KANSAS BOARD OF REGENTS
COUNCIL OF CHIEF ACADEMIC OFFICERS

MEETING AGENDA
Wednesday, April 19, 2023
9:00 a.m. – 10:00 a.m.
or upon adjournment of SCOCAO

The Council of Chief Academic Officers (COCAO) will meet in person at Pittsburg State University, Bicknell Family Center for the Arts, VIP Room, Room 201, 1711 S Homer St, Pittsburg, KS 66762. To the extent possible, a virtual option will be provided to accommodate those who prefer not to attend in person. Meeting information will be sent to participants via email, or you may contact arobinson@ksbor.org.

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:

Barbara Bichelmeyer, Chair	KU	Howard Smith	PSU
R. Brent Thomas	ESU	Laura Stephenson (Interim)	Washburn
Jill Arensdorf	FHSU	Shirley Lefever	WSU
Charles Taber	K-State	Daniel Archer	KBOR
Robert Klein	KUMC		

Council of Chief Academic Officers
AY 2023 Meeting Schedule

COCAO Academic Year 2022- 2023 Meeting Dates				
Meeting Dates	**Location (virtual or in-person)**	**Lunch Rotation**	**Institution Materials Due**	**New Program Requests Due**
September 14, 2022	Virtual	n/a	August 25, 2022	July 20, 2022
October 19, 2022 *Meeting at 8:30 a.m.	Virtual	n/a	September 27, 2022	August 24, 2022
November 16, 2022	Kansas State University	K-State	October 27, 2022	September 21, 2022
December 14, 2022	Virtual	n/a	November 23, 2022	October 19, 2022
January 18, 2023	Virtual	n/a	December 29, 2022	November 23, 2022
February 15, 2023	Virtual	n/a	January 26, 2023	December 21, 2022
March 22, 2023	Virtual	n/a	February 23, 2023	January 18, 2023
April 19, 2023	Pittsburg State University	PSU	March 30, 2023	February 22, 2023
May 17, 2023	Virtual	n/a	April 27, 2023	March 22, 2023
June 14, 2023	Virtual	n/a	May 25, 2023	April 19, 2023

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

Council of Chief Academic Officers
MINUTES

Wednesday, March 22, 2023

The March 22, 2023, Council of Chief Academic Officers (COCAO) meeting was called to order by Chair Barbara Bichelmeyer at 9:08 a.m. The meeting was held through Zoom.

In Attendance:

Members:	Barbara Bichelmeyer, KU	Jill Arensdorf, FHSU	Robert Klein, KUMC
	Tanya Gonzalez, K-State	Howard Smith, PSU	Jennifer Ball, Washburn
	Brent Thomas, ESU	Shirley Lefever, WSU	Daniel Archer, KBOR
Staff:	Amy Robinson	Karla Wiscombe	Judd McCormack
	Sam Christy-Dangermond	Cindy Farrier	Marti Leisinger
	Tara Lebar		
Others:	Adam Borth, Fort Scott CC	Andy Howe, K-State	Aron Potter, Coffeyville CC
	Elaine Simmons, Barton CC	Jane Holwerda, Dodge City CC	Janice Stover, Cowley CC
	Jason Sharp, Labette CC	Jean Redeker, KU	Jennifer Callis, SATC
	Jerry Pope, KCKCC	Jess Fortner, Hutchinson CC	Joan Brewer, ESU
	JoLanna Kord, ESU	Kim Zant, Cloud County CC	Linnea GlenMaye, WSU
	Melanie Wallace, Allen CC	Michelle Schoon, Cowley CC	Mickey McCloud, JCCC
	Monette DePew, Pratt CC	Nate Brunsell, KU	Scott Lucas, WSU Tech
	Shawn Keough, ESU	Susan Castro, WSU	Tara Lindahl, Washburn
	Ed Bashaw, ESU	Tom Nevill, Butler CC	Taylor Crawshaw, Independence CC

Roll call was taken for members and presenters.

Approval of Minutes
Jill Arensdorf moved to approve February 15, 2023, meeting minutes, and Howard Smith seconded the motion. With no corrections, the motion passed.

Council of Faculty Senate Presidents (CoFSP) Update
Nate Brunsell, KU's faculty senate president and CoFSP Chair, provided the update. The Council is awaiting discussions surrounding rpk recommendations. He thanked those who have shown support in working with local governance on this topic.

Other Requests
- Brent Thomas and Ed Bashaw presented a request to merge the BSB in Information Systems and the BSB in Business Data Analytics into a BSB in Information Systems and Analytics at ESU. Merging these two majors will create greater efficiencies and effectiveness, allowing students to choose specialized concentrations in Information Systems, Business Data Analytics, and Cybersecurity.

  Brent Thomas and Joan Brewer presented a request to merge the BSE in Health Education and the BSE in Physical Education into a BSE in Health and Physical Education at ESU. Merging these two majors will create greater efficiencies and better position teacher candidates to meet district and workforce needs.

  Shirley Lefever moved to approve the two requests from ESU as presented, and Howard Smith seconded. The motion passed unanimously. Both requests will go to Dr. Blake Flanders for final

approval.

- Barbara Bichelmeyer presented a request to approve a Minor in Global Health and Medical Humanities at KU. This minor is designed for undergraduate students interested in obtaining a holistic, interdisciplinary approach to studying health and illness.

  Jill Arensdorf moved to approve the new minor as presented, and Shirley Lefever seconded. The motion passed unanimously. This request will go to Dr. Blake Flanders for final approval.

- Daniel Archer presented proposed revisions to the baccalaureate degree policy definition. The revisions include 1) removing the requirement that a transfer agreement must be in place for a baccalaureate program at a university to accept more than 60 hours from a two-year college and 2) aligning the baccalaureate degree definition to not exceed 120 credit hours with any exceptions requiring approval from BAASC. The proposed amendment to align policy with practice is detailed in Chapter III.A.9.b.ii.(2)(a).

  Howard Smith moved to approve the proposed revisions as presented, and Jill Arensdorf seconded. The motion passed unanimously. This request will be presented for approval to the Board Academic Affairs Standing Committee (BAASC) on April 4, 2023. If approved by BAASC, final approval will go to the Board.

Other Matters
Jill Arensdorf noted that FHSU would be presenting two proposals for approval soon: BAS in Applied Leadership and an MS in Global Strategic Leadership.

Jean Redeker noted that KU would be presenting a BS in Cybersecurity Engineering soon.

Adjournment
The next COCAO meeting is scheduled for April 19th, 2023, at 9:00 a.m. on the Pittsburg State University campus.

Howard Smith moved to adjourn the meeting, and Brent Thomas seconded the motion. With no further discussion, the meeting adjourned at 9:23 a.m.

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Fort Hays 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 19, 2023

I. General Information

A. Institution   Fort Hays State University

B. Program Identification
Degree Level: Master's
Program Title: Global Strategic Leadership
Degree to be Offered: Master of Science in Global Strategic Leadership
Concentration Areas: Leadership in Health Administration, Information Technology Policy
                                 Administration
Responsible Department or Unit: Leadership Studies
CIP Code: 52.0213 (Org. Leadership)
Modality: Online
Proposed Implementation Date: Fall 2023

Total Number of Semester Credit Hours for the Degree: 36

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

III. Justification

The Master of Science in Global Strategic Leadership (GSL) is an online degree program that seeks to aid established professionals in varying fields navigate a world of grand challenges and wicked problems through a lens of transdisciplinarity. This degree is aimed at providing mid-career professionals with practical leadership skills needed to solve complex, interconnected problems within their organization and beyond. This program represents a new offering that is entirely unique from existing curriculum at FHSU and across the system.

In a world following the COVID-19 pandemic, the nature of work and problem solving are transforming to confront more complex and interconnected problems that face our growing world (Volini et al., 2020, 47). These problems often have no right or wrong answer, and are often socially and technically difficult (Beinecke, 2009). The 2020 development of the COVID-19 vaccine by AstraZeneca has shown the world how transdisciplinary approaches are vital to confronting these problems and challenges head on with experts in various disciplines working collaboratively to find a solution for a rapidly evolving problem (Volini et al., 2020).

Given the nature of serious and persistent problems such as climate change, healthcare inequality, and cyberterrorism, unidisciplinary approaches alone cannot adequately address these issues. Transdisciplinarity, however, is an approach that identifies specific problems (Rhodes et al., 2019) and uses a common conceptual framework that extends across multiple disciplinary boundaries to facilitate collaboration between researchers and non-academic stakeholders (Reme et al., 2015). By integrating global strategic leadership into existing skill

sets, this program seeks to establish a growing population of transdisciplinary researchers and problem solvers within the current workforce.

Beginning with two concentration areas (Leadership in Health Administration & Information Technology Policy Administration) we intend to learn and refine our approach to transdisciplinary education with hope of developing in-demand leadership skills to those within our program to enhance the current workforce and create more globally aware citizens.

IV. Program Demand: Market Analysis

National Distinction
Given the availability of resources from the existing FHSU master's programs in healthcare and information technology, the focus on transdisciplinarity and mid-career professionals, and the depth of the concentration curricula, this program will distinguish itself nationally from competitors with similar degree programs (Hanover Research, 2021). It has also been carefully designed to not duplicate the programs currently in existence, but rather to offer a new and unique addition to the catalog.

High Workforce Demand
Projected labor demands within organizational leadership are expected to rise significantly (~14.73%) with worker interest also steadily increasing (Hanover, 2021); this shows the necessity of utilizing existing workers within various fields to meet the market demand. In the state of Kansas, there are no comparative master's degree programs targeted toward full-time working, part-time students that seek to achieve organizational leadership in cross-sector collaborations. Fort Hays State University sees the need for a global strategic leadership degree that is designed specifically for the industry the student is already engaged in. In particular, the two proposed concentrations will target students working in supervisory and non-technical roles within the healthcare and IT sectors.

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	2	5	36	60
Year 2	3	8	54	96
Year 3	4	16	72	192

The program is designed to allow students to complete at either a full-time pace or at a slower pace, depending on their preference. We anticipate that most students will elect to pursue the program at a part-time pace, taking approximately six credit hours per semester.

The above enrollment numbers are a benchmark based on Hanover market research and discussions with other FHSU department heads. These benchmark numbers are not based on direct commitment from students, but instead will act as a goal and base estimate. We have intentionally been conservative in these estimates to help ensure program viability. The curriculum is highly scalable, however, and we could easily accommodate a greater number of enrollments if demand is strong.

