KANSAS BOARD OF REGENTS
COUNCIL OF CHIEF ACADEMIC OFFICERS

VIRTUAL MEETING AGENDA
Wednesday, February 16, 2022
9:00 a.m. – 10:00 a.m.
or upon adjournment of SCOCAO

The Council of Chief Academic Officers (COCAO) will meet virtually via Zoom. Meeting information will be sent to participants via email, or you may contact arobinson@ksbor.org.

I.	**Call to Order**	Jill Arensdorf, Chair	
	A. Roll Call		
	B. Approve Minutes from January 19, 2022		p. 3
II.	**First Readings**		
	A. BBA in Business Studies – PSU	Howard Smith	p. 5
	B. BS in Cybersecurity – K-State	Chuck Taber	p. 16
	C. BA and BS in Advertising and Public Relations– K-State	Chuck Taber	p. 25
III.	**Second Readings**		
	A. MS in Health Data Science – KUMC	Robert Klein	p. 35
IV.	**Other Requests**		
	A. Off-Campus Academic Specialty Program Request – KUMC	Robert Klein	p. 47
	B. Rename the Center for Civic Leadership to the Center for Civic Learning and Engagement – FHSU	Jill Arensdorf	p. 52
V.	**Council of Faculty Senate Presidents Update**	Janet Stramel, FHSU	
VI.	**Other Matters**		
	A. Discuss Opportunities (new degree programs, partnerships, strategic initiatives, etc.) that Universities are Considering or Planning to Pursue in the Future	COCAO Members	
VII.	**Next COCAO Meeting – March 16, 2022**		
	A. New Program Approvals		
VIII.	**Adjournment**		

Date Reminder:
- March 29th, 10am-1pm, 19th Annual Capitol Graduate Research Summit, Capitol Rotunda, Topeka, KS

COUNCIL OF CHIEF ACADEMIC OFFICERS

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

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

Council of Chief Academic Officers

AY 2022 Meeting Schedule

COCAO Academic Year 2021- 2022 Meeting Dates				
Meeting Dates	**Location (virtual or in-person)**	**Lunch Rotation**	**Institution Materials Due**	**New Program Requests due**
September 15, 2021	Virtual		August 25, 2021	July 21, 2021
	*No October Meeting			
November 17, 2021	Virtual		October 27, 2021	September 22, 2021
December 15, 2021	Virtual		November 24, 2021	October 21, 2021
January 19, 2022	Virtual		December 29, 2021	November 24, 2021
February 16, 2022	Virtual		January 26, 2022	December 22, 2021
March 16, 2022	Virtual		February 23, 2022	January 19, 2022
April 20, 2022	Virtual		March 30, 2022	February 23, 2022
May 18, 2022	TBD		April 27, 2022	March 23, 2022
June 15, 2022	TBD		May 25, 2022	April 20, 2022

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

Council of Chief Academic Officers
MINUTES

Wednesday, January 19, 2022

The January 19, 2022, meeting of the Council of Chief Academic Officers was called to order by Chair Jill Arensdorf at 8:51 a.m. The meeting was held through Zoom.

In Attendance:

Members:	Jill Arensdorf, FHSU	Jen Roberts, KU	Robert Klein, KUMC
	Chuck Taber, K-State	Howard Smith, PSU	JuliAnn Mazachek, Washburn
	Daniel Archer, KBOR		

Staff:	Karla Wiscombe	Sam Christy-Dangermond	Amy Robinson
	Tara Lebar	Judd McCormack	April Henry
	Marti Leisinger	Lisa Beck	Hector Martinez

Others:	Adam Borth, Fort Scott CC	Alysia Johnston, Fort Scott CC	Bobby Winters, PSU
	Cindy Hoss, Hutchinson CC	Claire Nickerson, FHSU	Elaine Simmons, Barton CC
	Heather Morgan, KACCT	Janet Stramel, FHSU	Jane Holwerda, Dodge City CC
	Jean Redeker, KU	Jennifer Ball, Washburn	JoLanna Kord, ESU
	Kim Zant, Cloud County CC	Lee Miller, Barton CC	Linnea GlenMaye, WSU
	Lisa Blair, NWKTC	Lucy Steyer, ESU	Luke Dowell, SCCC
	Mike Werle, KUMC	Matthew Mayo, KUMC	Monette DePew, Pratt CC
	Mary Carol Pomatto, PSU	Chalise Prabhaker, KUMC	Robert Klein, KUMC
	Ryan Ruda, Garden City CC	Shelly Gehrke, ESU	Stanton Gartin, SATC
	Steve Loewen, FHSU	Susan Bradley, Butler CC	Tanya Gonzalez, K-State
	Tonya Ricklefs, Washburn	Tom Nevill, Butler CC	Taylor Crawshaw, Independence CC

Roll call was taken for members and presenters.

<u>**Approval of Minutes**</u>
Chuck Taber moved to approve the December 15, 2021, meeting minutes, and Shirley Lefever seconded the motion. With no corrections, the motion passed.

<u>**1ˢᵗ Readings**</u>
Robert Klein, Chalise Prabhaker, Matt Mayo, and Mike Werle presented the first reading for an MS in Health Data Science at KUMC. The MS in Health Data Science is a 36-credit hour program proposed by the Department of Biostatistics and Data Science, to be offered online and in-person. It will be the first program in the region focused on producing graduate-trained health data scientists with a high level of biostatistics and computing skills that are currently in demand. The full proposal can be found on page 6 of the agenda.

The KUMC program will be up for the second reading and vote at the next COCAO meeting.

<u>**2ⁿᵈ Readings**</u>
Howard Smith moved to approve the FHSU request to offer an MS in Computer Science, and Chuck Taber seconded the motion. With no further discussion, the motion passed unanimously through a roll call vote.

Shirley Lefever moved to approve the PSU request to offer a BS in Computer Science, and Chuck Taber seconded the motion. With no further discussion, the motion passed unanimously through a roll call vote.

Both programs will move forward to COPS later in the day for approval.

Council of Faculty Senate Presidents (COFSP) Update
Janet Stramel, Chair and FHSU Faculty Senate President, provided the update. Later in the day, the council plans to discuss the request granting tenure clock extensions. They will also begin the 5-year review of Advanced Placement (AP) cut scores for equivalent credit, as defined in policy.

Other Matters
Daniel Archer provided an update on program review. The Board Academic Affairs Standing Committee (BAASC) will hear a proposal from the rpk GROUP to do system-level work on program review at its February 1, 2022, meeting. The rpk GROUP is proposing to:

1. reconstruct the program review process
2. conduct an evaluation of current programs under the reconstructed process
3. identify gaps in the system where there are opportunities for new programs, and
4. make recommendations to the system program portfolio

The estimated timeframe for the project is six to eight months, and the project will be created using data, research, and discussions. A steering committee with institutional representation to guide the process may be created. Further, in the proposal, rpk GROUP articulated they would be open to additional communications and feedback. With approval from BAASC, final approval would be sought from the Governance Committee.

Adjournment
The 19th Annual Capitol Graduate Research Summit, initially scheduled for February 16, has been rescheduled for March 29. The summit will be held in person on the first floor of the Capitol from 10 a.m. – 1 p.m.

The next COCAO meeting is scheduled virtually for February 16, 2022.

Howard Smith moved to adjourn the meeting, and Chuck Taber seconded the motion. With no further discussion, the meeting adjourned at 9:15 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. Pittsburg 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.*
>
> *February 16, 2021*

I. General Information

A. Institution   Pittsburg State University

B. Program Identification

Degree Level:	Bachelor's
Program Title:	Business Studies
Degree to be Offered:	Bachelor of Business Administration
Responsible Department or Unit:	Kelce Undergraduate School of Business
CIP Code:	52.0101 (Business/Commerce, General)
Modality:	Face-to-Face
Proposed Implementation Date:	Fall Semester 2022

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

Many institutions successfully offer undergraduate generalist business degrees, including those accredited by AACSB. Some smaller schools do not designate disciplinary majors but rather grant degrees in "business" or "business administration." Larger business schools that do offer disciplinary majors often also offer a generalist major under a varity of titles. Such programs are structured whereby students choose from a menu of upper-division business courses selected across traditional disciplinary boundaries after completing a business college core and the university's general education requirements. These programs are attractive to students for a variety of reasons, including:

- Generalist business programs allow students to customize their education to fit their career plans. For example, students who plan to start their own firm or enter a family business will need to "wear multiple hats" on the job. A generalist business major may be more appropriate than highly specialized disciplinary training for such students.

- Today's work environment requires greater flexibility and adaptability than in the past. Most employees will face multiple changes in job responsibilities over their career, and breadth of knowledge is as essential as depth of knowledge to navigate an upward career path.

- Many students may be uncertain of their future career path and seek the ability to explore alternative possibilities. A generalist major does not lock them into a specific niche of the job market and provides the ability to explore divergent opportunities.

Pittsburg State University has not offered a generalist business degree since the formation of the Kelce College of Business (KCOB) in the mid-1970s. We propose offering an innovative B.B.A. in "Business Studies" to satisfy the needs of students outlined above by "repackaging" existing courses and curricula by "stacking" them to create the new major.

The proposed BBA in Business Studies will consist of four components: (1) Pitt State Pathways Requirements (General Education), (2) Kelce College Core and Prerequisites, (3) Business Studies Major Requirements, and (4) Open Electives.

To satisfy the Business Studies Major Requirements, students will select a combination of at least two disciplinary minors and/or certificate course sequences offered by the Kelce College of Business. The minors or certificates chosen must comprise at least 21 *unique* upper-division credit hours. (Unique credit hours are those earned for courses that are not included elsewhere within a student's plan of study. Note that some minors and certificates include courses which are also part of the Kelce Core and Prerequisites sequence and that some minors and certificates share common courses – such courses are thus not unique.) Therefore, the proposed Business Studies program will allow students to "stack" existing minors and certificates and thereby build a customized interdisciplinary major to suit their career goals. The KCOB currently offers seven disciplinary minors and three certificate programs:

- Current Disciplinary Minors: Accounting, Business Economics, Computing, Fraud Examination, Internal Auditing, Marketing, International Business

- Current Certificate Programs: Internal Auditing, Professional Sales & Sales Management, Kansas Insurance Certificate

See the Pitt State *University Course Catalog* for specific required courses and details on each of these previously established credentials: https://www.pittstate.edu/registrar/catalog/

As new minors and certificates are added to our curriculum portfolio, additional options will naturally become available for students choosing the Business Studies major.

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

A. Survey of Student Interest

Number of surveys administered: ………………	98
Number of completed surveys returned: ……….	40
Percentage of students interested in program: …	95%

First-year students enrolled in sections of Pitt State's Gorilla Gateway course (our common freshman and transfer experience class) reserved for students declaring a business major were surveyed via email during the second week of the Fall 2021 semester. The survey provided a brief overview of the proposed Business Studies major and described how stacking existing minors and certificates would provide students with the option to tailor a multidisciplinary degree to meet their own individual career goals. Students were asked the following question: "*How appealing do you find this idea of combining minors and certificates together to create your own interdisciplinary major?*" Using a four-point Likert scale, 50 percent responded "very appealing" and another 45 percent responded "somewhat appealing." Only five percent of those responding found the idea "very unappealing" or "somewhat unappealing." Thus, 95 percent of those completing the survey expressed a positive personal interest in the Business Studies major. The results were similar when the respondents were asked how they thought other students would view the program – 92.5 percent believed other students would find the proposed Business Studies major appealing.

The survey results clearly indicate that new students with a desire to major in business find the proposed Business Studies major an option worthy of their consideration. The ability to individualize a program of study is an attractive idea for many students at the beginning of their college experience. We believe these findings indicate that the program will be successful and provide a new avenue for student recruitment.

