

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

**VIRTUAL MEETING AGENDA
Wednesday, April 20, 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 March 16, 2022 | | p. 3 |
| II. Council of Faculty Senate Presidents Update | Janet Stramel, FHSU | p. 5 |
| A. Request Approval to Change Advanced Placement (AP) Cut Scores
- AP English Language and Composition Exam Data | Suzanne McGurk,
College Board | |
| III. First Readings | | |
| A. BS in Digital Innovation – K-State | Chuck Taber | p. 6 |
| B. Ed.S. in School Counseling – K-State | Chuck Taber | p. 23 |
| C. BS in Real Estate & Community Development – K-State | Chuck Taber | p. 32 |
| D. BS in Operations & Supply Chain Management – K-State | Chuck Taber | p. 41 |
| E. Bachelor of Professional Studies – KU | Barbara Bichelmeyer | p. 49 |
| IV. Second Readings | | |
| A. Doctor in Advanced Social Work Practice – KU | Barbara Bichelmeyer | p. 59 |
| B. MS in Communication Sciences & Disorders – K-State | Chuck Taber | p. 75 |
| C. MS in Integrated Systems Design & Dynamics – K-State | Chuck Taber | p. 82 |
| D. BS in Entomology – K-State | Chuck Taber | p. 93 |
| V. Other Requests | | |
| A. Request for Approval to Change Name of Ph.D. in Human Ecology to Ph.D. in Health and Human Sciences – K-State | Chuck Taber | p. 103 |
| B. Request for Approval to Merge the Department of Communication Studies and the A.Q. Miller School of Journalism and Mass Communication – K-State | Chuck Taber | p. 104 |
| C. Request for Approval to merge the BA/BS in American Ethnic Studies and the BA/BS in Gender, Women, & Sexuality Studies – K-State | Chuck Taber | p. 105 |
| D. Request for Approval to Merge Departments of Anatomy & Cell Biology and Molecular & Integrative Physiology – KUMC | Robert Klein | p. 106 |
| 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 – May 18, 2022 | | |
| A. New Program Approvals | | |
| VIII. Adjournment | | |

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

<i>COCAO Academic Year 2021- 2022 Meeting Dates</i>				
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	Virtual		April 27, 2022	March 23, 2022
June 15, 2022	Virtual		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, March 16, 2022

The March 16, 2022, Council of Chief Academic Officers (COCAO) meeting was called to order by Chair Jill Arensdorf at 8:44 a.m. The meeting was held through Zoom.

In Attendance:

Members:	Jill Arensdorf, FHSU Chuck Taber, K-State Gary Wyatt, ESU	Jennifer Roberts, KU Howard Smith, PSU Shirley Lefever, WSU	Robert Klein, KUMC JuliAnn Mazachek, Washburn Daniel Archer, KBOR
Staff:	Karla Wiscombe April Henry Lisa Beck	Amy Robinson Judd McCormack	Tara Lebar Cindy Farrier
Others:	Aron Potter, Coffeyville CC Elaine Simmons, Barton CC Jean Redeker, KU Jennifer Ball, Washburn Kaye Monk-Morgan, WSU Kim Krull, Butler CC Luke Dowell, SCCC Tanya Gonzalez, K-State Shelly Gehrke, ESU	Greg Paul, K-State Jerry Pope, KCKCC Janet Stramel, FHSU JoLanna Kord, ESU Kim Morse, Washburn Laurel Littrell, K-State Paul Grimes, PSU Tom Hallaq, K-State Michelle Schoon, Cowley CC	Heather Morgan, KACCT Jane Holwerda, Dodge City CC Kim Zant, Cloud County CC Linnea GlenMaye, WSU Robert Klein, KUMC Taylor Crawshaw, Independence CC Tom Nevill, Butler CC Mickey McCloud, JCCC

Roll call was taken for members and presenters.

Approval of Minutes

Howard Smith moved to approve February 16, 2022, meeting minutes, and Chuck Taber seconded the motion. With no corrections, the motion passed.

1st Readings

- Chuck Taber presented the first reading for a BS in Entomology at K-State. Their Department of Entomology currently offers only graduate programs, and the bachelor program will serve a growing need for professional entomologists. Surveys show student interest, and K-State anticipates 36 students by the third year.
- Chuck Taber presented the first reading for an MS in Communication Sciences and Disorders at K-State. This program already exists as a specialization within the Family Studies and Human Services master's degree program. No new resources are being proposed to create the stand-alone degree, and the specialization is already well established with steady enrollments. K-State anticipates around 36 students per year.
- Chuck Taber presented the first reading for an MS in Integrated Systems Design and Dynamics at K-State. This program will be offered at their Salina campus to replace the existing Professional Master's degree of Technology and will serve the needs of the aerospace industry. The program will partner with the College of Engineering on the Manhattan campus, and K-State anticipates 32 students by the third year.

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

2nd Readings

Howard Smith moved to approve the BA and BS in Advertising and Public Relations at K-State, and Shirley Lefever seconded the motion. With no comments or questions, the motion passed unanimously through a roll call vote.

Shirley Lefever moved to approve the BS in Cybersecurity at K-State, and Howard Smith seconded the motion. With no comments or questions, the motion passed unanimously through a roll call vote.

Chuck Taber moved to approve the BBA in Business Studies at PSU, and Shirley Lefever seconded the motion. With no comments or questions, the motion passed unanimously through a roll call vote.

These 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. The council has continued discussion on changing Advanced Placement (AP) cut scores for English exams and facilitated a meeting of the English department chairs on March 7, 2022, at which they voted unanimously to change the AP cut score from a 3 to a 4 in both English Literature & Composition and English Language & Composition tests. This request will be on the next COCAO agenda, and KBOR will provide data. COCAO members requested the data be provided prior to the meeting if available.

Discuss Opportunities

Howard Smith noted PSU has been reviewing several of their college and academic affairs structures, and they will soon present changes.

Jennifer Roberts noted KU recently approved a Minor in Professional Selling from their School of Business and will be proposing a Bachelor of Professional Studies at their KU Edwards Campus as a degree completion program.

Adjournment

The next COCAO meeting is scheduled virtually for April 20, 2022.

Shirley Lefever moved to adjourn the meeting, and Gary Wyatt seconded the motion. With no further discussion, the meeting adjourned at 9:07 a.m.

Request for Approval to Change Advanced Placement (AP) Cut Scores for English Language & Composition and English Literature & Composition

Background

Per the Board's policy on Credit by Examination, state universities are required to award credit for equivalent courses for all AP examination scores of three (3) and above. The policy also indicates any academic discipline may review and change systemwide AP exam scores using the process for reviewing and changing systemwide scores proposed by the Council of Faculty Senate Presidents and approved by the Council of Chief Academic Officers on January 17, 2018, and amended by the Council of Chief Academic Officers on February 20, 2019. The approved process indicates scores will be reviewed at least every five years, and that if at least two state universities would like to change a systemwide cut score, the Council of Faculty Senate Presidents (CoFSP) chair will facilitate that discussion among the university department heads responsible for that particular exam with the objective of reaching consensus on a score.

The five-year review occurred earlier this spring, and at least two university English department chairs expressed interest in raising the cut score. On March 7, English department chairs were convened by the Chair of CoFSP. Four of the six state university English department chairs were present, as well as three staff from the KBOR office. KBOR staff presented data on student performance for students who were awarded credit for English Composition I through the AP exam. Data indicated students who were awarded credit for the course performed better (overall) in English Composition II than the students taking English Composition I at the university. However, AP exam scores are not a part of the KBOR data set, and therefore, were not included.

The four department chairs voted unanimously to raise the AP cut score for the awarding of equivalent credit for English Language & Composition and English Literature & Composition from three (3) to four (4).

The proposed change is subject to the approval of COCAO.

Program Approval

Summary

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

April 20, 2022

I. General Information

A. Institution Kansas State University

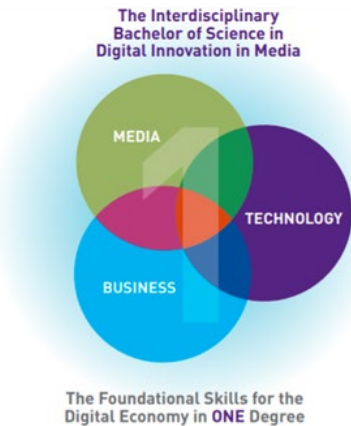
B. Program Identification

Degree Level: Bachelor of Science
Program Title: Digital Innovation in Media
Degree to be Offered: Digital Innovation in Media
Responsible Department or Unit: College of Arts and Sciences
CIP Code: 09.0702
Modality: Face-to-Face, Online, Hybrid, Etc.
Proposed Implementation Date: August 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



A Strategic Investment for Competitive Advantage: The addition of the Interdisciplinary Bachelor of Science in Digital Innovation in Media is a strategic investment that would give Kansas State University a competitive advantage in Kansas and the region because the program would 1) require minimal initial funding to implement and has the strong potential to grow enrollment; 2) represent an online and on campus academic innovation that offers four credentials in one program without requiring additional courses or semesters; 3) respond to industry's high demand for graduates with blended digital skills; 4) prepare the next generation of digital innovators for success in both traditional and on rapidly emerging on-demand talent platforms; 5) appeal to a large segment of Kansas and regional high school students who want to study digital/social media, computing and business as well

as working professionals who want to up-skill or re-skill; 6) collaborate with a new innovation lab on the K-State campus that will provide majors hands-on experience using artificial intelligence and creative technologies; and 7) align with Pillar 3 of KBOR's Building a Future" Strategic Plan that focuses on the talent pipeline to Kansas businesses and innovation.

Minimum Investment: While the program will use existing faculty to teach the courses, start-up funding will be needed to establish program administration and marketing and recruiting functions

Academic Innovation: Developed by the Colleges of Arts and Sciences, Engineering and Business

Administration, the proposed digital innovation in media program reimagines the traditional degree and will build a new cohort of “blended digital professionals” through a 100 percent online or on-campus, STEM-designated interdisciplinary degree program. The program will be the first in Kansas and the region to include a 60-hour curriculum that will enable students to earn four credentials without additional courses or semesters:

- a bachelor’s degree in digital innovation in media
- a minor in entrepreneurship and innovation
- a certificate in computer science
- a certificate in digital engagement

Industry Demand: The digital economy requires new foundational skills for students that include greater digital savvy, increased business acumen, and more versatile human and team-centered workplace competencies. Job seekers and incumbent employees who are building a range of digital capacities form a new cohort called blended digital professionals (The Business-Higher Education Forum/Burning Glass Technologies, 2020).

- Businesses in Kansas and around the country are struggling to fill openings for digital and technology jobs with 83 percent of large enterprises admitting to having major skills gaps (Harvard Business School, 2021). In the next 10 years, Kansas and regional employers will need to hire more than 40,000 graduates with the digital skills for the jobs of today and the jobs that will be created in the future (Mid-American Regional Council, 2020).
- Across the country, the Bureau of Labor Statistics (BLS) reported 1.1 million digital media-related jobs in 2018. During 2018 to 2020, 1.5 million unique jobs were posted for these occupations. BLS reported job growth will be 10.9 percent through 2023. BLS projects the national average for all occupational growth to be 5.2 percent through 2028.
- Internationally, as many as 375 million workers — or 14 percent of the global workforce —will require upskilling by 2030 (McKinsey Global Institute, 2021). The World Economic Forum recently reported more than 1 billion jobs, almost one-third of all jobs worldwide, are likely to be transformed by technology in the next decade.
- In the face of the projected job demands, more employers are using talent analytics, skills-based hiring, and on-demand talent platforms to change the way they recruit and hire talent. Ninety percent of companies see a future competitive advantage in shifting their talent model to a blend of full-time and freelance employees, according to two surveys conducted by researchers at Harvard Business School’s Project on Managing the Future of Work and Boston Consulting Group’s Henderson Institute. With the rise in remote work due to COVID-19, the move to an on-demand workforce is expected to accelerate.

“Education has to shift quickly—as in right now—to meet this demand,” according to a 2021 McKinsey Global Institute Report. In a more data-rich landscape that makes skills and educational outcomes more transparent, employers’ embrace of talent analytics and skills-based hiring will likely require colleges to change their approaches to offering credentials, assessing students, and engaging with employers. Educators and employers alike will be wise to explore the most effective ways to foster the continued emergence of much-needed professionals who are destined to play a large role in the future of the workplace and the global economy (The Business-Higher Education Forum/Burning Glass Technologies, 2020). Business and universities will need to more deliberately pair creativity with technology to ensure that students and workers can leverage the digital tools that amplify their own innate talents and abilities (Harvard Business School, 2021).

- Given the new realities facing employers, tomorrow’s graduates must be prepared to operate in both traditional and digital workplaces in a full-time or part-time role. They must possess a portfolio of blended digital skills, including, but not limited to, digital content creation, data science, digital engagement, data analysis, cyber security, coding and programming, algorithms, social selling, digital marketing, analytics, creative thinking, mobile media application, project management, online customer

conversion, social media strategy among others (Accenture, 2020; The Business-Higher Education Forum/Burning Glass Technologies, 2020). Their mixed abilities give them and their employer substantial advantages, and position them to thrive in current and future markets and workplaces (The Business Higher Education Forum/Burning Glass Technologies, 2020).

- **Digital media, digital marketing, social media, computer science and business are among the top areas of interest among 82,000 of 115,000 ninth to 12th grade students in Kansas, Missouri, Oklahoma, Nebraska and Colorado (Exact Data, 2021).** The proposed degree program will integrate the training from these areas to help build the next generation of digital innovators. K-State will engage with these high school students, their parents and key influencers to create a pipeline to Kansas State University that will advance the university’s cyber land grant initiative in Kansas and into regional technology hubs. This will also allow K-State to educate new populations of students across social-economic and demographic backgrounds.

Alumni & Industry Support: The proposed program has received support from industry/association executives, educators and alumni: The KC Tech Council; The Kansas Technology Student Association; Korn-Ferry International’s Education Practice; Ruffalo Noel Levitz; the Journalism Education Association; Kazoo Digital Media; Kansas Google Trainers; and members of the National Advisory Council of the A.Q. Miller School of Journalism and Mass Communications (please see Appendix A).

Lastly, the proposed digital innovation in media program will also contribute to the goals and initiatives of Kansas State University and the state of Kansas. The program will contribute to the K-State 2025 by promoting interdisciplinary scholarly activities and collaborations; increasing interdisciplinary educational opportunities; cyber land grant initiative; and academic innovation (K-State 2025).

IV. Program Demand: Market Analysis

Even before COVID-19, as consumers and customers moved to digital platforms, companies were quickly adapting and changing their digital engagement strategies (Salesforce, 2021). COVID-19 accelerated their digital transformation strategies with 90 percent of 8,200 marketers saying their digital engagement strategy has changed since before the pandemic (Salesforce, 2021). Sixty-one percent of customers expect to spend more time online after the pandemic than they did before. These increasingly digital customers expect the businesses they buy from to keep up. Eighty-eight percent of customers expect companies to accelerate digital initiatives due to COVID-19 (Salesforce, 2021).

Although demand for businesses’ creativity isn’t going anywhere soon, the increasingly digital nature of customer engagement means that the most well-rounded marketers are also technologists. Eighty-three percent of marketers say their ability to meet customer expectations depends on their digital capabilities, and 83 percent say their work will be more technology-driven after the pandemic than before (Salesforce, 2021).

Several schools in the region offer digital media degree programs, including K-State’s Salina campus.


- Pittsburg State University, Pittsburg, KS
- Fort Hays State University, Fort Hays, KS
- Maryville University, St. Louis, MO
- Northwest Missouri State University, Maryville, MO
- The University of Colorado, Colorado Springs, CO
- Northern Oklahoma College, Tonkawa, OK
- Oklahoma Wesleyan University, Bartlesville, OK

However, eight elements distinguish the proposed interdisciplinary digital innovation in media degree from the above-mentioned programs.

1. Enables majors to earn four credentials: a bachelor’s, a minor and two certificates without additional courses or semesters.
2. Developed across three colleges: College of Arts and Sciences, College of Business Administration and the College of Engineering;
3. Is STEM-designated;
4. Is offered online and on campus;
5. Includes journalism/mass communications courses in digital advertising, diversity and inclusion, advertising and public relations research, media innovation, writing in a digital economy, social media strategy and management and mobile media strategy and campaigns;
6. Includes computer science courses that are also being offered in Kansas high schools and community colleges;
7. Includes business courses in digital business, entrepreneurship, and innovation; and

By introducing the industry-responsive interdisciplinary program, Kansas State University will create a new category in the state and region for academic innovation.

- **Interest is high for careers in the digital economy among 9-12 graders.** More than 82,000+ ninth to 12th graders in Kansas, Missouri, Oklahoma, Nebraska and Colorado have expressed an interest in studying digital media, digital marketing, social media, computer science or business (Exact Data, 2020).

Colorado	25,083	
Kansas	11,317	
Missouri	31,407	
Oklahoma	6,212	
Nebraska	8,080	

- **Growing Enrollment.** The long-term success of the proposed program will depend on 1) targeting, engaging and inspiring prospective students to apply and enroll in the program; 2) obtaining recommendations from influencers such as advisers, counselors, and key websites; and 3) employers hiring majors for internships, apprenticeships and full-time employment.
- To accomplish enrollment goals, the program will leverage established connections with strategic influencers at high schools that include student association advisers for the Journalism Education Association, K-State Entrepreneurship Competition, Distributive Education Clubs of America (DECA), STEM clubs, the Future Business Leaders of America, Technology Clubs, Computer Sciences Clubs, among others.

To attract and boost enrollment of students of color and women for digital careers of the future, the program will work with regional organizations to specifically target and recruit prospective students of color, women and students from underserved rural and urban communities in Kansas and the region.

The degree program will deliver to Kansas and regional employers digital innovators with the skills to analyze data, create content, manage digital projects, develop web sites, optimize analytics, deploy mobile media strategies, code and program, convert online customers into buyers, secure networks, think creatively, build relationships and show the self-awareness to work effectively with others in person and virtually.

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

Growth projections outlined below depend on several factors being in place, including, but not limited to, a program director and a budget for marketing campaigns and recruiting activities. Enrollment is cumulative and includes new students both on campus and online.

Initial Three Years of the Program


Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	18		540	
Year 2	25		750	
Year 3	32		960	

VI. Employment

- **The demand for digital skills is increasing, with no signs of slowing down** (Linked In, 2021). Data available from the U.S. Bureau of Labor Statistics, the KC Tech Council, Linked In, the Kansas Labor Information Statistics, the Mid-America Regional Council and Zippia demonstrate strong job prospects for professionals who possess blended digital skills.
- **Growth in digital-related jobs is projected to be high in Kansas and regional technology hubs:** The KC Tech Council Real-Time Intelligence data reports more than 5,679 current digital media and related job postings in Overland Park, Wichita, Kansas City, KS, and Topeka as of October 2020. In addition, the Mid-America Regional Council reported 34,743 digital storytelling jobs in the Kansas City region and that is expected to grow by 15.2 percent in 2022. Zippia projects that Kansas will need to fill more than 23,300 media and computer-related positions by 2024.
- **Consumers are spending increasing amounts of time in front of screens, consuming more information online.** This has led to the rise of digital content creators: social media marketing specialist, digital specialist, digital marketing director, digital marketing specialist, digital coordinator, search engine optimization specialist, social media manager, social media director, and social media coordinator, podcaster, blogger, youtuber, content developer, content specialist, content writer, content strategist, and content producer. Their skills include editing, writing, public speaking, search engine optimization (SEO), social media and marketing strategy (Linked In, 2021).
- In addition, employability and entrepreneurial skills are often the gateways to participating in high-quality jobs with decent compensation. An analysis of job postings reveals that demand for key employability and entrepreneurship skills has tripled since 2010 (Accenture, 2020).
- **Salaries for digitally skilled professionals are favorable.** Nationally, BLS reports entry-level salaries for digitally skilled professionals will range from nearly \$40,000 to more than \$111,000 for students and workers who master the blended digital skills. Demand for these skills is large and growing at all levels of educational attainment (Business-Higher Education Forum/Burning Glass Technologies, 2020).

The chart below summarizes national, regional and state job outlook numbers and the fastest growing jobs.

Digital Media-related jobs in the US US: 1.5 million Jobs 2018-2020 US: 1.6 million Jobs 2023 US: 1.7 million Jobs 2028	Fastest Growing Jobs <ul style="list-style-type: none"> • digital content creators • mobile marketing managers • digital brand strategists
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<p>Digital Media-related jobs in Midwest & Kansas Kansas City Region: 34,743 Jobs in 2020 Kansas City Region: 40,000 Jobs in 2022 State of Kansas: 23,300 Jobs in 2024</p> 	<ul style="list-style-type: none"> • software developers • digital product managers • digital brand managers • social media specialists • digital media producers • advertising and promotion managers • programmers • digital business analysts • public relations managers and specialists • digital program managers • online merchants • digital merchandizers • digital strategists • advertising sales agents • market research analysts
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Middle-Skill Workers must Up-Skill or Re-Skill: In the middle-skill job market, the world is increasingly divided between the jobs that demand digital skills and the ones that don't—and the ones that don't are falling behind (Burning Glass Technologies, 2020). Two national CEO annual surveys capture the sentiments and concerns among executives about the growing digital skills gap among current employees and recent graduates that is considered to be a threat to business:

Accenture CEO Survey: “Finding and hiring employees with the key skills they need to succeed in the digital world continues to keep CEOs awake at night: 80 percent of CEOs say they’re worried and 38 percent are extremely concerned. The challenge of finding the people with needed skills will become even greater as business models evolve. More than three quarters (76%) of CEOs are concerned about the lack of digital skills within their own workforce – and 23% are extremely concerned about the digital skills of their leadership team. This is a significant business threat.” (Accenture, 2020)

PwC CEO Survey: 74% of 1,581 business leaders said they were concerned about whether they would have the talent they needed. “The transferable skills that organizations need today – creativity, problem solving, an understanding of how digital technology can be used – are those that help their people think, act and thrive in a digital world that is much less predictable than we once thought.” (PwC, 2020)

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

The proposed interdisciplinary degree program – to be offered online and on campus and earned in the College of Arts and Sciences - is designed to build students' capabilities in communication, collaboration, digital engagement and transformation, artificial intelligence, digital marketing, digital advertising, social media strategy, computing, data science, diversity and inclusion, digital business and entrepreneurship.

- In addition to 60 hours of university and arts and sciences college requirements, students will complete 12 hours of foundation courses in the A.Q Miller School of Journalism and Mass Communications that include three one-credit-hour courses from the MC 130-132 Writing Academy; and two three-credit hour courses: MC 386 Research for Advertising and PR and COMM 470 Building Social and Cultural Connections. For electives, students can choose three one-hour courses from MC 191-196 Content Creators Studio, or choose CMST 135 Web Fundamentals or DIGME 137 Fundamentals of Visual Literacy, both three-hour courses.
- The 48-hour required core courses are aligned in three curriculum areas: digital engagement, computer science and entrepreneurship and innovation. Students take five digital engagement courses designed to develop their digital mindset while building skills in digital content creation for targeting, engaging and converting digital consumers and customers across the internet and social media platforms using SEO/SEM, email marketing, content marketing, digital advertising and mobile marketing. In addition, each digital engagement course includes significant and meaningful discussions and assignments about diversity and inclusion in the digital economy. Majors who complete the program can request a separate certificate in digital engagement.
- The 12-hour certificate in digital engagement is open to all majors on campus and online. Students must complete MC 265 Innovations in Media and Communication, MC 370 Social Media Strategy and Management, MC 365 Writing in a Digital Economy and MC 445 Digital Brand Strategy to earn the certificate. MC 565 Going Mobile! is not a required course to receive the certificate in digital engagement.
- Students will take five core courses in computer science, also known as the computational core, that provide them with fundamental knowledge to use programming in a variety of situations. These courses are also being introduced in Kansas high schools and community colleges, providing early exposure to the new program to attract prospective students and transfers. Majors who complete the program can request a separate certificate in computer science.
- The five entrepreneurship and innovation courses are designed to develop understanding of the entrepreneurial process, from idea generation to the implementation of a new business or social venture, earning the minor in entrepreneurship and innovation. Majors who complete the program can request a separate diploma for a minor in entrepreneurship and innovation.
- All courses in the proposed curriculum already exist except for MC 265 Innovations in Media and Communication, MC 365 Writing in a Digital Economy and MC 565 Going Mobile! Therefore, minimal university support will be required.
- We will collaborate with a new innovation lab on the K-State campus to help advance student understanding of how to use technology and visuals for digital brand campaigns, mobile marketing strategies and for exploring new ways of connecting brands and consumers on digital platforms. Based in Hale Library, the Sunderland Foundation Innovation Lab will provide an interdisciplinary digital innovation hub for majors to develop group as well as individual projects, using the latest technology in artificial intelligence, virtual reality, video and audio production, 3-D printing and more.
- During their junior year, program majors will be encouraged to participate in apprenticeships designed to hone their skills and increase their employability after graduation with the apprenticeship sponsor. We will explore opportunities to develop the apprenticeship program with employers in Kansas and the region that could also include obtaining funding from state and federal programs designed to encourage public and private apprenticeship partnerships.