VI. Employment

The aim of this program is to produce transdisciplinary leaders out of those currently in the workforce so they

may facilitate the flow of knowledge and its practical application within their given fields (Reme et al., 2015). Today, researchers are being called upon more frequently to work in collaborative environments that require both practical and theoretical skill sets (O'Neill et al., 2019) to solve grand challenges and wicked problems. The integration of the natural and social/organizational sciences are necessary to develop skilled professionals into effective leaders that can work across disciplines and find solutions to problems that unidisciplinary approaches cannot. Transdisciplinary leaders are needed in all sectors to help build strong networks of collaboration and support as they explore different perspectives on immediate and pressing global challenges. With mounting evidence suggesting that leaders do not readily or easily adapt their practices when confronted by increasingly complex problems (Pearce, 2010), it is imperative that organizational leadership moves toward a transdisciplinary approach to transform how the workforce thinks about global problems and solutions. FHSU intends to use a transdisciplinary curriculum that prepares individuals to use both the 'hard' and 'soft' skills needed to transform their work, thrive in it, and become more globally aware citizens.

According to the Institute for the Future, one of the ten vital skills needed for the future workforce is transdisciplinarity—also known as cross-sector partnerships and collaboration (Davies et al., 2020). The need for literacy and the ability to understand concepts across multiple disciplines is imperative as a shift away from academic specialization toward transdisciplinarity occurs due to the growing complexity of societal issues. Much of the gridlock in addressing global issues is due to narrow interests, and specialists that are unable or unwilling to understand and integrate data and concepts from across disciplines (Fidler, 2016). By integrating skills across fields and perspectives, a workforce can be created that can think through differing disciplinary approaches to generate new types of knowledge (Fidler, 2016).

Healthcare administration is a concentration area that Hanover Research has described as a national high-growth degree field, and a practical concentration area for the GSL degree to offer (Hanover Research, 2021). Disparities in health according to race, sex, sexual orientation, and other group characteristics are well known, yet these health disparities persist and, in some cases, continue to grow. The answer to a complex issue such as health disparities among groups involves not only the conceptualization of all factors that impact disparities, but also the interactions between the factors themselves, such as the interplay of genes and environment (Gehlert, 2010). It is suggested that a transdisciplinary approach to healthcare and healthcare administration will draw together experts from across disciplines to share and produce knowledge and address multifactorial determinants of health disparities. The fields of Health Services Administration and Nursing Administration have seen an above-average increase in master's degree conferrals, showing an increase in interest alongside the growth of the health industry, where national demand is projected to outpace the expected job growth by 2029 (Bureau of Labor Statistics, 2020).

Information technology policy administration is another concentration area that Hanover Research has identified as a high-growth degree field, and one that is practical for the GSL degree to offer (Hanover Research, 2021). As our society relies more on technology with every passing year, the governmental policy that dictates the technological regulations of our world becomes increasingly important. Early and mid-career professionals with a background in information technology are increasingly going to find themselves concerned with policy and legal considerations within their sector, which their bachelor's level technical education has not equipped them to navigate successfully. This degree program will act as a practical, mid-career training ground which can supplement their burgeoning management experience and give them opportunities to practice working across constituencies. The Technology Policy field is expected to grow much faster than average in the next ten years state-wide, nationally, and internationally (Columbia University).

VII. Admission and Curriculum

A.   Admission Criteria

All applicants must submit:

1. Official transcript of all previous college work showing a minimum 3.0 GPA on the last 60 hours of undergraduate coursework and/or a minimum 3.0 on all previous graduate coursework;
2. Two letters of recommendation, at least one of which must be from a current or recent supervisor that speaks to the candidate's professional experience (minimum 3 years) and readiness for advanced professional practice and leadership development capacity;
3. A professional resume containing a minimum of 3 years of professional experience;
4. Personal statement that addresses the following:
    a. Reasons for applying to this program, as directly related to current professional position and career goals, including what types of specific knowledge, skills, abilities the candidate hopes to gain through this program, professionally and personally (e.g. specific goal statements or a vision plan that looks ahead several years);
    b. An explanation of a specific organizational, industry/field/sector, community, and/or global problem the student would like to be a part of solving and how they see this program as a potential pathway to fulfill that end.

B.   Curriculum

Leadership in Health Administration Curriculum
Year 1: Fall   **SCH = Semester Credit Hours**

Course #	Course Name	SCH….
LDRS 650	Principles of Organizational Leadership	3
LDRS 815	Transdisciplinary Leadership in Context	3
IDS 805	Global Challenges: 21st Century Promises and Perils	3

Year 1: Spring

Course #	Course Name	SCH….
LDRS 802	Organizational Systems, Change, and Leadership	3
HHP 602	Public Health	3
HHP 625	Legal Issues in Health Care	3

Year 1: Summer

Course #	Course Name	SCH….
LDRS 807	Teams and Collaborative Environments	3
HHP 630	Administration in Health Care	3

Year 2: Fall

Course #	Course Name	SCH….
LDRS 820	Advanced Leadership in Professional Environments	3
HHP 610	Global Health	3
Various	Elective	3

Year 2: Spring

Course #	Course Name	SCH….
LDRS 895	Research Project in Organizational Leadership	3

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

Information Technology Policy Administration Curriculum
Year 1: Fall   **SCH = Semester Credit Hours**

Course #	Course Name	SCH….
LDRS 650	Principles of Organizational Leadership	3
LDRS 815	Transdisciplinary Leadership in Context	3
IDS 805	Global Challenges: 21st Century Promises and Perils	3

Year 1: Spring

Course #	Course Name	SCH….
LDRS 802	Organizational Systems, Change, and Leadership	3
INF 610	Public Policy, Law, Ethics in Telecommunications	3
INF 658	Law of Cyberspace	3

Year 1: Summer

Course #	Course Name	SCH….
LDRS 807	Teams and Collaborative Environments	3

Year 2: Fall

Course #	Course Name	SCH….
LDRS 820	Advanced Leadership in Professional Environments	3
INF 660	Global Telecommunications Policy	3
INF 880	Management of Information Security	3

Year 2: Spring

Course #	Course Name	SCH….
LDRS 895	Research Project in Organizational Leadership	3
Various	Elective	3

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

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
Brent Goertzen – Department of Leadership Studies	Professor	Ph.D.	Y	Organizational Leadership	.2
Kaley Klaus – Department of Leadership Studies	Assistant Professor	Ed.D.	N	Organizational Leadership	.1
Tim Feagan – Department of Leadership Studies	Assistant Professor	Ph.D.	N	Applied Leadership in	.2

				Industry	
Justin Greenleaf – Department of Leadership Studies	Associate Professor	Ph.D.	Y	Community Psychology	.1
Lori Kniffin – Department of Leadership Studies	Assistant Professor	Ph.D.	Y	Organizational Leadership	.1
Brett Whitaker * – Department of Leadership Studies	Associate Professor	Ph.D.	Y	Global Leadership	.1
Glen McNeil – Department of Health and Human Performance	Associate Professor	MS; RD/LD	Y	Nutrition	.1
Jamie Schwandt – Department of Health and Human Performance	Adjunct Professor	Ed.D.	N	Health Care Administration	.1
Frank Owens – Department of Health and Human Performance	Instructor	MS	N	Health Studies	.1
Melissa Hunsicker Walburn – Department of Informatics	Associate Professor	J.D.	Y	Policy and Law of Cyberspace	.1
Brian Hurley – Department of Informatics	Adjunct Professor	MPS	N	Information Security	.1
A significant portion of the curriculum for this program is already offered in service to several other degree programs. For this reason, especially initially, there will be limited need for dedicated faculty support for program specific courses. As the program expands, we may see justification for more dedicated sections of courses. The faculty indicated in this table will support the program by teaching courses, but the majority will not be devoted in an exclusive manner to this new program.					

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	$44,856	$44,856	$44,856
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 – Reassigned or Existing	$44,856	$44,856	$44,856
Personnel – New Positions			
Faculty	0	0	0
Administrators *(other than instruction time)*	0	0	0
Graduate Assistants	$10,000	$10,000	$10,000
Support Staff for Administration *(e.g., secretarial)*	0	0	0

Fringe Benefits *(total for all groups)*	0	0	0
Other Personnel Costs	$6,000	$9,000	$12,000
Total Existing Personnel Costs – New Positions	$16,000	$19,000	$22,000
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 (marketing and recruitment expenses)	$1,500	$1,500	$2,500
Total Operating Costs	1,500	1,500	1,500
GRAND TOTAL COSTS	$62,356	$65,356	$69,356

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	0	$28,661	$44,783	$78,817
Student Fees	0	0	0	0
Other Sources	0	0	0	0
GRAND TOTAL FUNDING	0	$28,661	$44,783	$78,817
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$-33,695	$-20,573	$9,461

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions

The primary expense associated with initially starting and operating this program would be the two new classes that are part of the transdisciplinary degree program. The other portions of the curriculum are already being taught and supported by existing programs, and they have capacity to add students without incurring additional instructional expenses to the university. As the program grows, we would need to augment existing capacity to a limited degree. During the initial start-up period, when enrollments are small, we will not require additional instructional capacity beyond what was already deployed in service of other programs.

To calculate the offset instructional expenses of utilizing existing capacity to support this program, we have applied the following formula. With supporting faculty contributing only a small portion of their overall contractual load, we estimate the total allocation to be approximately 1.3FTE, but distributed among 11 or more faculty members. Faculty are on a 60% teaching allocation, and the average salary for faculty in the program $57,508, so the total offset instructional expenses are 1.3*(57,508*.6), or $44,856.

Personnel – New Positions

Once the program is somewhat larger, we project that we will need to staff additional sections beyond base levels that are already in place for other programs. Specifically, we project that we would need to offset two courses via adjunct teaching in the first year, three courses in the second year, and four courses in the third year. Adjuncts can be estimated at approximately $3000 per section, therefore the instructional expenses are $6000 in the first year, $9000 in year two, and $ 12,000 in year three.

In addition to instructional expenses, we also project staffing one graduate assistant in this program to assist with administrative and development work, as well as to coordinate marketing and recruitment efforts. This

Start-up Costs – One-Time Expenses

N/A

Operating Costs – Recurring Expenses

We have included a small amount of ongoing expense associated with program-specific marketing and recruitment efforts. These efforts will be supplemented with ongoing marketing work on behalf of the larger university, and in conjunction with the recruitment initiatives of the Department of Leadership Studies and the academic units housing concentrations.

B. Revenue: Funding Sources

The sole source of revenue for this program is tuition and fees. FHSU currently charges a rate of $298.55 per credit hour for graduate, online tuition (including fees). Multiplying the projected credit hour production by this rate produces the projected revenue.

C. Projected Surplus/Deficit
Given the extensive leverage of existing capacity and curriculum, this program projects to be in a modest surplus status by at least year three of implementation. We have intentionally been conservative in estimating enrollment growth to ensure programmatic viability, but the program is readily scalable to larger capacity if the demand is present. Should enrollments prove to be even slightly higher than anticipated, the program would be revenue positive by year two.

