Fertility Lab (2 hrs)
- AGRON 415 Soils Judging (1 hr)
- AGRON 501 Range Management (3 hrs)
- AGRON 515 Soil Genesis and Classification (3 hrs)
- AGRON 605 Soil and Environmental Chemistry (3 hrs)
- AGRON 625 Applications of Nutrient Management (3 hrs)
- AGRON 635 Soil and Water Conservation (3 hrs)
- AGRON 640 Cropping Systems (3 hrs)
- AGRON 645 Soil Microbiology (3 hrs)
- AGRON 646 Soil Microbiology Lab (1 hr)
- AGRON 655 Site Specific Agriculture (3 hrs)
- AGRON 681 Range Ecology (3 hrs)
- AGRON 695 Climate Change and Agriculture (3 hrs)
- AGRON 700 Agricultural Meteorology (3 hrs)
- AGRON 746 Environmental Soil Physics (3 hrs)
- GEOG 742 Soil Mapping (3 hrs)

## **Program Approval**

### **Summary**

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

*April 14, 2021*

### **I. General Information**

#### **A. Institution**

University of Kansas

#### **B. Program Identification**

Degree Level: Master's  
Program Title: Organizational Communication  
Degree to be Offered: Master of Arts in Organizational Communication  
Responsible Department or Unit: School of Professional Studies at the KU Edwards Campus  
CIP Code: 09.0901  
Modality: Online  
Proposed Implementation Date: Summer 2021

Total Number of Semester Credit Hours for the Degree: 30

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

### **III. Justification**

The Master of Arts in Organizational Communication is an online degree that focuses on helping mid-career professionals refine an advanced set of communication competencies related to understanding and managing organizational culture, team productivity and their personal career growth. The degree is applicable to a wide range of professions, including human resources, communications, or engineering – especially as one advances into management and leadership positions.

Professionals in every field today must be skilled at communicating across boundaries and uniting people around big new ideas and business imperatives. The MA in Organizational Communication provides students research-based insights helpful in clarifying, connecting, and inspiring diverse groups of employees and customers through communication. This differentiating communication skillset will help graduates become a trusted advisor for peers, company leaders and clients. Whether planning for a role change, looking to transition back into the workforce after taking care of family, or simply looking to effectively share expertise with others, advanced communication knowledge helps professionals transition within and across multiple industries and professions over the long term.

The program focuses on key facets of communication within organizations such as,

- Effectively building trust, prevent conflict across diverse teams and departments
- Identifying the management communication issues driving low employee engagement
- Leading a global team on a complex organizational change project
- Increasing retention of a diverse workforce with inclusive team communication practices
- Building effective onboarding programs for new hires and promotions

- Distilling survey findings into a presentation or report to address the concerns of multiple stakeholders or audiences, from marketing to finance and manufacturing
- Leveraging the power of social networks to successfully launch new internal initiatives, products

An MA in Communication Studies with a concentration in organizational communication is currently offered at the Edwards Campus by the Communication Studies Department. The Department has decided to move the organizational communication concentration of the MA degree from the department to the School of Professional Studies and limit the MA in Communication Studies to the Lawrence campus. To support this move, the School of Professional Studies is transitioning the organizational communication concentration of the MA in Communication Studies to an MA in Organizational Communication degree.

The current MA in Communication Studies that focuses on organizational communication is popular and received over 109 student inquiries in the last 3 years. In addition, the School of Professional Studies offers a Graduate Certificate in Professional Workplace Communication and a majority of students who began the Edwards campus graduate certificate by pursuing the four-course certificate choose to continue on to pursue the full master's degree.

More recently, with the announcement of the launch of the School of Professional Studies in March 2020, all MA in Communication Studies students in the organizational communication concentration at the Edwards campus expressed their excitement about transitioning to a new MA in Organizational Communication if it were launched within the School of Professional Studies. Though enrollment in the current organizational communication concentration is under 10 students, it is anticipated that new courses on virtual teams, interpersonal communication skills in the workplace and others aligned to the market analysis below will attract meaningful numbers of new working professional students.

#### **IV. Program Demand:**

##### **Market Analysis**

National surveys of CEOs and hiring managers identify communication as central and critical to their operations and report that many otherwise qualified individuals are deficient in communication skills and interpersonal communication competence. More recent anecdotal data indicates that employers are needing employees with skills in leading and managing remote teams, and as noted above, improving the interpersonal skills of supervisors, managers and leaders supporting diverse teams through times of rapid change and potential conflict with various internal and external stakeholders.

Furthermore, in a 2018 *Forbes* article, LinkedIn CEO Jeff Weiner stated, “interpersonal skills are where we're seeing the biggest imbalance. Communications is the number one skills gap.” This was echoed by the 2018 LinkedIn Workforce report, which found that the “four most in-demand soft skills are within leadership, communication, collaboration, and time management.” This corresponds to what the current Edwards Campus program advisory boards continue to tell us - that interpersonal and conflict management skills, persuasion through data, and leadership communication skills are essential communication competencies needing additional development in their existing workforce and in the graduates of our degrees. This proposed MA fills the skill gap identified by industry.

Additionally, demand for skills related to organizing and engaging remote teams, managing across boundaries, and engaging an increasingly diverse (race, age, culture, geography) workforce will likely be in high demand by employers as a result of the recent pandemic. Program marketing and community outreach efforts will help educate employers and potential students regarding how the master's in organizational communication delivers this advanced-level communication skillset for working professionals.