Learning Outcomes

After earning the proposed degree, graduates will be able to:

1. Utilize an interdisciplinary perspective in order to understand the global changes brought about by the digital economy.
2. Draw on a rigorous combination of theory, analysis and hands-on digital work while collaborating on developing original ideas in media, computing and business.
3. Research and analyze data, create grammatically correct and accurate content, manage digital projects, develop websites, optimize analytics, deploy mobile media strategies, leverage artificial intelligence, code and program, convert online customers into buyers, secure networks and think creatively.
4. Build social and cultural connections and demonstrate the self-awareness to work effectively with others in person and virtually.
5. Design, implement and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
6. Developing an understanding of the entrepreneurial process, from idea generation to the implementation of a new business or social venture.
7. Gaining the ability to identify, research and analyze potential markets that would enhance value and profitability.
8. Developing an understanding of the concept of risk and how its effect on new ventures can be minimized.
9. Demonstrating the capacity to identify and acquire the resources needed for the creation and implementation of a new venture.
10. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

The digital innovation in media curriculum plan was developed based on the following:

- Market and industry research that identified the gaps in digital skills that will be needed for current and future jobs; employment outlook data from government and private organizations that projected job growth in key career sectors for the next 10 years; interviews with industry and association executives, educators and alumni;
- Competitive research looking at top digital media, journalism, computer science and business programs at land grant and other universities across the country as well as neighboring universities in Kansas, Missouri, Colorado, Oklahoma and Nebraska.
- Review of the Kansas State University Strategic Plan 2025 to align with its goals for interdisciplinary coordination, academic innovation and cyber land grant initiatives.
- 100+ years of combined academic and industry expertise with Fortune 500, Fintech 100 and digital businesses, agencies, organizations and academic institutions. The experience includes, but is not limited to, digital branding, digital commerce, computing, web stores, emerging media, digital business and entrepreneurship; launching national digital products and services, websites, mobile apps and digital businesses with proprietary technology that 1) enables consumers to securely and safely buy and sell goods online or receive and pay their bills over the internet and 2) allows digital businesses to authenticate the identities of online consumers applying for financial products and services.

It is the mission of the digital innovation in media degree program to create the next generation of digital innovators, delivering to businesses and organizations professionals with the in-demand blended digital skills needed for today's jobs and jobs that will be created in the future.

An example of the four-year plan of study to earn the Bachelor of Science in Digital Innovation in Media follows below.

**Year 1: Fall
Credit Hours**

SCH = Semester

Course #	Course Name	13
MC 110	JMC Orientation	0
MC 130-132	Writing Academy	3
MC 191-196	Content Creators Studio	4
ENGL 100	English Composition I	3
MATH 100	College Algebra (Quantitative #1)	3

Year 1: Spring

Course #	Course Name	15
ENGL 200	English Composition II	3
PHILO 100	Introduction to Philosophical Problems (Philosophy)	3
ART 195	Survey of Art History I (Western Heritage)	3
COMM 106	Public Speaking 1	3
ECON 110	Principles of Macroeconomics (Quantitative #2)	3

Year 2: Fall

Course #	Course Name	16
CC 110	Introduction to Computer Science	3
MC 265	Innovations in Media and Communication	3
ART 390	Design for Digital Media 1 (Fine Art)	3
BIOL 101	Concepts of Biology w/lab (Life or Physical Science #1)	4
ENGL 251	Introduction to Literature (Literary)	3

Year 2: Spring

Course #	Course Name	13
CC 210	Fundamentals of Computer Concepts	4
MC 365	Writing in a Digital Economy	3
ENTRP 340	Business Innovation and the Entrepreneurial Mindset	3
ART 302	Art and Insects (General Science)	3

Year 3: Fall

Course #	Course Name	16
MC 370	Social Media Management & Strategy	3
CC 310	Data Structures & Algorithms I	3
ENTRP 411	Intrapreneurship	3
GEOL100	Earth in Action (Life or physical Science w/Lab #2)	4
ENGL 417	Written Communication for the Workplace (Social Science #1)	3

Year 3: Spring

Course #	Course Name	15
CC 315	Data Structures & Algorithms II	3
MC 396	Research for Advertising and Public Relations (Social Science #2)	3
ENTRP 466	Digital Business	3
MC 491	Internship/Apprenticeship (Elective)	3
MC 623	Communicating in Global Markets (International Studies Overlay)	3

Year 4: Fall

Course #	Course Name	16
ENTRP 540	Entrepreneurial Consulting	3
CC 410	Advanced Programming	4
MC 445	Digital Brand Strategy	3
COMM 311	Business and Professional Speaking (Social Science #3)	3
PSYCH 470	Psychobiology (Life or Physical Science)	3

Year 4: Spring

Course #	Course Name	16
MC 565	Going Mobile!	4
ENTRP 575	Entrepreneurship & Innovation Capstone	3
COMM 470	Building Social and Cultural Connections (Multicultural Overlay)	3
COMM 535	Communication and Leadership (Social Science #4)	3
ECON 120	Principles of Microeconomics (Quantitative #3)	3

Total Number of Semester Credit Hours..... 120

VIII: Core Faculty

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

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Program Director* TBD	Professor of Practice	MS	N	Digital Media, Branding, Digital Business, Enterprise Security, Digital Products and Services, Marketing and Communications	1.25
Jana Thomas	Professor of Practice	MS	N	Advertising, Public Relations & Social Media	0.1
Dr. Jacob Groshek	Professor	Ph.D	Y	Emerging Media, Digital Audiences	0.1
George LaVezzi	Instructor		N	Computer Science	0.1
Emily Alfs-Votipka	Instructor		N	Computer Science	0.1
Russell Feldhausen	Instructor		N	Computer Science	0.1
Russell Boyer	Instructor	MBA	N	Entrepreneurship & Innovation	0.1
Dr. Rachel Mui	Assistant Professor	Ph.D	Y	Entrepreneurship & Innovation	0.1
Dr. Jim Bloodgood	Professor	Ph.D	Y	Entrepreneurship & Innovation	0.1

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	\$78,059	\$79,621	\$81,213
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)	\$24,979	\$25,479	\$25,988
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	\$103,038	\$105,100	\$107,201
Personnel – New Positions			
Faculty	\$36,667	\$37,400	\$37,148
Administrators (other than instruction time)	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0
Support Staff for Administration (e.g., secretarial)	\$0	\$0	\$0
Program Recruitment and Marketing Manager	\$0	\$0	\$0
Advising Coordinator	\$0	\$0	\$0
Fringe Benefits (total for all groups)	\$11,733	\$11,968	\$12,207
Other Personnel Costs	\$0	\$0	\$0
Total Existing Personnel Costs – New Positions	\$48,400	\$49,368	\$49,355
Start-up Costs - One-Time Expenses			
Library/learning resources	\$0	\$0	\$0
Equipment/Technology	\$5,000	\$0	\$0
Physical Facilities: Construction or Renovation	\$0	\$0	\$0
Program Marketing	\$40,000	\$0	\$0
Other	\$0	\$0	\$0
Total Start-up Costs	\$45,000	\$0	\$0
Operating Costs – Recurring Expenses			
Supplies/Expenses	\$10,000	\$7,500	\$7,500
Library/learning resources	\$0	\$0	\$0
Equipment/Technology	\$0	\$2,500	\$2,500
Travel	\$0	\$0	\$0
Program Marketing	\$0	\$30,000	\$30,000
Other – Codio Fees	\$1,224	\$1,700	\$2,176
Total Operating Costs	\$11,224	\$41,700	\$42,176

GRAND TOTAL COSTS	\$207,662	\$196,168	\$198,732
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B. FUNDING SOURCES <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$179,607	\$249,552	\$319,497
Student Fees		\$25,769	\$35,859	\$45,949
Other Sources		\$0	\$0	\$0
GRAND TOTAL FUNDING		\$205,376	\$285,411	\$365,446
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		(\$2,286)	\$89,243	\$166,714

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 Arts & Sciences, the College of Engineering, or the College of Business Administration. Faculty in the Colleges of Business Administration and Engineering already teach the existing courses in their respective units. The new courses being proposed within the School of Journalism and Mass Communications will also be offered in other degree programs. The percent of time dedicated to the program varies by faculty member. This variation is reflected in the expenditures table by applying a general rule of .125 FTE per course. Because these courses are already or will be taught as part of existing curricula and as part of faculty’s teaching responsibilities in their respective units, there is not an increased percent effort on our faculty time (other than the potential for increased class size). Expenditures related to reassigned or existing positions listed in the table above, therefore, do not reflect added expenses to the university. We anticipate that the core faculty listed above will contribute substantially to establishing and delivering the new program over at least its first three years. This list does not include other faculty who could potentially offer courses in the new program as well. Together, by incorporating already-existing teaching efforts by personnel who are currently employed at the university will increase the efficiency of the new program. In line with previous proposals, for budgeting purposes, all salaries include a modest two percent pay increase after the first fiscal year.

Personnel – New Positions

The proposal includes funds for a Professor of Practice position that will also serve as the program director (PoP / Director). This PoP / Director position will be responsible for teaching, advising, and program administration, including course scheduling, marketing and coordinating with internal and external partners on a range of topics and issues related to the program. The salary for teaching, advising and program administration is included in the faculty line of the budget. The proposal assumes that .5 FTE will be devoted to teaching in existing degree programs; .5 FTE will be contributed to teaching, advising, and program administration related to this new program; and .25 FTE (two summer months) will be devoted to program administration. Therefore, the total FTE is 1.25, which includes .25 FTE to account for administrative work during the summer. As with the personnel line for existing positions above, a modest two percent pay increase is included after the first fiscal year.

Start-up Costs – One-Time Expenses

The program requires start-up funds to purchase equipment and technology. Funds are also needed for developing physical space to interact with current and prospective students and for recruiting and marketing purposes to announce and build awareness of the program in surrounding states where the university already has strong recruiting ties. Estimated costs for equipment and technology come to \$5,000. Estimated costs for student support, advising, and recruitment totals \$45,000.

Operating Costs – Recurring Expenses

Anticipated recurring expenses include equipment and technology replacement (est. \$2,500 annually) and recruiting and marketing expenses to drive student enrollment (est. \$30,000 annually).

B. Revenue: Funding Sources

Funding sources include tuition and fees as charged by the university and the three respective colleges. It assumes an in-state tuition rate of \$316.30 per credit hour, and fees of \$105.60 for College of Engineering courses, \$69.10 for College of Business Administration, and \$17.40 for College of Arts & Sciences. Based on the matriculation of students through the program in years 1-3, taking particular courses in certain semesters, we anticipate the revenue as shown in the table below. The sum of this revenue is reflected in the funding sources table above. As shown above as well, we project, based on both in-person and online enrollment, that this program can be profitable beginning in year 2, assuming that investments in recruiting and marketing are made that will help the program to reach its stated enrollment goals.

Breakdown of Projected Tuition and Fees per Year							
	Tuition per SCH	Year 1	Y1 Subtotal	Year 2	Y2 Subtotal	Year 3	Y3 Subtotal
In-State Tuition	\$316.30	390	\$123,357	540	\$170,802	690	\$218,247
Global Tuition	\$375.00	150	\$56,250	210	\$78,750	270	\$101,250
COE Fees	\$105.60	55	\$5,834	77	\$8,078	98	\$10,322
COB Fees	\$69.10	49	\$3,369	68	\$4,664	86	\$5,960
COAS Fees	\$17.40	286	\$4,976	396	\$6,890	506	\$8,804
COE GC Fees	\$289.70	21	\$6,156	30	\$8,619	38	\$11,081
COB GC Fees	\$132.00	19	\$2,475	26	\$3,465	34	\$4,455
COAS GC Fees	\$26.90	110	\$2,959	154	\$4,143	198	\$5,326
Total			\$205,376		\$285,411		\$365,446

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Appendix A

Endorsements from Industry and Association Executives & Educators



Tech Council

“It’s refreshing to see such a relevant offering from a large, 4-year institution. This program will build relevant skills for the digital economy, and solve a problem that industry has been asking universities to address. I love that you’re combining Digital Media, Computer Science, and Entrepreneurship courses into the curriculum. Specifically, the data science, algorithms, and programming courses. I believe this will appeal to students and parents because they will graduate with relevant credentials and certifications. The online offering is also a bonus and could help attract more diverse students. The apprenticeship program opens K-State to build relationships with companies across the country.” - Ryan Weber, Alum and President of the KC Tech Council

and President of Association of Tech Councils, Kansas City.



“This is exactly what students need and are looking for in increasing numbers. We are approaching a period of stagnation and even decline – particularly in some regions (the Midwest included). In this environment, schools need to do exactly what KSU is doing – which is highly likely to steal market share from less savvy programs. The four credentials including the two certificates is an excellent innovation. The cooperation from faculty to create the new course work, transition some courses to online, and build the certificate with new courses is exceptional.” Scott Jeffe who is the Assistant Vice President of Market Intelligence, Ruffalo Noel Levitz, LLC, Cedar Rapids, IA



WAKE FOREST
UNIVERSITY

“Well done and this would be exciting - new content, contemporary, and certainly relevant to young people. I know you are targeting regional states, yet your offering could attract a national group of students and build KSU's reputation. I think this will be a unique offering for high school students.” - Dr. Dan Fogel, Director of the Online Pre-College Summer Immersion Program in Business at Wake Forest University, Winston-Salem, NC



“The programs expose students to learning, digital professionals and exploring the many facets of the digital economy relevant to ways in which organizations and companies work today. The credential variety and applicability in the degree program are key. There is a growing need for skills and ability to provide services in the digital space. The programs offer well-rounded, hands-on experience to provide greater opportunity to use knowledge, learning, and contribute quickly in a variety of roles. It’s a creative way to use the content’s modality to teach the content of the modality.” Dr. Julie Staggs, Education Practice Leader, Korn Ferry International, Atlanta



“It’s a great opportunity for the University to differentiate ourselves amongst students and employers both. I am constantly disappointed in the knowledge that graduating students actually have when it comes to the side of advertising/marketing that we do. If we could start educating students at the high school level and then continue to foster that analytical thinking, I think it will pay off in the long run. These jobs are open all over KC, for example, and frankly there is nowhere near the talent that we need to fill them. Agencies end up just hiring bodies and hoping for the best.” – Cindy Augustine, Alum and President of KaZoo Digital Media, Kansas City.



“Digital literacy is a critical 21st century skill certain to accelerate today’s students along the path from digital natives to digital leaders. Programs that recognize the importance of this strategic journey will help place students on a trajectory of career success. The proposals creating interdisciplinary initiatives in digital media education at K-State hits the mark. Universities can’t allow industry to move at a faster pace than academia, or else risk launching ill-prepared graduates. Innovative programs such as this will help K-State become a leader in producing sought after talent equipped to handle industry environments with ever-changing challenges.” Kelly Glasscock, Executive Director of the Journalism Education Association, Manhattan, KS



“High school students need hands-on, practical experiences which allow them to apply their knowledge in authentic, real-world situations. Programs like this need to be widely available as they are invaluable to our students’ futures in education, business, and industry.” Byron McKay, State Adviser, Kansas Technology Student Association, Pittsburgh, KS

Kansas G-Trainers

“The possibility offered through these programs is amazing. The summer immersion coursework fosters exposure to a digital media skill set that will be highly sought after by high school students. Kansas State University will be at the forefront of a movement to provide relevant, meaningful course work in an area that is in high demand. Degree-seeking students will find employers excited about hiring a prospect that brings knowledge of technology, media, and business and how they work hand-in-hand.” Teresa Lacock, Alum and Google for Education Certified Educator and Trainer in the Technology and Special Education office with the St. Mary’s School District.

Program Approval

Summary

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

April 20, 2022

I. General Information

A. Institution Kansas State University

B. Program Identification

Degree Level: Education Specialist Degree
Program Title: School Counseling
Degree to be Offered: Ed.S. in School Counseling
Responsible Department or Unit: Special Ed, Counseling, and Student Affairs
CIP Code: 13.1101
Modality: On-Campus and Online
Proposed Implementation Date: August 2022

Total Number of Semester Credit Hours for the Degree: 60

II. Clinical Sites

Does this program require the use of Clinical Sites? No

Two semesters of supervised internship for a total 600 hours (300 elementary and 300 secondary) in school settings are required.

III. Justification

Kansas State University's entry-level School Counseling program (currently a subplan of the M.S. in Counseling and Student Development degree) has been accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) since Sept. 1, 1999. It is currently a 48-credit hour program. CACREP recently established a requirement that all entry-level counselor preparation programs require a minimum of 60 credit hours. Rather than transitioning to a 60-hour M.S. degree, K-State requests to transition to a 60-hour Educational Specialist (Ed.S.) degree in School Counseling. This would be a high-asset and low-cost investment. The courses that will constitute the required 60 credit hours are already approved courses being offered as core courses in either the existing M.S. program or the existing Counselor Education and Supervision subplan within the Ph.D. in Counseling and Student Development degree program. The proposal is supported by (1) strong workforce demand; (2) no CACREP Ed.S. program in region; (3) high program interest; (4) eligibility for LPC; and (5) increased salary potential.

Workforce Demand: The Occupational Outlook Handbook (2021) predicts an eight percent employment growth rate for counselors from 2019-2029, which is a faster rate than the average for all other occupations. This increase in employment is anticipated to result in increased student enrollment at all education levels.

Competitive Advantage: There is currently no CACREP-accredited Ed.S. degree in School Counseling offered by a university in Kansas or in the Midwest region (CACREP, 2021). Although multiple institutions across the country offer a Specialist in School Counseling degree, KSU would house the only CACREP Ed.S. in School Counseling program in the region. Offering the only CACREP program would create a unique marketing and recruitment opportunity (ASCA, 2021; CACREP, 2021).

High Program Interest: Enrollment in the M.S. in School Counseling program has grown significantly in the past three years due to high need and interest. A two-month digital marketing campaign, in collaboration with the Olathe campus and SMART Reach Digital, validated the high program interest. For instance, there have been approximately 300 program inquiries (web, email, and phone) from January, 2018 to June, 2021. The M.S. in School Counseling enrollment increased from 41 students in 2019, to 56 students in 2020, and to 70 in 2021. Current and future students are enthusiastic about the transition to the Ed.S. degree.

Eligibility for LPC: The 60-hour degree will also allow completers to be eligible to be a Licensed Professional Counselor (LPC), a license issued by the Behavioral Sciences Regulatory Board. The ability to provide mental health counseling by earning the LPC is a great recruitment tool. In the past two years more than 70% of our current students and alumni have inquired and/or enrolled in the additional 12 hours necessary to be eligible for the LPC. An individual is not eligible for the LPC with a degree that consists of only 48 credit hours. Sixty credit hours are required for the LPC.

Potential Salary Increase: The new degree could provide a tremendous salary boost to school counselors. The Ed.S. would provide the potential for a counselor to begin at the same level on the salary schedule as school psychologists who also have an Ed.S. required 60-credit hour degree program. The potential of an enhanced beginning salary would serve as a strong program incentive and recruitment tool.

IV. Program Demand

Current employed counselors, current students, and future applicants are seeking opportunities to enhance their knowledge base and skill development in advanced theory and counseling interventions designed to meet the needs of today’s students and families. Alumni and current students have been requesting the additional 12 credit hours beyond the 48 credit M.S. degree for several years in order to be eligible for their LPC. The research from other educational fields that have transitioned to 60 credit hours and the preliminary data being reported from counseling programs having completed the 60-hour transition have been positive with regard to increase in enrollment numbers. The research from school psychologists, mental health counselors, and school counselors indicates increasing to 60 hours and with an Education Specialist Degree will cause an increase in program applicants. Research from (Merlin et al., 2017) reported transitioning to 60 hours led to positive results and students preferred the comprehensive training they received in 60 credit hours. School counselors value the additional knowledge and skill development in the extra hours (CACREP, 2017; Merlin, et al., 2017).

A. Survey of Student Interest

The current counseling programs receive approximately 100 program inquiries per year. The inquiries include those interested in beginning the program and those interested in completing the 12 hours necessary for the LPC. Student surveys indicate the Ed.S. would have appeal to current students seeking to continue their educational pursuits and also to new applicants excited to earn a unique advanced degree.

Current students in the program were surveyed and asked if they would be interested in completing the additional coursework to meet the 60-hour requirement. Overwhelmingly, they responded in the affirmative:

Number of surveys administered:	60
Number of completed surveys returned:	40
Percentage of students interested in Ed.S. program: ...	90

B. Market Analysis

Kansas is experiencing a shortage of school and mental health counselors. The option of an Ed.S. program offers great potential to increase enrollment and positively impact this shortage. The Kansas State Department of Education (KSDE) collects school annual vacancy data from every school district in Kansas. The data consistently reflect a significant shortage of P-12 licensed school counselors. According to the Kansas ARP ESSER State Plan (2021), “Kansas is experiencing a supply-demand problem relevant to available licensed school counselors...” (48). The ratio of counselor to student in Kansas is currently reported to be 1:450 with many elementary schools not having ONE licensed school counselor. Based on research the American School Counselor Association recommends a ratio of one counselor to 250 students. Research shared by the American School Counselor Association (2019) and reported in the KSDE ARP ESSER State Plan (2021) the counselor shortage in Kansas is compounded in schools of high density, underserved populations, and rural or more isolated areas. The high ratio, lack of elementary counselors, and disproportionate number of high school counselors available to students in rural areas, of color, and low SES populations emphasize the need for additional licensed school counselors. The federal and state governments recognize the need for additional counselors and have authorized multiple sources of federal funds to support the salaries of school counselors.

The Occupational Outlook Handbook prediction of an eight percent employment growth rate for counselors presents a challenge for counselor education programs faced with addressing the counselor shortage. Multiple factors are the reason for the severe shortage of licensed school counselors including the salary schedules in schools and the retiring of current school counselors. The Ed.S. addresses the salary issue and the supply and demand concerns. Additionally, KSDE acknowledging the shortage and need has included a *Grow Your Own School Counselor Model* in the ARP ESSER State Plan submitted in June (KSDE, 2021). This funding model aligns for recruiting and implementing the Ed.S. degree. The expertise of a licensed school counselor in the domains of academic, social-emotional, and career development have been shown to be critical to student success.

Since the pandemic the proportion of mental health–related emergency department (ED) visits among adolescents aged 12–17 years increased 31% (Yard et al., 2021). Emergency department visits were 50.6% higher by adolescents considering death by suicide and 50.6% higher for girls aged 12–17 during the same period in 2019 (Yard et al., 2021). The Kansas rate of death by suicide and of students reporting considering or attempting suicide is alarmingly high and continues to increase. The Kansas Communities That Care Survey (2021) administered to 71,000, Kansas 6th-12th graders reported 29.6% of students considered suicide, an increase from 28.7% during 2020 (KDADS, 2021). More than eight percent reported having serious thoughts of ending their life within the past month and 9.4% within the past year. Twenty-two-thousand students reported feeling symptoms of clinical depression (KDADS, 2021). It is concerning that two out of every five adolescents in Kansas report experiencing sustained feelings of hopelessness and sadness (KDADS, 2021). These students need a P-12 licensed school counselor. The Ed.S. degree will increase enrollment and help to address the counselor shortage.