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. Fort Hays 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 19, 2023

I. General Information

A. Institution   Fort Hays State University

B. Program Identification
Degree Level:	Bachelor's
Program Title:	Applied Leadership
Degree to be Offered:	Bachelor of Applied Science
Responsible Department or Unit:	Department of Leadership Studies
CIP Code:	45.0101 Social Sciences (General)
Modality:	Face-to-Face and Online
Proposed Implementation Date:	Fall 2023

  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

Fort Hays State University (FHSU) is dedicated to working with military and veteran students, transfer students, and community and technical college students who have extensive work experience and/or an associate degree in applied science. To this end, FHSU is proposing a Bachelors of Applied Science (BAS) degree program in Applied Leadership which would create a new pathway for AAS graduates to complete their bachelor's degree in less than a four-year period. The BAS in Applied Leadership degree offers students a shorter path towards degree completion by maximizing military, technical and vocational credit towards a bachelor's degree.

This program is specifically geared towards students who have a strong interest in applied learning and practical application. In 2020 FHSU commissioned Hanover Research to conduct a market study which explored degree completions in Kansas. This study suggested that there is a large volume of associate degree holders in fields such as liberal arts and sciences, nursing, business administration, management, law enforcement administration, and physical therapy. These individuals are likely to find the option of a BAS program appealing.

When compared to the Bachelors of General Studies (BGS) with a concentration in Organizational Leadership, the BAS in Leadership Studies is more generous in how it gives credit for the applied learning that has accrued through military training and experience, or has taken place at a technical school. Service members and transfer students are able to maximize the credit they receive for their military training and experience or through technical education. The BAS in Applied Leadership is additionally a stackable credential. Students can come to FHSU and move directly into the BAS in Leadership Studies program after completion of the AAS in Technology and Leadership and the Certificate in Leadership Studies. If students didn't receive their AAS from FHSU they can still complete the BAS in Applied Leadership. The BAS in Applied Leadership additionally has

a stronger name recognition than the BGS in Organizational Leadership for graduates entering the workforce. The BGS by design is general in nature, while the BAS program is structured to apply the vocational type learning that takes place during military service and at technical schools. The BAS additionally requires 30 credit hours of Leadership Studies coursework while the BGS only requires 21 hours. This increase in hours will further equip graduates of the program to be effective leaders in their organizations after graduation. The BAS in Applied Leadership at FHSU can build directly from the AAS program that has been developed specifically for current and former members of the U.S. Armed Services. Because of a Memorandum of Agreement (MOA) with the U.S. Army Command and General Staff College, common core military leadership training at the lower enlisted level can be transferred to FHSU as specific Leadership Studies coursework. An MOA of this type is in the final stages of approval with Marine Corps University to provide this same opportunity for junior enlisted marines. Mid-grade non-commissioned officers in the United States Air Force are also allowed to transfer their professional military education to FHSU for Leaderships Studies courses through a similar process.

As there is a growing need for graduates in related fields who have a bachelor's degree in the fields of leadership and management (as outlined in section VI. Employment), this program will help fill this specific niche within the Kansas and national workforces.

It is additionally important to address any duplication within the Kansas Board of Regents (KBOR) system to which this program may contribute. According to the KBOR program database, there are only eight other Bachelor of Applied Science Programs in the KBOR system, and only two of these programs have any similarities to the proposed program. The BAS in Technology Administration at Washburn University is largely focused on technology with a small portion of the curriculum devoted to administration and has no classes in the leadership studies discipline. The proposed FHSU BAS in Applied Leadership does have some similarities to the BAS in Organizational Leadership and Learning (OLL) with a Public Service Leadership Concentration program at Wichita State University (WSU). While the names of the degree programs do appear similar, the content of curriculum is vastly different. The BAS in Applied Leadership at FHSU will focus all 30 of the required concentration hours on classes taught in the leadership studies discipline through the department of leadership studies. The WSU BAS OLL with a concentration in Public Service Leadership program has a menu of concertation classes that can be taken through the education department, only four of which have leadership in the title. It is additionally important to address that the OLL BAS program at WSU only allows for 36 hours of CPL to be transferred into the curriculum while the BAS in Applied Leadership at FHSU allows for 56 hours. This increased number of allowable CPL and or transfer hours makes the FHSU BAS in Applied Leadership program a seamless fit for service members and transfer students with extensive vocational and technical education. As the military experience and vocational and technical education is rife with applied learning, service members and transfer students can directly utilize the training, experience, and education they have attained, and leverage their applied learning to earn a bachelor's degree.

IV. Program Demand
Market Analysis

The Defense Manpower Data Center (2022) list over 30,000 service members in Kansas alone that have technical education credit on their Joint Service Transcript. This technical credit from military training and experience could be applied to the FHSU AAS program and transition into the BAS in Applied Leadership program. As 100% of the classes in the BAS will be offered on campus AND online the market for military service members is much larger than the representation of solely Kansas based service members. A report completed in 2020 by Hanover Research commissioned by FHSU provided an overview of the potential market for Bachelor of Applied Science programs. This report specifically highlighted degree conferral trends at regional "feeder" community colleges, technical schools, and military installations. The top five associate's degree producers in Kansas are listed below.

- Johnson County Community College

  - Tracks in Liberal Arts and Sciences, Nursing/RN, Business Administration and Management. Graphic Design, and Computer System Networking

  - 1,714 Completions in 2018

- Butler Community College

  - Tracks in Liberal Arts and Sciences, Nursing/RN, Education, Health Services/Allied Health, and Business/Commerce

  - 1,230 Completions in 2018

- Hutchinson Community College

  - Tracks in Liberal Arts and Sciences, Nursing/RN, Health Information/Medical Records Technology/Technician, Fire Science/Fire Fighting, and Physical Therapist Assistant

  - 769 Completions in 2018

- Grantham University

  - Tracks in Business Administration and Management, Medical Insurance Coding, Criminal Justice/Law Enforcement Administration, Computer Science, and Interdisciplinary Studies

  - 663 Completions in 2018

- Barton County Community College

  - Tracks in Liberal Arts and Sciences, General Studies, Nursing/RN, Clinical/Medical Laboratory Technician, Business Administration and Management

  - 539 Completions in 2018

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	5	0	120	0
Year 2	8	4	192	48
Year 3	10	8	240	96
Year 4	13	12	312	144

Projected enrollments are based off of average AAS students matriculating to bachelor degree programs since Fall 2019.

VI. Employment

National Perspective

According to the U.S. Bureau of Labor and Statistics, employment of leadership and management related fields is expected to grow continuously through at least 2031. The increased need for workers who possess technical AND interpersonal skills with bachelor's level education will widen the market for graduates of this program. The following fields of employment which fit the practical skillset of graduates of the BAS in Applied Leadership program show an increased demand for the foreseeable future.

Field of Employment	Projected Growth Through 2031
Administrative Services and Facilities Mangers	7%
Construction Mangers	8%
Lodging Managers	18%
Management	8%
Public Relations and Fundraising	8%
Social and Community Service Managers	12%
Training Managers	7%

State / Regional Perspective

According to Kansas Department of Labor, employment projections indicate a significant growth of demand for workers in leadership and management fields through the year 2030. It is important to note that due to the nature of education in the fields of leadership and management, graduates can transition from college to the workforce in a wide variety of occupational fields. Those fields listed below from the Kansas Department of Labor are simply the closest occupational fields measured by the state of Kansas which correlate to the disciplines of leadership and management education.

Field of Employment	Projected Growth Through 2030
Management	10.5%
Community and Social Services	7.48%
Life, Physical and Social Science	7.35%

VII. Admission and Curriculum

Students pursuing this program will need to apply and be admitted to FHSU.

A. Curriculum

The curriculum example is predicated on completion of the FHSU AAS in Technology and Leadership with a concentration in Leadership Studies. This AAS program is specifically designed for current and former service members and technical or vocational transfer students, as is the proposed BAS in Applied Leadership degree program. The general education program detailed in this proposal assumes use of the 34-hour program approved by KBOR in June 2022. FHSU is working to align with the systemwide framework.

The curriculum assumes 56 hours of credit articulating from the Joint Service Transcript (JST), including all current and future credit articulations or as transfer credit from a vocational / technical institution for classes applied in nature. All other courses / credit will be evaluated on a case by case basis.

General Education Hours	34
Leadership Studies Concentration Hours	30
ACE / Military CPL / Applied Learning Hours	56
Total	**120**

The below listing of hours is included in the total hours required for this program. It serves only as a purpose to demonstrate how graduation requirements are met.

4-year hours in the proposed curriculum	36
4-year hours in AAS program	24
Total 4-year hours	**60**
Upper division hours in AAS program	9
Upper division hours in proposed curriculum	36
Total upper division hours	**45**

The BAS in Applied Leadership focuses on ACE credit attained from the Joint Service Transcript (JST) or vocational / technical education courses which fits into a course by course basis transfer approach for the program.

NOTE: All classes required in the proposed BAS curriculum are available both on campus and online.

NOTE: HHP 200 Personal Wellness (FHSU Institutionally Designated General Education Course) has been articulated for US Army and US Air Force basic training. This articulation is currently in progress for the US Navy and US Marine Corps Basic Training. With this articulation in place the curriculum will include only one institutionally designated course (INF101 Intro to Computer Information Systems). The below curriculum map includes this credit articulation, with those three hours included in the 59 ACE / Military CPL / Applied Learning Hours, though they will also count toward General Education requirements.

NOTE: US Army Soldiers that achieve Skill Level 20 (rank of Sergeant or higher annotated on the JST) are awarded MGT411 Applied Management Skills. These three upper division credit hours are included in the 59 ACE / Military CPL / Applied Learning Hours.

General Education Hours	31 (+ 3 HHP 200 = 34)
Leadership Studies Concentration Hours	30
ACE / Military CPL / Applied Learning Hours	59
Total	**120**

*Denotes upper division course credit

Transfer Credit   **SCH = Semester Credit Hours**

Course #	Course Name	SCH
	Transfer coursework Technical Education from Joint Service Transcript	30
LDRS120	Issues in Leadership (MOU Credit for Common Core Military Leadership Training)	6

Year 1: Fall

Course #	Course Name	SCH
ENG101	English Composition I - (English)	3
COMM100	Fundamentals of Oral Communication – (Communication)	3
LDRS300*	Introduction to Leadership Concepts	3
LDRS302*	Introduction to Leadership Behaviors	3

Year 1: Spring

Course #	Course Name	SCH
ENG102	English Composition II – (English)	3
MATH101	Contemporary Mathematics – (Math and Statistics)	3
INF101	Introduction to Computer Information Systems (Institutionally Designated)	3
LDRS310*	Fieldwork in Leadership Studies	3
*	Upper Division Elective	3

Award Associate of Applied Science _and_ Certificate in Leadership Studies

Transfer Credit

Course #	Course Name	SCH
	Transfer coursework Technical Education from Joint Service Transcript	15
	Free Electives Transfer from Joint Service Transcript	14

Year 2: Fall

Course #	Course Name	SCH
*	Art & Humanities General Education Course	3
*	Natural / Physical Sciences General Education Course	3
	Natural / Physical Sciences Lab General Education Course	1
*	Leadership Studies Concentration Elective	3
*	Leadership Studies Concentration Elective	3
*	Leadership Studies Concentration Elective	3

Year 2: Spring

Course #	Course Name	SCH
*	Art & Humanities General Education Course	3
*	Social / Behavioral Sciences General Education Course	3
*	Social / Behavioral Sciences General Education Course	3
*	Leadership Studies Concentration Elective	3
*LDRS650	Principles of Organizational Leadership (Discipline Specific Writing & Information Literacy Graduation Requirement)	3

Total Number of Semester Credit Hours …………………………………………………. [120]
VIII. Core Faculty

Note: FTE Proposed to the program is representative of current inload percentage of undergraduate Leadership Studies classes. No new FTE or reallocation of positions is required to staff this degree program for the first two years.