## Comparative Advantage

The School of Professional Studies faculty assigned to the program hold PhDs in the field of communication studies and a mix of professional industry experience, extensive social science research and publication experience, and extensive connections to the Kansas City-area business community. Our faculty's professional experiences in the fields of corporate communication, advertising, employee training and development, and health care help faculty blend theory and practice, something students value as a differentiator in their learning experience.

Additionally, working professional students at the Edwards Campus express preferring an online or hybrid format. This flexibility helps them to balance work, family and their educational goals. The 8-week format of classes is also popular with students, as they can choose which 8-week session best aligns with professional obligations and family care needs, rather than needing to be in class for a full 16-week session.

In the greater Kansas City region and online, there are a few similar programs including:

- Avila: Masters in Organizational Development
- Rockhurst: Organizational Development Certificate
- Online MA in Organizational Communication
  - John Hopkins- MA in COMS with Concentration in Corporate Communication
  - Arizona State University- MA in Communication
  - Maryville University- Masters in Strategic Communication and Leadership

Although similar in title, the corporate communication and strategic communication offerings are not direct competitors and more closely align with the learning outcomes of KU's Integrated Marketing Communication program. The MA in Organizational Communication is certainly applicable to those professions, but the focus is much more on understanding the hidden communication dynamics of communication within and across organizations, which is helpful for specialists and managers in all professions. The main direct competitors for the online Organizational Communication program would include:

- Park University: Masters in Communication & Leadership
- Purdue University: MS in Communication with Concentration in Communication and Leadership
- Washburn University: MA in Communication and Leadership

## 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	2	8	60	120
Year 2	3	11	90	285
Year 3	4	13	120	360

## VI. Employment

According to the Bureau of Labor Statistics, by 2026, communication occupations are projected to grow six percent, resulting in 43,200 new jobs. However, a degree in Organizational Communication helps prepare working professionals for a much broader range of careers, including human resources, community relations, marketing, corporate communications, consulting, and organizational development. Human resource related occupations are projected to 5 percent, with median pay in 2019 of \$62,000.

In addition, the Bureau of Labor states that training and development managers are projected to increase by eight percent, with a median pay of \$113,350 and employment of media and communication occupations is projected to grow 4 percent from 2018 to 2028, which will result in about 27,600 new jobs. Demand for media and communication occupations is expected to arise from the need to create, edit, translate, and disseminate



information through a variety of different platforms.

The Mid America Regional Council (MARC) conducted a Greater Kansas City Employer Survey as part of the *Talent-to-Industry Exchange: A Labor Analysis of the KC Global Design Industry* report in 2018. In that survey, 67% percent of respondents identified good communication skills as essential and valuable in the workplace. Further, interpersonal and team skills were identified as the second most required workplace competency they expected in new hires. This certificate meets that workforce need for business communication skills. Additionally, the 2018 MARC report, *Talent-to-Industry Exchange: A Labor Analysis of the KC Global Design Industry*, defined the following communication competencies as providing a “competitive edge”: valuing differences, listening actively, writing effectively, building effective teams, and interpreting & applying data. These competencies are core to the MA in Organizational Communication.

In the current MA in Communication Studies program, the student population in the organizational communication concentration has historically been a mix of currently employed professionals seeking personal and professional growth, as well as individuals preparing to transition back into the full-time workforce. Over 75% of the students that recently completed the Master’s program received a promotion or new position within one year.

## **VII. Admission and Curriculum**

### **A. Admission Criteria**

For admission to KU's Master of Arts in Organizational Communication, applicants must have:

1. Bachelor’s degree from an accredited institution.
2. A 3.0 or higher undergraduate grade point average (on a 4.0 scale).
3. International students must also meet the English requirement by taking either the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or have a degree from an English speaking institution. Financial support requirements must also be met.
4. A completed online application which includes the application fee, résumé, official transcripts showing degree conferral for each degree earned, personal statement, writing sample, and 3 letters of recommendation.

### **B. Curriculum**

The proposed MA in Organizational Communication degree is comprised of the following 30 credit hours:

- Required Courses: 12 credit hours
  - PFS 730 Writing & Speaking for Decision-Makers or PFS 801 Interpersonal and Persuasive Communication Skills for Managers (3)
  - PFS 810 Strategic Organizational Communication (3)
  - PFS 850 Interview-Based Research in Organizations (3)
  - PFS 860 Exploring Communication Theory (3)
- Elective Options: 15 credit hours (Students may select 15 credit hours of the electives below or approved courses from other departments. Students may opt to enroll in 6 credit hours of relevant course work from other disciplines. COMS courses – i.e., those offered through the KU Department of Communication Studies -- may be eligible to count as additional electives beyond 6 credit hours.)
  - PFS 821 Employee Onboarding & Role Development
  - PFS 823 Organizational Change & Communication
  - PFS 825 Communication Practices for Inclusive Organizations
  - PFS 827 Communication Ethics for Managers & Leaders
  - PFS 829 Communicating Across Workplace Generations
  - PFS 831 Case Studies in Organizational Communication

- PFS 833 Communication and Team Development
- PFS 835 Interpersonal Communication Skills at Work
- PFS 837 Communication Strategies for a Virtual Workforce
- PFS 895 Independent Study in Organizational Communication
- COMS 930: Seminar in Speech: Topics Courses
- Capstone: 3 credit hours
  - PFS 899 Capstone Project in Organizational Communication

**Year 1: Fall**

**SCH = Semester Credit Hours**

Course #	Course Name	SCH: 12
PFS 730	Writing & Speaking for Decision-Makers	3 cr.
PFS 810	Strategic Organizational Communication	3 cr.
PFS 821	Employee Onboarding & Role Development	3 cr.
PFS 829	Communicating Across Workplace Generations	3 cr.