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

Year	Headcount Per Year		Sem Credit Hrs. Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	70		2100	
Year 2	80		2400	
Year 3	90		2700	

VI. Employment

Kansas has a need for 1,200 additional counselors to meet the ASCA recommended ratio of 1:250. Dr. Randy Watson, KS Commissioner of Education, has strongly advocated to school administrators to “hire more counselors.” However, to meet the 1:250 goal, Dr. Watson has reminded counselor educators that we must graduate more license-ready counselors. Kansas counselor education programs have been challenged to prepare more counselors to meet the critical shortage of school and mental health counselors in Kansas. During 2019, 20 students (ten fall and ten spring) graduated with a M.S. in School Counseling and 16 (eight fall and eight spring) in 2020. To the best of our knowledge, 100% of the M.S. in School Counseling graduates are currently or were previously employed in school counseling or counseling-related positions.

Kansas is not the only state experiencing a severe counselor shortage. According to the Bureau of Labor Statistics (2021), there were 333,500 school counseling positions in U.S. schools in May 2019. The outlook is expected to have a growth rate of eight percent between 2018 and 2028, a much faster rate than average for all other occupations (Bureau of Labor Statistics, 2021). The Bureau reported the median salary for school counselors in 2020 was \$58,120. Zip Recruiter (2021) reported the Kansas M.S. school counselor mean 2020 salary as \$50,699. Zip reported the mean salary for a school psychologist with an Ed.S. as \$73,607. Consequently, if school districts are consistent with the salary structure for school counselors with the same 60-hour credit Ed.S. degree program as school psychologists, the result would be a significant pay increase for counselors.

School districts vary in their negotiated agreements and salary schedules. Select salary schedules include a separate column for an Ed.S., several separate by credit hours, and others offer a separate contract and/or bonus for those with extended days or difficult to fill positions.

A school counselor license is issued by the KSDE. To be eligible for a school counselor license, a graduate degree in school counseling is required with a minimum of a 3.25 cumulative GPA. A teaching certificate is not required to be licensed as a school counselor. A passing score on the Praxis for School Counselors, recommendation from an institution of higher education, and no legal issues indicated with fingerprinting or background check are also required prior to issuance of a license. Once a candidate has met the requirements, he/she is eligible to be licensed P-12 by KSDE.

KSU student placement rates for school counseling completers have been at nearly 100% for the past several years. Students who have completed half of the program are eligible for a provisional license. For the past several years, approximately half of the students in the program have either been hired or offered a position as school counselors at the half-way point in the program. The program reputation of being high-caliber with a rigorous curriculum, highly skilled and knowledgeable students, taught by talented and connected professors who are highly invested in their dedicated students serves as a solid foundation for recruitment efforts.

VII. Admission and Curriculum

A. Admission Criteria

- Graduate School Application
- Official Transcript from bachelor's degree institution
- Three recommendations from previous faculty, employers, or supervisors
- Official Transcript from each institution completed any post-baccalaureate coursework or degrees
- Statement of Objectives: 1-2 page statement of career and professional goals and relevant professional experience

B. Curriculum

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH 9
EDCEP 823	Counseling Theory	3
EDCEP 852	Career Development for School Counselors	3
EDCEP 871	Leadership, Advocacy, and Consultation for Counselors	3

Year 1: Spring

Course #	Course Name	SCH 12
EDCEP 857	Counseling Program Management	3
EDCEP 856	Counseling Children	3
EDCEP 877	Counseling Practicum	3
EDCEP 815	Using Tests	3

Year 1: Summer

Course #	Course Name	SCH 9
EDCEP 810	Mental Health in Schools	3
EDCEP 822	Counseling Adolescents	3
EDCEP 824	Development Across the Lifespan for School Counselors	3

Year 2: Fall

Course #	Course Name	SCH 12
EDCEP 967	Appraisal and Psychopathology	3
EDCEP 858	Group Processes	3
EDCEP 887	Counseling Internship	3
EDCEP 860	Trauma and Crisis Counseling	3

Year 2: Spring

Course #	Course Name	SCH 9
EDCEP 887	Counseling Internship	3
EDCEP 985	Advanced Counseling Theory	3
EDCEP 955	Legal and Ethical Issues in Counseling	3

Year 2: Summer

Course #	Course Name	SCH 9
EDCEP 816	Research Methods	3
EDCEP 951	Multicultural Counseling	3
EDCEP 886	Seminar in Critical Issues in Counseling	3

Total Number of Semester Credit Hours..... 60

VIII. Core Faculty

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

FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program Yr. 1	FTE to Proposed Program Yr. 2	FTE to Proposed Program Yr. 3
Dr. Jessica Lane	Asst. Professor	Ph.D.	Y	Counselor Education	1	1	1
Dr. Judy Hughey	Assoc. Professor	Ed.D.	Y	Counselor Education	1	0	0
Dr. Ken Hughey	Professor	Ph.D.	Y	Counselor Education	.5	0	0
Dr. Doris Carroll	Assoc. Professor	Ph.D.	Y	Counselor Education	.5	1	1
Dr. Dan Wilcox	Asst. Teaching Professor	Ph.D.	N	Counselor Education	.5	0	0
Dr. Alex Becnel	Asst. Professor	Ph.D.	Y	Counselor Education	1	1	1
Dr. Samantha Holloway	Teaching Asst. Professor	Ph.D.	N	Counselor Education	.6	1	1
New Faculty	Asst. Professor	Ph.D.	Y	Counselor Education	0	1	1

Number of graduate assistants assigned to this program1

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	\$377,622	\$330,422	\$330,422
Administrators (other than instruction time)	\$12,800	\$6,400	\$6,400
Graduate Assistants	\$12,625	\$12,625	\$12,625
Support Staff for Administration (e.g., secretarial)	\$3,698	\$1,849	\$1,849
Fringe Benefits (total for all groups)	\$127,696	\$109,953	\$ 109,953
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	\$ 534,441	\$461,249	\$461,249
Personnel – New Positions			
Faculty	0	0	0
Administrators (other than instruction time)	0	0	0
Graduate Assistants	0	0	0

Support Staff for Administration (e.g., secretarial)	0	0	0
Fringe Benefits (total for all groups)	0	0	0
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – New Positions	0	0	0
Start-up Costs - One-Time Expenses			
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Physical Facilities: Construction or Renovation	0	0	0
Other	\$20,000	0	0
Total Start-up Costs	\$20,000	0	0
Operating Costs – Recurring Expenses			
Supplies/Expenses	0	0	0
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Travel	0	0	0
Other	0	0	0
Total Operating Costs	0	0	0
GRAND TOTAL COSTS	\$554,441	\$461,249	\$461,249

B. FUNDING SOURCES (projected as appropriate)	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$900,690	\$1,029,360	\$1,158,030
Student Fees		0	0	0
Other Sources		0	0	0
GRAND TOTAL FUNDING		\$900,690	\$1,029,360	\$1,158,030
C. Projected Surplus/Deficit (+/-) (Grand Total Funding minus Grand Total Costs)		\$346,249	\$568,111	\$696,781

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

Dr. Judy Hughey, Dr. Ken Hughey, and Dr. Dan Wilcox are currently or will soon begin phased retirement. Dr. Alex Becnel began a tenure track Assistant Professor position in August, 2021. Dr. Samantha Holloway began a non-tenure track position as a Teaching Assistant Professor in August, 2021. A search is planned for an additional tenure track faculty in counselor education to begin in the fall of 2022. These new faculty allow the counseling programs to meet the CACREP requirement of five core faculty (FTE) for a Ph.D. program. Kansas State has the only CACREP accredited Ph.D. program in the state and will have the only CACREP accredited Ed.S. program in the region.

Personnel – New Positions

No new personnel will be needed as a result of the transition to the Ed.S. program. Select Ph.D. courses will be transitioned to the planned Ed.S. program.

Start-up Costs – One-Time Expenses

Promotional/Marketing Costs: \$20,000

A digital marketing campaign will be designed to promote the unique Ed.S. program. Education and school counseling conferences and child development populations will be targeted.

No Operating Costs – Recurring Expenses

B. Revenue: Funding Sources

Tuition funds are based upon the SCH data reported in section V and the graduate resident tuition rate of \$428.90 / SCH: Year one: $2100 \times 428.90 = \$900,690$; Year two: $2400 \times \$428.90 = \$1,029,360$; Year three: $2700 \times \$428.90 = \$1,158,030$.

C. Projected Surplus/Deficit

The program will be self-supported by tuition generated by the program and college general use funding.

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.

April 20, 2022

I. General Information

A. Institution Kansas State University

B. Program Identification

Degree Level: Bachelor of Science
Program Title: Real Estate and Community Development
Degree to be Offered: Bachelor of Science in Real Estate and Community Development
Responsible Department or Unit: Landscape Architecture and Regional & Community Planning
CIP Code: 04.1001
Modality: Face-to-Face, Online, Hybrid
Proposed Implementation Date: 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

Kansas State University proposes this new Bachelor of Science in Real Estate and Community Development program (BS RE+CD) be offered in concert with the established curriculum of the 5-year non-baccalaureate Master of Regional and Community Planning (MRCP) program. While community development and real estate development are central to both programs, the MRCP is focused heavily on a curriculum for aspiring professional planners, while the proposed BS RE+CD program focuses more broadly on community development professional opportunities with an emphasis on the built environment/real estate. Our department currently offers a Master of Science in Community Development (MSCD) and graduate certificate in Community Development. The BS RE+CD is built on existing resources and faculty expertise. The BS RE+CD may serve as a feeder into our department graduate programs, as well as various other graduate programs in the college and/or university.

The Bachelor of Science in Real Estate and Community Development (BS RE+CD) program will:

- leverage 20 courses from the current MRCP curriculum, APDesign (Architecture, Planning, and Design), Geography and Geospatial Sciences, and the College of Business, for a total of 53 semester credit hours;
 - 22 from MRCP
 - 13 from Landscape Architecture and Architecture
 - 15 from Department of Finance
- the remainder of credits come from general university requirements and electives;
- not require any new courses or resources;
- utilize renovated, expanded, and existing APDesign facilities;
- incorporate strengths from existing Regional and Community Planning, Community Development, and Finance faculty.

The proposed four-year bachelor's degree will be unique due to the combination of community development *and* real estate development. Through a national study of over 100 schools with community development programs, it was discovered that community development programs in the US are most closely frequently housed with planning programs (Haines, Rios, Haines, Koundinya, Abrams, & Stanard, 2021). Of the schools surveyed, only 20 offered a bachelor's degree, and no programs offered a real estate focus. Thus, our proposed BS RE+CD will be a different type of CD degree, capitalizing on K-State's strengths and unique to the state, region, and country.

Within this BS RE+CD curriculum, students will have the opportunity to participate in a study abroad experience and/or complete a professional internship. Internship opportunities will be coordinated in part with the Kansas Department of Commerce's Community Development Division (who's current director is an alumna of the department's MSCD program).

This BS RE+CD program uniquely bridges community development and business; these disciplines prepare students to:

- bring together expertise in community development/social values and business/real estate (aka. focusing on people and place);
- prepare for future workforce areas such as downtown development programs, business improvement districts, environmental groups, in the public, private, and non-governmental organizational sectors;
- make connections between programs in APDesign and the College of Business.

Capitalizing on existing expertise within the colleges of APDesign and Business, as well as with connections with key alumni and professionals, this degree program will focus on the connections between people and place. This program: responds to the new university budget model with a plan grounded in APDesign mission and foundational strengths; supports existing degrees and the APDesign brand; brings together expertise in community development/social values and business; and provides options for students who do not complete a graduate degree (currently the College of Architecture, Planning and Design offers no undergraduate degree options). Collectively, this program will contribute to the K-STATE 105 initiative as outlined in the University's Economic Prosperity plan.

The Kansas Department of Commerce (KDOC) has provided a letter of support (Appendix A) citing this degree will help support the Framework for Growth (KDOC, 2021), primarily by training workers via focused, relevant coursework and partnered internship opportunities between BS RE+CD and the KDOC. Additionally, this program responds to feedback from alumni of APDesign and the College of Business reporting employment demand for graduates with the skills and knowledge provided in the BS RE+CD.

IV. Program Demand:

A. Market Analysis

Our internal market analysis indicates that demand for community development training is high relative to existing opportunities for community development training in Kansas. Key findings of our analysis follow:

- **Workforce demand is high.** The employment section below details the strong workforce demand for students with community development education both nationally and within Kansas. The Kansas Department of Commerce Framework for Growth (2021) identifies four pillars within their mission: talent, innovation, community assets, and policy. Graduates of the BS RE+CD program will be prepared to directly address all four pillars.
- **Interest in community development is high among incoming students.** Today's students are motivated and aware of community development challenges and interested now more than ever in helping others

and making quality places to live. Because of greater willingness to act, enrollment in community development majors is steadily increasing. For example, when UMass Amherst switched their Environmental Design undergraduate curriculum in 2017, rebranding to Sustainable Community Development (Bachelor of Science), they reported a significant uptick in student enrollment, half of which matriculated into their graduate programs (UMass Amherst, Department of Landscape Architecture and Regional Planning (umass.edu/larp/)).

- **There are no undergraduate community development or real estate development programs in Kansas.** For almost two decades our department, Landscape Architecture and Regional & Community Planning (LARCP), has offered, an award-winning, Master of Science in Community Development (MSCD) and more recently a graduate certificate in community development. We do not currently offer an undergraduate degree. Fort Hays State University has a nine-credit hour undergraduate community development certificate associated with their Sociology program, which takes a different focus to this proposed community development degree focused on the built environment. Our program will be unique for Kansas, and the region.
- **This will be the only undergraduate degree in our college, providing a new opportunity at K-State for students to expand their interests in community development and real estate with a potential path for graduate study.**
- **Despite known student interests and state needs, there are no similar degree programs within the region.**

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

Year	Total Headcount Per Year		Total Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	8	0	240	0
Year 2	10	0	300	0
Year 3	12	0	360	0

Note: Figures include credits generated outside of the program and college, across the university.

Students in the BS RE+CD program will be enrolled in the same courses as the students in the first two years of the non-baccalaureate track of the Master of Regional & Community Planning degree (NB MRCP). NB MRCP enrollment is typically seven to ten students per year.

Target BS RE+CD enrollment is 18 new students per year as a net add to existing classes (540 credit hours per year). We anticipate full enrollment within five years, resulting in a total of 2,160 program credit hours per year.

VI. Employment

The Bureau of Labor Statistics states the job growth rate for Community and Social Services Specialists and Managers as 12% and 17% respectively, which is much faster than average job growth nationally. While community development professionals do not make up the total of the job positions for the Community and Social Services Specialist and Managers categories, they make up a critical niche, providing place-based community expertise of the built environment other disciplines do not innately include. Community development professionals work in the sectors of non-profit organizations (ex. affordable housing programs), government (ex. environmental or transportation agencies), corporate entities (ex. social responsibility divisions or initiatives), social institutions (ex. job training as economic development), and financial enterprises (ex. banking institutions' community investments and/or venture capital programs). Community development offers

a holistic view of communities compared to more specific, technical focused disciplines which may work symbiotically with and within a community development framework.

In addition, real estate development, categorized under the business and financial occupations, are project to grow 5% between 2019 and 2029 by the Bureau of Labor Statistics, also faster than the average for all occupations nationally. Real estate development is an economic engine for cities, regions, and states, creating jobs through the design and construction of housing, commercial space, and community facilities.

Collectively, the combination of Community Development and Real Estate Development expertise, sets graduates from the new BS RE+CD program apart from generalist and/or stand-alone community development or real estate development programs, sending community focused and financially-minded graduates into the job market ready to hit the ground running and help build their/our communities stronger, faster, better.

VII. Admission and Curriculum

A. Admission Criteria

Admission to the program is consistent with those of the university (<https://www.k-state.edu/admissions/undergrad/manhattan/apply/incoming-freshmen/requirements.html>).

Application for admission is test-optional. Freshmen applicants, aged 21 & younger, who graduate from an accredited high school, will be assured admission to K-State if they meet the following requirements:

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

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

Those who do not meet the assured requirements are still encouraged to apply and their application. Your application will be reviewed individually.

B. Curriculum

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH 15
ENV203	Survey of Design Professions	1
MATH 100	College Algebra	3
COMM 105	Public Speaking 1A	2
LAR 101	Introduction to Landscape Architecture	3
HIST 102	Western Civilization II	3
SOCIO 211	Introduction to Sociology	3

Year 1: Spring

Course #	Course Name	SCH 16
ENGL 100	Expository Writing	3
ARCH 301	Appreciation of Architecture	3
ENGL 315	Introduction to Cultural Studies	3
GEOL100	Earth in Action	3
GEOL 103	Geology Laboratory	1
CNS 110	History of Building and Construction	3

Year 2: Fall

Course #	Course Name	SCH 15
PLAN 315	Introduction to City Planning	3

GEOG 302	Cartography	3
PLAN 320	Community Development Workshop	3
STAT 350	Business and Economics Statistics I	3
ECON 110	Principles of Macroeconomics	3

Year 2: Spring

Course #	Course Name	SCH 16
PLAN 215	World Cities	3
LAR 322	Ethics & Env Dilemmas	3
ENGL 200	Expos 2	3
GEOG 508	GIS 1	4
ACCT 231	Accounting for Business Operations	3

Year 3: Fall

Course #	Course Name	SCH 16
PLAN 640	Urban Design	3
PLAN 510	Composition and Representation	2
PLAN 444	Career and Academic Planning	2
PLAN 020	Field Trip	0
FINAN 450	Principles of Finances	3
PSYCH 110	General Psychology	3
COMM 311	Business and Professional Speaking	3

Year 3: Spring

Course #	Course Name	SCH 12
PLAN 703	Off Campus Studies	5
PLAN 665	Planning Professional Internship	7

Year 4: Fall

Course #	Course Name	SCH 15
PLAN 720	Infrastructure and Implementation	3
PLAN 718	Principles and Strategies of Community Change	3
SOCIO 360	Social Problems	3
GEOG 200	Human Geography	3
MKTG 400	Introduction to Marketing	3

Year 4: Spring

Course #	Course Name	SCH 15
LAR 500	Site Planning	3
FINAN 552	Real Estate	3
ENTRP 340	Business Innovation and the Entrepreneurial Mindset	3
LAR 311	Unlocking Creativity	3
PLAN 670	Planning in POP Culture	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
Gibson, Huston*	Assoc Professor	PhD	Y	Community Development	0.20
Shakil Kashem	Asst Professor	PhD	Y	Regional & Community Planning	0.05
Rishi, Susmita	Asst Professor	PhD	Y	Community Design	0.10
Wigfall, La Barbara	Assoc Professor	MCP	Y	Community Development	0.10

Number of graduate assistants assigned to this program **101**

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

While no new expenditures are being proposed, shift in funding sources are being made from the MRCP program to the new BS RE+CD program.

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	33,719	33,179	33,179
Administrators (other than instruction time)	11,571	11,571	11,571
Graduate Assistants	0	20,000	20,000
Support Staff for Administration (e.g., secretarial)	3,462	6,923	6,923
Fringe Benefits (total for all groups)	0	0	0
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – Reassigned or Existing	48,752	71,673	71,673
Personnel – New Positions			
Faculty	0	0	0
Administrators (other than instruction time)	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration (e.g., secretarial)	0	0	0
Fringe Benefits (total for all groups)	0	0	0
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – New Positions	0	0	0
Start-up Costs - One-Time Expenses			
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Physical Facilities: Construction or Renovation	0	0	0
Other	0	0	0
Total Start-up Costs	0	0	0

Operating Costs – Recurring Expenses			
Supplies/Expenses	0	0	0
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Travel	0	0	0
Other	0	0	0
Total Operating Costs	0	0	0
GRAND TOTAL COSTS	48,752	71,673	71,673

B. FUNDING SOURCES <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition		\$75,912.00	\$94,890	\$113,868.00
Student Fees		\$3,723.84	\$4,654.80	\$5,585.76
Architecture Planning & Design Fees		\$13,200.00	\$16,500	\$19,800.00
GRAND TOTAL FUNDING		\$92,835.84	\$116,044.80	\$139,253.76
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		\$44,083.84	\$44,371.80	\$67,580.76

X. Expenditures and Funding Sources Explanations

A. Expenditures

Expenditures shown above are not new costs, they are shifts in existing program costs. The Bachelor of Science in Real Estate and Community Development (BS RE+CD) will not require additional personnel or other resources because it utilizes existing faculty, classes, and facilities. Existing courses from the first two years of the non-baccalaureate track of the Master of Regional & Community Planning are foundational to the BS RE+CD. The nature of these courses is such that they have available capacity without increasing demand on the APDesign studio space. Courses from the Department of Finance compose the remainder of the BS RE+CD curriculum along with electives and university required courses.

All existing required courses currently have capacity to accommodate the additions of new BS RE+CD students into the classroom.

B. Revenue: Funding Sources

It is anticipated that the revenue generated from tuition will make a substantial contribution to the department's ability to be self-sustaining. The proposed degree builds upon the existing symbiotic relationship between

community development and regional & community planning programs and builds a more formal connection between those two programs and the finance program.

The tuition rate was calculated by multiplying \$316.30 by the number of SCH generated each year:

- Year 1** \$316.30 per cr hr x 240 cr hrs = \$75,912;
- Year 2** \$316.30 per cr hr x 300 cr hrs = \$94,890; and
- Year 3** \$316.30 per cr hr x 360 cr hrs = \$113,868.

The campus student fees were calculated as a flat \$465.48 per enrolled student:

- Year 1** \$465.48 x 8 students = \$3,723.84;
- Year 2** \$465.48 x 10 students = \$4,654.80; and
- Year 3** \$465.48 x 12 students = \$5,585.76

The College of Architecture Planning and Design student fees were calculated by multiplying \$55 by the number of SCH generated each year:

- Year 1** \$55 per cr hr x 240 cr hrs = \$13,200;
- Year 2** \$55 per cr hr x 300 cr hrs = \$16,500; and
- Year 3** \$55 per cr hr x 360 cr hrs \$19,800

C. Projected Surplus/Deficit

This proposal is a win/win, providing the university, college, and department financial benefits while optimizing existing resources to provide a new degree path for undergraduate students.

XI. References

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UMass Amherst, Department of Landscape Architecture and Regional Planning. (2022). Retrieved from www.umass.edu/larp/ *Note: the UMass department and university context are comparable to K-State's department in size, student composition, and expertise. Enrollment projections for this proposal are proportional to the that of the slightly larger UMass department and program.*

Appendix A

MEMO



DATE: March 5, 2021

TO: Huston Gibson

FROM: Kayla Savage

CC:

CD + Real Estate program justification for the State of
Kansas, Department of Commerce Community

RE: Development Division

1000 S.W. Jackson St., Suite 100
Topeka, KS 66612-1354
Phone: (785) 296-3481
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TTY: 711
KansasCommerce.gov

Department of Commerce, Community Development Division

The opportunities for graduates of community development and real estate in the state of Kansas are vast. With support from the administration, the State of Kansas and the Department of Commerce have specifically dedicated resources to re-establishing the Community Development Division. Within the Division, there are opportunities for both students and graduates of the program with Kansas Main Street, the Kansas Creative Arts Industries Commission, Community Development Block Grants, the Office of Broadband Development, and Rural Opportunity Zones. These programs are connected to many local entities that serve counties, cities, and non-profit organizations across the state of Kansas.

The Department of Commerce has many long-standing relationships with community development groups across the state, including PRIDE communities, regional planning groups, economic development agencies, housing development groups, etc. Commerce also employs business and community development project managers in each region of the state.

Framework for Growth – Internships and Retention

Commerce recently released the Framework for Growth in early 2021, the first organized and strategic plan since 1986, designed to serve as the north star for development in Kansas. The four pillars laid out in the plan include talent, innovation, community assets and policy – all four pillars would be served by an internship program through Commerce and the Community Development + Real Estate program. By the State and KSU partnering for an internship program, we provide opportunities for real growth of the students and our state by enhancing community assets, strategically foster innovation, prioritizing good policy through real community needs, and keeping our best talent in the state where they are valued.

This program would train, retain, and give real life experience in community development to students that want to improve their communities through incremental and sustainable change.

In conclusion, the Department of Commerce and Community Development Division strongly support the Community Development + Real Estate undergraduate degree program and look forward to engaging in an internship program partnership when the program begins.