If program meets enrollment projections a position could be added for years 3 and beyond.

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
Whitaker, Brett	Assoc. Prof.	PhD	Y	Leadership Studies	.5

Goertzen, Brent	Prof.	PhD	Y	Leadership Studies	.5
Greenleaf, Justin	Assoc. Prof	PhD	Y	Leadership Studies	.75
Kastle, Seth*	Asst. Prof.	EdD	Y	Leadership Studies	.5
Kniffin, Lori	Assoc. Prof	PhD	Y	Leadership Studies	.75
Klaus, Kaley	Asst. Prof	EdD	N	Leadership Studies	.25
Noble, Donnette	Asst. Prof.	PhD	Y	Leadership Studies	.25
Tim Fagan	Asst. Prof	PhD	N	Leadership Studies	.25

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

IX. Expenditure and Funding Sources *[List amounts in dollars. Provide explanations as necessary. Please double-check the math.]*

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty			
Administrators *(other than instruction time)*	$5,000	$5,000	$5,000
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)			
Fringe Benefits *(total for all groups)*			
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$5,000	$5,000	$5,000
Personnel – New Positions			
Faculty		$9,000	$15,000
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)			
Fringe Benefits *(total for all groups)*			
Other Personnel Costs			
Total Existing Personnel Costs – New Positions		$9,000	$15,000
Start-up Costs - One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other			
Total Start-up Costs			
Operating Costs – Recurring Expenses			

Supplies/Expenses			
Library/learning resources			
Equipment/Technology			
Travel			
Other (Marketing + Start Up Administration)	7,000	5,000	5,000
Total Operating Costs	7,000	5,000	5,000
GRAND TOTAL COSTS	$12,000	$19,000	$25,000

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds*	0	$27,225.60	$54,451.20	$76,231.68
Student Fees	0	0	0	0
Other Sources	0	0	0	0
GRAND TOTAL FUNDING		$27,225.60	$54,451.20	$76,231.68
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$15,225.60	$35,451.20	$51,231.68

* Tuition / State funds based on current FHSU Online undergraduate credit hour cost ($226.88)

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions

Establishing BAS in Applied Leadership will require no new full-time personnel. Instead, those faculty who are currently teaching in the Organizational Leadership (LDRS) degree program will teach classes filled to capacity. As the current average class size of LDRS classes is 17 with a course cap of 30, the first year of growth will be absorbed by existing open class seats. During years two and three when projected growth outpaces current capacity, new sections will be taught by adjunct professors. Based on projections, there will need to be three adjunct taught sections in year two and five adjunct sections taught in year three. In the expenditures table above an average cost of adjunct taught course sections was calculated at $3,000 each. This staffing method maximizes existing university resources and minimizes costs.

Personnel – New Positions

No new positions are necessary to support this proposal.

Start-up Costs – One-Time Expenses

$2,000 Director of Military Program Innovation Salary (percentage of stipend) year prior to program launch

(included in year 1 expenses (Other))

Operating Costs – Recurring Expenses

$5,000 annual marketing costs and $5,000 annually administrative costs (25% Director of Military Program Innovation Stipend). Adjunct taught course sections numbers based on enrollment meeting projections. Each section will cost an average of $3,000.

B. Revenue: Funding Sources

The program will be supported by the base tuition and fees generated. No other funding sources will be necessary.

C. Projected Surplus/Deficit
Project Surplus
Year 1 $15,225.60
Year 2 $35,451.20
Year 3 $51,231.68
Total $101,908.50

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 19, 2023*

I. General Information

A. Institution   Kansas State University

B. Program Identification
Degree Level: Bachelor
Program Title: Addiction Counseling
Degree to be Offered: BA/BS, Addiction Counseling
Responsible Department or Unit: Department of Sociology, Anthropology, and Social Work
CIP Code: 51.1501
Modality: Hybrid
Proposed Implementation Date: Fall 2023

   Total Number of Semester Credit Hours for the Degree: 120

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

Use of clinical sites. Clinical sites will be used to fulfill program requirements for 10 credit hours of practicum work. This requirement is in line with Kansas Behavioral Sciences Regulatory Board, which requires "400 clock-hours of practice" through "an experience that integrates didactic learning that is related to substance use disorders with face-to-face, direct counseling experience that includes intake and assessment, counseling, treatment planning, discharge planning, documentation, and case management activities." The Addiction Counseling degree will utilize already-established clinical site placements in conjunction with the social work program, in which social work students are placed in social service agencies throughout the state of Kansas for social work practice experience. Existing social work clinical placement sites will fulfill criteria for students completing the Addiction Counseling degree.

Location. Clinical sites will be located in Kansas, or in a bordering community. Students will be placed in clinical sites by the social work program's Director of Field Education. Through the placement process, the Director coordinates with field agencies to ensure sites meet necessary staffing requirements. For Addiction Counseling clinical sites, staff requirements will include the need for a supervisor at the agency with a license in Addiction Counseling. Clinical sites must also ensure appropriate opportunities for direct service delivery with clients. The Director of Field Education maintains a list of possible clinical sites, which contains up-to-date information about the agencies and their appropriateness for placements. Students may request an agency not on this list. These requests necessitate an initial visit from field faculty to determine the appropriateness of the agency for field placements.

Expected demand. Completion of 10-hours of clinical education is required for the Addiction Counseling degree. Students must complete all other course requirements prior to their clinical work wherein clinical

education will consist of the final semester of student's degree requirements. As such, our expected demand for clinical sites will be equivalent to the number of students who enroll in the degree each semester.

III. Justification

The rpkGROUP's 2023 Academic Portfolio and Teaching Workload Review submitted to the Kansas Board of Regents lists, "Substance Abuse, Behavioral Disorder, and Mental Health Counselors" as an occupation with a strong outlook that does not currently have an associated KBOR academic program.

Addiction Counselors provide treatment for people who suffer from alcoholism, drug addiction, or other mental or behavioral problems. They work in a variety of settings, including substance abuse treatment centers, mental health centers, and prisons. In Kansas, Saint Francis Ministries and KVC Health Systems are the top employers for this field. The need for Addiction Counselors in the state of Kansas is high and continues to grow each year. Recent data indicates that Kansas adults are increasingly engaging in risky substance use behaviors (Kansas Department for Aging and Disability Services, 2022). In particular, heavy alcohol consumption and marijuana consumption has increased among Kansas adults. Moreover, rates of drug-related deaths are on an upward trend. Kansas also ranks higher than the national average with regards to the alcohol-related age-adjusted death rate.

Despite this need, Kansas also ranks higher than the national average on the number of individuals needing but not receiving alcohol substance abuse treatment – indicating that there are not enough Addiction Counselors to meet the needs of the state's residents (Kansas Department for Aging and Disability Services, 2017). In many parts of the state, Addiction Counseling positions remain unfilled. According to the Kansas Department of Labor, annually from 2021-2022 there were 214 job openings for Substance Abuse, Behavioral Disorder, and Mental Health Counselors out of 2,000 positions (Kansas Department of Labor, 2023). This indicates that roughly 10% of positions are vacant. The Kansas Behavioral Sciences Regulatory Board requires a bachelor's degree, at minimum, to become a Licensed Addiction Counseling – a more advanced degree requirement than many other states. A bachelor's degree in Addiction Counseling can fill the gap in needed service providers for Western Kansas, and graduates from Kansas State University will be in an ideal geographic and educational position.

Housing an Addiction Counseling program specifically within the Department of Sociology, Anthropology, and Social Work will allow for an efficient use of resources. The Addiction Counseling curriculum was composed based on course requirements set forth by the Kansas Behavioral Sciences Regulatory Board for an individual to sit for the Licensed Addiction Counselor exam. Several courses are already part of the standard curriculum for the Social Work major and can be cross listed to allow enrollment by both addiction counseling and social work students. This model would reduce the number of FTE instructors needed to start the degree, and only one instructor FTE would need to be added to the department.

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

Market Analysis

Market size. For the 2019-2020 school year, 441 bachelor's degrees were conferred for students studying "Substance abuse/addiction counseling" (U.S. Department of Education, 2022). This represents a 171% increase since 2007-2008. Comparatively, bachelor's degree conferral rates increased by 27% during this same period across all disciplines. Addiction Counseling is a field of study with significant growth, positive job prospects, and considerable need across the country and particularly for the state of Kansas.

Student characteristics. Our target market for a bachelor's in Addiction Counseling includes individuals from Kansas and surrounding states who are interested in becoming Licensed Addiction Counselors. Based on prior research, we anticipate students will be primarily female and White (Rieckmann et al., 2011). Given that a

bachelor's degree is required to become a Licensed Addiction Counselor in the state of Kansas, we will target undergraduate students, including new students to the university and those transferring from two-year community colleges. Community colleges represent a ripe area for recruiting potential students, as several Kansas community colleges, including Kansas City Kansas Community College, offer coursework in Addictions or Substance Abuse Counseling. Students completing degrees at these institutions looking to become a Licensed Addiction Counselor could complete necessary coursework at Kansas State University to obtain a bachelor's degree and meet licensure requirements.

Comparison to similar programs. Several Kansas universities offer necessary coursework to become a Licensed Addiction Counselor. Washburn University offers a Bachelor of Applied Sciences in Addiction Counseling. Bethel College and Fort Hayes State University offer a Bachelor of Social Work with available electives to sit for the Licensed Addiction Counselor exam. Similarly, Kansas Wesleyan University offers a Bachelor of Psychological Services with a concentration in Addictions and Substance Abuse Counseling.

Competitive advantage. Kansas State University's degree in Addiction Counseling would be one of only two free-standing bachelor's degree in this discipline in the state of Kansas and the only one offered at a state university. Although online options are available in other states, the Kansas Behavioral Sciences Regulatory Board (BSRB) has considerably more stringent coursework requirements than surrounding states, and our degree would ensure compliance with these requirements to fill this need. Each required ADC course was designed to fulfill BSRB requirements for Addiction Counseling licensure at the bachelor's level. We have submitted syllabi to BSRB for their approval and will make necessary syllabi changes if requested by BSRB.