B. Market Analysis

The proposed B.B.A. in Business Studies major is primarily designed for those students who will work in small businesses or for themselves. The program is not tied to or dependent upon the prospects for any one specialized business occupation or industry. It is intended to support the overall Kansas business economy, and that economy is dominated by small businesses. At the end of last year, only 627 businesses in the state employed more than 250 workers. That was less than one percent of the 88,501 Kansas businesses (Kansas Department of Labor, 2021). (The federal government uses a variety of definitions to classify small businesses based on revenues and employment. However, in practice it is common to define small businesses as those that employ less than 250 workers (U.S. Bureau of the Census, 2021).) Approximately 70 percent of all business employees across our state are employed by small businesses with less than 250 workers (Kansas Department of Labor, 2021). The same employment structure is apparent within Pittsburg State's primary service region. For example, 98.7 percent of the businesses in Crawford county, home to Pittsburg State, are small businesses with less than 250 workers, and 97 percent of local firms employ less than 100 workers (Kansas Department of Labor, 2021). These firms require employees who are educated and skilled across multiple business disciplines. Small firms do not have the capacity to employ specialists to oversee each important business function. It is common for a small business employee to routinely handle multiple tasks, such as keeping the financial books as well as managing marketing and customer relations. By providing an opportunity for students to build a strong multi-disciplinary business major, the proposed Business Studies program is uniquely designed for Kansans and Kansas businesses.

Graduates of the program will be able to demonstrate a multi-disciplinary business education that will support multiple-proficiencies that are expected by small business employers. Given the relative size of the small business economy in Kansas, as well as the importance of small business in the neighboring states within Pitt State's primary service region, the employment prospects for graduates of the program are very strong.

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

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year*	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	15		450	
Year 2	30		900	
Year 3	40		1200	

*Assuming students enroll in 15 hours per semester.

VI. Employment

As noted above, the potential market for graduates of the proposed Business Studies program encompasses approximately 70 percent of the private business firms within the state of Kansas. The unique structure of the proposed Business Studies major will ensure that it remains current and responsive to market dynamics. Students entering the program will be able to choose from a portfolio of disciplinary minors and certificates to tailor the degree not only to their personal career aspirations, but also to what the job market is currently demanding. We expect that as the Kansas economy and job market continue to evolve, the popular minors and

certificates chosen by students in the major will also change accordingly. For example, as salaries continue to rise in areas such as financial services, it is likely that more students will pursue the Accounting minor and Kansas Insurance Certificate options for their Business Studies major. The ability to mix and match minors and certificates will allow students greater flexibility in preparing for post-graduation employment opportunities.

The proposed Business Studies degree will also support the ability of graduates to build successful lifetime careers. In today's economy, the average American worker will change jobs 12 times before retirement (U.S. Bureau of Labor Statistics, 2019). Often these job changes include not only a new employer, but a new industry, and/or a new occupation. Those who have a multi-disciplinary business education will be more prepared for the natural progression of careers in today's dynamic economy.

Given the diversity of industries and occupations that graduates of the proposed program will pursue it is difficult to forecast salary prospects. However, one recent national study found that employees of small businesses averaged $45,000 in annual salary (JP Morgan Chase & Co., 2017). These data are four years old and not broken down by educational background and experience. However, it does indicate that financially rewarding careers are available for small business employees.

The unique design and nature of the proposed Business Studies program will not only provide ample employment prospects for graduates but will also prepare them for job changes and opportunities for advancement and professional growth over their careers. Graduates of the program will contribute and support the growth of the Kansas small business economy.

VII. Admission and Curriculum

A. Admission Criteria

Students pursuing the proposed Business Studies major will be admitted to the university according to prevailing Pittsburg State campus-wide policies. Student majoring in Business Studies will also be required to satisfy admission to the Kelce College of Business before enrollment in upper-division major courses.

Formal admission to the Kelce College of Business occurs upon completion of the following requirements:

- Completion of at least 30 credit hours applicable to the degree.
- Achievement of a 2.25 cumulative grade point average (note, a 2.5 cumulative grade point average is required for Accounting and Computer Information Systems majors).
- Completion of these courses with a C or better:
    English Composition (ENGL 101 or ENGL 190)
    Introduction to Research Writing (ENGL 299 or ENGL 190)
    Speech Communication (COMM 207)
    College Algebra or Calculus (MATH 110, MATH 113, MATH 126, or MATH 150)
    Elementary Statistics (MATH 143)
    Computer Information Systems (CIS 130)
    Financial Accounting (ACCTG 201)

B. Curriculum

The following plan of study is representative of a Kelce College of Business student who chooses two minors or concentrations that sum to 21 unique upper division credit hours. In this case, Minor or Concentration #1 includes 12 unique credit hours (e.g. Accounting), and Minor or Concentration #2 includes 9 unique credit hours (e.g. Business Economics). Different combinations of minors and concentrations may result in more than 21

unique credit hours to satisfy the Business Studies major. As the number of credit hours rises above 21, the number of open elective credit hours falls. Also, note that the Pitt State Pathway general education course choices include some business courses which provide additional options and flexibility for students.

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

Course #	Course Name	SCH….
ENGL 101	ENGLISH COMPOSITION	3
MATH113	COLLEGE ALGEBRA	3
MGT 101 or MGT 105	INTRODUCTION TO BUSINESS or INTRODUCTION TO ENTREPRENEURSHIP	3
PSYCH 155	GENERAL PSYCHOLOGY	3
HHP 150	LIFETIME FITNESS	1
UGS150	GORILLA GATEWAY	2
	SEMESTER TOTAL	15

Year 1: Spring

Course #	Course Name	SCH….
ACCTG 201	FINANCIAL ACCOUNTING	3
CIS 130	COMPUTER INFORMATION SYSTEMS	3
ENGL 299	INTRODUCTION TO RESEARCH WRITING	3
	ESSENTIAL STUDIES/PITT STATE PATHWAY	4
	OPEN ELECTIVE	2
	SEMESTER TOTAL	15

Year 2: Fall

Course #	Course Name	SCH….
ACCTG 202	MANAGERIAL ACCOUNTING	3
COMM 207	SPEECH COMMUNICATION	3
ECON 200	PRINCIPLES OF MICROECONOMICS	3
MATH 143	ELEMENTARY STATISTICS	3
	ESSENTIAL STUDIES/PITT STATE PATHWAY	3
	SEMESTER TOTAL	15

Year 2: Spring

Course #	Course Name	SCH….
ECON 201	PRINCIPLES OF MACROECONOMICS	3
MGT 330	MANAGEMENT & ORGANIZATIONAL BEHAVIOR	3
MGT 310	BUSINESS STATISTICS	3
	ESSENTIAL STUDIES/PITT STATE PATHWAY	3
	ESSENTIAL STUDIES/PITT STATE PATHWAY	3
	SEMESTER TOTAL	15

Year 3: Fall

Course #	Course Name	SCH….
FIN 326	BUSINESS FINANCE	3
MGT 320	BASIC QUANTITATIVE METHODS	3
MKTG 330	PRINCIPLES OF MARKETING	3
MGT 210	BUSINESS PROFESSIONALISM	3
	ESSENTIAL STUDIES/PITT STATE PATHWAY	3

| | SEMESTER TOTAL | 15 |

Year 3: Spring

Course #	Course Name	SCH….
MGT 420	QUANTITATIVE DECISION MAKING	3
	ESSENTIAL STUDIES/PITT STATE PATHWAY	3
	ESSENTIAL STUDIES/PITT STATE PATHWAY	3
	MINOR or CONCENTRATION #1 / COURSE #1	3
	MINOR or CONCENTRATION #2 / COURSE #1	3
	SEMESTER TOTAL	15

Year 4: Fall

Course #	Course Name	SCH….
MGT 430	LEGAL & SOCIAL ENVIRONMENT OF BUSINESS	3
ECON 300+	UPPER DIVISION ECONOMICS ELECTIVE	3
CIS 420	MANAGEMENT INFORMATION SYSTEMS	3
	MINOR or CONCENTRATION #1 / COURSE #2	3
	MINOR or CONCENTRATION #2 / COURSE #2	3
	SEMESTER TOTAL	15

Year 4: Spring

Course #	Course Name	SCH….
MGT 690	BUSINESS STRATEGY	3
	MINOR or CONCENTRATION #1 / COURSE #3	3
	MINOR or CONCENTRATION #2 / COURSE #3	3
	MINOR or CONCENTRATION #1 / COURSE #4	3
	OPEN ELECTIVE	3
	SEMESTER TOTAL	15

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

As proposed, the Business Studies major will be comprised of courses taken across all disciplinary fields represented within the KCOB (through the Kelce Core and Prerequisites and through the chosen minors and concentrations). Therefore, given the unique design, it is not possible to assign specific course responsibilities to this major as virtually all courses within the college could potentially be used as part of a Business Studies program of study. The table below shows all 32 current full-time faculty members within the college with 3 FTE prorated equally across each (3 FTE / 32 Faculty = 0.09375). 3 FTE represents the long-term commitment once the program is mature. During start-up, the per faculty member FTE will be less.

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Donald Baack	Professor	Ph.D.	Y	Management	0.09375
Alexander Binder	Assistant Professor	Ph.D.	Y	Economics	0.09375

Jae Choi	Associate Professor	Ph.D.	Y	Computer Information Systems	0.09375
Bienvenido Cortes	Professor	Ph.D.	Y	Economics	0.09375
Maeve Cummings	Professor	Ph.D.	Y	Computer Information Systems	0.09375
Linden Dalecki	Associate Professor	Ph.D.	Y	Marketing	0.09375
Michael Davidsson	Associate Professor	Ph.D.	Y	Economics	0.09375
Chris Fogliasso	University Professor	J.D.	Y	Management	0.09375
Mary Jo Goedeke	Assistant Professor	J.D., LLM	Y	Accounting	0.09375
Stephen Horner	Associate Professor	Ph.D.	Y	Management	0.09375
Anil Lal	Professor	Ph.D.	Y	Economics	0.09375
Justin Lallemand	Assistant Professor	Ph. D.	Y	Finance	0.09375
Choong Lee	University Professor	Ph.D.	Y	Management	0.09375
Sang-Hei Lee	Associate Professor	Ph.D.	Y	Management	0.09375
Fang Lin	Associate Professor	Ph.D.	Y	Finance	0.09375
Matthew Lunde	Assistant Professor	Ph.D.	Y	Marketing & Sustainability	0.09375
Kristen Maceli	Professor	Ph.D.	Y	Marketing	0.09375
Michael McKinnis	Instructional Professor	MBA	N	Economics	0.09375
Lynn Murray	Associate Professor	Ph.D.	Y	Marketing	0.09375
Mary Judene Nance	Assistant Instructional Professor	MBA	N	Marketing	0.09375
David O'Bryan	Professor	Ph.D.	Y	Accounting	0.09375
Shipra Paul	Instructional Professor	MBA	N	Management	0.09375
Ashlee Phillips	Assistant	MAcc	N	Accounting	0.09375

	Instructional Professor				
Theresa Presley	Associate Professor	Ph.D.	Y	Accounting	0.09375
Wei Sha	Associate Professor	Ph.D.	Y	Computer Information Systems	0.09375
Connie Shum	Professor	DBA	Y	Finance	0.09375
Dwight Strong	Instructional Professor	MBA	N	Computer Information Systems	0.09375
Jay van Wyk	Professor	Ph.D., D. Phil	Y	International Business	0.09375
Mary Wachter	Instructional Professor	MBA	N	Marketing	0.09375
David Weaver	Assistant Instructional Professor	MBA	N	Accounting	0.09375
Gail Yarick	Associate Professor	Ph.D.	Y	Accounting	0.09375
Open Position To be filled	Assistant Instructional Professor	M.S.	N	Computer Information Systems	0.09375

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

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty – Approximately 1 FTE added each year	$85,000	$170,000	$255,000
Administrators *(other than instruction time)* - Advisor	$3,500	$3,500	$3,500
Graduate Assistants			
Support Staff for Administration *(e.g., secretarial)*			
Fringe Benefits *(total for all groups)*	$17,000	$34,000	$51,000
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$105,500	$207,500	$309,500
Personnel – New Positions			
Faculty			
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration *(e.g., secretarial)*			

	First FY	Second FY	Third FY
Fringe Benefits *(total for all groups)*			
Other Personnel Costs			
Total Personnel Costs – New Positions			
Start-up Costs - One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other			
Total Start-up Costs			
Operating Costs – Recurring Expenses			
Supplies/Expenses	$500	$1,000	$1,500
Library/learning resources			
Equipment/Technology			
Travel	$500	$1,000	$1,500
Other			
Total Operating Costs	$1,000	$2,000	$3,000
GRAND TOTAL COSTS	$106,500	$209,500	$312,500

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	Existing	$106,500	$209,500	$312,500
Student Fees				
Other Sources				
GRAND TOTAL FUNDING		$106,500 (Existing)	$209,500 (Existing)	$312,500 (Existing)
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$0	$0	$0

*The Grand Total Funding shown here reflects the required pro-rated funding that is already budgeted and allocated to teach the minors and certificates that make up the proposed Business Studies program. ***No additional funding beyond current allocations is required to start the program.*** See X. B. below for projected tuition revenue based on anticipated enrollments.