**Year 1: Spring**

Course #	Course Name	SCH: 12
PFS 850	Interview-Based Research in Organizations	3 cr.
PFS 860	Exploring Communication Theory	3 cr.
PFS 837	Communication Strategies for a Virtual Workforce	3 cr.
PFS 823	Organizational Change & Communication	3 cr.

**Year 1: Summer**

Course #	Course Name	SCH: 6
PFS 899	Capstone Project in Organizational Communication	3 cr.
PFS 835	Interpersonal Communication Skills at Work	3 cr.

**Total Number of Semester Credit Hours ..... [30]**

**VIII. Core Faculty**

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

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
*Angie Pastorek	Program Director & Lecturer	Ph.D.	N	Organizational Communication: Socialization, Organizational Change, Diversity & Inclusion	1.0
New Faculty: To Be Hired (Year 3)	Professor of Practice	Ph.D.	N	Organizational Communication	1.0
Angela Gist-Mackey	Assistant Professor	Ph.D.	Y	Organizational Communication: social class, social identity, and organizational	0.5
Teresa Thompson	Lecturer	Ph.D.	N	Speech Communication	0.5
Joy Koesten	Lecturer	Ph.D.	N	Communication Studies	0.5

Number of graduate assistants assigned to this program ..... **0**

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

<b>A. EXPENDITURES</b>	First FY	Second FY	Third FY
<b>Personnel – Reassigned or Existing Positions</b>			
Faculty	\$ 75,264	\$ 75,264	\$ 75,264
Administrators (other than instruction time)	\$ 16,316	\$ 16,316	\$ 16,316
Graduate Assistants			
Support Staff for Administration (e.g., secretarial)	\$ 27,500	\$ 28,050	\$ 28,611
Fringe Benefits (total for all groups)	\$ 33,386	\$ 34,014	\$ 34,671
Other Personnel Costs			
<b>Total Existing Personnel Costs – Reassigned or Existing</b>	\$ 152,466	\$ 153,644	\$ 154,862
<b>Personnel – New Positions</b>			
Faculty		\$ 10,000	\$ 45,000
Administrators (other than instruction time)			
Graduate Assistants			
Support Staff for Administration (e.g., secretarial)			
Fringe Benefits (total for all groups)		\$ 1,200	\$ 16,622
Other Personnel Costs			
<b>Total Existing Personnel Costs – New Positions</b>		\$ 11,200	\$ 61,622
<b>Start-up Costs - One-Time Expenses</b>			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other- Online Course Development			
<b>Total Start-up Costs</b>			
<b>Operating Costs – Recurring Expenses</b>			
Supplies/Expenses	\$ 1,000	\$ 1,000	\$ 1,000
Library/learning resources	\$ 1,400	\$ 1,400	\$ 2,800
Equipment/Technology			
Travel			
Other	\$ 1,500	\$ 1,500	\$ 1,500
<b>Total Operating Costs</b>	\$ 3,900	\$ 3,900	\$ 5,300
<b>GRAND TOTAL COSTS</b>	\$ 156,366	\$ 168,744	\$ 221,784

<b>B. FUNDING SOURCES</b> <i>(projected as appropriate)</i>	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	\$ 96,300	\$ 200,625	\$ 256,800
Student Fees			
Other Sources	\$ 60,066		
<b>GRAND TOTAL FUNDING</b>	\$ 156,366	\$ 200,625	\$ 256,800
<b>C. Projected Surplus/Deficit (+/-)</b> (Grand Total Funding <i>minus</i> Grand Total Costs)	\$ 0	\$ 31,881	\$ 35,016

## **X. Expenditures and Funding Sources Explanations**

### **A. Expenditures**

#### **Personnel – Reassigned or Existing Positions**

The KU Edwards Campus currently offers a MA in Communication Studies that focuses on organizational communication. The Communication Studies Department has decided to move this program from their department into the School of Professional Studies, due to the program aligning with the professional skills focus of the School. With that change, faculty teaching in the existing program will transition to this new program. KU Edwards currently is funding the cost of instruction due to the existing MA and the Professional Workplace Communication Graduate Certificate that utilizes that same courses and serves as an introduction to the program. The program director will teach in the program, as well as spend 20% of their time on program administration. The program currently is utilizing an academic success coach, an advisor that works with students from point of inquiry through graduation, and this coach will remain working with the Organizational Communication program. The Organizational Communication program will make up 50% of their student load and the Organizational Communication program will fund 50% of salary and fringe.

#### **Personnel – New Positions**

Due to the anticipated student demand, the Organizational Communication program will be hiring a Professor of Practice in the third year to assist with the teaching load at .5 FTE. If additional courses are needed to meet demand, the Professor of Practice will be hired at 1.0 FTE rather than .5. Professors of Practice at KU are not on the tenure track. Until the additional Professor of Practice is needed, the program will utilize adjunct support to help with instruction of additional courses. An additional \$10,000 has been allocated in year two for adjunct support.