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

Year	Headcount Per Year		Sem Credit Hrs Per Year		Credit Hrs Per Year
	Full- Time	Part- Time	Full- Time	Part- Time	Total
Implementation	10	5	240	60	300
Year 2	20	10	480	120	600
Year 3	30	15	720	180	900

VI. Employment

According to the U.S. Bureau of Labor Statistics (2022), 351,000 individuals were employed as "Substance Abuse, Behavioral Disorder, and Mental Health Counselors" in 2021. Between 2021 and 2031, this is projected to increase by 77,500 positions (22% job growth), which is considered much faster than the national average of job growth. The typical entry-level education required for this job is a bachelor's degree. Individuals with a bachelor's in Addiction Counseling will meet the criteria to sit for the licensing exam and become a Licensed Addiction Counselor in the state of Kansas.

In the state of Kansas, there were an estimated 214 openings per year in 2021-2022 for individuals employed as "Substance Abuse, Behavioral Disorder, and Mental Health Counselors." According to the Kansas Department of Labor (2020),

> "Employment growth is expected as people continue to seek addiction and mental health counseling services. Demand for substance abuse, behavioral disorder, and mental health counselors is also expected to increase as states seek treatment and counseling services for drug offenders rather than jail time. In addition, there will be a continued need for counselors to work with military veterans to provide them the appropriate mental health or substance abuse counseling care. Job prospects are expected to be very good for substance abuse and behavioral disorder counselors, particularly for those with a bachelor's or master's degree. In addition, many workers leave the field after a few years and need to be replaced. As a result, those interested in entering this field should find favorable prospects."

VII. Admission and Curriculum

A. Admission Criteria

Admission criteria to the Addiction Counseling degree will be consistent with university admission requirements approved by the Kansas Board of Regents. To be admitted to the university, students with fewer than 24 hours of college courses must meet one of the following criteria: cumulative high school GPA of 3.25 or higher; an ACT compositive score of 21 or higher; or an SAT ERW+M score of 1060 or higher. Students with completed college credit hours must have achieved a 2.0 GPA or higher on all college credit. Students with 24 or more completed transfer hours must have a minimum GPA of 2.0 on all transfer course work by the time they start at K-State.

B. Curriculum

The curriculum for the proposed program aligns with requirements of the Kansas Behavioral Sciences Regulatory Board for licensure as a bachelor-level addiction counselor. The core objectives of the coursework are to equip students with skills to assist individuals with addictions, collaborate with client's social support systems to assist the client through the process of changing their behaviors, to evaluate and assess client needs, and to engage in treatment planning with clients to offer behavior change strategies, crisis intervention, and case management within the scope of their addition. Along with traditional lecture- and skills-based courses, students will be required to complete one immersive clinical experience consisting of 400-hour internship under supervision of Licensed Addiction Counselor.

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

Course #	Course Name	SCH….
ANTH 200	Introduction to Cultural Anthropology	3
SOCIO 211	Introduction to Sociology	3
ENGL 100	Expository Writing I	3
PHYS 101	Physical Science and a Lab	4
		13

Year 1: Spring

Course #	Course Name	SCH….
ECON 110	Macroeconomics	3
MATH 100	College Algebra	3
PSYCH 110	General Psychology	3
ENGL 200	Expository Writing II	3
SOCWK 100	Social Work: A Helping Profession	3
		15

Year 1: Summer

Course #	Course Name	SCH….
SOCWK 200	Basic Skills for Working with People	3
GEOL 100	Earth in Action	3
		6

Year 2: Fall

Course #	Course Name	SCH….
COMM 105	Public Speaking	2
BIOL 198	General Biology and a Lab	4

SOCWK 510	Social Welfare	3
SOCWK 350	Social Work with Criminal Offenders & Victims	3
		12

Year 2: Spring

Course #	Course Name	SCH….
PHIL 130	Ethics	3
ENGL 220	Fiction into Film	3
BIOL 303	Ecology of Environmental Problems	3
SOCWK 320	Dynamics of Working with Older Adults	3
DANCE 225	Rhythmic Notation For Dance	1
		13

Year 2: Summer

Course #	Course Name	SCH….
HIST 152	American History 1865-Present	3
MUSIC 250	Music Appreciation	3
		6

Year 3: Fall

Course #	Course Name	SCH….
PSYCH 202	Drugs and Behavior	3
ADC 595	Holistic Recovery and Addictions Services Coordination	3
ADC 650	Methods of Individual Counseling	3
PSYCH 570	Psychopharmacology	3
		12

Year 3: Spring

Course #	Course Name	SCH….
SOCIO 423	Research Methods	4
ADC 325	Professional, Ethical and Legal Issues in Counseling	3
CRIM 361	Criminal Justice System	3
CRIM 462	The War on Drugs	3
		13

Year 3: Summer

Course #	Course Name	SCH….
CRIM 480	Prisons and Punishment	3
CRIM 572	The Death Penalty	3
		6

Year 4: Fall

Course #	Course Name	SCH….
ADC 570	Methods of Group Counseling	3
ADC 350	Addiction, Family, and Community	3
ADC 630	Co-occurring Disorders	3
HDFS 110	Introduction to Human Development	3
		12

Year 4: Spring

Course #	Course Name	SCH….
ADC 564	Professional Seminar	2
ADC 562	Field Experience	10
		12

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
Cheryl Calhoun	Teaching Assistant Professor	Masters	No	Addiction Counseling and Social Work	1.00
Jung Sim Jun	Associate Professor	PhD	Yes	Social Work	0.10
Kristen Kremer	Associate Professor	PhD	Yes	Social Work	0.10
Don Kurtz	Professor	PhD	Yes	Social Work	0.10
Lorenza Lockett	Teaching Assistant Professor	PhD	No	Social Work	0.10
Charles Pickens	Associate Professor	PhD	Yes	Psychology	0.10

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	$60,000	$61,800	$63,654
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration *(e.g., secretarial)*			
Fringe Benefits *(total for all groups)*	$18,000	$18,540	$19,096
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$78,000	$80,340	$82,750
Personnel – New Positions			
Faculty			
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration *(e.g., secretarial)*			

Fringe Benefits *(total for all groups)*			
Other Personnel Costs			
Total Existing Personnel Costs – New Positions			
Start-up Costs - One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other – marketing	$5,000		
Total Start-up Costs	$5,000		
Operating Costs – Recurring Expenses			
Supplies/Expenses			
Library/learning resources			
Equipment/Technology			
Travel			
Other			
Total Operating Costs			
GRAND TOTAL COSTS	$83,000	$80,340	$82,750

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$93,750	$187,500	$281,250
Student Fees				
Other Sources				
GRAND TOTAL FUNDING		$93,750	$187,500	$281,250
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$10,750	$107,160	$198,500

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions

Cheryl Calhoun was hired as a social work instructor in fall 2022. During the 2022-2023 academic year, she has been teaching addiction counseling courses as social work electives alongside social work courses. When the ADC degree begins, she'll teach these classes as ADC courses. No other faculty will be reassigned to Addiction

Counseling courses. Rather, as explained in the *Justification* section, several Addiction Counseling courses will be cross-listed with Social Work courses. These courses include ADC 562, ADC 564, and ADC 570. These courses will be taught by social work instructors as part of their regular course load. Cheryl's current salary is $60,000, which is the projected expenditures for First Fiscal Year. We have built in inflation-based salary increases of 3% for Second Fiscal Year and Third Fiscal Year.

Personnel – New Positions

No new faculty will be hired.

Start-up Costs – One-Time Expenses

Since the degree will be housed within the Department of Sociology, Anthropology, and Social Work, there will be limited start-up costs associated with the degree. We have budgeted for $5,000 in marketing expenses.

Operating Costs – Recurring Expenses

The Department of Sociology, Anthropology, and Social Work will not incur additional operating costs as a result of the Addiction Counseling degree.

B. Revenue: Funding Sources

Student tuition revenue has been calculated at $312.50/credit hour, the standard in-state tuition rate for undergraduate courses. The total number of credit hours per year is based on the projected enrollment and anticipated credit hours for full-time and part-time students.

Fiscal year	Total credit hours	Cost per credit hour	Total revenue
First FY	300	$312.5	$93,750
Second FY	600	$312.5	$187,500
Third FY	900	$312.5	$281,250

C. Projected Surplus/Deficit

The projected surplus reflects the difference between Total Funding and Total Expenses.

Fiscal year	Total Funding	Total Expenses	Surplus
First FY	$93,750	$83,000	$10,750
Second FY	$187,500	$78,000	$107,160
Third FY	$281,250	$78,000	$198,500

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. 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 19, 2023

I. General Information

A. Institution — University of Kansas

B. Program Identification

Degree Level: Bachelor's
Program Title: Cybersecurity Engineering
Degree to be Offered: Bachelor of Science
Responsible Department or Unit: School of Engineering
CIP Code: 11.1003
Modality: Face-to-Face
Proposed Implementation Date: Spring 2024

Total Number of Semester Credit Hours for the Degree: **126**

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

III. Justification

Cybersecurity is by any measure of great importance in today's world in protecting data, computer systems, and networks from unauthorized access and destruction. The global economy loss to cybercrime in 2021 is estimated to be between $600 billion to 6 trillion. Protecting information systems is key to protecting the nation's critical infrastructures including government entities, health institutions, banking, e-commerce, and academia.

A well-trained workforce is needed to protect the vital information resources from various attacks. With the growing interest from employers in business, industry, and governmental agencies, we recognize the need for an enhanced training in information security from both theoretical and practical aspects at the undergraduate level.

The proposed degree program is designed to provide undergraduate students with knowledge of information security concepts, cryptography, information and network security, and computer systems security. The curriculum for the proposed degree program will incorporate hands-on labs, capstone projects, and real-world system experiences that provide students practical skills for participating in the national security workforce. The program will provide opportunities for undergraduate research. The purpose of this program is to offer a credential that covers both the theoretical and practical aspects of cybersecurity to students who are pursuing cybersecurity as a profession.

The University of Kansas's Department of Electrical Engineering and Computer Science (EECS) has been designated as a National Center for Academic Excellence in Cyber Defense Education (CAE-CDE) and Research (CAE-R) by the National Security Agency (NSA). According to the National CAE Institution Map (2023), KU is one of 45 institutions nationwide to hold both CAE-CD and CAE-R designations. KU is the only institution in the State of Kansas to receive dual designations, and one of the first institutions in Kansas to receive CAE-CD designation (2009).

The EECS department has successfully offered the Undergraduate Certificate in Cybersecurity since 2019. The department offers a diversified set of cybersecurity courses that cover a wide range of topics including cryptography and theoretical modeling, system synthesis and verification, network and database security, anonymity and privacy, and security management. These courses support a nationally recognized cybersecurity externally funded research program. A unique strength of KU's cybersecurity education and research program is its broad spectrum of research activity: from theory to application, from hardware and cyber-physical systems to software and information systems, and to physical-layer communication security to resilient and survivable networks. The University of Kansas, the School of Engineering, and the EECS department are all committed to making continuous investments to expand cybersecurity education and research capacities.