Program Approval

Summary

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

April 20, 2022

I. General Information

A. Institution Kansas State University

B. Program Identification

Degree Level: Bachelor
Program Title: Operations and Supply Chain Management
Degree to be Offered: BS in Operations and Supply Chain Management
Responsible Department or Unit: Department of Management, College of Business Administration
CIP Code: 52.0203
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

Operations and Supply Chain Management (OSCM) has been offered as one of three academic tracks within K-State's Management major for well over a decade. Student demand for the program has grown consistently with enrollments of 75 in 2017, 84 in 2018, 77 in 2019, and 105 in 2020. K-State requests to make OSCM its own major to 1) increase program visibility for students, and 2) meet the market demand for graduates with this particular degree.

Demand for operations and supply chain management (OSCM) talent is at an all-time high as companies have recognized the importance of supply chain management for the success of their business. The national shortage in supply chain management talent is expected to leave close to 2.5 million positions in this area unfilled between now and 2028, causing a potential economic impact of about \$2.5 trillion (Lebovitz, 2021). According to the U.S. Bureau of Labor Statistics (2021), the job growth in supply chain management is expected to increase roughly 30% from 2020 to 2030, which is much faster than the average for all occupations.

While industry demand has been growing for years, supply chain management has become a household term because of the COVID-19 pandemic. The shortages of personal protective equipment and essential household items, as well as the skyrocketing cost of certain parts and materials, has resulted in an increasing awareness of the necessity for OSCM talent. Nationally, a typical starting salary for individuals entering the OSCM field is about \$60,000 (Association for Supply Chain Management, 2021). Unofficially, the entry-level annual salary for K-State students with an OSCM emphasis averages about \$57,000.

OSCM is the fastest-growing business sector in the Heartland region, which is a focal point for the movement

and distribution of goods throughout the country. Kansas City, for example, is now seen as a center of choice for warehousing, manufacturing, and distribution. Regional third-party logistics/trucking companies and some of the most prominent companies in the world like Amazon, DHL, and Walmart are establishing or expanding their facilities due to the region's abundant, multi-modal transportation network. In the same vein, the *Kansas Framework for Growth* (2021), recently released by the Kansas Department of Commerce, selected 'Distribution, Logistics, and Transportation' among their five target areas for growth. With this growing demand for and interest in OSCM talent, our graduates have been placed in top companies like Amazon, Cargill, Koch, Lockheed Martin, and UPS located across the country in AZ, CA, GA, IA, IL, MN, VA, and TX in addition to KS and adjacent states like CO, MO, NE and OK. In addition, corporate donations targeting OSCM students as well as the number of companies specifically recruiting OSCM graduates have been on the rise. A distinct OSCM major will help the program continue this momentum by promoting its visibility and recognition to potential employers and incoming students.

Moreover, the Department of Management and College of Business Administration are very well-positioned to offer this major because OSCM has been offered as one of three academic tracks within the Management major for well over a decade. The OSCM program at K-State has already gained recognition from our corporate partners and other key industry stakeholders. For example, K-State has been selected as one of the 20 supply chain management programs around the world to compete in the General Motors' Global Supply Chain Case Competition for four years in a row. Likewise, as a key partner of the Council of Supply Chain Management Professionals (CSCMP) in Kansas City, one of the largest associations of supply chain professionals in the Heartland region, the K-State OSCM program has attracted major companies to campus for recruitment and received donations and scholarships targeting OSCM students from its corporate partners.

Finally, student enrollment in the OSCM program has grown significantly in recent years, which will be discussed in more detail below. In addition, the OSCM track has strengthened its curriculum offerings to meet the emerging needs of its industry partners. At this point, the OSCM track is already operating very similarly to a major as the distinctions between OSCM and other areas of focus within Management have grown over time.

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

A. Survey of Student Interest

We have clear evidence of student interest in the supply chain management program. As noted above, OSCM has been offered as one of three tracks within the Management major for well over a decade and student enrollment in the OSCM program has grown significantly in recent years. The track had 57 students in 2016 and has grown to 91 students in 2021 (including the following number of students in the intervening years: 75 in 2017, 84 in 2018, 77 in 2019, and 105 in 2020). The track also has an active student organization, the Global Supply Chain Club.

B. Market Analysis

As noted above, demand for supply chain talent is at an all-time high. The national shortage in supply chain management talent is expected to leave close to 2.5 million positions unfilled between now and 2028, causing a potential economic impact of about \$2.5 trillion (Lebovitz, 2021). According to the U.S. Bureau of Labor Statistics (2021), the job growth in supply chain management is expected to increase roughly 30% from 2020 to 2030.

Nationally, a typical starting salary for individuals entering the OSCM field is about \$60,000 (Association for Supply Chain Management, 2021). Internally, salaries for Management graduates from K-State are reported in the aggregate and cover all three of our existing tracks within the major (Human Resource Management, Organizational Management, and Operations & Supply Chain Management). However, an unofficial record of

entry-level annual salaries for K-State students with an OSCM emphasis averages about \$57,000. Likewise, interest in OSCM graduates is very strong among our corporate partners. We receive numerous requests from employers to speak to OSCM students about employment opportunities and 100% of the members of our Management Advisory Board supported the creation of a specific major in OSCM.

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

There are currently 91 students in the OSCM track. With the increased visibility that a major in OSCM would provide, coupled with the growing demand in the field, it is likely that the area will grow faster than projected. Below, we base estimates on current enrollment with a conservative 2% growth per year.

Year	Total Headcount Per Year		Total Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	91		2730	
Year 2	93		2790	
Year 3	95		2850	

VI. Employment

OSCM spans all movement and storage of materials, inventory, information, and finances from point-of-origin to point-of-consumption. OSCM careers are thus in demand in many different industries and types of organizations, from large automobile and aerospace manufacturers to natural resources and construction industries, to well-known retail and household products companies. The U.S. Bureau of Labor Statistics (2021) projects that jobs within the OSCM/logistics sector will grow by 30 percent through 2030, much faster than the average for all occupations. Upon graduation, our OSCM majors will be prepared to enter the workforce in positions such as: procurement manager/analyst, supply chain manager/analyst, purchasing agent/specialist, project manager, operations manager/coordinator, production supervisor/scheduler, logistics/transportation coordinator, warehouse/distribution supervisor, quality manager, inventory manager/analyst, freight broker, and supply chain consultant, among others.

Recent graduates of the OSCM track under the Management major have been recruited to work for companies such as Amazon, BNSF Railway, Cargill, Cerner, DHL, FedEx, General Electric, Hallmark, John Deere, Koch Industries, Lockheed Martin, PepsiCo, Southwest Airlines, Target, Union Pacific, and UPS. While formal university data is collected by major rather than by tracks within a major, demand for OSCM students is even stronger than demand for other areas. For example, while placement rates for CBA (College of Business Administration) graduates in general and Management majors in particular have consistently been in the 96-97% range, we informally know that demand for OSCM students is even stronger than demand in other areas. As was noted above, nationally, a typical starting salary for individuals entering the OSCM field is about \$60,000, while our internal tracking suggests that the entry-level annual salary for K-State graduates with an OSCM emphasis averages about \$57,000.

VII. Admission and Curriculum

A. Admission Criteria

Our admission criteria are consistent with those of the College of Business Administration.

Students entering college for the first time and eligible for admission to K-State must enroll in the business administration pre-professions program (BAPP).

Students with previous academic work (either at K-State or elsewhere) requesting transfer to the College of Business Administration must have at least a 2.5 grade point average and enroll in the BAPP curriculum. Transfer students, entering with 45 or more credit hours, must achieve a K-State GPA of 2.5 or higher on the first 15 or more hours of K-State course work to be able to continue in the College of Business Administration. For purposes of admission, grade point averages will be based on all courses attempted at colleges or universities.

Admission to a degree plan (major) is necessary for graduation. Applicants for admission to one of the degree plans (majors) in the CBA will be accepted upon completion of a minimum of 45 credit hours with a K-State grade point average of 2.5 or above.

B. Curriculum

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH 15
MATH 100	College Algebra	3
ENTRP 340	Business Innovation & the Entrepreneurial Mindset	3
GENBA 105	Business Orientation	0
ENGL 100	Expository Writing 1	3
HIST 102	Western Civilization: The Modern Era	3
ART 195	Survey of Western Art History I	3

Year 1: Spring

Course #	Course Name	SCH 15
MATH 205	General Calculus & Linear Algebra	3
ECON 110	Principles of Macroeconomics	3
MANGT 420	Principles of Management	3
COMM 105	Public Speaking 1A	2
BIOL 198	Principles of Biology	4

Year 2: Fall

Course #	Course Name	SCH 15
ECON 120	Principles of Microeconomics	3
STAT 350	Business Economics Statistics I	3
MKTG 400	Introduction to Marketing	3
ENGL 200	Expository Writing 2	3
GENBA 205	Career Accelerator	0
AMETH 160	Introduction to American Ethic Studies	3

Year 2: Spring

Course #	Course Name	SCH 15
ACCTG 231	Accounting for Business Operations	3
STAT 351	Business Economics Statistics II	3
MANGT 421	Introduction to Operations & Supply Chain Management	3
MANGT 366	Introduction to Business Analytics and Information Systems	3
HIST 151	History of the U.S. to 1877	3

Year 3: Fall

Course #	Course Name	SCH 15
ACCTG 241	Accounting for Investing and Financing	3
MANGT 520	Organizational Behavior	3
MANGT 521	Managerial Decision Analytics	3
MANGT 660	Supply Chain Planning & Control	3
ELECTIVE	SALES 542: Fundamentals of Professional Selling	3

Year 3: Spring

Course #	Course Name	SCH 15
FINAN 450	Principles of Finance	3
MANGT 561	Logistics and Warehouse Management	3
MANGT 553	Business Project Management	3
MANGT 541	Quality Management	3
SALES 555	Sales Technology	3

Year 4: Fall

Course #	Course Name	SCH 15
MANGT 662	Procurement, Logistics, & Supply Chain Design	3
MANGT 663	Supply Chain Analytics	3
MANGT 595	Business Strategy	3
ECON 540	Managerial Economics	3
SALES 560	Sales Force Leadership	3

Year 4: Spring

Course #	Course Name	SCH 15
MIS 665	Business Analytics and Data Mining	3
MANGT 596	Business Ethics & Corporate Citizenship	3
ENGL 417	Written Communication for the Workplace	3
SALES 561	Sales Negotiation	3
MANGT 430	Business Law	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
Ike Ehie	Associate Professor	PhD	Y	Supply Chain Management, Logistics and Supply Chain Control	1
MK Kim	Associate Professor	PhD	Y	Supply Chain Management, Supply Chain Analytics, Procurement	.75

Dan Minick	Advanced Instructor	MBA	N	Operations Management, Quality Management	.50
Brandon Savage	Instructor	MBA	N	Operations Management, Project Management	.50

Number of graduate assistants assigned to this program 1

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	\$311,971	\$311,971	\$311,971
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)	99,831	99,831	99,831
Other Personnel Costs	\$0	\$0	\$0
Total Existing Personnel Costs – Reassigned or Existing	\$411,802	\$411,802	\$411,802
Personnel – New Positions			
Faculty	0	0	0
Administrators (other than instruction time)	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration (e.g., secretarial)	0	0	0
Fringe Benefits (total for all groups)	0	0	0
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – New Positions	\$0	\$0	\$0
Start-up Costs - One-Time Expenses			
Library/learning resources	\$0	\$0	\$0
Equipment/Technology	\$0	\$0	\$0
Physical Facilities: Construction or Renovation	\$0	\$0	\$0
Other	\$0	\$0	\$0
Total Start-up Costs	\$0	\$0	\$0
Operating Costs – Recurring Expenses			
Supplies/Expenses	\$0	\$0	\$0
Library/learning resources	\$0	\$0	\$0
Equipment/Technology	\$0	\$0	\$0
Travel	\$0	\$0	\$0
Other	\$0	\$0	\$0

<i>Total Operating Costs</i>	\$0	\$0	\$0
GRAND TOTAL COSTS	411,802	411,802	411,802

B. FUNDING SOURCES <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		863,499	882,477	901,455
Student Fees		94,322	96,395	98,468
Other Sources		\$0	\$0	\$0
GRAND TOTAL FUNDING		957,821	978,872	999,923
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		546,019	567,070	588,121

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

Establishing OSCM as a major instead of a track within the Management major will require no new personnel. Instead, those faculty who are currently teaching in the OSCM track will teach a similar selection of courses within the proposed OSCM major. The core faculty have FTE allocated in alignment with the OSCM courses that they teach within the major. The budget does not include an allocation for annual raises as those are unpredictable, but that would be addressable by the projected surplus if raises are granted.

Over the years, the curriculum has been revised and enhanced to the point that the track operates very similarly to a major at this point, with dedicated faculty and specialized courses. For instance, in comparing the OSCM track to the Human Resource Management (HRM) track within the Management major, the two tracks share only 1 common business course outside of the Business Core.

Personnel – New Positions

No new positions will be required. The faculty who currently teach courses in the OSCM track within the Management major will teach a similar selection of courses within the proposed OSCM major.

Start-up Costs – One-Time Expenses

No significant start up costs are expected. The OSCM track is already in place within the Management major.

Operating Costs – Recurring Expenses

No new operating cost are expected. The OSCM track is already in place within the Management major.

B. Revenue: Funding Sources

The budget model uses student credit hours (SCH) generated to provide revenue to the college in which the course is assigned. The budget projection in IX (B) is based on both SCH and revenue generated at the university level. The fee calculation is based on 50% of SCH generated by the College of Business and 50% of SCH generated by other KSU colleges. Therefore, the CBA fee is assessed on 50% of the SCH and no college-specific fees are assessed on the non-CBA courses as those courses could be taken from various colleges with differing fee structures.

Current SCH tuition is set at \$316.30. The CBA fee shown is the surcharge fee of \$69.10 per SCH. Please refer to the chart below for calculations.

	Program Year 1		Program Year 2		Program Year 3	
	SCH	Subtotal	SCH	Subtotal	SCH	Subtotal
In-state on-campus tuition	2730	\$863,499	2790	\$882,477	2850	\$901,455
CBA Surcharge Fee	1365	\$94,322	1397	\$96,395	1425	\$98,468
Total Revenue		\$957,821		\$978,872		\$999,923

C. Projected Surplus/Deficit

As indicated above, moving this program from a track to a major will continue to create a surplus for both the college and the university. Costs will not increase with the move from a track to a major as both the faculty and curriculum are already in place. Revenue could increase due to the increased visibility of the major, which could help attract a higher number of students to this area of study. In addition, the added prominence associated with the major may help attract additional addition from recruiters as well as increase donations from alumni and corporate partners. However, those potential increases are not built into any of the revenue projections. Instead, revenue projections are estimated conservatively based upon existing enrollment with very modest growth (2% per year).

XI. References

Association of Supply Chain Management (ASCM). *2021 Supply Chain Salary and Career Report*. Retrieved December 14, 2021 from <https://www.ascm.org/making-an-impact/research/salary-survey/>

Bureau of Labor Statistics (2021, September 8), U.S. Department of Labor, *Occupational Outlook Handbook*, Logisticians. Retrieved February 12, 2022 from <https://www.bls.gov/ooh/business-and-financial/logisticians.htm/>

Kansas Department of Commerce. *Kansas Framework for Growth*. Retrieved December 14, 2021 from <https://www.kansascommerce.gov/kansas-framework-for-growth/>

Lebovitz, R. (2021, June 3). *The Big Supply Chain Talent Shortage*. Future of Sourcing. <https://futureofsourcing.com/the-big-supply-chain-talent-shortage/>

Program Approval

Summary

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

April 20, 2022

I. General Information

A. Institution University of Kansas

B. Program Identification

Degree Level: Bachelor's
Program Title: Professional Studies
Degree to be Offered: Bachelor of Professional Studies
Responsible Department or Unit: School of Professional Studies
CIP Code: 30.0000
Modality: Online
Proposed Implementation Date: 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 School of Professional Studies at the KU Edwards campus in Overland Park proposes to create a new hybrid and online undergraduate degree, the Bachelor of Professional (BPS). The program is designed for undergraduate students with a strong interest in practical training in professional management career pathways and who have already earned an associate's degree or equivalent hours and are looking to complete the last two years necessary for a bachelor's degree. The program can be completed fully online, or hybrid, based on students location and preference.

The BPS degree will be a professional track baccalaureate completion degree for students transferring to KU Edwards. The BPS program will provide students with the opportunity to demonstrate their ability to succeed in courses with content relevant to their anticipated profession and elective courses will afford students the ability to concentrate on a focus area (e.g., Project Management, Healthcare Management, among others).

KU Edwards does not currently offer lower-division undergraduate (freshman-sophomore) courses. With KU Edwards offering baccalaureate degree completion programs, we anticipate students interested in pursuing the BPS to come primarily from community college partners in the KC metro area, including JCCC and Kansas City Kansas Community College, and the Metropolitan Community College in Missouri. KU Edwards staff and faculty have worked with staff and faculty at metro area 2-year colleges--primarily JCCC--to align course offering and content with KU requirements and needs for seamless transfer of credit and progression from JCCC to Edwards. However, transfer students in other states may also take advantage of this degree given that many of KU's general education courses are available online.

IV. Program Demand: Market Analysis option selected.

A. Market Analysis

In the Kansas City and larger Midwest region, this would be the first BPS degree to be offered. As an emerging degree focused on adult learner, working professional, and college transfer pathways to baccalaureate completion, there are limited Bachelor of Professional Studies degree offerings; the most similar offered online are at Purdue University Global and BYU-Idaho via BYU-Pathway Worldwide. Northeastern College of Health and Sciences (previously New York Chiropractic College) offers a similar BPS with a major in life sciences. The curriculum for KU's BPS differs from similar BPS programs by giving students the opportunity to focus coursework on, for example, Project Management, Healthcare Management, Law and Society, among others. There are no other in-state options for students to pursue a BPS degree: however, broader liberal arts general degree completion programs exist at KU, other state universities in Kansas, and other regional institutions. The BPS provides a means of maximizing the use of credit earned at other higher education institutions and designing a broad customizable interdisciplinary, transfer friendly curriculum that focuses on professional management skills development required across a range of professional business, health, and policy industries.

The KU program is distinguished by its close connections with Lawrence/Edwards academic programs as well as community college partners such as Johnson County Community College and Kansas City Kansas Community College (to minimize transfer chokepoints and other issues). This bachelor's program was designed explicitly from the start with attention to the transfer students entering the program and the preparation of students to acquire professional and workforce ready skills leading to employment immediately following completion of the bachelor's degree. The degree will leverage strong multi-campus connections to academic and professional programs at KU Lawrence/Edwards to ensure the delivery of a high-quality hybrid, face-to-face, and online degree completion program.

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	10	0	300	0
Year 2	20	10	600	150
Year 3	30	25	900	375

VI. Employment

National Perspective: According to the Bureau of Labor Statistics (BLS) Occupational Outlook Handbook, employment in management occupations is projected to grow 9 percent from 2020 to 2030 and will result in about 906,800 new jobs. Employment of medical and health services managers is projected to grow 32 percent from 2020 to 2030, much faster than the average for all occupations. The Bureau of Labor Statistics Office of Occupational Statistics and Employment Projections reports that openings in business, management, and sales occupations will continue to have strong growth over the next ten years. Of occupations requiring a bachelor's degree to enter, general and operations managers occupational openings lead the projections with an annual average of 229,600 openings nationwide. Project management specialists and other business operations specialists (128,000 average annual openings), management analysts (99,400 average annual openings), and medical and health services managers (51,800 average annual openings) are also expected to have strong projected job opening growth.

Regional Perspective: In 2021, according to the BLS, employment increased over the year in both portions of the metropolitan area. Specifically, Kansas City, MO, gained 35,500 jobs and Kansas City, KS, gained 11,200 jobs. Within the Kansas City region, the management employment sector is expected to see continued strong growth. In life sciences alone, Jobs EQ notes total demand in this industry is expected to add 12,348 jobs in the

Kansas City region over the next five years. Medical and Health Services Managers (BLS Code 11-9111) are projected for strong growth in Kansas (11% growth 2016-2026, 340 projected openings). In 2020, 17,496 jobs in General and Operations Managers were reported in the Kansas City region. Jobs EQ notes total demand in general and operations managers is expected to fill 15,783 jobs in the Kansas City region over the next ten years.

VII. Admission and Curriculum

A. Admission Criteria

Students must apply and be admitted by the School of Professional Studies. Transfer applicants are required to have a 2.0 GPA.

B. Curriculum

The proposed Bachelor of Professional Studies program is unique because it draws upon coursework from multiple programs and disciplines. The flexible curriculum of this degree program allows students to transfer in credit from community college and create a baccalaureate degree pathway with concentrations that align with their professional goals. The BPS program will utilize the new KBOR policy that allows students to transfer in more than 60 credit hours from community colleges towards their bachelor's degree.

KU Core Requirements: 33 Credit Hours

- Critical Thinking Elective Goal 1.1 (3 credit hours)
- Quantitative Literacy Elective Goal 1.2 (3 credit hours)
- Written Communication 1 Elective Goal 2.1 (3 credit hours)
- Written Communication 2 Elective Goal 2.1 (3 credit hours)
- Oral Communication Elective Goal 2.2 (3 credit hours)
- Arts & Humanities Elective Goal 3 (3 credit hours)
- Natural Sciences Elective Goal 3 (3 credit hours)
- Social Sciences Elective Goal 3 (3 credit hours)
- Human Diversity Elective Goal 4.1 (3 credit hours)
- Global Culture/Awareness Elective Goal 4.2 (3 credit hours)
- Ethics Elective Goal 5 (3 credit hours)
- Goal 6 met with Professional Studies Capstone

Professional Studies Core: 12 Credit Hours

- MATH 365 Elementary Statistics
- PFS 301 Communication in the Workplace
- PFS 302 Leadership in Practice
- PFS 303 Professionalism and the Workplace

Concentration Requirements: 18 credit hours of 300+ level or above - choose one area*

- Project Management (18 Credit Hours: See Appendix A for course listing)
- Health Policy and Management (18 credit hours: See Appendix A for course listing)

Open Elective Courses: 57 credit hours - secondary emphasis area or minor encouraged

Capstone:

- PFS 599 Professional Studies Capstone

As noted earlier, since KU Edwards does not offer freshman-sophomore level courses the BPS is designed as a baccalaureate degree completion program. Students can complete the first two years at KU or another institution, whether that be at one of our metropolitan community college partners or elsewhere. Below is an example of a four-year course of study.

*Additional concentration areas may be added in collaboration with other Schools or the College.