#### **Start-up Costs – One-Time Expenses**

With the KU Edwards Campus currently offering a similar MA program, there are not one-time startup costs. All courses have been previous taught by the instructors listed above.

#### **Operating Costs – Recurring Expenses**

All equipment, library, and supplies have been accounted for in the existing services provided to KU Edwards Students and no additional cost will be associated with the program. The KU Edwards Campus is allocating \$1,000 each year for instructional resources and Professional Association Memberships and \$1,500 each year

for marketing and recruitment efforts. In addition, the two faculty members will receive \$1,400 each year for professional development.

## **B. Revenue: Funding Sources**

The Organizational Communication program is a Johnson County Education and Research Triangle<sup>1</sup> (JCERT) funded program. The program will be fully funded through JCERT funds and tuition revenue. No state funds will be utilized. JCERT funds will be used to help fund the program during the implementation year until the program is revenue generating and sustainable on tuition funds alone. The program will be charged at an all-inclusive rate of \$535 per credit hour to closely align with the School of Professional Studies in-state tuition and fee rates, but this will also allow students from across the country to receive the same affordable rate, in order to ensure that the program is accessible as possible. The Edwards Campus Course Fee and Campus Fee will be backed out of the all-inclusive rate to be allocated towards services that are funded by these fees. Students from other disciplines will also utilize some of the courses for the program as part of their program's professional skills component. These students will also contribute to the enrollment growth of the program.

## **C. Projected Surplus/Deficit**

Given the anticipated costs and revenue, the program is expected to run a deficit in the first year of implementation. JCERT funds will be used to help fund the program during the implementation year until the program is revenue generating and sustainable on tuition funds alone. With the current enrollment estimates, the Organizational Communication program is expected to have a revenue surplus. These funds will be utilized to help improve the overall student experience and provide additional funding.


## **XI. References**

- Associates, B. (2018, June 30). Bersin & Associates predicts that a global TALENT imbalance will Shape HR and Talent strategies in 2012. Retrieved February 08, 2021, from <https://www.prnewswire.com/news-releases/bersin--associates-predicts-that-a-global-talent-imbalance-will-shape-hr-and-talent-strategies-in-2012-134742863.html>
- Beheshti, N. (2020, April 16). Are hard skills or soft skills more important to be an effective leader? Retrieved February 11, 2021, from <https://www.forbes.com/sites/nazbeheshti/2018/09/24/are-hard-skills-or-soft-skills-more-important-to-be-an-effective-leader/?sh=3c3aecbd2eb3>
- Mid-America Regional Council. (2018). *Talent-to-industry exchange KC global design: A labor analysis of the KC global design industry: Engineering and architecture sectors*. Kansas City, MO: Mid-America Regional Council, p. 33.
- U.S. Bureau of Labor Statistics. (2020, April 21). Retrieved from <https://www.bls.gov/>

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<sup>1</sup> The Johnson County Education Research Triangle (JCERT) is a unique partnership between Johnson County, the University of Kansas and Kansas State University. Its goal is to create economic stimulus and a higher quality of life through new facilities for research and educational opportunities. In November 2008, Johnson County voters invested in the county's future by voting for a 1/8-cent sales tax to fund JCERT initiatives, including development of the National Food and Animal Health Institute at K-State Olathe; the KU Clinical Research Center in Fairway, Kansas; and here at KU Edwards, the BEST Building with several degree and certificate offerings in business, engineering, science and technology.

TO: Daniel Archer, Vice President for Academic Affairs  
Kansas Board of Regents

FROM: Barbara A. Bichelmeyer   
Provost & Executive Vice Chancellor

DATE: March 11, 2021


RE: Request to Change Name of Three Degrees

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The University of Kansas requests to align the name of degrees housed within the William Allen White School of Journalism and Mass Communications. Per a unanimous vote of the faculty of the School on March 5, 2021, we respectfully submit the following three name change requests:

1. The School seeks approval to change the name of the degree earned by undergraduate students to “Journalism and Mass Communications,” rather than only “Journalism.” The name of the School is the William Allen White School of Journalism and Mass Communications so this change reflects all aspects of its programs rather than only journalism. The School’s name was expanded to include “Mass Communications” in the 1980s so changing the degree name better reflects its programs.
2. The School seeks approval to change the name of the degree earned by students in the master’s program to “Journalism and Mass Communications” rather than only “Journalism.” This will create consistency among degree programs.
3. The School seeks approval to change the name of the degree earned by students in the doctoral program to “Journalism and Mass Communications” to add an “s” to Communication and create consistency among degree programs.



To: Dr. Daniel Archer, Vice President for Academic Affairs – Kansas Board of Regents  
From: Dr. Shirley Lefever, Interim Executive Vice President and Provost   
Date: March 2, 2021  
Re: CLES Department Name Change

This is a request to change the name of WSU's Department of Counseling, Educational Leadership, Educational and School Psychology (CLES) to the Department of Intervention Services and Leadership in Education (ISLE). Please place this on the next available COCOA agenda.