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

The proposed Business Studies program is a "repackaging" of existing courses and curricula. All of the courses, minors, and concentrations are already available and being taught by existing faculty members on staff. Currently, due to the recent decline in campus enrollment, there is capacity within the current and planned schedule of course offerings to accommodate the new students projected to enroll in the proposed program. This program will allow the college to more efficiently utilize its existing resources by filling currently empty seats.

Given the proposed curriculum, we anticipate that approximately 1 FTE faculty member's worth of credit hours will be needed to teach the courses in support of the projected enrollment in the first year. If enrollment grows as anticipated, an approximate additional 1 FTE worth of courses would be reallocated in year two and again in year 3.

As the courses for the proposed program are spread throughout the college, the expenditure figures reported here are based on the mean salary for the Core Faculty. The program will be coordinated by the Director of the Kelce Academic Advising Center. It is anticipated that five percent of this position's time will be devoted to the program. The cost of this administration is therefore a reallocation of five percent of this already-budgeted 12-month position. The fringe benefits costs for all personnel are calculated at 20 percent. All numbers are rounded.

Personnel – New Positions

No new positions are required to operate the proposed Business Studies program. All courses and curricula are already in place and being taught by current KCOB faculty members. Due to the recent declines in enrollment at Pitt State, classroom capacity exists to accommodate the number of new students projected to enroll in the proposed program. New positions will only be required in the long-run if enrollment in the program grows overall total enrollment in the college beyond previously experienced levels.

Start-up Costs – One-Time Expenses

Again, no additional one-time start-up costs are anticipated. Needed resources and facilities are already in place to support the existing courses and curricula that are being repackaged to create the Business Studies program. By spreading the costs of these existing fixed resources over more students, financial and operational efficiencies will be realized.

Operating Costs – Recurring Expenses

It is estimated that each FTE faculty member on average consumes $500 in supplies/commodities and utilizes $1,000 in travel per academic year. These costs are reported for one FTE in year one, two FTE in year two, and three FTE in year three. Again, these expenditures are already budgeted and represent a reallocation of use into the proposed program. No new funds will be necessary to support these direct outlays.

B. Revenue: Funding Sources

All Core Faculty positions in the Kelce College of Business are fully funded by Pittsburg State University through annual state appropriations and self-generated student tuition and fees revenue. Because the proposed Business Studies program is built by repurposing existing courses and curricula, and because we currently have excess capacity due to recent enrollment declines, **no new revenues will be required to operate the program**. The revenue to operate the program is already in our annual budget.

To provide a sense for the tuition revenues that will be generated from the proposed Business Studies program based on the projected enrollments noted earlier, the following is provided:

Year 1:   450 credit hours x $274 per credit = $123,300
Year 2:   900 credit hours x $274 per credit = $246,600
Year 3: 1200 credit hours x $274 per credit = $328,800

If enrollments are within approximately 90% of our targets, the program will more than cover the already budgeted expenditures required to teach the program.

C. Projected Surplus/Deficit

The proposed Business Studies program is expected to approximately break even for the first three years as reflected in the figures above. If we are able to grow the program beyond our projections, in the long-run the program should produce a net surplus for the university. Our recent campus-wide return on investment analysis reveals that Pitt State business programs on the margin generate more revenue than costs. Thus, the university and college both have an incentive to support and grow this program over time.

XI. References

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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.

February 16, 2022

I. General Information

A. Institution: Kansas State University

B. Program Identification

Degree Level:	Bachelor's
Program Title	Cybersecurity
Degree to be Offered:	Bachelor of Science in Cybersecurity
Responsible Unit:	Department of Computer Science
CIP Code:	11.1003
Modality:	Hybrid
Proposed Implementation:	Fall 2022

 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 demand for cybersecurity specialists is at an all-time high and growing rapidly. In December 2021, a report from Enterprise KC named "Establishing the State of Kansas as a Cybersecurity Center of Excellence" was prepared for the Kansas Department of Commerce (Kansas Department of Commerce). The report argues that the state of Kansas should establish itself as a leader in cybersecurity due to its unique position and growing tech and cybersecurity sectors. Some of the report's key findings were that the workforce supply has not kept pace and that increasing the educational pathways in cybersecurity across the state is critical.

According to data from cyberseek.org, the US employs 956,341 cybersecurity professionals, with 464,420 openings as of September 2021 (Cyber Seek). In Kansas, there are 6,543 employed cybersecurity professionals with 2,535 open jobs. The KC metro area (including Missouri) has 7,350 employed with 3,149 openings, and the Wichita area has 1,148 employed with 476 openings. When we compare these numbers to 2019 Cyber Seek data that showed there were 4,789 cybersecurity professionals employed in Kansas with 1,785 open positions, we see that the number of cybersecurity professionals employed and the number of open positions have increased by 27.8% and 40.9%, respectively.

Cyber Seek data also shows very high demand. Across all occupations, there are currently 3.9 employed workers for every job opening, but within cybersecurity, there are only 2.1 workers for each job opening. This translates into difficulty in hiring.

In their 2019 *State of Cybersecurity* report, ISACA found that most organizations' open cybersecurity positions are for technical professionals as opposed to nontechnical or managerial (ISACA). However, only 24% of those organizations reported that they believed that recent university graduates in cybersecurity are well prepared for

the challenges in their organizations, and only 20% of organizations felt that 50% or more of their applicants were actually qualified for those positions. These facts indicate a need for higher quality technically trained graduates such as will be provided by an accredited degree.

Cybersecurity degrees have been poorly accepted by hiring managers due mostly to insufficient general Computer Science background. Great strides were made as ABET, the international accrediting body for engineering and computer science, has recently begun accrediting Cybersecurity degree programs through their Computing Accreditation Commission (ABET, 2018). Upon approval of this program, we will seek accreditation from this ABET commission. The accreditation process occurs every six years. It includes the preparation of a self-study by each program, review of randomly selected transcripts of recent graduates to ensure that degree requirements are being enforced, and a site visit by evaluators, who review materials collected from courses, and interview students, faculty, and administrators. We plan to synchronize this process with the review of the B.S. in Computer Science and the Engineering degree programs accredited through the Engineering Accreditation Commission. Hence, we would submit the self-study in the summer of 2023, and the site visit would occur that fall. We would then expect to receive accreditation in the summer of 2024.

Fortunately, the accreditation requirements for a Cybersecurity degree are very close to our existing Cybersecurity Option for our BS in Computer Science. In the Fall of 2019 (when it was first offered), the Cybersecurity Option enrolled 2 students, while in Fall 2021 there were 11 students enrolled.

The proposed B.S in Cybersecurity has the following educational objectives for our graduates to have accomplished within a few years of their graduation:

- Graduates will have progressed in the cybersecurity field by either obtaining an advanced technical or management position, exhibiting entrepreneurial activities or obtaining a graduate degree.

- Graduates will have contributed to societal needs by working with others to develop resilient and secure software systems.

- Graduates will be committed to lifelong learning and contributing back to the profession.

- Graduates will be committed to professional and ethical standards established by related professional societies.

IV. Program Demand: Market Analysis

The primary markets for this major are students who wish to work in the cybersecurity field long-term, thus requiring a baseline knowledge of computer science with a specialization/focus in cybersecurity, information security, information assurance, etc.

Currently, there are only 13 accredited cybersecurity programs in the US (ABET, 2021). Of these, only three are in the central plains region: the University of Central Missouri, Fontbonne University, and Southeast Missouri State University. Within the state of Kansas, there are no other cybersecurity degree programs – accredited or not – at the undergraduate level. The University of Kansas has MS and PhD programs in cybersecurity, but none at the undergraduate level. Wichita State University has a BS in Engineering Technology with a Cybersecurity option, but no computer science-based cybersecurity undergraduate programs. Fort Hays State University has a BA/BS in Information Networking and Telecommunications with a concentration in Computer Networking and Telecommunications with an Information Assurance Emphasis. Emporia State University and Pittsburg State University do not have any type of cybersecurity degrees. Thus, not only would a computer science-based BS in Cybersecurity at Kansas State University be unique in Kansas, but K-State would only be one of two Research 1 universities offering a BS in Cybersecurity in the plains region and the only Research 1 university with a computer science-based BS in Cybersecurity in the plains region.

The demand among students for Cybersecurity courses has been strong for several years. Since 2018, the K-State computer science introductory undergraduate cybersecurity course has averaged over 27 students each year, while the overall enrollment in all cybersecurity courses has averaged 84 students a year.

We expect this program to be popular with incoming freshmen interested in security-specific jobs in the tech industry. We also expect this to be a popular double-major with Computer Science. Few institutions currently have accredited Cybersecurity degrees, and we expect a formally accredited program to be well-perceived by industry. Furthermore, we are in a unique position, having already established the Cybersecurity Option, to be one of the first major universities to offer an accredited Cybersecurity degree.

V.   Projected Enrollment:

The numbers above suggest that we could have 25-50 students enrolled in the program within four years. For this reason, we have prepared a scalable set of courses for all of our requirements that can accommodate a large influx of students as needed.

We have also performed several budget simulations based on low enrollment numbers to minimize our risk and analyze program viability. We believe the numbers presented below are conservative estimates for the students, given that there were 13 computer science students enrolled in the Cybersecurity option of our Computer Science degree program in Spring 2021. Our estimates of enrollment are as follows:

Year	Total Headcount Per Year		Total Sem Credit Hours Per Year	
	Full-Time	**Part-Time**	**Full-Time**	**Part-Time**
Implementation	15	2	450	24
Year 2	25	4	750	48
Year 3	35	5	1,050	60

VI.   Employment

As shown below in Table 1, the Bureau of Labor Statistics predicts that the job market for information security analysts (cybersecurity specialist requiring a bachelor's degree) is expected to grow 31% from 2019 to 2029 (Bureau of Labor Statistics). This demonstrates the phenomenal growth of cybersecurity at the national level. When coupled with the median pay of $103,590 per year, the field will be very enticing to students.

Table 1. Bureau of Labor Statistics for Information Security Analysts (Bureau of Labor Statistics, 2019)

2020 Median Pay	$103,590 per year
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	Less than 5 years
On-the-job Training	None
Number of Jobs, 2019	131,000
Job Outlook, 2019-2029	31% (Much faster than average)
Employment Change, 2019-29	40,900

As discussed above, Kansas currently employs over 6,500 cybersecurity professionals while there are over 2,500 open jobs, and these number have increased by 27.8% and 40.9% respectively in one year. Those numbers, coupled with the limited accredited Cybersecurity degree options available will make our graduates highly sought after.

VII. Admission and Curriculum

A. Admission Criteria

Students must first be admitted to the Carl R. Ice College of Engineering, which has admission requirements of 3.25 high school GPA for first-year students and 2.75 cumulative GPA on transfer courses for transfer students. All new students will be initially admitted to the Computer Science pre-professional program and must subsequently be admitted to the professional program before completing the Cybersecurity degree. (*This pathway mirrors the B.S. in Computer Science degree program.*)

In order to be considered for admission to the professional program, a student must have:

1. Passed all pre-professional program courses with a C or better;
2. Achieved at least a 2.3 GPA on all pre-professional courses (including transfer courses); and
3. Received credit in CIS 015 Undergraduate Seminar.

Additionally, an application to the professional program must be submitted to the Department of Computer Science by the end of the eighth week of either the Spring or Fall semester. This submission will be immediately prior to the student's pre-enrollment into any of the professional program courses.

All courses in the pre-professional program must be completed and all grade criteria must be met by the end of the semester that the application is submitted. An exception to this rule is the student who expects to complete these criteria during the summer term. Those students should also make application in the Spring semester prior to pre-enrollment. All eligible applicants will be allowed to pre-enroll into professional program courses with the understanding that they will be dropped if they are not accepted for admission to the professional program prior to the beginning of the subsequent semester.