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH 15-17
Core 1.1	Critical Thinking Course	3
Core 1.2	Quantitative Literacy Elective	3
Core 3N	Natural Science Elective	3-5
Core 2.1	Written Communications Elective 1	3
	Concentration/Elective/Minor Course	3

Year 1: Spring

Course #	Course Name	SCH 15
Core 3H	Arts and Humanities Course	3
Core 2.2	Oral Communications Elective	3
Core 2.1	Written Communications Elective 2	3
Core 3S	Social Science Course	3
	Concentration/Elective/Minor Course	3

Year 2: Fall

Course #	Course Name	SCH 15
Core 4.1	Human Diversity Elective	3
	Concentration/Elective/Minor Course	3
	Concentration/Elective/Minor Course	3
	Elective/Minor Course	3
	Elective/Minor Course	3

Year 2: Spring

Course #	Course Name	SCH 15
Core 4.2	Culture, Diversity & Global Awareness elective	3
	Concentration/Elective/Minor Course	3
	Concentration/Elective/Minor Course	3
	Elective/Minor Course	3
	Elective/Minor Course	3

Year 3 and 4 courses are offered face to face and online at the KU Edwards campus

Year 3: Fall

Course #	Course Name	SCH 15
PFS 301	Communication in the Workplace	3
MATH 365	Elementary Statistics	3
	Concentration Elective 1	3
	Concentration Elective 2	3
	Elective/Minor Course	3

Year 3: Spring

Course #	Course Name	SCH 15
PFS 302	Leadership in Practice	3

Core 5	Ethics Elective	3
	Concentration Elective 3	3
	Elective/Minor Course	3
	Elective/Minor Course	3

Year 4: Fall

Course #	Course Name	SCH 15
PFS 303	Professionalism and the Workplace	3
	Concentration Elective 4	3
	Concentration Elective 5	3
	Elective/Minor Course	3
	Elective/Minor Course	3

Year 4: Spring

Course #	Course Name	SCH 15
	Concentration Elective 6	3
	Elective/Minor Course	3
	Elective/Minor Course	3
	Elective/Minor Course	3
PFS 599	Professional Studies Capstone (Core 6)	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
New Faculty	Program Director	Ph.D.	N	TBD	1.0
Mark Jakubauskas	Director for Research and Innovation & Teaching Professor	Ph.D.	N	Environmental Studies, Environmental Health	0.25
Lee Stuart	Assistant Professor of Practice	DBA	Y	Professional Leadership and Administration	0.25
John Bricklemeyer	Professor of Practice	Ed.D.	Y	Engineering and Project Management	0.25
Heather McCain	Professor of Practice	Ph.D.	Y	Engineering, Technology, and Project Management	0.25
Brandon Davis	Assistant Professor	Ph.D.	Y	Law and Society, Criminal Justice	0.25
Ben Merriman	Assistant Professor	Ph.D.	Y	Law and Society	0.25

Heather Gibbs	Assistant Professor	Ph.D., RD	Y	Dietetics and Nutrition	0.25
Sarah Kessler	Associate Professor	Ph.D.	Y	Public and Population Health	0.25
Brendan Mattingly	Lecturer & Program Director for MCDB	Ph.D.	N	Molecular, Cellular, and Developmental Biology (MCBD)	0.25
Jack Treml	Professor of Practice	Ph.D.	N	Biotechnology, Immunology	0.25
Deb Sullivan	Professor & Chair, Dietetics & Nutrition	Ph.D.	Y	Dietetics and Nutrition	0.25
Anne Palmer	Lecturer	Ph.D.	N	Health Careers Coach	0.25

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	\$30,000	\$37,500	\$45,000
Administrators (<i>other than instruction time</i>)	\$27,500	\$28,050	\$28,611
Graduate Assistants			
Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)	\$12,557	\$13,739	\$14,933
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	\$70,057	\$79,289	\$88,544
Personnel – New Positions			
Faculty	\$60,000	\$60,000	\$60,000
Administrators (<i>other than instruction time</i>)	\$20,000	\$20,000	\$20,000
Graduate Assistants			
Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)	\$30,913	\$30,913	\$30,913
Other Personnel Costs			
Total Existing Personnel Costs – New Positions	\$110,913	\$110,913	\$110,913
Start-up Costs - One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other – Online Course Development	\$15,000	\$15,000	
Total Start-up Costs	\$15,000	\$15,000	

Operating Costs – Recurring Expenses			
Supplies/Expenses	\$2,500	\$2,500	\$2,500
Library/learning resources	\$500	\$500	\$500
Equipment/Technology			
Travel			
Other	\$11,400	\$11,400	\$11,400
Total Operating Costs	\$14,400	\$14,400	\$14,400
GRAND TOTAL COSTS	\$210,370	\$219,602	\$213,857

B. FUNDING SOURCES <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	\$0	\$145,500	\$363,750	\$618,375
Student Fees	\$0	\$0	\$0	\$0
Other Sources (JCERT)	\$0	\$64,870	\$0	\$0
GRAND TOTAL FUNDING		\$210,370	\$363,750	\$618,375
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		\$0	\$144,148	\$404,518

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

The BPS program utilizes existing courses that are currently offered at KU Edwards, such as Project Management, Business, Law and Society, Healthcare Management, Nutrition, Public and Population Health, Environmental Health, Medical Terminology, and Applied Biological Sciences, and Statistics. Costs of instruction are already covered by these existing programs since they have additional enrollment capacity in the courses being offered. Course development of the remaining Professional Studies Core courses will be by existing KU faculty and the new program director once they are on board. New course development funds have been included in the budget. A current academic success coach will be assigned to work with the BPS program. The BPS program will make up 33% of their student load and the BPS program will fund 33% of salary and fringe.

Personnel – New Positions

The BPS program will hire a program director in the first year that will oversee program administration and will teach in the program. The program director's salary has been split between faculty teaching and administration at a rate of .75 and .25 or \$60,000 for his or her faculty teaching responsibilities and \$20,000 for program administration.

Start-up Costs – One-Time Expenses

In order to ensure a successful launch of the online program, we have designated \$15,000 for online course development for each of the first two years. These funds will provide faculty with additional resources to develop the courses needed for the program.

Operating Costs – Recurring Expenses

All equipment, library, and supplies have been accounted for in the existing services provided to KU Edwards Students and no additional cost will be associated with the program. The KU Edwards Campus is allocating \$500 each year for instructional resources, \$2,500 each year for recruitment efforts, and \$10,000 each year for marketing efforts. In addition, the program director will receive \$1,400 each year for professional development.

B. Revenue: Funding Sources

The BPS program is a Johnson County Education and Research Triangle* (JCERT) funded program. The program will be fully funded through JCERT funds and tuition revenue. No state funds will be utilized. JCERT funds will be used to help fund the program during the implementation year until the program is revenue generating and sustainable on tuition funds alone. BPS students will be charged an all-inclusive tuition rate of \$485 per credit hour to ensure that the program is affordable and accessible to all students, nationwide.

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

C. Projected Surplus/Deficit

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

XI. References

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Elka Torpey, "Education level and projected openings, 2019–29," *Career Outlook*, U.S. Bureau of Labor Statistics, October 2020. <https://www.bls.gov/careeroutlook/2020/article/education-level-and-openings.htm#s4>

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Field of degree: Business, at <https://www.bls.gov/ooh/field-of-degree/business/business-field-of-degree.htm> (visited December 06, 2021).

Appendix A: Listing of Concentration Courses

- Project Management (18 Credit Hours of the following:)
 - PMGT 305 Foundations of Project Management
 - PMGT 310 Project Communications
 - PMGT 315 Project Scheduling and Control
 - PMGT 320 Introduction to Microsoft Project
 - PMGT 325 Effective Project Team Leadership
 - PMGT 330 Organizational Strategy and Project Initiation
 - PMGT 335 Project Stakeholder Engagement
 - PMGT 405 Organizational and Project Risk Management
 - PMGT 410 Managing Project Success
 - PMGT 415 Project Procurement and Supply Chain Management
 - PMGT 420 Emerging Trends in Project Management
 - PMGT 425 Global Project Management
 - PMGT 430 Managing Virtual Project Teams
 - PMGT 510 Advanced Agile Approaches to Project Management
 - PMGT 520 Advanced Microsoft Project
- Health Policy and Management (18 credit hours of the following:)
 - HMGT 300 Introduction to Healthcare Management
 - HMGT 305 Health Policy and Healthcare Systems
 - HMGT 310 Health Communication
 - HMGT 320 Applied Healthcare Law and Ethics
 - HSCI 340 Introduction to Public Health
 - HSCI 421 Public Health Nutrition
 - HSCI 440 Introduction to Epidemiology
 - HSCI 441 Population Health
 - HSCI 445 Introduction to Environmental Health
 - HSCI 499 Topics in Health Sciences: _____

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. The University of Kansas has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. The Review Team's final report for this doctoral program proposal has been submitted and included no recommendations necessitating a response from the University of Kansas.

April 20, 2022

I. General Information

A. Institution University of Kansas

B. Program Identification

Degree Level: Doctoral Program
Program Title: Doctorate in Advanced Social Work Practice
Degree to be Offered: Doctorate in Advanced Social Work Practice (DSW)
Responsible Department or Unit: School of Social Welfare
CIP Code: 44.0701
Modality: Online
Proposed Implementation Date: Fall 2023
Total Number of Semester Credit Hours for the Degree: 42

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

III. Justification

Doctorate degree programs in advanced social work practice (i.e., the DSW) “educate master’s-level social work practitioners who are graduates of CSWE¹-accredited programs as doctoral level practitioner-scholars who will develop, translate, and advance social work practice knowledge; engage in systematic inquiry; and apply and disseminate research-informed knowledge, values, ethics, and skills in social work through practice, professional leadership, and teaching” (CSWE, 2020; p. 1). As such, the provision of a DSW program aligns with and would further advance the mission of the University of Kansas, which is “to lift students and society by educating leaders, building healthy communities and making discoveries that change the world.”

The DSW is a practice doctorate in social work, including practice at the leadership or management level. It differs from a PhD in social work/social welfare in that a PhD is focused more on developing scholars and researchers. The DSW will complement, not supplant, our PhD program. The two doctoral programs will have distinct foci (i.e., managerial/leadership versus academic/scholarship) and serve students with differing career goals and educational needs. By providing educational experiences that meet the needs of a fuller range of learners seeking doctoral education in social work, we will advance our School’s mission of “educating students to practice with integrity and competence; advancing the science and knowledge base of social work through scholarship and research; and participating in community-engaged service” and increase student credit hours

¹ KU’s Social Welfare program is accredited by the Council on Social Welfare Education (CWSE).

within the School.

While the social work education accrediting body (CSWE) allows for those with a PhD or a DSW to teach at baccalaureate, masters and doctorate levels as faculty within academic settings, the recent growth of DSW programs is due in part to allied professions moving to terminal practice degrees at the doctorate level (e.g., PharmD, ND, PsyD) and the implicit disadvantage to a terminal practice degree at the master’s level (i.e., a MSW) when working with peers from other disciplines holding doctorates (Edwards, Task Force on the DSW Degree Convened by the Social Work Leadership Forum, 2011). In this sense, the DSW attempts to overcome this disadvantage among social work professionals.

The DSW program proposed here focuses on creating a collaborative learning community that fosters scholars who are 1) leaders in anti-oppressive social work in both agency and community contexts, 2) experts in translational and implementation science, and 3) world class teachers and mentors. An emphasis on Diversity, Equity and Inclusion provides context for the classes and serves as a central component of course content. The program is centered on developing leadership and administrative skills, while simultaneously preparing graduates capable of engaging with communities and translating the research base of the profession in order to help agencies to understand and implement the best practices found in the social work and social science literature. Finally, recognizing that many students pursuing a DSW wish to teach, a significant percentage of our courses are devoted to the theory and practice of teaching, enabling graduates to enter clinical faculty roles prepared to conduct their own classes, contribute to curricular development, and serve as skilled mentors and advisors to students

Accreditation Request

As soon as we have received appropriate university and KBOR approvals, we will begin the process of advising CSWE we wish to apply for candidacy as an accredited DSW program. Per Chapter II, section A.7 of the KBOR Policy Manual, Board approval must be obtained and granted prior to beginning the accreditation process. This proposal serves a formal request by the School to seek accreditation through CSWE of the proposed DSW Program. Costs associated with accreditation are included in Section IX.

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

A. Survey of Student Interest

Number of surveys administered:	5300 email inquiries
Number of completed surveys returned:	496
Percentage of students interested in program: ...	76% very or somewhat interested

The KU School of Social Welfare attempted to confirm a strong interest among current macro² practitioners to obtain a DSW degree for either teaching or advanced practice purposes. To assess interest in the DSW, emails were sent to about 5300 licensed MSWs in Kansas, which included all licensed social workers in Kansas in January 2019. (Attempts to obtain emails from the National Association of Social Workers (NASW) and several other states were unsuccessful.) Over three-quarters of respondents (76%) indicated that they were either “very” or “somewhat” interested in pursuing a macro-oriented DSW with the University of Kansas School of Social Welfare (39% and 37% respectively). Roughly two-thirds of the respondents indicated a dual interest – both teaching and practice. In terms of program content, respondents identified social justice advocacy most frequently

² The term “macro” refers to program and organizational development, policy analysis and advocacy, and leadership and management. Macro practice is often contrasted with “micro” practice; the latter which focuses on supporting clients directly through various therapeutic and counseling modalities.

(33%), followed by community organization (23%), diversity (18%), and policy analysis (19%). Thus, the results indicated a strong regional interest in a DSW program, and our assessment of national program models indicates that there is a need for, and strong pool of candidates interested in, macro practice and teaching.

B. Market Analysis

A review of current DSW programs was conducted by Dr. Chris Petr in 2018 which indicated two significant gaps in current DSW programs: 1) lack of attention to teaching, despite this being the most common arena for employment of DSWs and 2) lack of programming focused on macro practice topics (i.e., program and organizational development, policy analysis and advocacy, leadership and management), which were among the most frequently cited areas of hiring need by National Association of Deans and Directors of Schools of Social Work (NADD) members and Association of Baccalaureate Social Work Program Directors (BPD). In addition, our learning around development of engaging online learning content, which accompanied the Coronavirus pandemic, and a desire to reach students nationally and internationally have motivated our decision to place this program in an accessible online platform. Thus, a synchronous (real time) online DSW program at the University of Kansas School of Social Welfare (KUSSW) focused on preparing students to teach macro content in areas such as social and economic justice, community organization, and/or policy analysis could find a broad market.

Many students enroll in advanced clinical programs to further their skills and status in the workplace; however, initial conversations with key informants indicate that this may not be true for advanced macro students—that is, there may not be a comparable need among practicing macro social workers for advanced skills and practice, but there may well be a desire to teach in this area. Thus, our dual focus on teaching and macro practice would appeal to current clinicians desiring to increase macro skills, and current macro practitioners wishing to gain skills in teaching, mentoring and curricular development.

According to the Task Force on the DSW Degree Convened by the Social Work Leadership Forum (Edwards, et al., 2011), “as the demand grows for experts with advanced practice skills, social work would be well-served to have a clear presence of doctoral level practitioners. ... Their training will uniquely position them as active participants in the dissemination of knowledge about those advanced practice competencies. Additionally, academic institutions have indicated a growing need for faculty holding a terminal degree in the profession who trained as advanced practitioners and come into academe with a strong practice background” (pp. 7-8). A recent survey representative of all social work graduates in 2018 (Council on Social Work Accreditation, 2019), indicated that two of five MSWs planning a higher social work degree (39.3%) intended to seek a DSW degree.

Comparative/Locational Advantage

While the proposed program would be unique within the state of Kansas, DSW programs are beginning to emerge around the country, and there are currently 18 and several more in progress (DSW Program Summaries; Matejkowski, 2020; available upon request). This is an emerging trend in social work education, and we anticipate additional programs will be developed. At present, however, no state that is contiguous with Kansas has a DSW program, and many of the online programs are located within private and for-profit institutions. Our relatively inexpensive tuition (please see Section X - Expenditures and Funding Sources Explanations, below), coupled with our strong national reputation and faculty with expertise in leadership and pedagogy, gives us a strong competitive advantage in recruiting students.

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

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	12	0	234	0
Year 2	27	0	562.5	0
Year 3	33	0	688.5	0

VI. Employment

DSW graduates are expert practitioner-scholars who: teach, supervise and mentor; assume leadership roles in social work practice settings; and generate and disseminate social work practice knowledge. In the past, having a Master of Social Work (MSW) degree would make one's resume stand out and would open the door to more advanced positions in Social Work settings. With the MSW having become the current standard, the DSW is being sought by employers as an indicator of preparedness for career advancement in agencies, government, and higher education.

According to the Council on Social Work Accreditation's 2018 of survey of social work education programs in the U.S. (CSWE, 2019), DSW graduates are primarily going into nonacademic administrative positions (22.9% of graduates) and private clinical practice (17.7%); however, tenure-track faculty positions at CSWE-accredited programs (15.6%) and nontenure-track faculty positions at CSWE-accredited programs (12.5%) are also first destinations. These are growth employment areas in the U.S.

According to the Bureau of Labor Statistics, overall employment of social workers is projected to grow 11 percent from 2018 to 2028, much faster than the average for all occupations (BLS, 2020a). Employment of social workers in health care specifically is projected to grow 17 percent from 2018 to 2028 (BLS, 2020a) and employment in mental health and substance abuse is projected to grow 18 percent during this same time period (BLS, 2020a). The DSW degree will offer a competitive advantage for those who wish to move into administrative positions within these settings. Mean salaries of exemplary employment positions are: Medical and health services managers (Mean annual wage = \$115,160; BLS, 2020b), Social advocacy organization executives (mean annual wage = \$114, 040; BLS, 2020c), Government agency Managers (mean annual wage = \$103,000; BLS, 2020d). Additionally, employment (both part-time and full-time) of postsecondary teachers is projected to grow 11 percent from 2018 to 2028, also much faster than the average for all occupations. The median pay for social work teachers in postsecondary settings in 2019 was \$72,070 (BLS, 2020e).

Thus, in terms of future growth, the job prospects of DSW graduates are more promising than many professions. The salaries expected of DSW graduates are highly competitive and higher than what can be obtained with an MSW. Finally, the DSW is designed to be flexible enough to complete while employed so students do not have to forego a salary to complete the program.

VII. Admission and Curriculum

A. Admission Criteria

Candidates complete an application, and provide a resume, a personal statement (prompted by specific questions), a writing sample, three letters of reference from former instructors or colleagues positioned to comment on the candidates' ability to succeed in a DSW program, and undergraduate and graduate transcripts. An undergraduate GPA of 3.2 or above and an MSW GPA of 3.5 and above are on a 4.0 scale are preferred. According to CSWE accreditation standards, the criteria for admission to the program must include an earned

master's degree in social work from a CSWE-accredited program and a minimum of three years of practice experience beyond the master's degree in social work. Social work licensure would be a preferred qualification but will not be required. International candidates would need to provide evidence of English language proficiency through the TOEFL exam or the Applied English Center. The program would seek candidates who evidence strong oral and written communication skills, a commitment to diversity, equity and inclusion, leadership potential, and an interest in expanding their knowledge of leadership, pedagogy and the implementation of evidence-based approaches in practice settings. Initially, students may enter the program only as full-time. However, this requirement may change following assessment of demand for part-time enrollment and instructional resources to support the schedules of part-time students.

B. Curriculum

The program consists of 42 credit hours. This is comparable to DSW programs housed within research-intensive (R1) universities (average = 46.5) and below other universities that are members of the Association of American Universities (AAU; average = 48.9) as well as existing DSW programs in general (average = 49.4). Appendix A categorizes, based upon content area, descriptions of the courses that are listed below.

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH....
TBD	Introduction to Advanced Social Work Practice	3
TBD	Leadership & Management- Evidence-based Practice in Leadership and Management	3
TBD	Research & Evaluation for Building Evidence, Assessing Outcomes and Promoting Equity	3

Year 1: Spring

Course #	Course Name	SCH....
TBD	Funding Human Services: Financial Management and Budgeting	3
TBD	Assessing & Using Evidence to Design and Improve Interventions in Social Work	3
TBD	Educational Theory & Pedagogy	3

Year 1: Summer

Course #	Course Name	SCH....
TBD	Capstone Seminar 1	1.5

Year 2: Fall

Course #	Course Name	SCH....
TBD	Program Development & Design	3
TBD	Curriculum Design & Development	3
TBD	Understanding Translational and Implementation Science	3

Year 2: Winter Inter-Session

Course #	Course Name	SCH....
TBD	Capstone Seminar 2	3

Year 2: Spring

Course #	Course Name	SCH....
TBD	Community Engagement & Community Advocacy	3
TBD	Grant writing	1.5

TBD	Social Momentum Building & Communication Strategies	1.5
TBD	Advising, Mentoring, & Supervision	3

Year 2: Summer

Course #	Course Name	SCH....
TBD	Capstone 3-Defense of Portfolio	1.5

Total Number of Semester Credit Hours **42**

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
*Ed Scanlon	Assoc Professor	PhD	Y	Social Welfare Policy & Programs	1.0

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 (<i>Program Director</i>)	80,000	80,000	80,000
Administrators (<i>other than instruction time</i>)	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration (<i>e.g., secretarial</i>)	0	0	0
Fringe Benefits (<i>total for all groups</i>)	27,200	27,200	27,200
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – Reassigned or Existing	107,200	107,200	107,200
Personnel – New Positions			
Faculty (<i>Lecturing Staff</i>)	0	32,000	32,000
Faculty (<i>T/TT Faculty, Capstone Coord/Clinical Faculty</i>) Year 1 = 1.0 FTE T/TT Faculty and 1.0 FTE Capstone Coord/Clinical Faculty Year 2 = 2.0 FTE T/TT Faculty and 1.0 FTE Capstone Coord/Clinical Faculty	160,000	240,000	240,000
Success Coach & Call Center Staff	86,000	86,000	86,000
Graduate Assistants	0	0	0
Support Staff for Administration (<i>e.g., secretarial</i>)	0	0	0

Fringe Benefits (<i>total for all groups</i>)	83,640	114,040	114,040
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – New Positions	329,640	472,040	472,040
Start-up Costs - One-Time Expenses			
Library/learning resources	0	0	0
Equipment/Technology	40,000	8,000	8,000
Physical Facilities: Construction or Renovation	0	0	0
Other (<i>accreditation review</i>)	14,200	4,200	21,700
Total Start-up Costs	54,200	12,200	29,700
Operating Costs – Recurring Expenses			
Supplies/Expenses	500	700	700
Equipment/Technology/IT Support	18,000	12,000	12,000
Travel/Professional Development	6,000	8,000	8,000
Other (<i>Recruit, Marketing, Orientations</i>)	30,000	20,000	10,000
Total Operating Costs	54,500	40,700	30,700
GRAND TOTAL COSTS	545,540	632,140	639,640

B. FUNDING SOURCES (<i>projected as appropriate</i>)	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		234,000	562,500	688,500
Student Fees		25,800	64,050	78,450
Other Sources		0	0	0
GRAND TOTAL FUNDING		259,800	626,550	766,950
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		-285,740	-5,590	127,310

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

Program Director. One existing tenured faculty member will be assigned to direct this program at a rate of 1.0 FTE. This faculty member will oversee the program accreditation, design, and delivery (.5 FTE) and teach 1/1, conduct research and provide service (.5 FTE).

Personnel – New Positions

- A Capstone Coordinator/Clinical Faculty 1.0 FTE will be hired to manage the content for Capstone coursework to be divided .5 FTE capstone/.5 FTE teaching during the first year and expanded during the second fiscal year to 1.0 FTE capstone to accommodate additional capstones that occur during the second year of the curriculum.
- T/TT Faculty 1.0 FTE will be hired and designated to teach in the DSW program during the first year and a second T/TT Faculty 1.0 FTE will be hired and designated to teach in the DSW program during the second year to accommodate increased student enrollment.
- Lecturing staff will be added to assist with teaching at \$6,000/course. Will begin in year 2.
- Success Coach. Will provide “enroll to graduation” support.
- Call Center Staff. Will recruit and provide “hello to enroll” support.

Start-up Costs – One-Time Expenses

Annual membership dues to our accrediting body (CSWE) are \$4200 which are included in Years 1-3. Accreditation costs include a \$10,000 Letter of Intent and Candidacy Eligibility Fee in Year 1 for the DSW. In Year 3, when the DSW program undergoes accreditation review by CSWE, accreditation expenses will total \$17,500. To support a fully online program we will need equipment/technology for online teaching.

Operating Costs – Recurring Expenses

IT and instructional design (startup and maintenance) for the programming will be critical throughout. Recruiting and marketing will be expanded to promote the new program. Ongoing training and development to keep faculty/instructors abreast of innovations in online learning are also budgeted.

B. Revenue: Funding Sources & C. Projected Surplus/Deficit

Student tuition and fees would fund this program. In the first year, there would only be one cohort of students so the net revenue that year is smaller than subsequent years when there will be two cohorts in the program each year. Students will also pay a DSW course differential fee of \$100 per credit hour (\$4,200 per graduate) and a \$200 capstone fee when enrolling for each of the three capstone courses (\$600 per graduate). Once two cohorts are established in the program, the program costs are covered by student enrollment.

Tuition for the online program is proposed at \$1,000 per student credit hour. We reviewed the current 18 existing DSW programs’ per credit/unit and total program tuition costs. There was one “outlier” program (University of Alabama) that had tuition costs less than half the average of the remaining programs. The KU DSW program cost is competitive with existing DSW programs, and considerably lower than DSW programs housed within research-intensive (R1) universities and within universities that are members of the Association of American Universities (AAU). Total program costs tended to balloon with programs that required intensive residential summer sessions as a component of their DSW program. The program proposed here eschews these residential costs by providing instruction completely online. Costs are summarized in the following table and do not include any fees charged by institutions.