**Rationale:**

On Feb. 3, 2021, nine faculty members and their associated programs were transferred from the School of Education to CLES. The programs added to CLES were:

- BAED: ECU/Elementary Education Apprentice (Teacher Apprentice Program)
- MAT: Early Childhood Unified
- MEd: Special Education – Early Childhood Unified
- MEd: Special Education – Low Incidence
- MEd: Special Education – High Incidence
- MEd: Special Education – High Incidence Alternative Certification
- MEd: Special Education – Gifted (currently dormant)
- Graduate Certificate: Mentoring and Coaching

The addition of these programs to the existing CLES programs prompted discussion of a new name that would better capture the identity of the expanded department. The existing name does not adequately represent the Special Education, Early Childhood Unified and Teacher Apprentice programs. All of the programs are either educational or clinical intervention services that assist in client/student mental health (Special Education, School Psychology, Clinical & School Counseling), provide leadership in educational settings (Educational Leadership, Educational Psychology, Higher Education/Student Affairs), or are education/teaching professions (Early Childhood, Teacher Apprentice Program). The ISLE name is also unique and lends itself to branding opportunities. The new name, combined with a common focus on adult learners within all of its programs and online delivery in many of the programs, positions the department for an integrated approach to its recruitment and retention activities. No new resources are being requested as part of the proposed change.

**Kansas Board of Regents**

**APPLICATION FOR APPROVAL OF MINOR  
WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS**

**Wichita State University**

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**(NAME OF INSTITUTION)**

1845 Fairmount Street  
Wichita, Kansas 67260

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**(ADDRESS)**

(316)

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**(TELEPHONE)**

**TITLE OF MINOR:**

Multi-Organizational Leadership

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**(Title and CIP)**

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**(Date Submitted)**

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**(Signature of Vice-President/or Provost)**



## PROPOSAL FOR MINOR WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS

### Kansas Board of Regents

Submitted by \_\_\_\_\_

College of Minor: Fairmount College of Liberal Arts and Sciences

Department of Minor: School of Criminal Justice

*Minor: A minor is a program of study, with less depth than a major. It is completed to complement, or as an addition to a major. A minor may not exceed 24 credit hours at the baccalaureate level; 12 credit hours at the master's level; and 18 credit hours at the doctoral level.*

*The addition of a new minor in an area of study where no Board-approved degree program exists requires approval by the Council of Chief Academic Officers and the President and Chief Executive Officer of the Board of Regents. Action is approved when the campus receives written notice from the Board President and Chief Executive Officer.*

I. Describe the Purpose of the Proposed Minor:

**Background:** In the Fall of 2019, Wichita State University and Kansas Army National Guard brought the U.S. Army Reserve Officer Training Corps (ROTC) program back to the University, after a 28 year hiatus. This collaborative effort benefits not only Wichita State and the United States Army, but more importantly the students, by providing them with a previously unavailable opportunity to pursue a degree in the program of their choice in conjunction with intensive classroom and hands-on leadership instruction to prepare them for management/leadership roles in the United States Army, and beyond.

**Description:** This minor prepares students for transformative leadership in local, national and global contexts giving them the confidence to exercise leadership in their career, community and personal life. Students also gain knowledge about collaborative and inclusive leadership, ethical decision-making and leadership theory. Students will not find a typical classroom experience. Instead, this program is designed to provide the student with an in-depth understanding of Army leadership doctrine which is also emulated in the business sector. Students learn fundamental principles by which Army leaders act to accomplish their mission through interactive classroom experiences and field instruction to build confidence in their ability to innovate change and inspire diverse groups of people to come together for the common good.

This curriculum includes 21 credit hours of military science courses and 3 credit hours of military history elective courses. Overall, students complete 24 credit hours in order to meet WSU requirements for this minor.

**Purpose:** The leadership curriculum that is taught as part of the nationally accredited Military Science (MILS) courses that make up the ROTC program at Wichita State, is derived from time tested and broad-based leadership theories and principles from across the education, business and military spectrum. The idea behind this proposed minor is to provide students with a recognizable and useable minor that will be applicable in both the military and civilian workplace. Additionally, it would

allow students that successfully complete the Wichita State Senior ROTC program to achieve **three** significant accomplishments:

1. A Bachelor's of Science or Arts in the student's chosen major
2. A Minor in Multi-Organizational Leadership (Proposed)
3. A commission as a Second Lieutenant in the U.S. Army

II. Provide Curriculum for the Minor (extend course listing as needed):

<b>Course Type</b>	<b>Course Name &amp; Number</b>	<b>Credit Hours</b>
Core Courses		
	MILS 101: Introduction to the Army	1
	MILS 101L: Leadership Labs	0.5
	MILS 102: Foundations of Agile and Adaptive Leadership	1
	MILS 102L: Leadership Labs	0.5
	MILS 201: Leadership and Decision Making	3
	MILS 202: Army Doctrine and Team Development	3
	MILS 301: Training Management and Warfighting Function	3
	MILS 302: Applied Leadership in Small Unit Operations	3
	MILS 401: The Army Officer	3
	MILS 402: Company Grade Leadership	3
Elective Courses		
	MILS 351: The U.S. Army Since the Vietnam War	3
	HIST 399AF: Vietnam Conflict in Film	3
	HIST 525: American Military History	3
	HIST 599AF: Vietnam Conflict in Film	3
Practica Courses		
Research Courses		
<b>Total Semester Credit Hours</b>		<b>24</b>

III. Faculty resources:

**Faculty:** The instructor staff that coordinates and teaches the ROTC military science courses at Wichita State is provided for by the Kansas Army National Guard, and is comprised of active duty, reserve, and retired military personnel. The available electives for this minor are legacy Wichita State history courses that are already offered on a rotating basis by the University's History Department. No additional faculty or faculty resources are need for this minor.