Applications will be reviewed by the Curriculum Committee of the Department and accepted or rejected as soon as possible after semester grades are issued. The number of students admitted in any given semester will be limited by the number of seats available. If the number of applicants who meet the grade requirements listed above exceeds the number of seats available, then in addition to the minimum grade requirements listed above, the admission will be determined a holistic evaluation of the following factors:

- Grades in college-level courses, particularly computing courses;
- Communication skills;
- Activities and service;
- Socioeconomic disadvantage;
- Status as first-generation college student; and
- History of overcoming personal hardship.

Students who have completed the pre-professional program with the required grades but are denied admission may re-apply in a later semester. Students who have been dismissed from the Computer Science professional program must be readmitted to that program prior to being admitted to the Cybersecurity professional program.

B. Curriculum

The semester-by-semester curriculum is as follows:

Year 1: Fall   Semester Credit Hours

Course #	Course Name	SCH=15-16

ARCH 301	Appreciation of Architecture	3
CIS 015	Undergraduate Seminar	0
CIS 115	Introduction to Computing Science	3
COMM 105/106	Public Speaking I	2-3
ENGL 100	Expository Writing	3
MATH 220	Analytic Geometry and Calculus I	4

Year 1: Spring

Course #	Course	SCH = 15
CHM 210	CHM 210 Chemistry I	4
CIS 200	Programming Fundamentals	4
ECE 241	Introduction to Computer Engineering	3
MATH 221	Analytic Geometry and Calculus II	4

Year 2: Fall

Course #	Course	SCH = 15
COMM 322	Interpersonal Communication	3
CIS 300	Data and Program Structures	3
CIS 301	Logical Foundations of Programming	3
ECON 110	Principles of Macroeconomics	3
ENGL 200	Expository Writing II	3

Year 2: Spring

Course #	Course	SCH = 16
SOCIO 211	Introduction to Sociology	3
MATH 506	Introduction to Number Theory	3
THTRE 261	Fundamentals of Acting	3
CIS 400	Object-Oriented Design, Implementation and Testing	3
MATH 510	Discrete Mathematics	3
CIS 308	C Language Laboratory	1

Year 3: Fall

Course #	Course	SCH = 16
SOCIO/CRIM 550	Technocrime, Security, and Society	3
CHM 230	Chemistry II	4
CIS 501	Software Architecture and Design	3
CIS 415	Ethics and Conduct for Computing Professionals	3
CIS 560	Database Systems	3

Year 3: Spring

Course #	Course	SCH = 15
PHILO 120	Introduction to Philosophy of Art	3
CIS 450	Computer Architecture and Operations	3

CIS 575	Introduction to Algorithmic Analysis	3
ENGL 415/516	Written Communications for Engineers/Written Communications for the Sciences	3
STAT 510	Introduction to Probability and Statistics	3

Year 4: Fall

Course #	Course	SCH = 15
CIS 551	Fundamentals of Computer and Information Security	3
CIS 525	Introduction to Computer Networks	3
CIS 505	Introduction to Programming Languages	3
CIS 655/755	Security and Reliability of Computing Systems / Systems Security	3
MATH 551	Applied Matrix Theory	3

Year 4: Spring

Course #	Course	SCH=12
CIS 553	Fundamentals of Cryptography	3
CIS 599	Cybersecurity Project	3
STAT 511	Introductory Probability and Statistics II	3
CIS 580	Fundamentals of Game Programming	3

Total Number of Semester Credit Hours..120

VIII.   Core Faculty   **FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program**

The core faculty for the Cybersecurity program consists of three faculty members from the Department of Computer Science in the Carl R. Ice College of Engineering who specialize in cybersecurity. There will be many other faculty involved who are already teaching other degree courses as part of existing programs. The faculty listed below represent the core faculty who will meet regularly to guide and assess the program.

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
* Eugene Vasserman	Assoc Professor	PhD	Y	Computer Science	0.125
George Amariucai	Assoc Professor	PhD	Y	Computer Science	0.125
Arslan Munir	Assoc Professor	PhD	Y	Computer Science	0.125

* Denotes Program Coordinator

Number of graduate assistants assigned to this program ………… 0 additional from Computer Science Cybersecurity classes are also offered as part of the Computer Science B.S. and therefore no *additional* graduate assistant hours are needed.

IX.   Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	$40,750	$41,565	$42,397
Administrators *(other than instruction time)*	$0	$0	$0
Graduate Assistants	$8,000	$16,320	$16,646

Support Staff for Administration (*e.g., secretarial*)	$0	$0	$0
Fringe Benefits (*total for all groups*)	$14,320	$15,912	$16,230
Other Personnel Costs	$0	$0	$0
Total Existing Personnel Costs – Reassigned or Existing	$63,070	$73,797	$75,273
Personnel – New Positions			
Faculty	$0	$0	$0
Administrators (*other than instruction time*)	$0	$0	$0
Graduate Assistants	$0	$0	$0
Fringe Benefits (*total for all groups*)	$0	$0	$0
Other Personnel Costs	$0	$0	$0
Total Existing Personnel Costs – New Positions	$0	$0	$0
Start-up Costs – One-Time Expenses			
Library/learning resources	$0	$0	$0
Equipment/Technology	$0	$0	$0
Physical Facilities: Construction or Renovation	$0	$0	$0
Program Accreditation and Upkeep	$0	$3,285	$0
Total Start-up Costs	$0	$0	$0
Operating Costs – Recurring Expenses			
Supplies/Expenses	$0	$0	$0
Library/learning resources	$0	$0	$0
Equipment/Technology	$0	$0	$0
Program Accreditation and Upkeep	$0	$0	$700
Total Operating Costs	$0	$0	$700
GRAND TOTAL COSTS	$63,070	$77,082	$75,973

B. FUNDING SOURCES (projected as appropriate)	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$149,926	$252,407	$351,093
Student Fees		$24,565	$41,315	$57,505
Other Sources		$0	$0	$0
GRAND TOTAL FUNDING		$174,491	$293,722	$408,598
C. Projected Surplus/Deficit (+/-) (Grand Total Funding minus Grand Total Costs)		$111,421	$216,640	$332,625

X.   Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

All core faculty are currently employed by Kansas State University in the College of Engineering. These faculty

members already teach the cybersecurity courses required for the Cybersecurity degree as part of their normal load.

No new faculty or instructor hires are required to initiate or maintain the new program. The percent time dedicated to the program varies by faculty member and the courses taught each year by applying a general rule of 0.125 FTE per in-person course or 0.0625 FTE per online course. As Program Coordinator, Dr. Eugene Vasserman will assist the Department of Computer Science Head (Dr. Scott DeLoach) and Undergraduate Program Director (Dr. Rod Howell) in administering the program within the Department of Computer Science. For budgeting purposes, all salary (faculty, graduate teaching assistants, and administrative support) include a modest 2% pay increase after the first fiscal year.

B. Personnel – New Positions

No new positions are required to initiate the proposed program.

C. Start-Up Costs – One-Time Expenses

There are no additional one-time startup expenses associated with the program. When we seek ABET accreditation there will be a one-time fee of $3,285 (ABET, 2022).

D. Operating Costs – Recurring Expenses

There are no additional recurring costs. Laboratories used for teaching cybersecurity courses are used in conjunction with other computer science courses and will be kept up to date by the Department of Computer Science. The department will use the current revenue sources used for supporting all computer science laboratories, namely part of the College of Engineering fee amount, which is approximately $19 per student credit hour. As the number of cybersecurity students grows, they will be contributing to the computer science fund for each computer science course they take. ABET charges a $700 yearly program upkeep fee to maintain accreditation between site visits (ABET, 2022).

E. Revenue: Funding Sources

The following revenue table uses an in-state, on-campus tuition figure of $316.30 per credit hour and assumes that approximately 61% of all semester credit hours (SCH) are generated by the College of Arts and Sciences (COAS) and 39% are generated by the Carl R. Ice College of Engineering (COE) respectively.

This analysis is limited in scope to on-campus students so the overall revenue is expected to be higher when this degree is offered, i.e., any students taking the course online will generate even more revenue than projected here as additional online fees are collected for both COAS and COE courses.

COAS has a general fee of $17.40 per credit hour for on-campus courses, while the COE has a general fee of $105.60 per credit hour. All funds generated by fees will be retained by the generating college.

Tuition & Fees	Tuition per SCH	YR 1 SCH	Sub-Totals	YR 2 SCH	Sub-Totals	YR 3 SCH	Sub-Totals
In-State On-Campus Tuition	$316.30	474	$149,926	798	$252,407	1110	$351,093
COE Fees	$105.60	185	$19,536	311	$32,842	433	$45,725
COAS Fees	$17.40	289	$5,029	487	$8,474	677	$11,780
Total Revenue			**$174,491**		**$293,723**		**$408,598**

F. Projected Surplus/Deficit

Our estimate suggests that this program will be highly profitable from the first year due to the use of existing

courses and the program similarity to the existing Computer Science major with Cybersecurity Option. Projected surpluses are also sufficient to maintain appropriate IT support infrastructure throughout the lifetime of the program at no additional cost to the university.

XI. References

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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.

February 16, 2022

I. General Information

A. Institution   Kansas State University

B. Program Identification
Degree Level: Bachelor's
Program Title: Advertising and Public Relations
Degree to be Offered: Bachelor of Arts and Bachelor of Science
Responsible Department or Unit: College of Arts & Sciences, A.Q. Miller School of Journalism and Mass Communications
CIP Code: 09.0900
Modality: Face-to-Face
Proposed Implementation Date: Summer 2022

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 proposed undergraduate major in advertising and public relations represents a degree program that responds to (1) strong industry demand for skilled media professionals and communications strategists, (2) student desire for highly focused curriculum that provides opportunities to sharpen professional and personal skills necessary for a competitive job market, and (3) changing media consumption patterns and societal communications trends.

Increased reliance on social and digital media platforms to communicate with consumers and technical advances in advertising tools, tracking, and targeting capabilities continue to drive career growth in advertising and public relations. An advertising and public relations (Ad & PR) degree prepares students to influence and inform key audiences and publics through results-driven approaches to communications and content strategies. It provides students with industry-focused knowledge and skills in strategic writing, content creation and distribution, relationship management, data-driven decision-making, account management, media planning, media relations, and reputation management. Students are immersed in a culturally rich, highly interactive environment to prepare for a range of careers in agency, nonprofit, corporate, government, community, advocacy, and start-up environments.

Ad & PR graduates accept positions as advertising account executives, public relations and communications specialists, brand managers, fundraising and development officers, publicists, social media managers, copywriters, and more. Some will even start their own businesses and consulting agencies.

Currently, education in advertising and public relations at Kansas State University is deeply embedded within the

BA/BS degrees in mass communications offered by the A.Q. Miller School of Journalism and Mass Communications. This proposal highlights the need for an Ad & PR degree that stands on its own utilizing student and industry-recognized terminology and employer-demanded curriculum and training.

Recent studies spotlight the importance of course relevance and job readiness to students contemplating postsecondary education (Greeley, 2019; Marcus, 2021; Tran & Royal, 2021). To attract students to this highly specialized and technical career field, the need exists for a career-focused Ad & PR degree prioritizing knowledge and skills in promotional and public image communications strategies. The new degree would prioritize practical training through internship experience and credentialing from industry-recognized certifications in high career growth areas. Additionally, a career-focused degree would ultimately pave the way for industry professionals to come back for training and re-tooling that enhances their knowledge and skills at any age.

The Ad & PR degree program outlined in this document represents a good investment for Kansas State University, for students, and for the demands of a future workforce.

IV. Program Demand: Market Analysis

Interest Among High School Students is High
Nearly 22,000 9th - 12th graders in Kansas, Missouri, Oklahoma, Nebraska, and Colorado have expressed an interest in studying advertising, public relations, and digital media (Exact Data, 2021).

A Competitive Advantage for Students
With the approval of this degree proposal, Kansas State University will be the only major university in Kansas to offer an advertising and public relations degree. While a few universities, including The University of Kansas, Washburn University, and Emporia State University, offer concentrations or emphasis areas in advertising, public relations, or strategic communications, they are part of a journalism, mass communications, or mass media degree. Students with an advertising and public relations degree will signal their precise knowledge and skills to potential employers in areas of strategic planning, creativity and campaign ideation, branding, consumer behavior and insight research, and digital and social media management.

Workforce Demand is High
The employment section below details a strong workforce demand for students with career-focused advertising and public relations training both nationally and within Kansas.