	Average tuition cost per unit/credit/hour (\$)	Average tuition cost for entire program (\$)
18 Existing DSW Programs	854.70	50495.80
DSW Programs w/o Alabama	894.20	52602.10
DSW programs within AAU universities	1156.00	68197.20
DSW Programs within R1 universities	915.75	53333.67
DSW Programs within R1 w/o Alabama	1014.90	57637.88
KU DSW Program	1000.00	42000.00

Students enroll in 19.5 credit hours their first year and 22.5 credit hours per their second year. Year one will include one cohort of 12 students, garnering \$234,000 in tuition revenue that can be applied to support programming. In subsequent years, there will be two cohorts going through the program each calendar year.

Projected enrollments:

Year one: Cohort 1 – 12 students (\$259,800 in revenue)

Year two: Cohort 1 – 12 students / Cohort 2 – 15 students (\$626,550 in revenue)

Year three: Cohort 2 – 15 students / Cohort 3 – 18 students (\$766,950 in revenue)

XI. References

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Appendix A – Course Categories

Category 1: Ethical and Historical Frameworks

Introduction to Advanced Social Work Practice (3 hours): This course is focused on preparing the entering DSW student to understand what is meant by Advanced Social Work Practice, and the social, political, and economic contexts in which social work leadership, translational research and social work education and instruction are embedded. Topics include the structure of higher education in the US, contemporary policy and administrative challenges, issues of diversity, equity and inclusion in higher education, and the infrastructure that guides research, including accountability to funders and university standards of the ethics and rigor of knowledge development. An introduction to common theoretical and conceptual ideas is presented, along with the development of shared definitions of terms used in the arenas of both higher education and organizational leadership.

Category 2: Leadership and Administrative Practice Knowledge, Theory and Skills

Funding Human Services and Social Change: Financial management and budgeting (3 hours): This course will introduce students to the fundamentals of managing the financial aspects of an organization. Students will develop the skills necessary to understand and develop balance sheets and program budgets that promote equity and inclusion. Students will also develop necessary skills for identifying funding sources and writing grant proposals appropriate for human service provision and anti-oppressive social change efforts.

Evidence informed leadership and management (3 hours): This course will cover various theories of leadership and management. Students will learn to engage in leadership practices across the social ecology, including leadership of agencies that serve individuals and organizations focused on structural change. Students will develop a style of leadership that is strengths-based, and trauma-informed and which promotes diversity, equity and inclusion. Topics would include theories of leadership & team building (best practices), multi-system competency (macro-micro) community engagement, the use of public discourse & technology (communications), strengths-based practice and trauma informed care (trauma awareness).

Community engagement and advocacy (3 hours): This course will cover various aspects of engaging with the community, with a focus of ensuring that organization activities serve the diverse interests and needs of their constituents. The course will cover models of engaging in advocacy that centers the needs and strengths of diverse, equitable and inclusive communities, such as community organizing. Policy practice will be considered as a form of advocacy. The course will also cover approaches to identifying community strengths and needs.

Human service program development and design (3 hours): This course will cover the life course of a program, beginning with employing existing evidence for the development of the program its design. Students will develop the necessary skills to design and develop programs to address particular needs of culturally diverse individuals and communities.

Grant writing (1.5 hours): This course will discuss the fundamentals of grant writing, including identifying appropriate funding sources, capturing the strengths and needs of the constituents served by the program in ways that meet funders' requirements, and leveraging existing evidence to write a compelling proposal.

Creating social momentum through public communication (1.5 hours): This course will cover utilizing the multitude of modern media tools to gain public support for social welfare initiative that promote diversity, equity and inclusion. Topics will include describing community strengths and needs in ways that compel constructive action and making relevant research and evidence accessible to a popular audience.

Category 3: Research and Inquiry

Research and evaluation for building evidence, assessing outcomes and promoting equity. (3 Hours): This course is an in-depth introduction to the process of conducting research. A comprehensive approach is taken to covering the full research design process, considering quantitative, qualitative and mixed methods approaches, and the evaluation of program outcomes. The course also integrates topics related to structural bias, systemic oppression, and strategies for anti-oppressive research, and addresses ethical issues in the conduct and dissemination of research.

Assessing and using evidence to design and improve multi-level interventions in social work (3 Hours): This course develops students' knowledge and skills for identifying, assessing, and critiquing the empirical evidence on current interventions and practices in social work. The focus is on conducting multi-dimensional, value-critical inquiry about "best practices" relevant to social work and applying the results of that inquiry toward designing and improving interventions or practices that are multi-level. The course introduces the foundations of evidence-based practice, systematic review of the literature, critical evaluation of empirical studies, and structured data synthesis to assess the quality of evidence. In addition to covering approaches for rigorous methodological critique, the course emphasizes value-critical frameworks for assessing research in relation to anti-oppressive principles.

Understanding translational and implementation science (3 Hours): This course provides students with the foundation for understanding and applying implementation science principles and practice. Using a critical perspective with a focus on identifying and using effective strategies for translating research into practice, the course introduces key concepts of implementation science and a variety of theories and frameworks for guiding implementation efforts. Students gain knowledge and skills in identifying implementation facilitators and barriers and developing and supporting key implementation strategies. Implementation is examined from an equity lens to consider how implementation processes can promote racial equity and social, economic, and environmental justice. The course also covers evaluation of implementation, including measures designed to examine implementation processes and outcomes.

Category 4: Pedagogy and Instruction

Integrative and critical approaches within educational theory and pedagogy (3 hours): This course is focused on providing DSW students with a strong theoretical foundation for effectively teaching adult learners in social work courses at all levels of higher education. Topics will include theories of pedagogy/andragogy; educational psychology; classroom and teaching strategies; understanding, assessing, and supporting a diverse array of learning styles; pacing; effective use of classroom time; ethics in teaching and learning; creating positive classroom dynamics; critical pedagogy and anti-oppressive and indigenous teaching models; and tools for evaluating teaching. Specific emphasis will be placed on attending to diversity, equity, and inclusion within classroom settings, and developing skills to facilitate conversations on issues of oppression and privilege.

Diversity and accessibility in curriculum design and development (3 hours): This course is focused on reviewing and designing course curricula and materials, as well as understanding the delivery of social work education in the context of the Council on Social Work Education's (CSWE) Education Policy and Accreditation Standards (EPAS). Particular attention will be given to issues of diversity and accessibility when designing course curricula. Topics will include developing curricula that incorporate social work knowledge, skills, and values; methods for assessing curricular outcomes; syllabus and assignment construction; topic selection; lesson planning; alignment of individual courses to the overall curriculum; ensuring range of topics in alignment with curriculum; mapping individual goals of courses to overall learning objectives; assurance of well-articulated, high quality course goals mapped to curricular goals; assuring the sequencing of courses so that learning is conceptually built over time; establishment of

standards for evaluating curricular achievement; ability to assess classroom climate; continuous quality improvement so that program can be responsive to needed changes; and relationship of the curriculum to the overall institutional mission. Special attention will be paid to promoting the advancement of underrepresented students, the impact of stereotype threat, gender gaps in the academy, structural inclusion issues and their impact on accessibility, and the role course structure can play on student persistence and advancement.

Advising, mentoring, and supervision (3 hours): This course is focused on preparing DSW students with the knowledge, skills, and values needed to advise, mentor, and supervise individuals in higher education or as advanced practitioners. Course content will be framed in the context of reflexivity and anti-oppressive social work practice. Topics will include professional/academic vs. holistic advising; the mentor/mentee relationship and its role in student success; strategic mentoring and established best practices in mentoring; formal vs. informal mentoring processes; conflict resolution in mentoring; learning communities; establishing supervisory plans; goal-setting; peer observations; performance-based mentoring; research behind mentoring; career readiness; engagement; the lifespan of the mentoring relationship; mentor selection; evaluating supervisory relationships; and conflicts of interest in mentoring and supervision. The course will include theoretical models for the mentoring relationship, including a review of mentoring approaches specific to underrepresented minority students, including organizational strategies, faculty strategies, and a review of mentee strategies.

Category 5: Capstone Portfolio Seminars

In line with other advanced practice doctorate social work programs (Appendix A - DSW Program Summaries), the DSW program proposed will provide six credit hours of instruction toward students attaining program objectives academically equivalent to a dissertation.

Capstone Seminar 1 (1.5 hours): This seminar provides students with an emphasis on understanding basic expectations and requirements of a Capstone Project, along with potential ethical and pragmatic issues they may face as they conduct a study in a specified area of social work practice. Students are encouraged to begin outlining how their work might be conceptualized and begin laying the foundation for a final project of inquiry for their DSW Program. A passing grade in Capstone Seminar 1 is required for students to advance to the next class.

Capstone Seminar 2 and Comprehensive Oral Exam (3.0 hours): This seminar provides students with the experience of designing and launching a research study that will be presented as their Capstone project. Drawing on their theoretical, practice and inquiry course work, students will work intensively on their proposal during this seminar, which is conducted over a two-week period and culminates in the Comprehensive Oral Exam. The purpose of the Comprehensive Oral Exam is to evaluate the student's development of expertise in an area of practice as reflected in the proposal for their Capstone project. The emphasis will be on working with the instructor and their student colleagues as they prepare a proposal to submit to their Capstone Chair and Committee. The Comprehensive Oral Exam will be conducted in adherence with University and Graduate Studies policy including, but not limited to: *Doctoral Degree Comprehensive Oral Exams, Doctoral Student Oral Exam Committee Composition, Graduate Student Oral Exam Attendance*. A passing grade on the comprehensive oral exam is required to advance to the next level of classes.

Capstone Seminar 3 (1.5 hours): This seminar provides students with the experience of submitting and defending their Capstone project. This final campus will bring students to campus to make final edits on their capstone projects and prepare intellectually for their project defense. Emphasis will be on helping students make any final changes and to anticipate and respond to questions that their Capstone Committee members might raise about their work. The final projects will be presented, and students will receive feedback to help them to prepare their project for submission and dissemination in scholarly publications

such as books, journals, or as manualized interventions. A passing grade in Capstone Seminar 3 is required in order to be awarded the DSW and this class serves as the equivalent of the Final Dissertation Defense.

Appendix B



From: Louanne Bakk, DSW Program Director, University at Buffalo School of Social Work
Melinda Gushwa, Director of School of Social Work, Simmons University (Panel Chair)
Tonya Hansel, DSW Program Director, Tulane University School of Social Work

To: Samantha Christy-Dangermond, Director of Academic Affairs
Amy Robinson, Executive Assistant for Academic Affairs

Re: DSW External Panel Report

Date: March 23, 2022

On February 22, 2022, a review was conducted re: the School of Social Welfare's proposal for a Doctor of Advanced Social Work Practice (DSW) program. The Panel met with multiple key stakeholders including representatives from the School of Social Welfare, the University, and the Board of Regents. Overall, we found the proposal and associated presentations and conversations to be well-organized and sufficiently detailed, resulting in a strong proposal with multiple strengths and no areas of concern noted. Please see below for specific criteria and responses. Please note "the proposal" refers to the written proposal and content explored and discussed during our meetings with key stakeholders.

Section 1: Program Justification

We noted that the proposal clearly established a need for the program that was central to the mission of the University of Kansas. Local and comparative advantages were clearly described. The proposal provided sufficient information on similar/related programs and rationale for the location of the program. The proposal was clearly a priority for the University, which fits in with the Jayhawk Global initiative. The proposal presented MSW alumni data that indicated that there was sufficient demand that matches initial projections/scope of the proposed program. Admission criteria for the potential student pool was clearly described and consistent with typical DSW admissions criteria. The proposal provided data which supported demand for DSW graduates in the region, as well as a market-competitive tuition pricing plan.

Section 2: Curriculum

We noted that the curriculum clearly described the academic objectives of the program, explaining the knowledge and skills students will use to inform their post graduate trajectories. A program plan was provided which outlined specific courses and associated content. The content was consistent with the aims for a doctor of advanced practice in social work program. The proposed curriculum will employ a capstone model as the final product of doctoral study. The capstone requires students to engage in intense work on projects in their area of interest. Students will propose and defend their projects as part

of the capstone experience. Given our experience, we encouraged faculty to carefully consider the time and resource demands associated with providing guidance and support to DSW students with capstone projects as program planning and development continues. In sum, the proposal clearly connects all components of the curriculum with the proposed goals of the DSW program, which prepares graduates to: 1) provide leadership in anti-oppressive social work in both agency and community contexts, 2) develop and apply research-informed knowledge to organizational and community contexts, 3) serve as world-class teachers and mentors.

Section 3: Program Faculty

We noted that the proposal explicated specific information on program leadership and core program faculty, with all faculty possessing the skills and experiences sufficient for teaching in a practice doctoral program. Multiple faculty have expressed interest in teaching in the DSW program. In our meeting with faculty, there were some concerns expressed regarding resources for the program regarding faculty time and capstone staffing. These concerns were apropos to the situation and we encourage program leadership to share specific plans about staffing of the DSW program with faculty as soon as details become available. Multiple faculty have expertise in course design and instruction in the online space. Additionally, Jayhawk Global will provide faculty with training and support as needed. The proposal included a budget and timeline for implementation that was specific and achievable.

Section 4: Academic Support

We noted that the proposal clearly outlined a feasible and comprehensive plan for academic support, including the following services: KU School of Social Welfare professional and academic writing tutor, dissertation/ thesis accelerator, CAPS personal counseling services and My Student Support Program (MY SSP). Additionally, the staffing plan includes a program director (1.0 FTE), capstone coordinator clinical faculty (1.0 FTE) and budgeting for success coaches and call center staff, with all success coaches holding membership in the National Academic Advising Association. Success coaches will serve as advocates and connectors for resources for students. Further, the KU Library has the resources necessary to provide students with a variety of online resources to support students' learning needs.

Section 5: Facilities and Equipment

We noted that the proposal outlined rationale for online instruction and provided sufficient detail on support for the development of an online curriculum via the KU Center for Online and Distance Learning (CODL), with a dedicated senior instructional designer assigned to work exclusively with the DSW Program. Additionally, CODL, in concert with Jayhawk Global, will provide support and troubleshooting services for faculty throughout the life of the DSW program. As the program is online, no new physical facilities are needed.

Section 6: Program Review

We noted that the proposal provided a comprehensive plan for program review, with the DSW program engaging in department self-study as required by the Kansas Board of Regents, as well as a plan for annual assessment in keeping with the recommendations of the Higher Learning Commission and discipline-specific review as outlined by the Council on Social Work Education (CSWE). The proposal indicates a plan to seek accreditation by CSWE (which is currently piloting accreditation for DSW programs) as soon as feasible. The proposal outlines a plan for annual measurement of student learning outcomes, as well assessment of both implicit and explicit curriculum that align with CSWE competencies.

Program Approval

Summary

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

April 20, 2022

I. General Information

A. Institution

Kansas State University

B. Program Identification

Degree Level: Master's
Program Title: Communication Sciences and Disorders
Degree to be Offered: Master of Science in Communication Sciences and Disorders
Responsible Department or Unit: College of Health and Human Sciences: Department of Applied Human Sciences
CIP Code: 51.0201
Modality: Face-to-Face
Proposed Implementation Date: Fall 2022

Total Number of Semester Credit Hours for the Degree: 51

II. Clinical Sites: Does this program require the use of Clinical Sites? Yes.

Since the program already exists as a specialization within the Family Studies and Human Services master's degree program, no new clinical sites are required. Externship affiliation agreements are in place for over 25 pediatric / school / educational sites, and 25 medical / health care settings. Although most of the placement sites are in Kansas, the program has clinical site agreements throughout the Midwest. The program does not anticipate new demand being placed on the community due to our clinical sites. No more than 15 students require an off-campus clinical site during a semester. The Kansas State Speech and Hearing Center accommodates program clinical needs during the first four semesters of a graduate student's program of study

III. Justification

The Communication Sciences and Disorders (CSD) program joined the School of Family Studies and Human Services (FSHS) in 1994 with the degree offered as a specialization within FSHS. The master's program in speech-language pathology offered through Communication Sciences and Disorders (CSD) specialization has been continuously accredited at Kansas State University since 1972. Since 1996 the CSD program has graduated approximately 301 students with an M.S. degree. Graduates of the program successfully pass the national exam in speech-language pathology and achieve credentials (certification/state licensure) to practice as speech-language pathologists in employment settings across the lifespan (e.g., infant-toddler, schools, hospitals, skilled nursing facilities, private practices).

Given this successful history, the benefits of establishing an M.S. degree in Communication Sciences and Disorders at Kansas State University include:

1. More accurately represents the students' educational program/professional credential
2. Improves degree marketing and student recruitment capabilities
3. Enhances program visibility within the University

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

Communication Sciences and Disorders (CSD) program is a long-standing existing degree program as a sub-plan within the Family Studies and Human Sciences master’s degree at Kansas State University. Enrollment in the 2-year CSD MS program over the past five years has been steady at an average of 34 total graduate students each year. Each new cohort is about 17 graduate students.

The Kansas Department of Labor reports a projected growth of 17.5% for speech-language pathologist in the state of Kansas between 2018-2028. In the State of Kansas, a total of three other universities have programs similar to ours: University of Kansas, Wichita State University, and Fort Hays State University. However, the collective graduation of master’s students in all four programs for the 2020-2021 academic year was 81, indicating a continued need for CSD masters programs in the state of Kansas.

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

The table reflects the total number of CSD graduate students (1st and 2nd year students). The implementation year reflects the program’s 5-year average.

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	34	0	850	0
Year 2	35	0	875	0
Year 3	36	0	900	0

VI. Employment

The master’s degree program prepares students to be licensed speech-language pathologist. Per U.S. Bureau of Labor Statistics, employment of speech-language pathologists is projected to grow 29% from 2020 to 2030 nationwide (compared to 8% for all other occupations). This higher-than-average growth is, in part, due to the aging baby-boomer population and associated speech-language and/or swallowing impairments that are the result of medical conditions. The BLS projects that about 15,200 openings for speech-language pathologists, on average, in the United States, over the next decade. The mean annual salary for speech-language pathologists was \$83,24 in 2020.

The Kansas Department of Labor reports a projected growth of 17.5% for speech-language pathologist in the state of Kansas between 2018-2028. In the State of Kansas, the BLS reports the median annual salary for speech-language pathologist was \$75,880 (May 2019). Over the past 20 years, upon graduation, Kansas State University master’s students in CSD have consistently obtained full employment in settings such as the public schools, medical facilities, and private practice.

VII. Admission and Curriculum

A. Admission Criteria

To be considered for graduate admission, the applicant must have:

1. a bachelor's degree;
2. adequate undergraduate preparation in speech-language pathology or equivalent evidence of an appropriate background for undertaking an advanced degree program;
3. an overall undergraduate average of 3.0 or better;
4. an undergraduate average of 3.0 or better in the junior and senior years;
5. an undergraduate average of 3.0 or better in the major;
6. a personal statement regarding professional interests and goals (one page);
7. Graduate Record Examination (GRE) scores; and
8. three recommendation forms completed by instructors or possibly other individuals who can attest to the applicant's suitability for graduate study in speech-language pathology.

Interested students must complete the electronic application for graduate studies in CSD through the Graduate School. Applicants submit transcripts (unofficial or official) from **each** college and university attended, including Kansas State University. Official transcripts are required if recommended for admission.

Other electronic documents that are part of the application include:

- Personal statement (one page);
- Resume (optional);
- GRE scores;
- Three recommenders who complete an evaluation form.

In addition to university guidelines for [English Proficiency Requirements](#), international applicants provide an audio recording of introduction to the program (about 5 minutes of talking).

B. Curriculum

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH 9
CSD 745	Neuromotor Speech Disorders	3
CSD 750	Voice Disorders	3
CSD 701	Research Experience in Communication Sciences and Disorders	1
CSD 705	Practicum in Speech-Language Pathology	2

Year 1: Spring

Course #	Course Name	SCH 12
CSD 841	Acquired Language and Cognitive Disorders	4
CSD 742	Language Assessment and Intervention II	3
CSD 748	Cleft Palate	1
CSD 780	Instrumental Measurement for Clinical Application	2
CSD 705	Practicum in Speech-Language Pathology	2

Year 1: Summer

Course #	Course Name	SCH 8
CSD 744	Aural Rehabilitation	2
CSD 725	Augmentative and Alternative Communication	2
CSD 743	Communication Impairments in Autism Spectrum Disorders	2
CSD 705	Practicum in Speech-Language Pathology	1
CSD 706	Practicum in Audiology	1

Year 2: Fall

Course #	Course Name	SCH 8
CSD 741	Fluency Disorders	3
CSD 844	Dysphagia	3
CSD 705	Practicum in Speech-Language Pathology	2

Year 2: Spring

Course #	Course Name	SCH 8
CSD 847	Externship in Speech-Language Pathology	6
CSD 851	Professional Issues in Speech-Language Pathology	2

Year 2: Summer

Course #	Course Name	SCH 6
CSD 847	Externship in Speech-Language Pathology	6

Total Number of Semester Credit Hours 51*

*An available research option replaces one credit hour of CSD 701 for a total number of 56 semester credit hours.

Course #	Course Name	SCH optional
CSD 899	Masters Research	6

VIII. Core Faculty

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
Robert Garcia	Clinical Associate Professor	Au.D.	N	Audiology	0.50
Jane Garcia	Professor	Ph.D.	Y	Swallowing disorders caused by neurological conditions such as stroke, traumatic brain injury, cerebral palsy and disease processes	0.50
Kristin Pelczarski	Associate Professor	Ph.D.	Y	Fluency and fluency disorders; phonological processing and encoding; eye-tracking	0.50
Nandhu Radhakrishnan	Associate Professor	Ph.D.	N	Voice disorders; vocology	0.50
Melanie Hilgers	Clinical Associate Professor	M.S.	N	Early intervention; auditory processing disorders	0.50

DeAnna McCloud	Clinical Assistant Professor	M.S.	N	Communication development and disorders associated with infants, toddlers, and school aged children and teletherapy service delivery	0.50
Jeridy Oetken	Clinical Assistant Professor	M.S.	N	Communication development and disorders with preschool and school aged children	0.50
Emily Johnson	Clinical Assistant Professor	M.S.	N	Communication and autism; preschool speech and language disorders	0.50

Number of graduate assistants assigned to this program 3

Note: A master’s degree is considered an appropriate terminal degree for the bachelor’s level instruction as this is a clinical program.

IX. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty*	\$319,887	\$321,284	\$332,810
Administrators (<i>other than instruction time</i>)**	\$0	\$0	\$0
Graduate Assistants***	\$55,152	\$57,358	\$59,652
Support Staff for Administration (<i>e.g., secretarial</i>)*	\$37,286	\$38,032	\$38,792
Fringe Benefits (<i>total for all groups</i>)	\$117,487	\$117,487	\$117,487
Other Personnel Costs	\$0	\$0	\$0
Total Existing Personnel Costs – Reassigned or Existing	\$529,812	\$534,161	\$548,741
Personnel – – New Positions			
Faculty	\$0	\$0	\$0
Administrators (<i>other than instruction time</i>)	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0
Support Staff for Administration (<i>e.g., secretarial</i>)	\$0	\$0	\$0
Fringe Benefits (<i>total for all groups</i>)	\$0	\$0	\$0
Other Personnel Costs	\$0	\$0	\$0
Total Existing Personnel Costs – New Positions	\$0	\$0	\$0
Start-up Costs - - One-Time Expenses			
Library/learning resources	\$0	\$0	\$0
Equipment/Technology	\$0	\$0	\$0
Physical Facilities: Construction or Renovation	\$0	\$0	\$0

Other	\$0	\$0	\$0
Total Start-up Costs	\$0	\$0	\$0
Operating Costs – Recurring Expenses			
Supplies/Expenses	\$35,000	\$35,000	\$35,000
Library/learning resources	\$0	\$0	\$0
Equipment/Technology	\$30,000	\$30,000	\$30,000
Travel	\$4,000	\$4,000	\$4,000
Other	\$0	\$0	\$0
Total Operating Costs	\$69,000	\$69,000	\$69,000
GRAND TOTAL COSTS	\$598,812	\$603,161	\$617,741

*Includes 2% increase in salary each year.