A. Number of FTE Faculty who will teach in the new minor: #\_\_\_\_\_

B. Rank of Faculty (indicate number of faculty for each ranking):

Prof. \_\_\_\_\_ Assoc. Prof \_\_\_\_\_ Asst. Prof. \_\_\_\_\_

Instr. \_\_\_\_\_ GTAs \_\_\_\_\_

C. Preparation of Faculty (indicate number of faculty for each degree level):

Bachelor \_\_\_\_\_ Masters \_\_\_\_\_ Doctorate \_\_\_\_\_

**Kansas Board of Regents**

**APPLICATION FOR APPROVAL OF MINOR  
WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS**

Wichita State University  
\_\_\_\_\_  
**(NAME OF INSTITUTION)**

1845 Fairmount St Wichita, KS 67260  
\_\_\_\_\_  
**(ADDRESS)**

(316) 978 - 3010  
\_\_\_\_\_  
**(TELEPHONE)**

**TITLE OF MINOR:**

Minor in Sustainability  
\_\_\_\_\_  
**(Title and CIP)**

\_\_\_\_\_  
**(Date Submitted)**

\_\_\_\_\_  
**(Signature of Vice-President/or Provost)**

## PROPOSAL FOR MINOR WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS

### Kansas Board of Regents

**Submitted by Jeremy Patterson, Dean  
College of Minor: College of Innovation and Design  
Department of Minor: \*Innovation and Design**

\* The College of Innovation Design does not include departments. The structure of the college is interdisciplinary in nature, similar to the Honors College. This is ideal for the collaborative structure and broad appeal we hope to gain from the proposed minor.

*Minor: A minor is a program of study, with less depth than a major. It is completed to complement, or as an addition to a major. A minor may not exceed 24 credit hours at the baccalaureate level; 12 credit hours at the master's level; and 18 credit hours at the doctoral level.*

*The addition of a new minor in an area of study where no Board-approved degree program exists requires approval by the Council of Chief Academic Officers and the President and Chief Executive Officer of the Board of Regents. Action is approved when the campus receives written notice from the Board President and Chief Executive Officer.*

#### I. Describe the Purpose of the Proposed Minor:

One of the most important topics among prospective students is sustainability and problems associated with environmental degradation, social justice, and economic inequality have never been more pressing. Some are interested in working in the sustainability field, or how it can be applied to other disciplines, possibly pursuing green entrepreneurship and startups, but regardless, most are interested in becoming agents of the change needed to protect the environment in an equitable and effective way. Billions of dollars are invested annually in green technology, renewable energy, green jobs, and ethical business solutions around the world.

The proposed Sustainability Minor is an undergraduate minor offering interdisciplinary coursework and applied learning into the real-world challenges facing people and the world around them. Dealing with and managing socio-ecological problems requires collaborations from all disciplines. Moreover, the minor emphasizes a wide range of skills and knowledge that are sought after by employers, including interdisciplinary and systems thinking, creative problem-solving, and hands-on experience

With a diverse selection of courses from colleges across the university, the minor is open to all WSU students. Students become part of a like-minded cohort brought together by their passion in the environment and sustainability. The applied learning component allows students to tailor their education to their interest and vocational goals.

II. Provide Curriculum for the Minor (extend course listing as needed):

### General Requirements

- Hours:

Category	Minimum Hours
Core	6
Concentration	6
In Practice	3
Electives	As needed
<b>Total</b>	<b>15*</b>

*\*at least 3 credit hours of unduplicated coursework*

- Levels: at least 6 hours at 300+ level
- Area: at least 6 hours from outside student's home department

### Core (6 hours - minimum GPA of 2.000 in the core course)

- Successfully complete two of the following courses to apply for this minor:
  - BIOL 370 - Introductory Environmental Science
  - EE 777J - Sustainability and Energy
  - ENGT 370 - Environmental Engineering Technology
  - GEOL 200 - Introduction to Environment and Sustainability
  - GEOL 300 - Energy, Resources and Environment
  - ME 360D - Sustainability and Technology
  - ME 702/PHYS 702 - Energy and Sustainability
  - PHS 416 : Introduction to Environmental Health
  - WSUA 102A - Energy Science and The Environment (FYS)
  - WSUA 102U - Building a Sustainable Planet (FYS)

### Concentrations (minimum 6 hours)

Select two of the following concentrations and take at least six (6) hours of courses:

- Behavioral and Social**

- Courses

Course	Hours	Title
EEPS 721	3	Current Issues in Global Environmental Science
GEOL 690AC	2	Issues in Marine Environments
HNRS 398K	1-3	Travel Seminar: Costa Rica Sustainability
LASI 300	3	Global Issues
SCWK 610Z	1-3	Eco-Sustainability in SCWK
WOMS 508	3	Women and the Environment
WSUA 102A	3	Energy Science and The Environment
WSUA 102U	3	Building a Sustainable Planet
ID720	3	Sustainable Teams & Organizations

- *Economic and Finance*

- Courses

Course	Hours	Title
IME 255	3	Engineering Economy
FIN 635	3	Commodity and Energy Trading