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

The table below shows the estimated number of cohorts for each year. The numbers are on the higher side because a version of this program already exists as a concentration within the BA/BS in Mass Communications. Given university enrollment patterns, we estimate total enrollment by AY23 to be 130.

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation (2022-2023)	130		3,900	
Year 2	134		4,020	
Year 3	138		4,140	

The estimates for years two and three are based on 3% growth beginning in AY24. Student and industry demand reveals that if the program is marketed and promoted strategically and appropriately, such growth can be achieved.

VI. Employment

Today more than ever, communities, organizations, and businesses need professionals who can effectively communicate with diverse audiences across a variety of mediums. There is a strong workforce demand for students with advertising and public relations education both nationally and within Kansas and Missouri.

- Advertising, public relations, and related services are experiencing record month-over-month increases in employment opportunities. Robust job growth areas include media coordination, brand strategy, social media management, digital adverting, digital content creation, media buying, and outdoor advertising (Johnson, 2021).

- Public relations specialists rank #3 in 'Best Creative and Media Jobs' (U.S. News & World Report, 2021).

- Data available from the U.S. Department of Labor, Bureau of Labor Statistics (BLS) demonstrate strong job prospects for advertising and public relations professionals:
    - Growth in advertising and public relations-related jobs are projected to be high nationally and within Kansas/Missouri. BLS reported over 678,000 in 2020 with projected workforce growth for 2020 – 2030 ranging between 10% - 13% (faster than average). (US Bureau of Labor Statistics Occupational Outlook Handbook, 2020) In Kansas/Missouri, state workforce projections for 2020-2030 report 40,210 advertising and public relations-related jobs with growth ranging between 4% - 25% (U.S. Bureau of Labor Statistics Occupational Employment and Wage Statistics, 2020). *Missouri is included due to the prevalence of advertising & public relations agencies in the Kansas City, MO metro.*

- Recent job reports and industry outlooks highlight (1) must-have workplace skills prioritized in advertising and public relations education, including corporate communications, content creation, content management, brand awareness, digital advertising, branding, social media management, customer experience management, graphic design, press release writing, and data analytics (Institute for Public Relations, 2020; Southern, 2021; Sy, 2021; Tesseras, 2021; World Economic Forum, 2021, and (2) emerging demand for durable power skills inherent to advertising and public relations education such as critical thinking, communications, collaboration, creativity, adaptability, innovation, and problem solving (America Succeeds, 2021; Morby, 2021; Orrell, 2021).

VII. Admission and Curriculum

A. Admission Criteria

Admission criteria will be consistent with those of the College of Arts & Sciences at Kansas State University. Admission to K-State is test optional and requires achieving either:
- 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 - Bachelor of Science

The table below demonstrates how a student can progress through the 120-credit hour degree in four years. Briefly, students will complete a core set of courses in advertising and public relations foundations, writing, strategic planning, brand strategy, content development and campaign building, with knowledge enhanced through courses in diverse communication, media innovations, media law and ethics, consumer behavior, marketing, and

economics. Students will also be able to tailor their degree through a combination of six credit hours of electives in various topics such as social media management, persuasion, and strategic communications in tourism, entertainment, health, and sports industries. Finally, students will put into practice their conceptual knowledge and experiential learning through internship experience and a campaigns capstone in which students work with a real-world client to solve a brand or organization challenge with advertising and public relations strategies and tactics.

The advertising and public relations curriculum plan was developed from the following:
- Competitive research looking at top advertising and public relations programs across the country, as well as neighboring universities in Kansas and Missouri, thus identifying gaps, similarities, and competitive advantages for the program at Kansas State University.
- 60 years combined faculty industry experience and expertise and understanding industry's desire for graduates who have multi-dimensional knowledge and skill in advertising, public relations, marketing, and brand communications.
- Recognition of the proposed degree program's competitive advantages over other advertising and public relations programs such as (1) career and industry-focused curriculum and programming built by industry professionals, (2) well-rounded curriculum in advertising, public relations, marketing, and brand and media-focused communications strategies, and (3) a digital content creator studio – courses in video, photo, audio, design, podcasting, content management, and social media - that will generate buzz and excitement among students, alumni, and industry professionals.

It is the mission of the advertising and public relations degree program to train students to support and deliver value (in revenue and reputation) for brands, businesses, and professional organizations. Graduates will be steeped in industry-focused courses and programming to be highly employable in a competitive field.

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

Course #	Course Name	12 SCH
MC 100	Orientation	0
MC 130-132	Writing Academy	3
MC 194	Social Media Essentials in the Content Creator Studio	1
MC 195	Creative Design in the Content Creator Studio	1
MC 196	Content Management & Distribution in the Content Creator Studio	1
ENGL 100	English Composition 1	3
MC 120	Principles of Advertising	3

Year 1: Spring

Course #	Course Name	15 SCH
ENGL 200	English Composition 2	3
COMM 106	Public Speaking	3
MC 180	Principles of Public Relations	3
MATH 100	College Algebra (Quantitative #1)	3
MKTG 400	Introduction to Marketing (Elective)	3

Year 2: Fall

Course #	Course Name	16 SCH
MC 280	Writing for Ad & PR	3
MC 370	Social Media Management & Strategy (Ad & PR Elective 1)	3
ENG 455	Exploring Creativity (Literary/Rhetorical Arts)	3
GEOL 100 & 103	Earth in Action w/ Lab (Physical Science w/ Lab)	4

| ART 200 | 3-Dimensional Design (Fine Arts Humanities) | 3 |

Year 2: Spring

Course #	Course Name	15 SCH
COMM 311	Business & Professional Speaking (Elective)	3
CIS 111	Intro to Computer Programming (Quantitative #2)	3
AMETH 160	Intro to American Ethnic Studies (Western Heritage Humanities)	3
MC 265	Innovations in Media & Communication	3
PSYCH 110	General Psychology (Social Science 1)	3

Year 3: Fall

Course #	Course Name	16 SCH
MC 396	Research for Ad & PR	3
MC 445	Digital Brand Strategy	3
BIO 101	Concepts of Biology (Life Science w/ Lab)	4
PHILO 135	Intro to Social & Political Philosophy (Philosophy Humanities)	3
PSYCH 350	Experimental Methods in Psychology (Social Science 2)	3

Year 3: Spring

Course #	Course Name	15 SCH
MC 380	Ideation, Strategy & Planning for Ad & PR	3
MC 446	Media Planning (Ad & PR Elective 2)	3
COMM 470	Building Cultural & Social Connections (Multicultural Overlay)	3
PSYCH 470	Psychobiology (Life or Physical Science 1)	3
PSYCH 545	Consumer Psychology (Elective)	3

Year 3: Summer

Course #	Course Name	2 SCH
MC 491	Internship	2

Year 4: Fall

Course #	Course Name	16 SCH
MC 612	Diversity in Media	3
MC 581	Campaigns in Advertising & Public Relations	3
STAT 100	Statistical Literacy in the Age of Information (Quantitative 3)	3
KIN 220	Biobehavioral Bases of Physical Activity (Life or Physical Science 2)	4
MC 466	Media Law & Ethics	3

Year 4: Spring

Course #	Course Name	13 SCH
MC 491	Internship	1
MC 374	Social Media Content Development (Elective)	3
MC 623	Communicating in Global Markets (International Overlay)	3
MC 331	Commercial Image Storytelling (Social Science 3)	3
COMM 526	Persuasion (Social Science 4)	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
Jana Thomas*	Professor of Practice	M.S.	N	Advertising, Marketing, Digital Media, Social Media Management& Strategy, Media Audiences, Campaign Strategy & Planning, Creative Development	1
Dani LaGree	Assistant Professor	PhD	Y	Public relations, strategic planning, leadership, corporate communication, consumer insights and behavior	1
Katie Olsen	Assistant Professor	PhD	Y	Advertising, public relations, marketing, strategy & planning, diversity in media, gender in strategic communications, early-career development, higher education	1
Anan Wan	Assistant Professor	PhD	Y	Advertising, Branding, Media Technology, Social Media, International Communication	1
Nancy Muturi	Professor	PhD	Y	Health Communication Risk/Crisis Communication, Communication Theory Gender/Diversity Issues Strategic Planning and Project Implementation Qualitative Research/Community-Based Participatory Communication	.5
Sean Eddington	Assistant Professor	PhD	Y	Technology, Gender, Organizational Communication, Research Methods	.125
Heather Woods	Assistant Professor	PhD	Y	Technology, Gender, Artificial Intelligence, Interpretive Research	.125
Greg Paul	Professor	PhD	Y	Conflict Management, Organizational Communication, Research Methods	.125
Colene Lind	Associate Professor	PhD	Y	Persuasion, Rhetoric	.125

Jacob Groshek	Associate Professor	PhD	Y	Online and Mobile Media Technologies, Media Content Analysis, User Influence in Social Media, Media Bubbles	.5

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

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty - Include DL Salary	$504,126	$504,126	$504,126
Administrators *(other than instruction time)*	$0	$0	$0
Graduate Assistants	$0	$0	$0
Support Staff for Administration (*e.g., secretarial*)	$21,478	$21,478	$21,478
Fringe Benefits *(total for all groups)*	$137,972	$137,972	$137,972
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$663,576	$663,576	$663,576
Personnel – New Positions			
Faculty -- Add PoP	$30,000	$30,000	$30,000
Administrators *(other than instruction time)*	$0	$0	$0
Graduate Assistants	$0	$0	$0
Support Staff for Administration (*e.g., secretarial*)	$0	$0	$0
Fringe Benefits *(total for all groups)*	$5,760	$5,760	$5,760
Other Personnel Costs	$0	$0	$0
Total Existing Personnel Costs – New Positions	$35,760	$35,760	$35,760
Start-up Costs - One-Time Expenses			
Library/learning resources	$0	$0	$0
Equipment/Technology	$30,000	$0	$0
Physical Facilities: Construction or Renovation	$30,000	$0	$0
Other	$0	$0	$0
Total Start-up Costs	$60,000	$0	$0
Operating Costs – Recurring Expenses			
Supplies/Expenses	$	$	$
Library/learning resources	$16,000	$16,000	$16,000
Equipment/Technology	$	$	$
Travel	$	$	$
Other	$30,000	$30,000	$30,000
Total Operating Costs	$46,000	$46,000	$46,000

GRAND TOTAL COSTS		$805,336	$745,336	$745,336

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	$1,423,350	$1,233,570	$1,271,526	$1,309,482
Student Fees	$78,300	$67,860	$69,948	$72,036
Other Sources				
GRAND TOTAL FUNDING	$1,501,650	$1,301,430	$1,341,474	$1,381,518
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$496,094	$596,138	$636,183

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions
All personnel are currently part of the A.Q. Miller School of Journalism and Mass Communications (JMC) or the Department of Communication Studies. JMC faculty already teach to advertising and public relations in the strategic communications sequence of the Mass Communications degree.

Personnel – New Positions
This proposal includes a half-FTE of a strategic hire of one professor of practice beginning in the first fiscal year.

Start-up Costs – One-Time Expenses
Start-up costs are for student-learning oriented technology and software and for the creation of student learning spaces and facilities upgrades to enhance recruitment, program marketing, and retention.

Operating Costs – Recurring Expenses
Recurring costs are for software licenses to be purchased to support student learning ($6,000), a subscription to the social media and data analytics software Meltwater ($10,000) and recruiting and marketing activities to draw students to the degree ($30,000).

B. Revenue: Funding Sources
We include only those dollars that are state-fund or fee-related sources. This revenue is based on enrollment estimates reflected in the table in Section V, which in turn are based on historical enrollments in the Mass Communications – Strategic Communication BA/BS for the past 5 academic years. We anticipate flat enrollment going into year 1 and then increase for years 2 and 3 on the basis of recruitment and marketing investments. For each year, we assume a steady tuition of $316.30 per credit hour and a fee of $17.40 per credit hour.

C. Projected Surplus/Deficit

As is evident, the program is anticipated to generate a profit for the university. This profit is contingent on successful recruiting and marketing activities, as well as local, regional, and national attendance and matriculation trends.

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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 Medical Center has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process.