**The program will continue to fall under the direction of the Department of Applied Human Sciences head, so no direct administrative support is needed.

***Includes tuition assistance and assumed 4% increase in tuition assistance each year.

B. FUNDING SOURCES <i>(projected as appropriate)</i>	First FY	Second FY	Third FY
Tuition*	\$409,632	\$421,680	\$433,728
College Revenue Center Funds**	\$83,615	\$73,576	\$73,735
Student Fees***	\$24,310	\$25,025	\$25,740
Other Sources****	\$81,255	\$82,880	\$84,538
GRAND TOTAL FUNDING	\$515,197	\$529,585	\$544,006
C. Projected Surplus/Deficit (+/-) <i>(Grand Total Funding minus Grand Total Costs)</i>	<i>(-\$83,615)</i>	<i>(-\$73,576)</i>	<i>(-\$73,735)</i>

* Represents tuition returned to college/department via KSU RCM budget model based on 2022 tuition rates.

** Represents funding received from College of Health and Human Services Revenue Center Investment

*** Represents \$28.60/SCH college course fee.

****Revenue generated from clinic fees projected to increase by 2% annually.

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

All faculty are currently employed in the Department of Applied Human Sciences, which will not change with the new degree proposal. A modest pay increase of 2% was included for each year. The program will

continue to fall under the direction of the Department of Applied Human Sciences head, so no direct administrative support is needed exclusive to the CSD program.

Personnel – – New Positions

No new positions are projected.

Start-up Costs – One-Time Expenses

This is an existing program that is housed within the M.S. in Family Studies and Human Services degree program as a specialization. No new costs are anticipated.

Operating Costs – Recurring Expenses

The program spends approximately \$35,000 on student hourly expenses, clinic supplies, office supplies, phone usage, etc. Approximately \$30,000 is needed each year for equipment upgrades and/or maintenance. A member of the faculty must attend annual accreditation meetings, which is estimated at \$4,000 annually.

B. Revenue: Funding Sources

The Kansas State University responsibility centered management (RCM) budget model returns the tuition generated by graduate programs to the college. Tuition calculations are based on the projected enrollment table in section V above. Tuition calculations of \$481.92/SCH is obtained by calculating 90% Kansas resident and 10% non-resident tuition rates for graduate tuition, as this is the 5-year average resident breakdown among CSD MS students. Kansas resident graduate tuition rate = \$428.90/SCH; nonresident graduate tuition rate = \$959.10/SCH.

C. Projected Surplus/Deficit

Any deficit or surplus in tuition generated directly from the Communication Sciences and Disorders degree program has been and will continue to be covered or used by the Department of Applied Human Sciences, which houses the degree in Communication Sciences and Disorders.

Because the Communication Sciences and Disorders program is an existing sub-plan within the Family Studies and Human Services master's degree program, and will continue to operate within the same department, the remaining funds needed to break-even are generated by other programs within the Department and College of Health and Human Sciences. Conversely, any excess funds are used to support other programs within the department.

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.

April 20, 2022

I. General Information

A. Institution	Kansas State University Salina Aerospace and Technology Campus
B. Program Identification	
Degree Level:	Master's
Program Title:	Integrated Systems Design and Dynamics
Degree to be Offered:	Master of Science
Responsible Department or Unit:	College of Technology and Aviation Department of Integrated Studies
CIP Code:	30.0601
Modality:	Online, Hybrid
Proposed Implementation Date:	Fall 2022

Total Number of Semester Credit Hours for the Degree: 32 total credits

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

III. Justification

This new graduate degree in Integrated Systems Design and Dynamics (ISDD) was developed to support the development of senior “system-level” demands found within the high-tech aerospace industry. This graduate program greatly enhances, replaces and builds upon the prior Professional Master’s degree of Technology at Kansas State University Salina (KSUS). KSUS’s prior graduate degree - the Professional Master of Technology - was not a recognizable graduate degree within the broader STEM industry and did not market well to prospective students and employers alike. Recent industry workforce development research conducted at KSUS has determined that professional senior level skills in systems design and dynamics is in high demand. Leveraging 6,034 data samples, this research looked at market and job data from the aviation and aerospace industries to determine what types of jobs, skills, and qualifications are in demand. Using technical cybernetics, the graduate degree is focused on the planning, architecture, design, and development of highly integrated machine learning systems, autonomous systems, aerospace systems, space systems, cybernetic systems, cyber and cyber-physical systems.

The cybernetic foundations of the Salina-based program are unique within the region. Further enhancing the ISDD graduate degree, graduate engineering course options at KSU’s College of Engineering are also available to students within the elective portion of the ISDD program. Industrial demand for the skillsets developed in this new graduate degree have grown rapidly especially within the “Industrials: Aerospace & Defense” market sector. The employment outlook for graduate degree holders in the *integrated systems design and dynamics* field is very positive at all geographic levels. Much like our Machine Learning and Autonomous Systems (MLAS) bachelor’s degree offering, our market research has determined that there is a distinct opportunity for graduate degrees offered within *Integrated Systems Design and Dynamics (ISDD)*. This indicates an opportunity for KSUS to compete in this integrated systems niche.

IV. Program Demand:

A. Market Analysis

In January of 2021, KSUS embarked on a workforce development study. The primary goal was focused on developing talent to serve the needs of the broader aerospace industry. The workforce development research highlighted a demand (and gap) of skills that exist beyond that of aviation pilots and mechanics. The industrial financial market data collected from various investment institutions illustrates a market sector approaching \$1.2 trillion dollars in market capitalization (Aerospace & Defense, Air Freight & Logistics, and Airlines) (Fidelity, 2021). The largest corporate players in this space consist of Boeing, Lockheed Martin, Raytheon, and Textron. While the total aviation portion of the aviation and aerospace industry has been hit hard due to COVID, the more technologically focused aerospace portion of the industry segment has illustrated strong growth (Deloitte, 2021). This suggests a viable ecosystem for the ISDD graduate degree program (Duke, 2018).

In the workforce development study conducted by KSUS, the word “systems” showed up in roughly 13% of the total job titles pulled (n = 6,034) and was found roughly 16% of the time in the listed skills required for the job (Werner & Pritchard, 2021). A quick search on Indeed of “systems science” jobs requiring a graduate degree yields over 100,000 hits. Similarly, positions in systems engineering requiring a graduate degree yields 70,629 postings. According to a 2018 study conducted by the American Society of Engineering Education (Roy et al., 2021), only 5,260 individuals were enrolled in an Industrial/Manufacturing/Systems graduate program and 1,587 were enrolled in an aerospace graduate program. Furthermore, the demand for graduates who pose aerospace-based skill sets is outpacing the annual number of graduates from US academic organizations (Ward, 2021). This illustrates an addressable market potential for the ISDD program, especially since the ISDD program is able to offer upskilling services for aerospace and non-aerospace students alike.

Additionally, we surveyed our larger ISDD industry advisory board to review the attractiveness of this new graduate degree proposal and after being surveyed they estimated that the target learner audience for this program works best for Junior-Level and Mid-Level industry professionals (81%). In a follow-up question within that survey, the ISDD industry advisory members overwhelmingly listed “System Engineer” as the top job title for graduates coming out of this program. Lastly, 90% of the ISDD industry advisory board members stated that they would be interested in hiring graduates from this program, with 40% saying they would be “very interested” in hiring students from this program. The nearest graduate degree programs are offered by the more business-oriented options found at Worcester Polytechnic Institute (Worcester Polytechnic Institute, 2022) and Massachusetts Institute of Technology (Massachusetts Institute of Technology, 2022). This degree is a technologically oriented degree grounded in technical cybernetics and system dynamics; making the ISDD program a truly unique option within the State as well as the region.

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

	Headcount Per Year			Semester Credit Hours Per Year		
	Full Time	Part Time	Total	Full Time	Part Time	Total
Year 1 (Start)	4	7	11	96	105	201
Year 2	8	12	20	192	180	372
Year 3	14	18	32	336	270	606

PT = 6 hrs per/sem, 12 hrs per/year + 3 for summer | Annual Estimated Total: 15 Hrs

FT = 12 hrs per/sem, 24 hrs per/year | Annual Estimated Total: 24 Hrs

VI. Employment

The employment outlook for integrated systems-related occupations is positive. Federal data projects a faster-than-average employment growth for system developers, engineers and other related occupations over a ten-year period in Kansas, the region, and the nation (Bureau of Labor Statistics, 2020a). Additionally, the program contains two specialization programs (cybersecurity and machine learning), where employment growth in these areas are expected to grow by more than 30% over the next ten years (Bureau of Labor Statistics, (2020b). Current job listings underscore this trend in substantial labor demand, especially for senior-level professionals who are versed in integrated systems design and architecture. An understanding of systems and the ability to think and work systematically when approaching industry problems is becoming increasingly vital for employees hired in a variety of technical, engineering, science, and business positions. Additionally, comprehension of system dynamics is frequently sought after for research and education in many different fields, as well as for analysis by large companies, governments, international agencies, and consulting companies.

A survey of aerospace industry data obtained from the Kansas Department of Commerce (Emsi, 2020) indicates the following:

1. Over 87% of the jobs advertised in this sector required at least a B.S. with 37% requiring an M.S. or Ph.D.
2. The average number of nationwide job postings at any one time is approximately 2,500 with an average salary of over \$116,000/year.
3. Over 56% of current employees in this sector are over age 45.
4. Average number of job postings in the sector for the year ending in July 2020 was 6,451 with only 1,479 of those being filled.

Additional industry demand research indicates the following: (Werner & Pritchard, 2021)

1. Of 6,034 jobs analyzed in 2021, the top interdisciplinary “*system-based*” job skills in the aerospace industry are Cyber Security, Machine Learning, Artificial Intelligence; and Systems Management, Systems Engineering, Smart Materials and Manufacturing.
2. The demand is high for senior level “systems” level personnel with experience in designing and developing highly integrated systems. This skillset was determined to be the highest when comparing aviation job titles to that of aerospace job titles.

While this new degree is open to all student learner types, this program will favor post-high school professionals. Our recent industry analysis illustrates that many students matriculating into this program will come with existing STEM degrees. Our expectation is that many students will be coming from various technologically-intense industries with between three to six years of experience who see reskilling/upskilling as critical to their future success.

VII. Admission and Curriculum

A. Admission Criteria

Candidates complete an application, and provide a resume, a personal statement, a writing sample, three letters of academic (or professional reference) positioned to comment on the candidates’ ability to succeed in the MS program, and undergraduate and graduate transcripts (if applicable). An undergraduate GPA of 3.0 or above on a 4.0 scale is preferred. The criteria for admission to the program must include an earned bachelor's degree and three years of technical industry practice experience beyond the bachelor's degree. International candidates can provide evidence of English language proficiency through a TOEFL exam or the English Language Program. The program seeks candidates that illustrate strong visual, oral, and written

communication skills, a commitment to diversity, equity and inclusion, and potential for applied research. Students may enter in a part-time or full-time capacity.

B. Curriculum

The program consists of 32 semester hours of graduate credit. This is comparable to other Master of Science programs housed within research-intensive (R1) universities (30~36 hours) and two credit hours above the minimum graduate credit hours required at Kansas State University.

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

Course #	Course Name	SCH 6
CYBR 601	Introduction to Cybernetic Modeling and Simulation	3
CYBR 603	Integrated Systems Architecture	3

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

Course #	Course Name	SCH 6
COT 682	Open Source Cyber Surveillance	3
CYBR 708	Cybernetic Systems Design and Dynamics	3

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

Course #	Course Name	SCH 8
COT 684	Advanced Topics in Cyber Data Fusion	3
CYBR 707	Research Methods, Design, and Analysis	5

Year 2: Summer **SCH = Semester Credit Hours**

Course #	Course Name	SCH 2
COT 839	Integrated Systems Thesis	2

Year 2: Fall **SCH = Semester Credit Hours**

Course #	Course Name	SCH 5
CYBR 751	Cyber Defense Methods	3
COT 839	Integrated Systems Thesis	2

Year 2: Spring **SCH = Semester Credit Hours**

Course #	Course Name	SCH 5
CYBR 760	Aerospace Cybersecurity Studio	3
COT 839	Integrated Systems Thesis	2

Total Number of Semester Credit Hours **32**

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
1. Michael Pritchard*	Assistant Professor	Ph.D.	Y	Cybernetics, Machine Learning & Autonomous	0.5

				Systems	
Siny Joseph	Associate Professor	Ph.D.	Tenured	Economics & Systems Management	0.5
3. Mark Jackson	Professor	Ph.D.	Tenured	Mechanical Engineering & Aerospace Materials	0.5
4. Paul Thomas	Assistant Professor	Ph.D.	Y	Data Engineering, Systems Integration, & Management	0.5
5. Kurt Barnhart**	Professor	Ph.D.	Tenured	Aviation & Aerospace Systems	0.1
6. Austin Walden**	Assistant Professor	Ph.D.	Y	Aviation & Aerospace Systems	0.1
7. Randall Nichols**	Professor of Practice	M.S.	N	Uncrewed Aerial Systems & Cyber Defense	0.2
8. New Hire (2024)	Assistant Professor	M.S./Ph.D.	Y	Cyber Operations & Defense	0.5
9. Various (2024)	PT Adjunct (As Needed)	M.S./Ph.D.	N	Space Systems, Engineering, Orbital Mechanics, etc.	0.25
<i>**The topics being taught in another program are also used in this program.</i>				<i>FTE Estimate Total -></i>	3.15

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

(Note: We do not anticipate the need for graduate assistants during the initial rollout of the ISDD program; however, we do plan on expanding on this as the curriculum becomes more mature.)

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

A. EXPENDITURES	<i>First FY</i>	<i>Second FY</i>	<i>Third FY</i>
Total Existing Personnel Costs – Reassigned or Existing	\$112,266	\$274,428	\$274,428
Personnel – New Positions			
Faculty	\$0	\$0	\$60,000
Administrators <i>(other than instruction time)</i>	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0
Support Staff for Administration	\$3,150	\$6,300	\$6,300
Fringe Benefits <i>(total for all groups)</i>	\$21,168	\$82,656	\$81,900
Other Personnel Costs	\$0	\$0	\$0
Total Existing Personnel Costs – New Positions	\$24,318	\$88,956	\$148,200
Start-up Costs – One-Time Expenses			
Library/learning resources	\$0	\$0	\$0

Equipment/Technology	\$150,000	\$2,520	\$5,040
Physical Facilities: Construction or Renovation	\$0	\$0	\$0
Other (Marketing)	\$80,000	\$30,000	\$30,000
Total Start-up Costs	\$230,000	\$32,520	\$35,040
Operating Costs – Recurring Expenses			
Supplies/Expenses	\$126	\$252	\$252
Library/learning resources	\$0	\$0	\$0
Equipment/Technology	\$2,000	\$2,000	\$2,000
Travel	\$1,487	\$2,974	\$2,974
Other	\$0	\$0	\$0
Total Operating Costs	\$3,613	\$5,226	\$5,226
GRAND TOTAL COSTS	\$370,197	\$401,130	\$462,894

B. FUNDING SOURCES	<i>First FY</i>	<i>Second FY</i>	<i>Third FY</i>
<i>(projected as appropriate)</i>	(New)	(New)	(New)
Tuition / State Funds	\$137,856	\$255,136	\$415,625
Student Fees	\$9,650	\$17,860	\$29,094
Industry & Government Funding	\$70,000	\$70,000	\$70,000
Other Sources	\$0	\$0	\$0
GRAND TOTAL FUNDING	\$217,506	\$342,996	514,719
C. Projected Surplus/Deficit (+/-)	(\$152,691)	(\$58,134)	\$51,825
(Grand Total Funding <i>minus</i> Grand Total Costs)			

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions: A combined 3.15 FTE will come from faculty members as depicted in section VIII of this document. Faculty will be reassigned in the second half of the 2022-23 Academic Year.

Personnel – New Positions: A single faculty position is anticipated by year 3 of the program; 50% of the FTE shall be assigned to the ISDD, the other remaining shall be used to support undergraduate program (see “Faculty Name #9”, Page 12, section VIII). A varying number of adjunct instructors will be critical to the success of this program from the standpoint of content currency and relevancy and will share the teaching load and we currently estimate this need at 0.25 of an FTE per semester.

Start-up Costs – One-Time Expenses: Limited to computer and office equipment. We may incur a \$150K equipment cost for an additive 3D metal printer; this cost may be deferred via additional equipment grant funding streams we plan on pursuing to help augment the ISDD program cost structure.

Operating Costs – Recurring Expenses: Limited to office costs and travel

B. Revenue: Funding Sources

In addition to annual tuition and student fees, we expect Industry & Government Funding streams to chip in annually to the program as well. As of 2021, we have tentative commitments from various corporate donors. Of course, our primary funding stream will be generated from student tuition.

	Headcount Per Year			Semester Credit Hours Per Year			Revenue Forecast	ROI Estimate
	Full Time	Part Time	Total	Full Time	Part Time	Total		
Year 1	4	7	11	96	105	201	\$217,506	(\$152,691)
Year 2	8	12	20	192	180	372	\$342,996	(\$58,134)
Year 3	14	18	32	336	270	606	\$514,719	\$51,825

PT = 6 hrs per/sem, 12 hrs per/year + 3 for summer | Annual Estimated Total: 15 Hrs
FT = 12 hrs per/sem, 24 per/year | Annual Estimated Total: 24 Hrs

Part time students are calculated at 15 hours annually (6 hour per semester twice per year, plus a single 3 credit hour course over the summer); whereas full time are estimated at 24 hours (12 hours per semester twice per year). And using a blended tuition rate of \$685.85 (Simple Average: \$421 (in-state rate) + \$949 (out-of-state rate)), we then take the total estimated credit hours for full time and part time students. We assume that more part time students, than full time students, will be enrolled in this program; additionally, we also assume more out-of-state students will be enrolling in this program due to the audience we will be marketing towards. We estimate – in the first year – based on 11 total students enrolled in 201 credit hours multiplied times the estimated blended rate, \$9,650 in student fees, \$70,000 for industry and government funding, and given these assumptions, we estimate that we will bring in roughly \$217K of total revenue for the starting year. As enrollment increases, while considering ISDD program expenditures, we estimate that we will break even in the third year.

C. Projected Surplus/Deficit

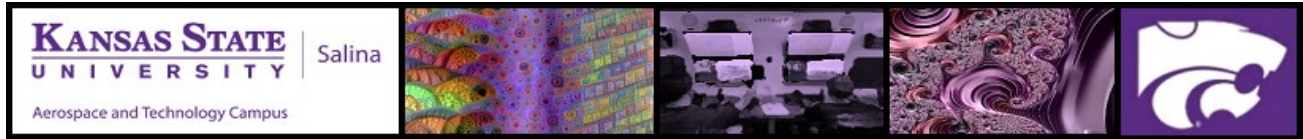
The campus intends to develop a digital marketing campaign for this program largely modeled after the Machine Learning and Autonomous Systems (MLAS) digital marketing campaign. We expect program enrollments to increase after the second year of the program. These early cash marketing expenditures will help us to realize the estimated ROI. Additionally, we recognize that the blended tuition rate might not be the only approximation method for forecasting ROI, therefore, we have simulated a worst-case revenue model that relies strictly on gross in-state tuition and does not consider other possible funding streams (e.g., government grants, corporate research funding, or private donations). Even under this worst-case scenario, the program is estimated to break even in five to six years; however, in the most realistic scenario, we estimate a healthy return on investment within three to four years.

XI. References

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Appendix A - ISDD Industry Advisory Board



Industry Advisory Board for Integrated Systems Design and Dynamics, 10/4/2021				
Name	Title	Company	Email	Phone
Kendy Edmonds	Test & Evaluation Specialist, McCain Strategic Defense Fellow	United States Space Force	edmondskendy@gmail.com	(785) 640-6923
Paul Schultz	Lead Systems Engineer, Nuclear Network Security System	United States Air Force	paul.schultz09@gmail.com	(501) 358-3394
Jimmy Standaert	Chief Innovation Officer, Emerging Technologies, AI & Prescriptive Insights	RiGi Group	Jimmy@RiGiGroup.com	(913) 221-3137
Kelvin Quinonez	Software Engineer, Aerospace Systems Development	Boeing Corporation	kesqui7@gmail.com	(913) 424-9965
Kale Tarrant	Senior Manager & Systems Engineer	Boeing Corporation	kktarrant@att.net	(316) 393-0337
Jamie Adams	Senior Program Manager, Autonomous Systems Division	Lockheed Martin	jamie.e.adams@lmco.com	(214) 801-4931
Catherine Fitkar	Aerospace Systems Engineer, HLS Mission Systems and Flight Ops	Blue Origin	catherine.fitkar@gmail.com	(206) 228-2480
Nabin Mishra, PhD	Principal Data Scientist, Computer Vision & Operations Research	T-Mobile Corporation	nabin.mishra@gmail.com	(618) 407-5950
Michael DeVries	Enterprise Architect, Artificial Intelligence & Automation	Harris Corporation	michael.devries@thevcf.com	n/a
Dan Eastman	Project Manager, Information Technology	General Dynamics	eastmand411@gmail.com	n/a
Claudelia J. Roze	Director, Aerospace & Defense Industry	Raytheon Technologies	claudeliah.roze@gmail.com	(817) 528-2629
Kyri Barton	Director of Artificial Intelligence & Machine Learning	DRAIVER	kyribarton@gmail.com	(785) 829-3455
Tony Foster	Principal Technical Marketing Engineer	Dell EMC	tony.foster@wondernerd.net	(785) 819-6793

*Active Industry Advisory Board Members List
Kansas State University, College of Technology and Aviation
Program: Master of Science, Integrated Systems Design and Dynamics*

*Create Date: 6/15/2021
Last Modified: 10/4/2021*

Appendix B – Five Year Projection

Summary

	Headcount Per Year			Semester Credit Hours Per Year			Revenue Forecast	ROI Estimate
	Full Time	Part Time	Total	Full Time	Part Time	Total		
Year 1	4	7	11	96	105	201	\$217,506	(\$152,691)
Year 2	8	12	20	192	180	372	\$342,996	(\$58,134)
Year 3	14	18	32	336	270	606	\$514,719	\$51,825
Year 4	19	23	42	456	345	801	\$657,821	\$164,993
Year 5	24	30	54	576	450	1026	\$822,940	\$300,012

PT = 6 hrs per/sem, 12 hrs per/year + 3 for summer | Annual Estimated Total: 15 Hrs

FT = 12 hrs per/sem, 24 per/year | Annual Estimated Total: 24 Hrs

Detail

A. EXPENDITURES	<i>First FY</i>	<i>Second FY</i>	<i>Third FY</i>	<i>Fourth FY</i>	<i>Fifth FY</i>
<i>Total Existing Personnel Costs – Reassigned or Existing</i>	\$112,266	\$274,428	\$274,428	\$274,428	\$274,428
Personnel – New Positions					
Faculty	\$0	\$0	\$60,000	\$70,000	\$80,000
Administrators (<i>other than instruction time</i>)	\$0	\$0	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Support Staff for Administration	\$3,150	\$6,300	\$6,300	\$7,000	\$8,000
Fringe Benefits (<i>total for all groups</i>)	\$21,168	\$82,656	\$81,900	\$90,000	\$95,000
Other Personnel Costs	\$0	\$0	\$0	\$0	\$0
<i>Total Existing Personnel Costs – New Positions</i>	\$24,318	\$88,956	\$148,200	\$167,000	\$183,000
Start-up Costs – One-Time Expenses					
Library/learning resources	\$0	\$0	\$0	\$0	\$0
Equipment/Technology	\$150,000	\$2,520	\$5,040	\$6,000	\$7,000
Physical Facilities: Construction or Renovation	\$0	\$0	\$0	\$0	\$0
Other (Marketing)	\$80,000	\$30,000	\$30,000	\$30,000	\$30,000
<i>Total Start-up Costs</i>	\$230,000	\$32,520	\$35,040	\$36,000	\$37,000

Operating Costs – Recurring Expenses					
Supplies/Expenses	\$126	\$252	\$252	\$400	\$500
Library/learning resources	\$0	\$0	\$0	\$0	\$0
Equipment/Technology	\$2,000	\$2,000	\$2,000	\$10,000	\$20,000
Travel	\$1,487	\$2,974	\$2,974	\$5,000	\$8,000
Other	\$0	\$0	\$0	\$0	\$0
Total Operating Costs	\$3,613	\$5,226	\$5,226	\$15,400	\$28,500
GRAND TOTAL COSTS	\$370,197	\$401,130	\$462,894	\$492,828	\$522,928

B. FUNDING SOURCES	First FY	Second FY	Third FY	Fourth FY	Fifth FY
<i>(projected as appropriate)</i>	(New)	(New)	(New)	(New)	(New)
Tuition / State Funds	\$137,856	\$255,136	\$415,625	\$549,366	\$703,682
Student Fees	\$9,650	\$17,860	\$29,094	\$38,456	\$49,258
Industry & Government Funding	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000
Other Sources	\$0	\$0	\$0	\$0	\$0
GRAND TOTAL FUNDING	\$217,506	\$342,996	514,719	657,821	822,940
C. Projected Surplus/Deficit (+/-)					
(Grand Total Funding <i>minus</i> Grand Total Costs)	(\$152,691)	(\$58,134)	\$51,825	\$164,993	\$300,012

Program Approval

Summary

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

April 20, 2022

I. General Information

A. Institution Kansas State University

B. Program Identification

Degree Level: Bachelor of Science
Program Title: Entomology
Degree to be Offered: Entomology
Responsible Department or Unit: College of Agriculture
CIP Code: 26.0702
Modality: Face-to-Face, Online, Hybrid
Proposed Implementation Date: 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

A market analysis conducted in February 2020 suggests there are about 2,500 high-quality jobs annually in the central United States that require, or prefer, a B.S. in Entomology. Moreover, about 100 Entomology degrees are conferred annually in this region, indicating a substantial shortage of qualified applicants. There are only 16 universities in the nation with an entomology program and only one other that offers specialization in Pre-Veterinary & Medical Entomology training. K-State Entomology is uniquely positioned to train students in insect-related Animal Health issues, as well as plant health and stored products entomology, given our established relationships with National Bio and Agri-Defense Facility (NBAF) and the United States Department of Agriculture (USDA), and their scientists working both within and outside our Department. With this diverse range of opportunities and the job market analysis, our proposed program is student focused and built to reflect the needed flexibility of what it means to be a 21st century Entomologist. Our program is intended to work for new students beginning their college careers, transfer students with any number of previous credits, and established students looking for a cost-effective way to increase their marketability by adding a second degree.