- *Energy Efficiency and Waste Management*

- Courses

Course	Hours	Title
EE 577L	3	Renewable Energy Engineering
EE 777J	3	Sustainability and Energy
EE 877A	3	Integration of Renewable Energy
ENGT 370	3	Environmental Engineering Technology
ENGT 510	3	Solar and Wind Engineering
ENGT 492	3	Energy Management and Sustainability
ENGT 600	3	Water and Wastewater Treatment
ENGT 610	3	Hydraulics and Hydrology
IME 780AL	3	Energy Analytics & Management
ME 360D	3	Sustainability and Technology
ME 702	3	Energy and Sustainability
ME 753	3	Advanced Materials for Energy Systems

- *Ethics and Policy*

- Courses

Course	Hours	Title
PADM 785	3	Public Works Administration
PHIL 530	3	Ethics of Space Exploration
PHIL 590AD	3	Environmental Ethics
POLS 305	3	Environmental Politics
POLS 340	3	Global Challenges

- *Natural Science and Public Health*

- Courses

Course	Hours	Title
BIOL 370	3	Introductory Environmental Science
BIOL 418	4	General Ecology
BIOL 530	3	Applied and Environmental Microbiology
BIOL 560	2	Plant Ecology
BIOL 561	2	Plant Ecology Lab
BIOL 570	3	Conservation Biology
BIOL 575	3	Field Ecology
GEOG 235	3	Meteorology



Course	Hours	Title
GEOL 102	3-4	Earth Science and the Environment
GEOL 200	3	Introduction to Environment and Sustainability
GEOL 235	3	Meteorology
GEOL 300	3	Energy, Resources and Environment
GEOL 310	3	Oceanography
GEOL 570	3	Biogeology
GEOL 621	3	Geochemical Cycling
GEOL 640	6	Field Geology
GEOL 650	3	Geohydrology
GEOL 657	3	Earth Science Instructional Methods
GEOL 678	3	Geologic Perspectives on Climatic Change
GEOL 690G	3	Applied Environmental Geology
PHS 416	3	Introduction to Environmental Health
PHS 816	3	Environmental Health
PHYS 761	3	Environmental Physics

**In Practice (3 hours)**

- Required exit course:

Course	Hours	Title
ID 509	3	Applied Sustainability & Innovation

**Electives (as needed)**

Select as many courses as needed to complete the requirement. Courses may be chosen from the declared or other concentrations as well as core area that were not already counted towards other category requirements.

## III. Faculty resources:

There are no new resources (people) solely dedicated to or required for the proposed minor. Students will select from existing courses to complete the minor. Oversight of the minor will be held by a full-time instructor in the College of Innovation & Design that has the title of Director of Sustainability and Innovation. This instructor will also teach the required ID 509 Applied Sustainability & Innovation course.

A. Number of FTE Faculty who will teach in the new minor: N/A

B. Rank of Faculty (indicate number of faculty for each ranking): N/A

Prof. \_\_\_\_\_ Assoc. Prof \_\_\_\_\_ Asst. Prof. \_\_\_\_\_

Instr. \_\_\_\_\_ GTAs \_\_\_\_\_

C. Preparation of Faculty (indicate number of faculty for each degree level): N/A

Bachelor \_\_\_\_\_ Masters \_\_\_\_\_ Doctorate \_\_\_\_\_

**Kansas Board of Regents**

**APPLICATION FOR APPROVAL OF MINOR  
WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS**

**PITTSBURG STATE UNIVERSITY**

---

**(NAME OF INSTITUTION)**

1701 S. BROADWAY, PITTSBURG, KS 66762

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**(ADDRESS)**

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620-235-4009

**(TELEPHONE)**

**TITLE OF MINOR:**

MINOR IN SUSTAINABILITY CIP:30.3301

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**(Title and CIP)**

3/11/2021

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**(Date Submitted)**

*Howard W. Smith*

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**(Signature of Vice-President/or Provost)**

**PROPOSAL FOR MINOR WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS****Kansas Board of Regents**Submitted by Dr. Catherine HooeyCollege of Minor ARTS AND SCIENCESDepartment of Minor INTEGRATED STUDIES

*Minor: A minor is a program of study, with less depth than a major. It is completed to complement, or as an addition to a major. A minor may not exceed 24 credit hours at the baccalaureate level; 12 credit hours at the master's level; and 18 credit hours at the doctoral level.*

*The addition of a new minor in an area of study where no Board-approved degree program exists requires approval by the Council of Chief Academic Officers and the President and Chief Executive Officer of the Board of Regents. Action is approved when the campus receives written notice from the Board President and Chief Executive Officer.*

## I. Describe the Purpose of the Proposed Minor:

As awareness of the importance and the broad application of sustainability in different disciplines grows, there has been an increase in demand from students for a minor that allows them to learn the basics of sustainability and to apply that to their specific area of interest. This minor will require students to learn the basics by completing a Core of 10 hours and provide the flexibility to choose 9 hours of electives that complement their field of study.