IV. Program Demand

Market Analysis & Request for Accreditation
The following universities offer Cybersecurity programs in Kansas, and none are accredited:
- Rasmussen University – Overland Park, Topeka (for-profit private university): BS in Cybersecurity
- National American University – Overland Park, Wichita East, Wichita West (for-profit private university): emphasis in Cybersecurity and Forensics in BS in Information Technology
- Fort Hays State University: cybersecurity concentration in BA/BS in Information Networking & Telecommunications
- Kansas State University: BS in Cybersecurity
- Wichita State University: BS in Cybersecurity
- University of Kansas, School of Professional Studies: BAS in Applied Cybersecurity

A search using the Accreditation Board of Engineering and Technology's (ABET) Accredited Program Search tool (search by category) indicates it only accredits 21 computer-focused cybersecurity bachelor's programs in the US through its Computer Accreditation Commission. Of these, only four are in the central plains region – all located in Missouri: the University of Central Missouri, Fontbonne University, Southwest Baptist University, and Southeast Missouri State University. K-State's degree – approved by KBOR in April 2022 - is computer-science based and the school indicated in its proposal it would pursue accreditation through ABET.

This proposal is distinct from other programs in Kansas/Central Plains because it would be the sole engineering-based cybersecurity degree in the state/region and thus designed to meet accreditation requirements through ABET's Engineering Accreditation Commission (as opposed to the Computer Accreditation Commission). KU is at the forefront of the cybersecurity engineering discipline since ABET only accredits three cybersecurity engineering programs in the US at the bachelor's level through its Engineering Accreditation Commission This was determined via a search by category using ABET's Accredited Program Search tool. These programs are at Iowa State University, Louisiana Tech University, and George Mason University.

The ABET Engineering Accreditation Commission (EAC) sets a worldwide standard that "assures confidence that a collegiate program has met standards essential to prepare graduates to enter critical STEM fields in the global workforce," and provides a certificate of international recognition of the quality of the program. ABET accreditation is essential for the degree to be recognized by the students and employers. Therefore, **KU is also requesting approval to seek ABET accreditation for this program. Accreditation costs are included in the financial table in this proposal.**

Furthermore, KU's cybersecurity engineering degree is designed to meet standards by two national centers located at the U.S. Department of Defense's National Security Agency (NSA): the National Center for Academic Excellence in Cyber Defense Education (CAE-CDE) and the National Center for Excellence in Cyber Research (CAE-R). As noted earlier, KU is one of only 45 institutions in the nation to hold both CAE-CD and CAE-R designations, and the only institution in the central plains that would have a cybersecurity engineering

degree that meets standards set by CAE-CD, CAE-R, and ABET's Engineering Commission.

The multifaceted elements described below form a strong foundation to support the EECS department's strengths and activities in cybersecurity:

- EECS is one of only six Science of Security Lablets funded by National Security Agency to conduct foundational research in cybersecurity. The other lablets are at Vanderbilt, Berkley, Carnegie Mellon University (CMU), University of Illinois—Urbana Champaign (UIUC) and North Carolina State. The Lablet holds annual workshops, which includes tutorials and EECS student presentations. The keynote speakers include Brigadier General Jennifer Buckner, U.S. Army Director of Cyber, Electronic Warfare, Information Operations and the chief information security officer for Cboe Global Markets. Students pursuing KU's Cybersecurity Engineering degree will have the opportunity to participate in these kinds of enhancement activities.
- Cybersecurity research in EECS has been supported by government agencies and industry partners, including NSA, Defense Advanced Research Projects Agency (DARPA), National Science Foundation (NSF), Air Force Research Laboratory (AFRL), National Aeronautics and Space Agency (NASA), Ripple, and Honeywell National Security Campus. Of note Professor Alexandru Bardas just received an NSF Career Award for cybersecurity research.
- Since 2016 KU hosted GenCyber Summer Camps for Teachers sponsored by NSA/NSF. This outreach activity brings 25-30 K-12 teachers to campus every summer to help them teach young students about cybersecurity. This is significant outreach activity that has proven to be sustainable completely with external funding.
- EECS faculty drove the establishment of Kansas Applied Research Lab (KARL), opening up new avenues for research supported from federal resources, especially DoD. The KARL is a unique platform to provide undergraduate research opportunities.
- EECS's CyberCorps: Scholarship for Service program (Jayhawk SFS) provides scholarships for cybersecurity education. SFS is supported by a $4.7 million, five-year grant from the National Science Foundation. Jayhawk SFS program provides scholarship opportunities for students pursuing a BS in Cybersecurity Engineering.
- KU's Information Security Club (the "Jayhackers") is a competition-based student group that focuses on learning security concepts through Collegiate Cyber Defense competitions. This group travels to competitions representing EECS and enhancing our reputation in this field.

The EECS department first offered the Undergraduate Certificate for Cybersecurity in Spring 2020. We have seen steady growth of student matriculation with 12 awards since inception and 16 students have applied to matriculate with this certificate in the Spring of 2023. Spring 2023 headcount for the certificate is 43 students.

In 2009, the EECS Department was designated a National Center for Academic Excellence in Cyber Defense Education (CAE-CDE). As part of this designation, the EECS department has offered several core cybersecurity courses since 2009. Three examples of courses that are presently offered through our curriculum are EECS 465 (Cyber Defense) which enrolled 50 students in the Spring of 2023, EECS 563 (Introduction to Communication Networks) which enrolled 74 students in Fall 2022, and EECS 565 (Introduction to Information & Computer Security) which enrolled 56 students in the Spring of 2023.

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

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	15	0	450	0
Year 2	25	0	750	0
Year 3	35	0	1050	0

VI. Employment

According to the 2022 Cybersecurity Workforce Demand Factsheet from the National Institute of Standards and Technology (2023), the global shortage of cybersecurity professionals was estimated to be 2.72 million. A U.S. Commerce Department sponsored project shows that there were 597,767 open positions in cybersecurity from October 2020 through September 2021, while the number of workers employed in cybersecurity-related jobs during the same period was estimated to be 1,053,468. There were 3,849 unfilled cybersecurity positions in the State of Kansas as of September 2021 (10,120 in Missouri), with a supply/demand ratio of 76%, i.e., a 24% gap. There are 4,213 unfilled cybersecurity positions in the KC metro area, with an even lower supply/demand ratio of 75%. The U.S. Bureau of Labor Statistics projects the employment of information security analysts to grow 35% from 2021 to 2031 (the projection was 31% from 2019 to 2029), and rates the growth as "much faster than average".

In addition to major technologies in Kansas, e.g., Cerner, Garmin, T-Mobile, and Honeywell "There are 777 tech companies that I know of, and more than 250 startups in the KCMO/ Kansas area," Brian McClendon Dec 7, 2021, from "Former Google, Uber exec joins maker of Pokémon Go" — and he's building a team of developers in Lawrence. Each of these companies need cybersecurity expertise.

From experiences in the GenCyber Cybersecurity Summer Camps, the student's interests in cybersecurity and the number of Cyber Patriot teams in the state of Kansas and the KC metro area have grown exponentially.

VII. Admission and Curriculum

A. Admission Criteria

The freshmen application process and admission requirements will mirror those of the current B.S. degree programs in the EECS department:

- Must be admissible to the University of Kansas by assured admissions or individual review AND
- Have a 3.0+ high school GPA AND
- Demonstrate mathematics preparedness by:
  - Obtaining a mathematics ACT score of 28+ (or math SAT score of 660+), OR
  - Achieving a 'C' or better in a high school calculus course; OR
  - Earning credit via IB or AP credit for the above-mentioned course in accordance with KU placement credit requirements; OR
  - Achieving at minimum a qualifying score for MATH 125 on the ALEKS mathematics placement exam.
- Important: Simply meeting these requirements will not guarantee admission to EECS

Transfer Student Admissions:
- Applications from all transfer students, whether from other institutions or from within KU, are evaluated on a case-by-case basis.
- Have a grade-point average above 2.5 in college courses.

- Submit mathematics ACT or SAT scores or proof of competence in calculus (C or higher).

B. Curriculum

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

Course #	Course Name	SCH
EECS 101	New Student Seminar	1
EECS 168	Programming I	4
MATH 125	Calculus I (KU Core 1.2)	4
GE21	KU Core: Written Communication I	3
GE22	KU Core: Oral Communication	3

Year 1: Spring

Course #	Course Name	SCH
EECS 140	Introduction to Digital Logic Design	4
EECS 268	Programming II	4
MATH 126	Calculus II	4
GE21	KU Core: Written Communication II	3

Year 2: Fall

Course #	Course Name	SCH
EECS 210	Discrete Structures	4
EECS 348	Software Engineering I	4
MATH 127	Calculus III	4
EPHX 210	General Physics I for Engineers (KU Core GE 1.1)	3
PHSX 216	General Physics I Laboratory	1

Year 2: Spring

Course #	Course Name	SCH
EECS 330	Data Structures and Algorithms	4
EECS 388	Embedded Systems	4
MATH 290	Elementary Linear Algebra	2
AE41	KU Core: Diversity, Global Awareness	3
GE3N	KU Core: Natural Science	3

Year 3: Fall

Course #	Course Name	SCH
EECS 461	Probability & Statistics	3
EECS 465	Cyber Defense	3
EECS 678	Introduction to Operating Systems	4
PHIL 375	Moral Issues in Computer Technology (KU Core GE 5.1)	3
GE3H	KU Core: Arts/Humanities	3

Year 3: Spring

Course #	Course Name	SCH
EECS 563	Introduction to Communication Networks	3
EECS 565	Introduction to Information & Computer Security	3
Additional Math/Science	Additional math and natural science requirement	3

EECS Elective	Required EECS Elective	3
GE3S	KU Core: Social Science	3

Year 4: Fall

Course #	Course Name	SCH
EECS 569	Computer Forensics	3
EECS 581	Software Engineering II	3
EECS 677	Software Security Auditing	3
EECS Elective	Required EECS Elective	3
CYEN Elective	Required Cybersecurity Engineering Elective	3

Year 4: Spring

Course #	Course Name	SCH
EECS 592	Cybersecurity Design (KU Core 6)	3
EECS 695	Software Reverse Engineering	3
CYEN Elec	Required Cybersecurity Engineering Elective	3
CYEN Elec	Required Cybersecurity Engineering Elective	3
Professional Elective	Required Professional Elective course	3
AE42	KU Core: Diversity, Global Awareness (Goal 4.2)	3

Total Number of Semester Credit Hours ……………………………………………………. 126

C. Request to Exceed 120 Hours

ABET offers a more rigorous Cybersecurity Engineering accreditation through its Engineering Accreditation Commission (EAC) and a less rigorous Cybersecurity accreditation through its Computing Accreditation Commission (CAC). The ABET EAC requires *all* engineering programs (Electrical, Mechanical, Civil, Cybersecurity, etc.) to have at least 30 hours of math and science, whereas the CAC requires only 6 such hours for its less rigorous Cybersecurity category. KU is seeking the more rigorous ABET EAC accreditation for this Cybersecurity Engineering program, and is also seeking to maintain its CAE-CD and CAE-R program designations. All ABET EAC accredited programs in the KBOR system (Electrical, Mechanical, Civil, etc.) exceed 120 credit hours due to the rigorous EAC standards. Nationwide, there are only three ABET EAC accredited Cybersecurity Engineering programs: George Mason University (126 credits), Iowa State University (125 credits), and Louisiana Tech (128 credits).