February 16, 2021

I. General Information

A. Institution　　　　　　　University of Kansas Medical Center

B. Program Identification

Degree Level:　　　　　　　　Masters
Program Title:　　　　　　　　Health Data Science
Degree to be Offered:　　　　　Master's in Health Data Science
Responsible Department or Unit:　University of Kansas/School of Medicine/Department of Biostatistics & Data Science
CIP Code:　　　　　　　　　　30.7001
Modality:　　　　　　　　　　Hybrid
Proposed Implementation Date:　Fall 2022

　　Total Number of Semester Credit Hours for the Degree:　36

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

III. Justification

The Master's Degree in Health Data Science is proposed by the Department of Biostatistics & Data Science at the University of Kansas Medical Center with full support of the leadership of the University of Kansas Medical Center. This online and in-person program will be on the cutting edge for several reasons. It is the first in the region focused on producing graduate-trained health data scientists with the high level of biostatistics and computing skills demanded by a rapidly emerging healthcare analytics workforce. In addition, online access to all required coursework provides flexibility to accommodate working professionals seeking advanced health data science training.

Due to the advent of new technologies, a large amount of data is being generated in healthcare industries. For example, new sensor technologies have dramatically increased the frequency and reliability of the data being generated by individual patients. Therefore, there is a high demand for expertise in tracking, managing, analyzing, and interpreting the high volume of data being generated. In addition, interdisciplinary research is a point of emphasis in academia, government, and industry.   To support effective interdisciplinary collaborations, data scientists need to possess statistical, computing, and domain-level expertise. The application of data science has already had a tremendous impact on the diagnosis and treatment of many medical conditions. However, clinicians/researchers usually do not have formal training in data science in their degree programs. The proposed MS in Health Data Science will fill this significant gap.

Besides clinicians and researchers already working in their field, the proposed program will be an attractive career choice for beginners. Integrating clinical data with other diverse data sources, like sleep cycles, sedentary vs active life, diet, and nutrition, etc., allows a greater level of understanding of the association and casual factors. Moreover, each of us carries diverse genetic variants and lifestyle factors that can be combined with phenotypic and demographic data to inform our understanding of physiology, which will eventually help in advancing personalized medicine. Analyzing the vast amount of available data to generate actionable information for clinicians, requires advanced training in health data science.

Highly personalized data comes with a unique management challenge due to the Health Insurance Portability and Accountability Act (HIPPA). Both law and ethics require that the patients' personal information must be kept secure. On the other hand, utilization of as much clinical research data as possible is vital for the development of personalized medicine. The complexity of securing such information and using it effectively demands highly skilled health data scientists immersed in the healthcare world.

The curriculum has been developed by the largest group of PhD statisticians and data scientists in the KU system, whose track record of successful online curriculum development and instruction is evidenced by the rapid growth of their existing programs. The proposed degree will deliver high-quality accessible graduate programs in STEM fields and produce a much-needed health data science workforce for the local and regional communities of Kansas City and the State of Kansas.

IV. Program Demand:

A. Survey of Student Interest

Number of surveys administered: ……………… N/A
Number of completed surveys returned: ………. 137
Percentage of students interested in program: … 39.4%

An electronic RedCAP survey was distributed through the KUMC Office of Graduate Medical Education, the Office of Postdoctoral Affairs and Graduate Studies, the University of Kansas Cancer Center, and Frontiers. In addition, the survey was distributed to select regional academic institutions. The survey first asked participants to indicate whether a Master of Science in Health Data Science degree was a career goal, and for those who answered in the positive, a series of questions about the types of degrees desired were presented. Of the 137 respondents, 29 (21.2%) were undergraduate students, two (1.5%) were medical students, 50 (36.5%) were graduate students, 30 (21.9%) were medical residents, nine (6.6%) were medical doctor, 16 (11.7%) were post-doctoral fellows, three (2.2%) were staff, and five (3.6%) were faculty. In total, 54 (39.4%) indicated health data science was a career goal. All 54 (100%) replied "Yes" to the question "Would you be interested in a Master of Science degree in Health Data Science at the University of Kansas Medical Center?"

B. Market Analysis

The Master of Health Data Science is designed to prepare students for immediate entry into the workforce. "Data Scientist" has been ranked as one of the top jobs in the U.S. over the last several years. The Harvard Business Review named it as "the sexiest job of the 21st century" back in 2012 and pointed out that the shortage of data scientists is becoming a serious impediment in some sectors (Davenport & Patil, 2012). The recruiting website, Glassdoor, annually releases the best jobs in U.S. based on three criteria: earning potential (median annual base salary), overall job satisfaction, and the number of job openings on Glassdoor. Glassdoor ranks "Data Scientist" as the second best job in U.S. in 2021 with median salary of $113,736. Further, "Data Scientist" has been consistently ranked as top three best job in last five years (third in 2020, first in 2019, 2018, 2017, and 2016) (Glassdoor, 2020). Bureau of Labor Statistics determined that data science is one of the fastest growing occupations and has a projected 31% growth over the next 10 years (2019-2029) (Bureau of Labor Statistics,

2020). However, the supply of data scientists has not been able to keep pace with their demand. In August 2018, LinkedIn reported that there was a shortage of 151,717 people with data science skills in the United States (LinkedIn, 2018). A January 2019 report from Indeed showed a 29% increase in demand for data scientists every year and a 344% increase since 2013. The same report also showed that searches for data science jobs increased 14% in 2018, which suggests a big gap between the demand and supply (Flowers, 2019).

In the Kansas City Metro area, the demand for workers with statistics and analytics skills will increase by 22.2% over the next decade, according to a Labor Market report by the Regional Workforce Intelligence Network of Greater Kansas City (MARC, 2020). According to the Bureau of Labor, the projected demand for Statisticians and Data Scientists will be 34.6% and 31% respectively. The proposed program will be a combination of both statistics and data science with a focus on health outcome data. Therefore, the program will be in high demand.

There are several factors that influence the trend in healthcare analytics market size and growth. The transition from paper charts to real-time monitoring systems and use of electronic health records to gather patient health data is expected to increase the healthcare analytics market size. Industry players invest huge amounts of money in research and development processes to create unique platforms and solutions with enhanced features that allow them to gain a competitive advantage in the market for health care analytics. This increase in investment is expected to fuel the growth of the healthcare analytics market size. In addition, the outbreak of COVID-19 pandemic has brought the importance of data analytics sharply into focus. The need to extract and analyze the healthcare data quickly has only increased with pandemic (Sheng, 2020). Integrating the developments in computing technology and increasing the implementation of predictive and prescriptive analytics in most hospitals is driving healthcare analytics market growth.

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

Based on the demand and the current recruitment in other MS in Applied Statistics programs, we anticipate the following estimates of the enrollment in the proposed program.

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	5	5	95	45
Year 2	10	10	180	90
Year 3	10	10	180	90

VI. Employment

Implementation of the program will create several employment opportunities for both administrative staff and faculty, as well as graduates. There will be a Director, an Assistant Director, and an Administrative Assistant for the program. The directors will have dedicated percentage effort time overseeing and ensuring the proper functioning of the program. The full-time Administrative Assistant will work on administrative processes and facilitate instructor and trainee communication, starting from student recruitment to graduation. Many other KUMC faculty will be employed with percentage effort for their involvement in various educational activities including both didactic and non-didactic course works.

There will be a wide spectrum of employment opportunities for the graduates of the proposed program. Given the applied nature of coursework/training, we anticipate that our graduates will be able to join the workforce immediately after the graduation. The program will bring statistics and data science together with a focus on health data. This combination of skill sets is highly sought after and required in many healthcare institutions and industries. We anticipate that our graduates will be targeted for recruitment by academic health research institutions and a variety of different health care provider industries. A few examples of potential employment

venues include academia, government, hospital, biotechnology, insurance company, pharmaceutical company, and consulting. Many of the healthcare analytics providers are increasingly focused on providing scalable solutions that can be made adaptable to technology advancement as well as human expertise and skills in healthcare organizations. Examples of a few companies include, Cerner Corporation, PRA Healthcare, Quintiles, McKesson Corporation, Optum, CitiusTech, Health Catalyst, SAS Institute Inc, and VitreosHealth, Inc. Therefore, successful completion of the proposed MS in Health Data Science program will enable our graduates achieve high level of competency to seek a career across a wide spectrum of healthcare data scientist positions.

VII. Admission and Curriculum

Admission to the MS program in Health Data Science is made by the Department's MS/PhD Admissions Committee which consists of four full-time faculty members and the Program Director who serves as Chair. All committee recommendations are presented directly to the Department Chair. ***Non-discrimination policy*** : Qualified students are admitted without regard to race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression, and genetic information.

A. Admission Criteria

Application for admission to the MS program in Health Data Science is through the Department of Biostatistics and Data Science at the University of Kansas Medical Center. The following materials are required to be considered for admission:
- A completed online application form.
- Evidence of a bachelor's degree from an accredited college or university.
- Official transcript(s) bearing the official seal from each college or university in which course work had been taken.
- Three (3) letters of recommendations.
- TOEFL or IELTS test results (if applicable).

For admission into the MS program in Health Data Science, the applicant must meet the general requirements for admission to Graduate Studies. The minimum requirements for admission into the MS program are:
- A cumulative undergraduate GPA of 3.0 or better is required for regular admission status. An applicant with an undergraduate GPA not meeting the minimum requirements may be admitted under provisional status, provided they meet the academic standards of the Department without excessive deficiencies in pre-requisites.
- B average (or higher) in Calculus I – II (i.e., single variable differentiation and integration or equivalent).
- Successful completion of a course in any computer programming language.

An applicant meeting the minimum requirements for admission is referred to the Admissions Committee for approval or disapproval. Approval for admission is good for up to 12 months from the approved date for admission. Failure to enroll during this time will require a new application if admission is desired.

B. Curriculum

The proposed educational program will utilize all but one existing statistical, computational and health data science foundation courses. One new course will be designed with special focus on observational health data analysis. The curriculum of the MS in Health Data Science is built upon three foundational courses: required statistics foundation course (12 credit hours), required computing foundation courses (six credit hours), required

health data science foundation courses (12 credit hours). In addition, the program requires six credit hours of elective courses of students' choice.

Required Statistics Foundation Courses (12 semester credit hours (SCH))
HDSC 805: Professionalism, Ethics and Leadership in the Statistical Sciences (3 SCH)
HDSC 835: Categorical Data Analysis (3 SCH)
HDSC 840: Linear Regression (3 SCH)
HDSC 845: Survival Analysis (3 SCH)

Required Computing Foundation Courses (6 semester credit hours (SCH))

HDSC 818: Introduction to R (1 SCH)
HDSC 819: Introduction to Python (1 SCH)
HDSC 822: Introduction to SQL (1 SCH)
HDSC 823: Introduction to Programming and Applied Statistics in R (3 SCH)

Required Health Data Science Foundation Courses (12 semester credit hours (SCH))

HDSC 824: Data Visualization and Acquisition (3 SCH)
HDSC 880: Data Mining and Analytics (3 SCH)
HDSC 881: Statistical Learning I (3 SCH)
HDSC 861: Observational Health Data Analysis (3 SCH)

Electives (6 semester credit hours (SCH))
HDSC 815: Introduction to Bioinformatics (3 SCH)
HDSC 820: SAS Programming I (3 SCH)
HDSC 830: Experimental Design (3 SCH)
HDSC 855: Statistical Methods in Genomic Research (3 SCH)
HDSC 882: Statistical Learning II (3 SCH)

Course Plan

The courses mentioned above will be taught in Fall, Spring and Summer semesters as shown on the plan of study below:

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

Course #	Course Name	SCH
HDSC 835	Categorical Data Analysis	3
HDSC 840	Linear Regression	3
HDSC 824	Data Visualization and Acquisition	3

Year 1: Spring

Course #	Course Name	SCH
HDSC 880	Data Mining and Analytics	3
HDSC 845	Survival Analysis	3
HDSC 818	Introduction to R	1

Year 1: Summer

Course #	Course Name	SCH
HDSC 823	Introduction to Programming and Applied Statistics in R	3

Year 2: Fall

Course #	Course Name	SCH….
HDSC 881	Statistical Learning, I	3
HDSC 822	Introduction to SQL	1
HDSC 815 (1st Elective)	Introduction to Bioinformatics (or one other elective)	3

Year 2: Spring

Course #	Course Name	SCH….
HDSC 861	Observational Health Data Analysis	3
HDSC 882 (2nd Elective)	Statistical Learning II (or one other elective)	3

Year 2: Summer

Course #	Course Name	SCH….
HDSC 805	Professionalism, Ethics and Leadership in the Statistical Sciences	3
HDSC 819	Introduction to Python	1

Total Number of Semester Credit Hours ……………………………………………. 36

All the courses required for the MS in Health Data Science already exist as part of the MS in Applied Statistics and MS in Biostatistics programs with one exception. One new course (HDSC 861) will be created to align with the Health Data Science degree focus. The courses will be taught both in-person and online. The online courses will be delivered via internet and require the students to have access to an adequately equipped computer with internet connection. The Department of Biostatistics & Data Science currently offers online courses in two formats: synchronous (live) or asynchronous (recorded). In general, the Department of Biostatistics & Data Science has developed online courses to mimic the classroom as closely as possible using educational technology, such as, Panopto, Zoom, Blackboard, and Canvas.