II. Provide Curriculum for the Minor (extend course listing as needed):

<b>Course Type</b>	<b>Course Name &amp; Number</b>	<b>Credit Hours</b>
Core Courses	SSRM 200 Introduction to Sustainability, Society and Resource Management	1
(10 hours)	BIOL 330 Principles of Ecology	3
	COMM 277 Introduction to Strategic Communication	3
	GEOG 302 Introduction to Environmental Geography	3
Elective Courses	BIOL-313 Principles of Conservation	3
(9 hours)	BIOL-525 Urban Ecology	3
	BIOL-576 Human Dimensions of Natural Resource Management	3
	BIOL-617 Environmental Health	3
	COMM-438 Gender Communication	3
	COMM-450 Small Group Communication	3
	COMM-530 Interpersonal Communication	3
	COMM-601 Intercultural Communication	3
	GEOG-301 Introduction to Urban Planning	3
	GEOG-401 Urban and Regional Planning	3
	GEOG-501 Urban and Rural Sustainability	3
	GEOG-502 Human Dimensions of Global Environmental Change	3
	GEOG-508 Geography of Hazards and Disasters	3
	ECON-201 Intro to Macroeconomics	3
	ECON-437 Economics of Sustainability	3
	ENGL-301 Professional and Technical Writing	3
	ENGL-566 (American Theme) American Environmental Literature	3
	GIT-270 Intro to Packaging Technology	3
	MKGT-610 Topics in Marketing: Sustainable Marketing	3
	PHIL-114 Environmental Ethics	3
	POLS-512 Topics in Environmental Politics	3
	REC-317 Camping and Outdoor Education	3

	REC-410 Tourism Planning and Development	3
	SOC-443 Race and Ethnic Relations	3
	SOC-512 Social Stratification	3
	SOC-663 Women, Men and Society	3
	WGS-200 Intro to Women's Studies	3
	WGS-399 Women's Global Issues	3
Practica Courses	<b>None</b>	
Research Courses	<b>None</b>	
<b>Total Semester Credit Hours</b>		<b>19</b>

III. Faculty resources:

A. Number of FTE Faculty who will teach in the new minor: #varies \_\_\_\_\_

B. Rank of Faculty teaching in Core (indicate number of faculty for each ranking):

Prof.   2        Assoc. Prof   2        Asst. Prof.     

Instr.               GTAs         

C. Preparation of Faculty (indicate number of faculty for each degree level)

Bachelor           Masters           Doctorate   4

April 2, 2021

Dr. Blake Flanders  
President and CEO  
Kansas Board of Regents  
1000 SW Jackson St., Ste. 520  
Topeka, KS 66612

Dear Dr. Flanders:

I am writing to request formal approval for naming an academic program at Kansas State University. K-State's Professional Pilot program has been in place for many years. We respectfully request that the following name change be made for the program in accordance with KBOR policy:

### Bill Gross Professional Pilot program

Bill Gross was a 1970 graduate of K-State in the College of Agriculture and returned to receive his MS degree in the College of Education in 1974. While a student at KSU, Bill earned his pilot rating and was the president of the flying club during his senior year. Bill taught vocational agriculture courses at Riley County High School after graduation, then worked for Farmland Industries before becoming an instructor for professional pilots.

In 1987, Bill started as the first pilot instructor for the KS Technical Institute (which merged with K-State in 1991). Bill was both Chief Pilot for the K-State transportation jet and Chief Flight Instructor with a full 12-hour teaching load. Bill earned the Master Flight Instructor in 2003, a recognition that less than .005 percent of flight instructors earn. He maintained the Master Flight Instructor eight times, making him one of only 16 flight instructors worldwide to hold that designation. In 2018 Bill was recognized by the FAA as a Wright Brothers Master Pilot celebrating his more than 50 years as a certified pilot - Bill's first solo flight was 1968. Bill was recognized in 2017 for excellence in teaching with the Marchbanks Memorial Award.

Bill and his wife Elaine have established the William R. and Elaine A. Gross scholarship for professional pilot program. They also established two Vanier Family matching scholarships for students at KSU-Polytechnic. They have made a provision of their estate to support a seven-figure gift to enhance and maintain the Professional Pilot degree program at KSU-Polytechnic. Countless students have been counseled and "parented" by Bill and Elaine Gross over their 34 years supporting education at KSU-Polytechnic.

Based on Bill Gross' remarkable career and contributions to the professional pilot program over his career, we believe it is only fitting for K-State to name its professional pilot program in honor

of Bill Gross. Kansas State University fully supports recognizing the career of Mr. Gross with this naming. Your formal approval would be deeply appreciated.

Sincerely,



Charles S. Taber  
Provost and Executive Vice President

cc: Daniel Archer, Vice President of Academic Affairs, KBOR  
Alysia Starkey, Dean, KSU Polytechnic

March 25, 2021

Dr. Daniel Archer  
Vice President, Academic Affairs  
Kansas Board of Regents  
1000 SW Jackson St., Ste. 520  
Topeka, KS 66612

Dear Dr. Archer:

We request changing the name of our Master of Arts in Geography to the **Master of Science in Geography**. The change reflects the recent name change of the department from Geography to Geography and Geospatial Sciences. The change does not change the curriculum of the program, as the MA degree included the necessary requirements for the MS, according to our policies. Given the new department name and the enhanced focus on science in our degree programs, we feel that this degree name better suits the future direction of the department.

As noted, this change has been approved through our internal processes, and I approve the name change. Please let us know if you have any questions.

Sincerely,



Charles S. Taber  
Provost and Executive Vice President

cc: Amit Chakrabarti, Dean, College of Arts and Sciences  
Brian Niehoff, Associate Provost for Institutional Effectiveness