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
Perry Alexander	Distinguished Professor	PhD	Y	Formal verification and synthesis, trusted systems, and programming language semantics.	.10
Alexandru Bardas	Assistant Professor	PhD	Y	Cybersecurity from a systems perspective, moving target defenses, enterprise network security.	.30

Drew Davidson	Assistant Professor	PhD	Y	System security, secure design, mobile and embedded software program analysis	.20
Morteza Hashemi	Assistant Professor	PhD	Y	Communication systems and networks, network analysis, measurement and simulation	.10
Tamzidul Hoque	Assistant Professor	PhD	Y	Trust verification of hardware, hardware IP protection, trust assurance for COTS IC, FPGA security	.10
Prasad Kulkarni	Professor	PhD	Y	Software security, software performance, compiler optimizations, virtual machines and runtime systems	.20
Fengjun Li	Associate Professor	PhD	Y	Trustable and privacy-preserving federated learning, adversarial machine learning, IoT security and privacy	.20
Bo Luo	Professor	PhD	Y	Trustworthy machine learning, information and system security, IoT/CPS and hardware-enabled security, privacy in online social networks	.30

Number of graduate assistants assigned to this program **………………………………………… 4**

IX. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty (1.5 Existing FTE)	$180,213	$185,619	$191,187
Administrators *(other than instruction time)*	$6,037	$6,218	$6,404
Graduate Assistants	$40,000	$41,200	$42,436
Support Staff for Administration *(e.g., secretarial)*	$9,200	$9,476	$9,760
Fringe Benefits *(total for all groups)*	$73,207	$75,403	$77,665
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – Reassigned or Existing	$308,657	$317,916	$327,452
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
ABET Initial Accreditation	0	$3,350	0
Total Start-up Costs	0	$3,350	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 – Annual ABET fee	0	0	$715
Total Operating Costs	0	0	$715
GRAND TOTAL COSTS	$308,657	$321,266	$328,167

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$151,200	$252,000	$352,800
Student Fees		$42,750	$71,250	$99,750
Other Sources				
GRAND TOTAL FUNDING		$193,950	$323,250	$452,550
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		–$114,707	+$1,984	+$124,383

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions
The current EECS Undergraduate Program Director (0.05 FTE faculty) and Undergraduate Program Coordinator (0.2 FTE staff) will administer this degree program, along with the four other existing undergraduate degree programs in EECS.

A total of 1.50 FTE faculty in the department are expected to teach undergraduate-level classes that will have Cybersecurity Engineering degree program students in their classes along with students from the undergraduate

degree programs. EECS faculty typically teach about two undergraduate courses per year, which is calculated as 0.2 FTE, which is the typical undergraduate teaching load at a Research I institution. Some individual faculty members are split between Cybersecurity Engineering and the other undergraduate programs in the EECS department, and some are the exclusive instructor of required undergraduate courses, and so 0.10 FTE is calculated per undergraduate course, which results in 0.1 FTE to 0.3 FTE for individual faculty members. All these administration, staff, and faculty salary costs are described in the "Core Faculty" section of the proposal as assigned to the Cybersecurity Engineering program.

Personnel – New Positions
No new positions are required for instruction or to administer this degree program.

Start-up Costs – One-Time Expenses
One-time expenses are limited to ABET's review of the program for initial accreditation. KU requests Board approval to seek ABET accreditation from the Engineering Accreditation Commission. ABET sets the standards for engineering accreditation as well as for programs in the natural sciences, computing, and engineering technology. ABET awards accreditation to programs that meet internationally recognized standards through a peer-review process and 4,564 programs at 895 institutions are accredited in 40 countries.

ABET accreditation assures that programs meet standards to produce graduates ready to enter critical technical fields that are leading the way in innovation and emerging technologies, and anticipating the welfare and safety needs of the public. Sought worldwide, ABET's voluntary peer-review process is highly respected because it adds critical value to academic programs in the technical disciplines, where quality, precision, and safety are of the utmost importance.

Operating Costs – Recurring Expenses
ABET charges an annual fee of $715 per program.

B. Revenue: Funding Sources
Funding for the program will be through tuition and student fees. We expect primarily Kansas residents and those qualifying for in-state tuition will be interested in the Cybersecurity Engineering program. The current in-state tuition and student fees for Engineering undergraduate students are $336/credit hour and $95/credit hour, respectively. The projected student semester credit hours from Section V (along with the tuition and fees given above) are used to calculate the revenue from funding sources generated by this program. We have conservatively estimated the number of students interested in the program and expect the program to meet KBOR minimum requirements for enrollments and graduates within three years of inception.

C. Projected Surplus/Deficit
Our budget estimate indicates the degree program will run a surplus beginning in Year 2.

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. Pittsburg State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process.

April 19, 2023

I. General Information

A. Institution   Pittsburg State University

B. Program Identification
Degree Level: Associate Degree
Program Title: General Studies
Degree to be Offered: Associate of Arts in General Studies
Responsible Department or Unit: Interdisciplinary/College of Arts and Sciences
CIP Code: 24.0101
Modality: Face-to-Face, Online, Hybrid
Proposed Implementation Date: Fall 2023

Total Number of Semester Credit Hours for the Degree: 60

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

III. Justification

Pittsburg State University requests approval to create the Associate of Arts in General Studies degree. This request is being proposed as part of a renewed focus on Student Success, specifically the pursuit of retention and persistence goals, and in support of the Kansas Board of Regents' strategic plan, "Building a Future".

To address the recommendations in Pittsburg State's playbook from the National Institute for Student Success (NISS), Pittsburg State is in the process of:

- Rebuilding the Student Success Center to include Academic Advising, First-Year Programs and Career Development.
- Developing centralized advising under the newly created Academic Advising Center starting with the Fall 2022 first-year student cohort and beginning with early enrollment in April 2023.
- Implementing the Educational Advisory Board's (EAB) Student Success Management System, Navigate, for Fall 2023.
- Restructuring the Office of Institutional Effectiveness to include two new positions focused on redefining Pittsburg State's data strategy with the goal to strengthen and better direct recruitment and retention efforts.
- Implementing Oracle's Student Financial Planning and beginning the pre-implementation of Oracle's Student Management System.

The creation of the Associate of Arts in General Studies has been included as one of many strategies Pittsburg State has identified to improve student success. The new degree will allow Pittsburg State the opportunity to award the Associate of Arts and recognize academic achievement while students are in pursuit of their Bachelor degree. In addition, there is no additional cost to the student as the tuition and fees paid toward their pursuit of the Bachelor's Degree cover this program.

IV. Program Demand:

A. Survey of Student Interest

The Associate of Arts degree is only available for students pursuing a Bachelor degree at Pittsburg State University. Students, both prospective and current, will not have the option to select the Associate of Arts in General Studies degree as a stand-alone program.

B. Market Analysis

According to the 2022 Report on the Condition of Education from the National Institute of Education Sciences (Institute of Education Sciences, 2022), the median annual earnings in 2020 for workers with an Associate degree was $44,100 which was $4,200 higher than workers with some college but no degree. In addition, research done by the National Student Clearinghouse (National Student Clearinghouse, n.d.) shows that completion of an Associate degree provides a valuable stepping stone to completion of a Bachelor degree reinforcing Pittsburg State's strategies for the KBOR NISS Initiative. These factors alone provide a strong basis for creation of the Associate of Arts; however, it should also be noted that many students stop out without being awarded a degree that they have already earned and paid for. Between Fall 2019 and Spring 2022, PSU had nearly 600 students who stopped attending prior to earning a Bachelor degree but who met most of the requirements for the proposed Associate of Arts in General Studies.

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				
Year 2		Does not apply		
Year 3				

The Associate of Arts degree is only available for students pursuing a Bachelor degree at Pittsburg State University. Students, both prospective and current, will not have the option to select the Associate of Arts in General Studies degree as a stand-alone program. Therefore, no students will be enrolled in the Associate of Arts in General Studies program.

VI. Employment

According to the 2022 Report on the Condition of Education from the National Institute of Education Sciences, the median annual earnings in 2020 for workers with an Associate degree was $44,100 which was $4,200 higher than for workers with some college but no degree. In addition, research done by the National Student Clearinghouse shows that completion of an Associate degree provides a valuable stepping stone to the completion of a Bachelor degree. These factors alone provide a strong basis for the creation of the Associate of Arts; however, it should also be noted that many students stop out without being awarded a degree that they have already earned and paid for.

VII. Admission and Curriculum

A. Admission Criteria

The Associate of Arts degree is <u>only available for students pursuing a Bachelor degree at Pittsburg State University</u>. Therefore, students will be admitted using Qualified Admission criteria. Please see: https://www.pittstate.edu/admission/undergraduate-admission-requirements.html#first-year

B. Curriculum

The curriculum plan will follow a student's Bachelor degree semester-by-semester plan. As the student is following their Bachelor degree plan and once they meet the eligibility requirements for the Associate of Arts in General Studies, the student will be contacted and awarded the Associate of Arts in General Studies with the exception of students who choose to opt out. The Associate of Arts in General Studies will be conferred only at the close of each semester and summer session to align with current PSU policy for conferring all degrees and other credentials.

The requirements will include the following:

- Student must be seeking a Bachelor degree.
- Student must have at least 60 credit hours completed (developmental credit hours not included).
- Student must have at least 15 credit hours completed in residence (developmental credit hours not included).
- Student must have at least a 2.0 cumulative GPA.
- Student must have completed the Pitt State Pathway or KBOR General Education depending on the student's catalog year.

The curriculum plan will vary depending on the student's Bachelor degree, but a plan reflecting PSU's current general education follows. A list of requirements reflecting the current general education and a list of requirements reflecting the new systemwide general education is included as Appendix A.

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

Course #	Course Name	SCH
ENGL 101	English Composition	3
COMM 207	Speech Communication	3
	Quantitative/Analytic Methods course	3
	Human Systems course	3
	Gorilla Gateway course	2

Year 1: Spring

Course #	Course Name	SCH
ENGL 299	Introduction to Research Writing	3
	Natural World course	4
	Human Experience course	3
	Human Systems course	3
	Elective	3

Year 2: Fall

Course #	Course Name	SCH
	Human Systems course	3
	Wellness Strategies	4
	Pathway Elective	3
	Electives	6

Year 2: Spring

Course #	Course Name	SCH
	Human Systems course	3
	Electives	11

Total Number of Semester Credit Hours …………………………………………………… **60**

VIII. Core Faculty

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

This program will utilize existing faculty already associated with the student's Bachelor degree. No new faculty or courses are required since the degree requirements are already stacked within the student's Bachelor degree program.