Annual Evaluations

Students will be evaluated each May by their faculty advisor and Program Chair. These evaluations provide feedback to the student regarding the progress that they are making towards the degree. To proceed in the program, students must remain in good standing and maintain a 3.0 GPA with no more than two grades of C in the required courses.

Graduate Examination

To graduate with a MS in Health Data Science, students must pass the Masters Comprehensive Examination. That examination is administered after a student has successfully completed: (1) the required coursework including Categorical Data Analysis (HDSC 835), Linear Regression (HDSC 840), Statistical Learning I (HDSC 881), and Observational Health Data Analysis (HDSC 861); and (2) during the final semester of enrollment. The examination has two purposes: to assess the student's strengths and weaknesses and to determine whether the student should be awarded the MS degree. The examination is created and administered by a committee of at least three members of the Department Graduate Faculty. If this examination is failed, a second examination may be taken no sooner than three months later and is subject to committee approval. The committee can recommend that the student leave the program following the semester in which the examination is taken. After two failures, no further examination is permitted, and the student will not be awarded the MS degree.

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
Jonathan Mahnken	Professor	PhD	Y	Biostatistics	0.10
Jianghua He	Associate Professor	PhD	Y	Biostatistics	0.10
John Keighley	Associate Professor	PhD	N	Biostatistics, Data Science	0.20
Jo Wick	Associate Professor	PhD	Y	Biostatistics	0.15
Dong Pei	Research Instructor	PhD	N	Bioinformatics, Informatics, Data Science	0.10
Jinxiang Hu	Assistant Professor	PhD	Y	Biostatistics, Data Science	0.20
Devin Koestler	Associate Professor	PhD	Y	Biostatistics, Bioinformatics, Data Science	0.00
Jeffrey Thompson	Assistant Professor	PhD	Y	Biostatistics, Bioinformatics, Informatics, Data Science	0.00
Dinesh Pal Mudaranthakam	Teaching Associate	MS	N	Informatics, Data Science	0.10
Lynn Chollet Hinton	Assistant Professor	PhD	Y	Bioinformatics, Informatics, Data Science	0.15
Prabhakar Chalise	Associate Professor	PhD	Y	Biostatistics, Bioinformatics, Data Science	0.15
Yanming Li	Assistant Professor	PhD	Y	Biostatistics, Bioinformatics, Data Science	0.05
Mihaela Sardiu	Associate Professor	PhD	Y	Bioinformatics, Data Science	0.20
Milind Phadnis	Associate Professor	PhD	Y	Biostatistics	0.10

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

The Department faculty who are responsible for teaching courses in this program include:

Jonathan Mahnken, PhD. Professor with Tenure. Research focus: study design; power and sample size calculations; secondary data analysis; survival analysis; categorical data analysis; statistical consulting and expert testimony; analysis of health claims data. Dr. Mahnken has an extensive collaboration record that includes basic science and translational research in stroke, clinical trials, and health services research. He is the director of the Data Management and Statistics Core of the NIA-funded KU Alzheimers's Disease Center and was PI of an R03 from the National Institute of Dental and Craniofacial Research of

the NIH. Dr. Mahnken currently teaches BIOS/STAT 805: Professionalism, Ethics and Leadership in the Statistical Sciences.

Jianghua He, PhD. Associate Professor with Tenure. Research focus: survival analysis; time varying coefficient models; meta-analysis; missing data; Bayesian dynamic survival models. Dr. He has developed statistical methodology for problems in obesity and nursing research, specifically in the area of survival analysis. She currently teaches BIOS 872: Mathematical Statistics II, and BIOS 835: Categorical Data Analysis.

John Keighley, PhD. Education Associate Professor, Education Track. Research focus: Analysis and Reporting of Cancer Registry Data. Dr. Keighley has worked with the Kansas Cancer Registry and on various other cancer- related grants and studies. He has worked with researchers that specialize in engineering, smoking cessation, genitourinary disease and gastroenterology, and large data sets such as Kansas Medicaid, and the SEER-Medicare linked database. He currently teaches BIOS 820: SAS programming I, BIOS 850: Multivariate Statistics, and BIOS 880: Data Mining and Analytics.

Jo Wick, PhD. Associate Professor with Tenure/Director of Graduate Education. Research focus: Statistics education, Bayesian statistics and applications, clinical trial design. Dr. Wick has extensive experience in clinical trial design and has worked with researchers in cardiology, nursing, endocrinology, cancer, and early phase drug discovery. Her primary role within the department is to oversee the Graduate Programs in Biostatistics and Applied Statistics (MS/PhD) where she has received the Outstanding Graduate Teaching Award, voted on by students. Her research is focused on Bayesian statistics and data analysis and statistics education. She currently teaches BIOS/STAT 840: Linear regression and has developed the new course STAT 805: Professionalism, Leadership and Ethics for Data Scientists. She has previously taught BIOS 830: Experimental Design.

Dong Pei, PhD. Research Instructor and Bioinformatics Specialist. Research Focus: Development and application of bioinformatics tools/pipelines to analyze high-throughput 'Omic data, including: DNAseq, RNAseq, scRNAseq, and Infinium Methylation microarray. Dr. Pei currently teaches STAT/DATA 819: Introduction to Python, BIOS/STAT 823: Introduction to Programming and Applied Statistics in R.

Jinxiang Hu, PhD. Assistant Professor, Tenure track. Research Focus: Patient reported outcome, health disparity, structural equation modeling, item response theory, longitudinal modeling, mixture modeling, machine learning. Dr. Hu currently teaches BIOS/STAT 833: Measurement for Statisticians, STAT/DATA 881: Statistical Learning I, and STAT/DATA 882: Statistical Learning II.

Devin Koestler, PhD. Associate Professor with Tenure/Associate Director Biostatistics and Informatics Shared Resources. Research focus: high-dimensional genomic data, statistical genomics, mixture models, clustering and classification, molecular epidemiology, epigenetics, and DNA methylation. Dr. Koestler's research focus is the development and application of statistical methods for high-throughput 'omics' data; in particular, array-based DNA methylation data. Dr. Koestler has previously taught BIOS/STAT 830: Experimental Design.

Jeffrey Thompson, PhD. Assistant Professor, Tenure track. Research focus: Statistical/Machine learning methods, data integration, feature selection, quantitative 'omics, molecular epidemiology, survival analysis, and predictive models. Dr. Thompson developed and taught three courses STAT/DATA 824: Data Visualization and Acquisition, STAT/DATA 881: Statistical Learning I and STAT/DATA 882: Statistical Learning II.

Dinesh Pal Mudaranthakam, MS. Teaching Associate. Research focus and technical support: Design and implementation of Data warehouse such as Cancer Curated Clinical Outcomes Database, Research

Databases to collect clinical research information, Query Module to validate study design feasibility, Software module to identify early cancer patient, Clinical Integration (Epic and EResearch), Investigator Initiated trial study build, standard eCRF (electronic case report form), Data dissemination for analysis and administrative purpose, patient accrual tracking and Managing the Biospecimen Inventory Software (OpenSpecimen) for the University of Kansas Cancer Center (KUCC). Mr. Mudaranthakam currently teaches DATA 822: Introduction to SQL, and DATA 817: Introduction to Tableau.

Lynn Chollet Hinton, PhD. Assistant Professor, Tenure track. Research focus: Population health, epidemiology, biomarkers, electronic health records, administrative claims data, observational study design, missing data, categorical data analysis, survival analysis, longitudinal data, and data integration. Dr. Hinton is currently developing new course specifically designed for proposed degree MS in Health Data Science, DATA 861: Observational Health Data Analysis.

Prabhakar Chalise, PhD. Associate Professor with Tenure/Assistant Director of Graduate Education. Research focus: Statistical Genetics and Genomics, Computational Statistics, Survival Analysis, Methods in Biostatistics. Dr. Chalise's primary research interest is in the development and application of statistical methods to health sciences research. Dr. Chalise's educational leadership role includes overseeing the Masters and PhD education program in Biostatistics. Dr. Chalise currently teaches BIOS 871: mathematical Statistics I, and BIOS 855: Statistical Methods in Genomics Research.

Yanming Li, PhD. Assistant Professor, Tenure track. Research focus: High-dimensional Data Analysis; Variable Selection; Survival Analysis with High-Dimensional Predictors; Weak Signal Detection, Estimation and Their Effects in Prediction; Probabilistic Graphical Models; Computational Statistics; Cancer Genomics; Neuroimaging-Genomics. Dr. Li is currently developing contents for course DATA 818: Data Summarization and Management.

Mihaela Sardiu, PhD. Associate Professor, Tenure track. Research focus: Dr. Sardiu's research interest is in the field of quantitative omics data, with a focus on the development of computational methods for processing and extracting biological information from large and complex datasets. Another research interest of Dr. Sardiu is to provide a holistic view of merged data and interpretation tools that harmonize biological information across heterogeneous platforms. Dr. Sardiu is currently teaching DATA 824: Data Visualization and Acquisition.

Milind Phadnis, PhD. Associate Professor with Tenure. Research focus: Dr. Phadnis's research interest is in the field of Survival Analysis and Design of Clinical Trial. He has collaborated extensively with researchers from nephrology, stroke, neurology, oncology, and many other areas. He is the co-director of the Biostatistics section of Investigator Initiated Trials supported by the KU Cancer Center. Dr. Phadnis is currently teaching BIOS 845: Survival Analysis.

Other faculty involved in curriculum, admissions, and future teaching include:

Matthew Mayo, PhD. Chair and Professor with Tenure. Research focus: robust regression; linear models; experimental design. Dr. Mayo currently teaches advanced courses within the MS/PhD programs in Biostatistics. His research focus is in clinical trial design and robust methods for regression.

Byron Gajewski, PhD. Professor with Tenure. Research focus: Bayesian data analysis; latent variable modeling. Dr. Gajewski currently teaches advanced courses within the MS/PhD programs in Biostatistics. His research focus is Bayesian data analysis with applications to nursing and health care evaluation data.

No new faculty is required for the proposed program. Department has recently recruited a couple of new faculty of which some effort will be allocated to this program. This program consists of all but one course already offered

through the Department of Biostatistics and Data Science and taught by Department faculty (listed above). There will be one new course unique to this program which will be developed by the subject area specific experts from the current faculty in the Department.

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty *(for one new course)*	$84,642	$87,181	$87,181
Administrators *(other than instruction time)*	$0	$0	$0
Graduate Assistants	$36,540	$37,636	$38,765
Support Staff for Administration *(e.g., secretarial)*	$0	$0	$0
Fringe Benefits *(total for all groups)*	$23,469	$23,938	$23,938
Other Personnel Costs	$0	$0	$0
***Total Existing Personnel Costs – Reassigned or Existing** (All the cost for faculty and GTA have been covered already with existing state funds and tuition dollars. Therefore, the cost shown here is not the new cost.)*	$144,651	$148,755	$149,884
Personnel – New Positions			
Faculty	$0	$0	$0
Administrators *(other than instruction time)*	$0	$0	$0
Graduate Assistants	$0	$0	$0
Support Staff for Administration (0.5 *FTE*)	$32,500	$33,475	$33,475
Fringe Benefits *(total for all groups)*	$13,893	$14,019	$14,019
Other Personnel Costs	$0	$0	$0
Total Existing Personnel Costs – New Positions	$46,393	$47,494	$47,494
Start-up Costs - One-Time Expenses			
Library/learning resources	$0	$0	$0
Equipment/Technology	$0	$0	$0
Physical Facilities: Construction or Renovation	$0	$0	$0
Other	$0	$0	$0
***Total Start-up Costs** (There will be no new cost. All the existing resources will be utilized.)*	$0	$0	$0
Operating Costs – Recurring Expenses			
Supplies/Expenses	$0	$0	$0
Library/learning resources	$0	$0	$0
Equipment/Technology	$2,000	$3,000	$3,000
Travel	$0	$0	$0
Other	$0	$0	$0

		First FY (New)	Second FY (New)	Third FY (New)
Total Operating Costs *(All the existing resources will be utilized except one possible new software.)*		$2,000	$3,000	$3,000
GRAND TOTAL COSTS		$48,393	$50,494	$50,494

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$74,878	$149,756	$149,756
Student Fees		$16,940	$33,880	$33,880
Other Sources				
GRAND TOTAL FUNDING		$91,818	$183,636	$183,636
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)	■	$43,425	$133,141	$133,141

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions

All but one of the program courses already exist, requiring no additional faculty effort for instruction. Any faculty effort indicated in Section IX is already accounted for and supported by existing graduate programs in Biostatistics. This is all paid for by the existing state funds and tuition dollars that are allocated to the Department through the SOM funding model.