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

A. Survey of Student Interest

This survey below was conducted with Spring 2021 graduates only, thus the small sample size. However, we have been asking students who minored in the discipline at their exit interview this question for about six years now and their response is similar with about 50% saying they would have majored or dual degreed in Entomology if the option was available. It was these responses that originally motivated our

plans to develop a new B.S. program.

Number of surveys administered: 9
 Number of completed surveys returned: 8
 Percentage of students interested in program: ... 75%

B. Market Analysis

The Department of Entomology is currently the largest Entomology minors program in the country according to an internal poll of Entomology Departments across the US. This informal survey also showed that there are only 16 universities out of the 39 responding that offer an Entomology BS degree. We have offered an undergraduate research experience for students across K-State, which initially started with 19 student labs and had over 160 students this past year conducting research in multiple labs across several Colleges and Departments. The five-year average for enrollment is 22 enrolled with seven receiving a degree. Consequently, this research experience now serves as a recruitment tool for other programs within the College of Agriculture. With an established track record of recruiting students into our minors program, we anticipate a considerable portion of these students would be interested in a dual degree options.

This new degree will take advantage of our current recruitment efforts across the state. We work closely with K-12 educators. We offer a summer soybean science institute and a mentorship and leadership institute for program alumni looking to expand inquiry-based teaching methods into classrooms across Kansas. Over 150 teachers have completed the program over the past ten years, and nearly \$1M in funding has been secured from state commodity organizations to promote these efforts. We intend to expand our promotion to create increased awareness for STEM jobs in Agriculture, which aligns heavily with our proposed degree options. Our graduate student club, K-State Popenoe Entomology Club, sells insect collections as a service to Agriculture Education/FFA instructors across Kansas. The collections include 70 specimens needed to prepare for the Entomology section of the FFA Career Development Event (CDE), which is sponsored by the Department of Entomology at Kansas State University. Our Insect Zoo is another activity that allows direct interaction with over 8K patrons every year and is used in nearly all undergraduate Entomology courses at K-State.

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	10		300	
Year 2	22		660	
Year 3	36		1,080	

This projection starts with a cohort size of 10 students, then increases the cohort size by 2 each year.

VI. Employment.

Data from the US Bureau of Labor Statistics shows there are greater than 300,000 jobs as Agricultural and Food Scientists, Medical Scientists, and Biological Scientists with projected growth of approximately 5% by 2029 and a median salary of over \$80,000. These data are more general than those focused specifically on Entomology, so we conducted a market analysis. This market analysis was conducted just prior to the COVID pandemic and indicated there are 2,368 annual job openings, in our region, under the Entomology CIP code, with only 119 degree program completions from states in our region (11 states including, AR, CO, IL, IA, KS, MN, MO, NE, OK, TX, WI). This means there are **19 annual job openings for every degree completion**. Salaries ranged from \$45,000 to \$60,000 for B.S. & M.S. degrees based on the market analysis, with ZipRecruiter suggesting a slightly higher range of \$52,000 to

\$80,000. The average salary for all Entomology jobs was \$86,528 as it also included Ph.Ds. A B.S.degree in Entomology doubles your life-time earnings relative to a H.S. degree, yielding on average a \$1.6 million return on investment assuming an individual works until age 67.

A survey of jobs on Indeed.com conducted on August 17, 2021, shows that there were 9,955 jobs nationally related to insects, 37,987 related to infectious disease, a primary area of study for our students, and 2,110 jobs related to insect pests. These data suggest there are a significant number of Entomology-related jobs.

VII. Admission and Curriculum

A. Admission Criteria

Our admission criteria are the University standards. Admission to the university is test-optional and requires achieving EITHER:

- A cumulative high school GPA (weighted or unweighted) of 3.25 or higher **OR**
 - ACT composite score of 21, or an SAT ERW+M score of 1060 or higher
- AND**, if applicable, achieve a 2.0 GPA on all college credit taken in high school. If you do not meet these assured requirements, you are still encouraged to apply. Your application will be reviewed individually.

B. Curriculum

Our curriculum is built around both Entomological training and the skills the market analysis revealed that employers are looking for in new hires. Entomology skills and professional specialization, in particular those courses that allow students to focus on Animal Health Entomology, Plant Health Entomology, Stored Product Entomology, or basic insect biology, are found in the “Entomology” and “Entomology and Professional Specialization” portion of the curriculum. The flexibility of the “Entomology and Professional Specialization” portion of this curriculum reflects the diversity of areas that modern-day Entomologists occupy. For example, about half of the faculty in the Department of Entomology have PhDs in other disciplines. Concurrently, there are faculty with Entomology training and degrees in departments outside of Entomology, including Biology, Biochemistry, Grain Science, Plant Pathology, Horticulture, Agronomy, and Veterinary Medicine. Thus, a “one-size fits all” model isn’t appropriate for our students as it doesn’t reflect the breadth of career possibilities for individuals with an Entomology degree. In total, there are 45 Entomology credits in these two sections, with 15 of those credits tied to specialization. Moreover, ENTOM 400, 405, 410, 499, and 695 are courses that specifically address employer-desired skills based on the market analysis.

In addition to Entomology training, employers are keen to hire individuals with strong leadership and critical thinking skills as well as an understanding of business operations and management. Given the importance of these two areas, we require six credits in each. Other critical skills that employers are looking for include (i) experience with data analysis, (ii) a basic understanding of some discipline within bioscience, (iii) the ability to communicate effectively, and (iv) some deeper understanding of Agriculture in general. As such, we require three plus credits in each of these areas to provide all of our students a foundational background that allows them to meet minimum requirements for any entomology-related job. Students can then choose six additional credits in any of these areas to build a strength and make themselves highly competitive for jobs with that particular focus.

The remaining credits in Natural Science/Mathematics (18-20 credits), Humanities/Social Science (nine credits), University Requirements (eight credits), and Free Electives (\leq ten credits) round out a student’s training. These credits provide a solid background in basic science and the humanities, while allowing

students the opportunity to explore a wide range of courses that could ultimately shape the trajectory of their career.

As outlined above, a key strength of this proposed degree program is that it allows students to specialize in any current or emerging area of Entomology – a strength not found in any other Entomology program in the country. And while this strength offers advantages for training students and aligns perfectly with K-State’s Economic Prosperity Plan, it does make it difficult to represent all possible degree plans with a single example. However, the below curriculum example represents what a “typical” Entomology student that is focused on animal health, bioscience, and data analysis would take each semester. It includes 35 credits of Bioscience/Animal Health (20 of which are from Entomology), 14 credits of Business/Economics, and 11 credits of statistics. Almost all courses in Entomology include research methods, data collection, and data analysis, so students will be well trained in data analysis and critical thinking – both skills that employers strongly desire in their new hires.

Overview of curriculum:

Year 1: Fall Hours

SCH = Semester Credit

Course #	Course Name	SCH (15)
ENTOM 100	Entomology Foundations	1
ENTOM 305	Animal Health Entomology	2
ENTOM 306	Animal Health Entomology Laboratory	1
ENTOM 400	Insect Sampling and Surveillance	2
GENBA 110	Business Foundations	3
ENGL 100	Expository Writing 100	3
MATH 100	College Algebra	3

Year 1: Spring

Course #	Course Name	SCH (15)
ENTOM 312	General Entomology	3
ENTOM 405	Introduction to Insect Data Analysis	1
ENTOM 410	Introduction to Insecticides	1
COMM 106	Public Speaking 1	3
BIOL 198	Principles of Biology	4
ENGL 200	Expository Writing 200	3

Year 2: Fall

Course #	Course Name	SCH (15)
ENTOM 499	Undergraduate Research Experience	1
ENTOM 300	Economic Entomology	3
PHILO 125	Introduction to Philosophy of Science	3
CHM 110	General Chemistry	3
ASI 500	Genetics	3
AGEC 115	Decision Tools for Agricultural Economics and Agribusiness	2

Year 2: Spring

Course #	Course Name	SCH (15)
ECON 110	Principles of Macroeconomics	3
BIOL 455	General Microbiology	4

BIOCH 265	Introductory Organic and Biochemistry	5
GENAG 210	Human and Cultural Diversity in the Food and Agricultural Sciences	3

Year 3: Fall

Course #	Course Name	SCH (15)
ENTOM 630	Introduction to Molecular Entomology	3
ENTOM 625	Integrative Behavioral Ecology	3
AGCOM 400	Agricultural Business Communications	3
STAT 340	Biometrics I	3
PLPTH 610	Biotechnology	3

Year 3: Spring

Course #	Course Name	SCH (15)
ENTOM 710	Insect Taxonomy	3
ENTOM 645	Introduction to Insect Chemical Ecology	3
ENTOM 660	Insect Genetics	3
STAT 341	Biometrics II	3
ANTH 200	Introduction to Cultural Anthropology	3

Year 4: Fall

Course #	Course Name	SCH (15)
ENTOM 649	Introduction to Arthropod Vectors of Human Pathogens	3
ENTOM 692	Insect Ecology	3
STAT 703	Introduction to Statistical Methods for the Sciences	3
GEOG 200	Human Geography	3
GENAG 225	Fundamentals of Global Food Systems Leadership	3

Year 4: Spring

Course #	Course Name	SCH (15)
ENTOM 302	Art and Insects	3
ENTOM 675	Introduction to Insect Physiology	4
ETNOM 695	Capstone Experience	3
ENGL 270	American Literature	3
MUSIC 160	Music Listening Laboratory	2

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
Jeremy Marshall*	Associate Professor	PhD	Y	Evolutionary biology and genetics (including	0.4

				population genetics, genomics, proteomics, and functional genetics using RNAi) in relation to reproductive biology, sexual conflict, life-history strategies, behavioral and ecological phenotypes, and cricket biology	
Tania Kim	Assistant Professor	PhD	Y	Insect ecology; landscape ecology; plant-insect interactions; conservation; integrated pest management	0.2
Cassandra Olds	Assistant Professor	PhD	Y	Veterinary entomology; livestock entomology; vector biology; vector-borne pathogen transmission; immunological control of vector-borne pathogens; vector competence; developing novel arthropod management strategies	0.1
Yoonseong Park	Professor	PhD	Y	Insect physiology; insect hormones; insect neuropeptides and neuropeptide receptors; transgenic insects	0.1
Tom Phillips	Professor	PhD	Y	Stored-product insects; chemical ecology; pesticide alternatives; integrated pest management	0.2
Kris Silver	Research Associate Professor	PhD	N	Insect toxicology and molecular mechanisms of insecticide activity; mechanisms of RNA interference and enhancing RNAi responses; insecticide resistance and detoxification	0.1
Kun Yan Zhu	University Distinguished Professor	PhD	Y	Mechanisms and application of RNA interference in insects; chitin biosynthesis; modifications and metabolism in insects; biochemical and molecular basis of insecticide resistance	0.1
Greg Zolnerowich	Professor	PhD	Y	Systematics and phylogenetics of parasitic Hymenoptera, and systematics in support of biological control; general	0.4

				insect identification; curator of Museum of Entomology and Prairie Arthropod Research	
Brian McCornack	Professor and Head	PhD	Y	Field-crop pest management; integrated pest management tactics; sampling; invasive species; insect population dynamics; remote sensing and site-specific strategies; plant-insect interactions; web-based decision support systems	0.2

Number of graduate assistants assigned to this program **3-4**
partial GTA, remaining portions of student positions supported by GRA, extramural funds]

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	\$0	\$0	\$0
Administrators (other than instruction time)	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0
Support Staff for Administration	\$0	\$0	\$0
Fringe Benefits (total for all groups)	\$0	\$0	\$0
Other Personnel Costs	\$0	\$0	\$0
Total Existing Personnel Costs – Reassigned or Existing	\$0	\$0	\$0
Personnel – New Positions			
Faculty (0.4 FTE by Year 3, state funds)	\$0	\$0	\$36,000
Administrators (other than instruction time)	\$0	\$0	\$0
Student Assistants (UG)	\$0	\$0	\$0
Support Staff for Administration (i.e., Student Success Coordinator, Years 1-2 funded by restricted fees, Year 3 onward funded through RCM and COA support)	\$30,000	\$30,000	\$30,000
Fringe Benefits (total for all groups)	\$9,000	\$9,000	\$20,520

Other Personnel Costs	\$0	\$0	\$0
Total New Personnel Costs – New Positions	\$39,000	\$39,000	\$86,520
Start-up Costs - One-Time Expenses			
Library/learning resources	\$0	\$0	\$0
Equipment/Technology	\$0	\$0	\$0
Physical Facilities: Construction or Renovation	\$0	\$0	\$0
Other	\$0	\$0	\$0
Total Start-up Costs	\$0	\$0	\$0
Operating Costs – Recurring Expenses			
Supplies/Expenses	\$6,500	\$7,500	\$8,500
Library/learning resources	\$0	\$0	\$0
Equipment/Technology	\$0	\$2,000	\$2,000
Travel	\$0	\$0	\$0
Other	\$0	\$0	\$0
Total Operating Costs	\$6,500	\$9,500	\$10,500
GRAND TOTAL COSTS	\$45,500	\$48,500	\$97,020

B. FUNDING SOURCES <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$94,890	\$208,758	\$341,604
Student Fees		\$6,089	\$13,392	\$21,910
Other Sources		\$0	\$0	\$0
GRAND TOTAL FUNDING		\$100,979	\$222,150	\$363,514
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		\$55,479	\$173,650	\$266,494

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

All ENTOM course offerings, including the new 400-level experience-based courses, are offered as part of current appointments – thus, no new funds are needed to cover the costs of teaching. Entomology has 13 faculty with various research, extension, and teaching responsibilities that adequately cover our diverse discipline. In addition, we have 11 adjunct faculty from the Agricultural Research Services (ARS) within the United States Department of Agriculture (USDA) and the National Bio and Agro-Defense Facility (NBAF) within Manhattan and within our own laboratories. Several scientists from these outside labs engage with our teaching faculty to provide students with unique learning and training opportunities. All faculty teaching core and specialization courses are employed by Kansas State University in the College of Agriculture.

Personnel – New Positions

We request funds to support half of a full-time, student success coordinator position. Half of the position will be paid from existing state-funds. The second half of this position will be supported using restricted fees and other soft funds. The student success coordinator will be a student facing position that is readily available to students, will help organize and facilitate a departmental orientation & enrollment course, strategize ways to increase student recruitment (i.e., scheduling prospective student visits, recruitment visits on campus, communicating with high schools/community colleges, etc.), help advise incoming students, review degree plan inconsistencies, work with the College of Agriculture Student Records Office as needed, connect students to appropriate offices and/or resources, and general program administration (i.e., making changes to line scheduling, annually updating departmental lists, pulling basic reports for faculty and departmental administration, and clearing minors for graduation). This position will free up time for faculty to focus on student success within the new program.

We anticipate the addition of new teaching tenths by year three. Our largest demographic of students in our minors program come from Animal Science and Industry within the College of Agriculture. Based on program growth in this area, we plan to hire a 40% teaching faculty to handle part of the academic advising workload, as well as develop new courses in forensic entomology and vector biology.

Start-up Costs – One-Time Expenses

There are no funds needed to start this program. Technology in teaching labs and collaborative learning spaces were upgraded using Strengthening People and Revitalizing Kansas (SPARK) funds; all spaces have the capability of delivering distance-education courses and/or recording lecture/labs.

Operating Costs – Recurring Expenses

Lab and teaching computers and supporting technology will periodically require upgrades starting in year two (estimated cost \$2,000 per year). We also require funds for supplies/expenses associated with office materials, instruction, IT support, and promotion and marketing activities (\$5,000 per year). In addition, we anticipate offering more undergraduate research experiences and capstone projects and this will require supplies for experiments (reagents, lab-based components), printing services for posters presented in symposiums (\$1,000 in year one, increasing by \$1,000 per year). We will also need to cover the cost of greenhouse and plot fees that are used in several courses offered in Entomology (\$500 per year).

B. Revenue: Funding Sources

The revenue table below uses the in-state, on-campus tuition rate of \$316.30 per credit hour. It assumes, based on the example curriculum, that 52.5% of all semester credit hours (SCH) are generated by the College of Agriculture (COA) and 47.5% are generated by the College of Arts and Sciences (COAS). COA has a general fee of \$22.90 per credit hour for on-campus courses, while the COAS has a general fee of \$17.40 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	300	\$94,890	660	\$208,758	1,080	\$341,604
College of Agriculture Fees	\$22.90	158	\$3,618	347	\$7,946	567	\$12,984
College of Arts & Sciences Fees	\$17.40	142	\$2,471	313	\$5,446	513	\$8,926
Total University Revenue			\$100,979		\$222,150		\$363,514

C. Projected Surplus/Deficit

Our budget estimate projects a budget surplus of \$55,479 in Year 1, with a projected surplus of \$266,494 by Year 3. Of these surplus funds, 75% of tuition dollars and 100% of College of Agriculture fees are retained by the College of Agriculture: Year 1 = \$41,609; Year 2 = \$130,238; and Year 3 = \$199,871. Projected surpluses are sufficient to cover any personnel and program resources needed to maintain and grow the program with no added resources from the University.

XI. References

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March 29, 2022

Daniel Archer
Vice President for Academic Affairs
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368

Dear Vice President Archer,

Kansas State University requests to change the name of the PhD in Human Ecology to a PhD in Health and Human Sciences, to better reflect the current name of our College of Health and Human Sciences.

During the December 2018 Kansas Board of Regents meeting, the Council of Chief Academic Officers approved a name change for the College of Human Ecology to the College of Health and Human Sciences. After approval by the KBOR president, the name went into effect on June 1, 2019.

The college faculty and the faculty senate have approved this degree name change to better align the degree with the college name. We therefore respectfully request approval of this adjustment.

The PhD will remain the same in terms of organization and curriculum, with specializations in the following areas: Sustainable Fashion Business, Applied Family Sciences, Hospitality Administration, Kinesiology, Life Span Human Development, and Couple and Family Therapy.

As with the college name change, the degree name change creates more legibility with students, other colleges and universities, and industry. This adjustment will benefit recruitment efforts and student employment prospects.

Thank you for your consideration.

Sincerely,



Charles Taber
Provost and Executive Vice President

March 31, 2022

Daniel Archer
Vice President for Academic Affairs
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368

Dear Vice President Archer,

Kansas State University respectfully requests the merger of the department of Communication Studies and the A.Q. Miller School of Journalism and Mass Communication into a single unit named the "A.Q. Miller School of Media and Communication."

A merger will provide opportunities to build on the existing connections between the two fields and innovations in research and instruction. Specifically, the merger will:

This merger will:

- Combine instructional expertise and approaches from areas of strategic communication, journalism and media, and humanistic and social studies of human communication.
- Build on increasing convergence in instruction in areas such as persuasion and influence, intercultural communication, diversity and representation in media, and mediated communication (social media, digital communication, etc).
- Build on increasing convergence and complementarity in Research, Scholarship, , for example in areas such as civic engagement and democracy, advocacy and influence, communication technology and social media, and law and legal communication.
- Aid in recruitment by both creating new recruitment and marketing opportunities and avoiding student and university recruiter confusion
- Support modern curricula and program development

This merger provides needed efficiencies and offers substantial opportunities for growth. It blends unit strengths, retains critical student and community services, provides for improved curricular offerings, increases administrative and curricular efficiency, and improves marketing and recruitment effectiveness.

Thank you for your consideration.

Sincerely,



Charles Taber
Provost and Executive Vice President

April 1, 2022

Daniel Archer
Vice President for Academic Affairs
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368

Dear Vice President Archer,

As suggested by KBOR in January 2021, Kansas State University requests to merge and rename two academic programs within the College of Arts & Sciences: the BA/BS American Ethnic Studies and the BA/BS Gender, Women, and Sexuality Studies.

Per an approved vote of the College of Arts and Sciences academic affairs committee and the K-State faculty senate, we respectfully request to merge the programs into a single program named “BA/BS Social Transformation Studies.” The program merger and the new name correspond with the newly merged department of Social Transformation Studies, the approval of which was completed in the December 2021 COCAO meeting and with President Flanders’ subsequent approval in January 2022.

This merger does not require any curricular changes, as the original programs will exist as tracks within the new BA / BS Social Transformation Studies. A core course that links the tracks is also included. The merged major highlights the combined focus on social justice and social transformation, as well as the shared courses that already existed in the original majors.

With your approval of this merger, we look forward to the increased alignment between the department and its degree offering.

Thank you for your consideration.

Sincerely,



Charles Taber
Provost and Executive Vice President



March 20, 2022

Blake Flanders, PhD
President and Chief Executive Officer,
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas, 66612-1368

Dear Dr. Flanders:

In January, Dr. Dale Abrahamson announced that he planned to step down as Chair of the Department of Anatomy and Cell Biology effective in June. This announcement has created the need to develop a plan to ensure a smooth transition for new leadership and program continuity.

The School of Medicine envisions the transition to be an opportunity to build a new department, which will focus on the combined strengths of two traditional departments in teaching and scholarship. The department will have strong leadership and sufficient faculty numbers to allow continued growth in research and to strengthen educational missions.

The proposal will merge two longstanding, successful departments—Anatomy and Cell Biology and Molecular and Integrative Physiology into a Department of Cell Biology and Physiology. If approved, there will be two divisions within the Department—a Division of Cell Biology and Anatomy and a Division of Molecular and Integrative Physiology. The current degrees (PhD and MS) will remain separate and the degree names in program inventory will match the division names.

This consolidation will benefit faculty and programs of both departments, with strong leadership, a sustainable corpus of 32 full-time faculty, and historically strong collaborative ties in research and educational domains in areas of cell biology, reproductive biology, neuroscience, metabolism, and developmental biology among others. The plan is to complete the merger effective July 1, 2022.

Sincerely,

A handwritten signature in blue ink that reads 'Robert M. Klein'.

Robert M. Klein, Ph.D.
Vice Chancellor for Academic and Student Affairs

Office of the Vice Chancellor for Academic and Student Affairs
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