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
			Does not apply		

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

IX. Expenditure and Funding Sources

The Associate of Arts degree is only available for students pursuing a Bachelor degree at Pittsburg State University. Students, both prospective and current, will <u>not</u> have the option to select the Associate of Arts in General Studies degree as a stand-alone program. No new expenditures or funding sources are expected or required.

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 (*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 – Reassigned or Existing			

Personnel – New Positions			
Faculty	0	0	0
Administrators *(other than instruction time)*	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration (*e.g., secretarial*)	0	0	0
Fringe Benefits *(total for all groups)*	0	0	0
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – New Positions			
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			
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			
GRAND TOTAL COSTS			

Does not apply

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

X. Expenditures and Funding Sources Explanations

The Associate of Arts degree is only available for students pursuing a Bachelor degree at Pittsburg State University. Students, both prospective and current, will <u>not</u> have the option to select the Associate of Arts in General Studies degree as a stand-alone program. No new expenditures or funding sources are expected or required.

The new degree will allow Pittsburg State the opportunity to award students a degree that they have already earned and paid for and provide a stepping stone achievement to students as they pursue their Bachelor degree.

XI. References

Institute of Education Sciences. (2022). *Report on the Condition of Education 2022* (NCES 2022-144). U.S. Department of Education, Institute of Education Sciences. https://nces.ed.gov/pubs2022/2022144.pdf

National Student Clearinghouse. (n.d.). *National Student Clearinghouse Research Center.* https://nscresearchcenter.org/

Appendix A

The chart below outlines the curriculum for the Associate of Arts in General Studies covering Pittsburg State's current General Education and the upcoming KBOR General Education beginning with the 2024-2025 University Catalog.

AA in General Studies Pitt State Pathway Catalogs prior to 2024	Hours	AA in General Studies KBOR General Education Catalogs beginning 2024	Hours
ENGL 101	3	ENGL 101	3
ENGL 299	3	ENGL 299	3
COMM 207	3	COMM 207	3
Quantitative /Analytic Methods	3	Math Pathways	3
Natural World	4-5	Natural and Physical Sciences	4-5
Human Experience	3-6	Arts & Humanities	6
Human Systems	9-12	Social & Behavioral Sciences	6
Wellness Strategies	4	Institutionally Designated: Wellness Strategies	1
Gorilla Gateway	2	Institutionally Designated: Gorilla Gateway	2
Pathway Elective	3	Institutionally Designated: General Education Elective	3
Total General Education	**40-41**	**Total General Education**	**34-35**
Degree Electives	**19-20**	**Degree Electives**	**25-26**
Total for AA Degree	**60**	**Total for AA Degree**	**60**

In developing the Associate of Arts degree, Pittsburg State reviewed Associate of Arts degrees at community colleges across the state and the degree plan above reflects the path implemented at many of those reviewed.

Kansas Board of Regents

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

University of Kansas
_____

(NAME OF INSTITUTION)

1450 Jayhawk Blvd #250, Lawrence, KS 66045
_____

(ADDRESS)

785-864-4904
_____

(TELEPHONE)

TITLE OF MINOR:

Minor in Athletics Coaching

3-23-23
(Date Submitted)

Barbara A. Bichelmeyer

(Signature of Vice-President/or Provost)

PROPOSAL FOR MINOR WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS

Kansas Board of Regents

Submitted by ___Jean Redeker on behalf of Jordan Bass, Chair, HSES

College of Minor _____Education and Human Sciences_____

Department of Minor__Health, Sport, and Exercise Sciences (HSES)

Minor: A minor is a program of study, with less depth than a major. It is completed to complement, or as an addition to a major. A minor may not exceed 24 credit hours at the baccalaureate level; 12 credit hours at the master's level; and 18 credit hours at the doctoral level.
The addition of a new minor in an area of study where no Board-approved degree program exists requires approval by the Council of Chief Academic Officers and the President and Chief Executive Officer of the Board of Regents. Action is approved when the campus receives written notice from the Board President and Chief Executive Officer.

I.   Describe the Purpose of the Proposed Minor:

The minor in atheletics coaching will be housed in the Department of Health, Sport, and Exercise Sciences and utilize classes across all the undergraduate programs in HSES. The program is designed for any University of Kansas students interested in coaching as a career or hobby during after graduation from KU. Students that complete the 18-hour minor will benefit from training from exercise science, physical education, sport management, and sport psychology to help prepare them to be a youth, high school, college, or professional coach upon completion of the minor.

Recent research indicates "more than 45 million children are engaged in youth sports, but an estimated 70 percent will drop out by the time they are 13 years old." Dr. Jennifer Etnier (2020) found one major reason for leaving sport is due to poor coaching. Moreover, The National Council for Accreditation of Coaching Education reports that, "in the United States, approximately four million out of 7.5 million youth and school coaches are volunteers. Fewer than 5 percent of youth sport coaches have relevant training; among middle-school and high school coaches, only 25 percent to 30 percent do." (Etnier, 2020). Restated, even at the high school level the majority of coaches do not have relevant training. This minor would aim to help bridge that gap and give future coaches foundational training. The new minor will also require very little new resources and will instead rely on existing courses and expertise already available in our Physical Education and other HSES programs. In regards to student demand, HSES students have consistently expressed an desire for coaching training. In the past, HSES has had popular coaching courses and we anticipate students in a number of other majors will also find a minor in athletics coaching useful for their future. Lastly, coaching minors are also popular on a number of campuses outside of Kansas.

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

Course Type	Course Name & Number	Credit Hours
Core Courses	HSES 244 – Introduction to Physical Education and Sport Studies	3
	HSES 201 – Team Sports	2
	HSES 202 – Individual and Dual Sports	2
	HSES 248 – First Aid	2
	HSES 305 – Methods of Strength Training and Conditioning	3
	HSES 382 – Sport Facilities and Event Management	3
	HSES 236 – Practicum in Coaching	3
Total Semester Credit Hours		18

II. Faculty resources:

    A.   Number of FTE Faculty who will teach in the new minor: #_4_____

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

        Prof._____   Assoc. Prof___2_____   Asst. Prof. _____

        Instr.__2_____   GTAs___2_____

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

        Bachelor_____   Masters___2____   Doctorate____4____

March 24, 2023

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

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

RE: Request to rename one department

Fort Hays State University requests approval to make the following department name change effective July 1, 2023.

1. Request that the <u>Department of Computer Science and Information Science Engineering be changed to the Department of Computer Science</u>. This change reflects the current portfolio of programs within the department. The Information Science Engineering program has been phased out at FHSU; therefore, should not be in the official name of the department.

No new resources are needed for this change.

EMPORIA STATE
U N I V E R S I T Y
College of LIBERAL ARTS & SCIENCES

English, Modern Languages, and Journalism
Campus Box 4019
1 Kellogg Circle
Emporia, Kansas 66801-5415
620-341-5216
620-341-5547 fax
www.emporia.edu/www.emporia.edu/emlj

To: Provost Brent Thomas
From: Rachel Spaulding, EMLJ chair
cc: Teresa Rios
Date: Jan 25, 2023
Re: Request to KBOR to Approve Modification of Major Title -- BA Modern Languages Spanish concentration

I'm writing to request from KBOR approval to modify the BA Modern Languages major title. The proposed major title would change the Modern Languages major title to Languages, Literary Studies, & Writing major. The rationale for the proposed modification to the major title is in alignment with EMLJ department curriculum review. Current trends demonstrate the need for specialization in areas of professional writing and bilingual education and professionalization. This modification to the major title is accompanied by and reflects the concentration additions we have added to the major to support students as they contour their course work for their specific professional goals. This modification of the major's title allows the student to group interdisciplinary course work, including hands-on skills work, mentorship, internship, and apprenticeship experiences, to complete their major requirements.

A modification to the title reflects the major's specializations in English and Spanish. These specializations familiarize the student with the languages, linguistics, cultures, and writing in the areas of English & Spanish literary arts. Languages, Literary Studies, & Writing majors are prepared for a wide variety of professions. They are ready for work in government agencies, business, corporations, and industry. Graduates can expect to gain employment as document specialists and professional writers. The major also prepares students for admission to graduate and law school.

The BA in Languages, Literary Studies, & Writing is designed to develop bilingual professionals. The modification to the major title reflects our development of this major with various concentrations that support students to develop and strengthen their core skills in written communication and information literacy, in English and/or in Spanish.

English Language Specialization Concentrations
- English Language & Linguistics
- English Literature & Culture
- Literary Arts & Publishing
- Technical & Professional Writing

Spanish Language Specialization Concentrations
- Spanish Language & Linguistics
- US Latino & Latin American Literature & Culture
- Multilingual Writing & Culture
- ELL & TESOL Pedagogies

ACADEMIC AFFAIRS

WICHITA STATE UNIVERSITY

|MEMORANDUM|

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

FROM: Dr. Shirley Lefever, Executive Vice President & Provost

DATE: April 4, 2023

SUBJECT: Program Name Change

The purpose of this memorandum is to request program and track name changes and to briefly discuss the rationale. The proposed program and track name changes are:

BS in Engineering Technology – Eng Management	to	BS in Applied Engineering - Eng Management
BS in Engineering Technology – Facilities Management	to	BS in Applied Engineering - Facilities Management
BS in Engineering Technology - Mechatronics	to	BS in Applied Engineering - Mechatronics
BS in Engineering Technology - Sustainability	to	BS in Applied Engineering - Sustainability

Rationale: The Bachelor of Science in Engineering Technology programs fall under the ABET Engineering Technology Accreditation Commission (ETAC) due to the use of "Technology" in the degree name. This impacts our graduates in two ways:

1. The Kansas Board of Technical Professions does not allow students from an ETAC accredited school to become Professional Engineers. This has been frustrating for our graduates who, particularly in the civil/sustainable field, often require a professional engineering license to advance in their career pathway.
2. Several employers, like Spirit AeroSystems, use a separate classification for ETAC graduates. This has been a concern with both our students and local employers, as our graduates are often underemployed and will seek new positions where they receive appropriate recognition for their skills.

At a previous Industrial Advisory Board (IAB) meeting, the department was urgently tasked with investigating the requirements to have the program accredited by the ABET Engineering Accreditation Commission (EAC), which would allow our graduates to be accurately classified and provide the option for pursuing Professional Engineering Licensing.

In our recent IAB meeting, we reported that students were covering sufficient material to meet EAC requirements, and the current course and program assessments could be adapted to fit the ABET EAC measurement requirements. Students and alumni also strongly supported the opportunity to obtain an EAC certified degree.

The only remaining requirement for the program to apply for ABET Engineering Accreditation Commission (EAC) accreditation would be to remove "Technology" from the program names. The IAB wanted to ensure the hands-on nature of the programs are maintained and the Board

recommended that the programs be renamed Bachelor of Science in Applied Engineering. These new names will allow the programs to apply to ABET EAC for certification and enable our students to be more gainfully employed.

The name change will also allow the programs to be classified under the new 14.0103 CIP Code "Applied Engineering".

No additional resources are needed as a result of this name change.

If you have any additional questions, please feel free to contact me at your convenience.