Personnel – New Positions

One new Academic Program Specialist will be hired and devote 0.5 FTE towards the day-to-day management of the program and students.

Start-up Costs – One-Time Expenses

None

Operating Costs – Recurring Expenses

Software purchase for the proposed new course.

B. Revenue: Funding Sources

The funding sources will be tuition and fees as shown in section IX above. It was assumed that there will be 80% in-state and 20% out-of-state students. The average tuition per student will be $421.15 \times 0.8 + $989.6 \times 0.2 =$

$534.84. For the first year, average credit hours for each student will be 14 (19 Credits for full-time and 9 Credits for part-time). Therefore, total tuition revenue from 10 students in first year will be $534.84 × 14 × 10 = $74,878. Course fee for 14 average credit hours for 10 students at the rate of $121 will be $16,940. Therefore, the total revenue including tuition and student fees will be $74,878 + $16,940 = $91,818. In second year, we will have 10 new students (5 full time, and 5 part time) resulting in 20 students (10 full time and 10 part time). This will double the revenue to $183,636. After second year, at least 10 students will be admitted and around 10 students will graduate per year resulting in 20 (10 full time and 10 part time) students at any given year. Therefore, the tuition and fee revenue after second year will be at least $183,636.

C. Projected Surplus/Deficit

In the first year, there will be an expected surplus of $43,425. After first year, we expect a surplus of at least $133,141 per year.

XI. References

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Proposed Academic Extension of Specialty

Name: University of Kansas School of Medicine Extension Renewal Proposal

CIP code of the proposed program: 51.1201

Degrees that may be awarded through the program: MD

Statement of need for the program substantiated with data: The Kansas Physician Workforce report, published March 12, 2007, identified a physician shortage and maldistribution in Kansas, with 203 physicians per 100,000 people, well below the national average of 245 physicians per 100,000. Except for northeast Kansas, the 2007 report indicated that regions of the state had significantly fewer physicians, as few as 109 to 187 physicians per 100,000. Following this report, two taskforces were convened sequentially to propose and then prioritize solutions. A top recommendation was to increase the medical school class size and train students outside of the northeast region of the State.

This recommendation was supported by studies of programs designed to increase the rural physician workforce. Rural background and rural training while in medical school increase the likelihood of rural practice. Successful programs have admissions programs targeted to rural students, institutional commitment to producing rural primary care physicians, curricular enhancements in pre-clerkship years, and extended time in rural settings. The more time in medical school spent in a rural area, the higher the odds that the student will initiate practice in a rural area.

In 2010, we stated that program elements were in place; however, there was a critical need to increase the time that students spend outside of the academic health center. The purpose of the program was creation of two additional campus sites, Wichita and Salina, where students can spend all four years.

Salina campus outcomes to date:
Since the campus opened in 2011, 11 classes, totaling 90 students (45 women, 45 men) matriculated.

- **88%** (79/90) of admitted students were **Kansas Residents**.
- **64%** (58/90) were from **rural communities, smaller than Salina**.

To date 7 classes, totaling 54 graduates, completed the program.
- **80%** (38/47) entered **primary care residency**

Five classes are completing residency training and establishing practice or specializing. This represents a total of 31 physicians. Of those completing their Primary Care Residency (graduating classes of 2015 through 2018):
- **81%** (25/31) are **practicing in/planning to practice in Kansas**
- **71%** (22/31) finished in **primary care**
- **45%** (14/31) are in **rural Kansas**
- 4/31 are still completing specialty training

The AAMC Kansas Physician Workforce Profile, published in November 2019, reflects that there are 228 active physicians per 100,000 people. While this is an improvement from 2007, the state of Kansas ranks 40th in the nation, as the national average is 278 physicians per 100,000.

MD Program Curriculum Diagram

Purpose of the program: Increase the number of physicians practicing in central and western Kansas.

Students likely to enroll in the program and estimated enrollment: Students accepted and enrolled in the program are students from central and western Kansas, specifically rural areas. In academic year 2011-12, 8 students matriculated to the Wichita campus and 8 students matriculated to the Salina campus. In subsequent years, 28 students matriculated to the Wichita campus, and the school continues to assign 44 students to complete the first two years in Kansas City and the last two years in Wichita. Regardless of campus assignment, all medical students are admitted using a single admissions process. Students indicate their campus preference during the application process.

Breakdown of MD Program Enrollment, by Campus

Campus	MS1	MS2	MS3	MS4	Total
Kansas City	173	175	131	131	610
Salina	10	8	8	8	34
Wichita	28	28	72	72	200
Total	211	211	211	211	844

In the 2020-21 application cycle, over 3000 individuals applied for 211 positions, so there is an abundance of qualified applicants to justify continuation of the MD program on the Salina and Wichita campuses.

Unique and distinguishing features of the proposed program, such as its faculty, facilities, resources, and history sufficient to support designation as an academic extension specialty:
Salina serves as a 4-year medical school campus. The distinguishing features include location in a non-urban area, university-community partnerships, multi-university collaborations, and history of successfully training doctors for rural Kansas. Salina has supported a family medicine residency program for the past 35 years. This program has been successful in placing physicians in rural Kansas. In addition, KUSOM ran an 18-month rural track in Salina from 2000 until 2010. With a population of 50,000 in central Kansas, Salina is ideally suited for a campus location. We are partnering with the Salina Regional Health Center, an impressive hospital with 188 physicians in 36 specialties.

Wichita serves as a community-based campus. The distinguishing features include location outside of an academic health center, university-community hospital partnerships, multi-university collaborations, and history of successfully training doctors for Kansas. In Wichita, we already partner with Via Christi and Wesley hospitals. We continue collaborating with Newman University to deliver local anatomy instruction. The expansion to a 4-year campus continues to build on the Wichita campus's past success in its 51 years of operation.

Curriculum, including the department, number, name, and a brief description of content for each course within the program:
There is one University of Kansas School of Medicine with three campuses and one curriculum. In the first two years, students complete one 3-week block followed by eight 9-week blocks covering the basic sciences by content area, integrating clinical application. In year three, students complete five 8-week clerkships and two 4-week clerkships covering basic clinical medicine with integrated basic science content. In year four, students complete three required courses and 20 hours of elective credit. The

curriculum, regardless of whether a student attends the campus in Kansas City, Wichita, or Salina is the same. A curriculum diagram is included.

Other information: In addition to receiving approval from the COCAO, we received approval from the liaison committee on medical education (LCME), the body that accredits medical schools. Philanthropic efforts were successful in providing the additional resources required to begin and maintain the Salina and Wichita programs. The programs were initiated at both sites in July 2011.

Name, title address, phone designated representative of the program:

Robert D. Simari, MD
Executive Vice Chancellor
3901 Rainbow Blvd
Phone: (913) 588-1440

Robert M. Klein, PhD, FAAA
Vice Chancellor for Academic and Student Affairs
3901 Rainbow Blvd
Phone: (913) 588-1258

Date: January 28, 2022

The program will be offered: Salina: Health Education Center, 138 North Santa Fe, Salina, KS 67401; Wichita: School of Medicine Wichita Campus, 1010 North Kansas, Wichita, KS 67214
Requested approval period: 10 years

MD Program Curriculum Diagram

FIGURE 1: University of Kansas Curriculum Diagram Years 1 and 2

M1
July

Orientation	Block 1 3 weeks	Block 2 9 weeks		Block 3 9 weeks		Winter Break	Block 4 9 weeks		Block 5 9 weeks		Summer Break 10 weeks
	Introduction to Doctoring	Molecular and Cellular Medicine	Scholarship, Enrichment, Remediation	Infection, Blood and Immunity	Scholarship, Enrichment, Remediation		Respiration and Circulation	Scholarship, Enrichment, Remediation	Gastrointestinal and Renal	Scholarship, Enrichment, Remediation	

M2
July

Block 6 9 weeks		Block 7 9 weeks		Block 8 4 weeks	Winter Break	Block 8 5 weeks		Block 9 9 weeks	USMLE Step 1 Prep 6 weeks	Introphase 1 week
Muscles and Movement	Scholarship, Enrichment, Remediation	Brain, Mind and Behavior	Scholarship, Enrichment, Remediation	Reproduction, Development and Sexuality		Reproduction, Development and Sexuality	Scholarship, Enrichment, Remediation	Medicine Capstone		

MD Program Curriculum Diagram

FIGURE 2: University of Kansas Curriculum Diagram Years 3 and 4

M3

June

Block 1 8 weeks	Block 2 8 weeks	Break	Block 3 8 weeks	Block 4 4 weeks	Winter Break	Block 4 4 weeks	Block 5 8 weeks	Break	Block 6 8 weeks
Family Medicine	Obstetrics and Gynecology	Break	Internal Medicine	Neurology	Winter Break	Psychiatry	Surgery	Break	Pediatrics
Issues in Clinical Medicine										

M4

June

USMLE Step 2 CK & CS 4 weeks	Critical Care 4 weeks	Sub-I 4 weeks	Rural Preceptor- ship 4 weeks	Elective 4 weeks	Residency Inter- viewing 4 weeks	Residency Inter- viewing 4 weeks	Winter Break	Elective 4 weeks	Elective 4 weeks	Elective 4 weeks	Elective 4 weeks

FORT HAYS STATE UNIVERSITY

Forward thinking. World ready.

January 7, 2022

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

FROM: Dr. Jill Arensdorf
        Provost and Vice President for Academic Affairs
        Fort Hays State University

RE: Request to rename the Center for Civic Leadership

Fort Hays State University requests approval to rename the <u>Center for Civic Leadership</u> to the <u>Center for Civic Learning and Engagement</u> effective July 1, 2022.

The primary rationale for this request is to better align the institution to pursue two new Carnegie elective classifications identified within our current strategic plan:
- Leadership for a Public Purpose, and
- Community Engagement

FHSU has completed the following steps to date in establishing the infrastructure necessary for an effective Center for Civic Learning and Engagement:
- Hired a Director of Civic Learning and Engagement and reallocated 50% of this position to be a direct report in the Office of the Provost
- Created a Civic Learning and Engagement advisory board of community leaders that meets regularly to advise the Director of Civic Learning and Engagement
- Begun data collection and analysis of all university civic learning and engagement activities

FHSU is preparing applications for these two elective classifications. Recent feedback from peer review of our pilot application for the Leadership for Public Purpose classification included the following feedback:

Like several of the institutions in the pilot cohort, FHSU does not have one "center" or structure that implements all leadership efforts on campus...some review of how these centers coordinate could be beneficial to further align the university-wide strategy. This coordination is an essential piece of infrastructure, most often represented in a center or formal coordinating mechanisms. In many instances, it is not the hiring of more staff, but reallocation, resourcefulness and collaboration of current employees that is transformative. Having clarity and specificity for these structures reduces the risk of dilution in the future and facilitates an effective oversight of all institutional efforts.

To further align the university's strategy to advance leadership for public purpose, the reviewers recognize various efforts to centralize efforts. The investment in a dedicated position (Director of Civic Learning and Engagement) to coordinate and oversee leadership programming at the institutional level is promising. The reviewers see this as evidence that the university has taken a major transformational step to focus on strategically aligning leadership for public purpose at the institutional level. Similarly, the creation of the FHSU Civic Learning and Engagement Advisory Board is a positive addition to the university's commitment.

This request requires no new resources.