KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE

CONFERENCE CALL AGENDA
April 29, 2019
11:30 am

CONFERENCE CALL INFORMATION
DIAL: 785-422-6104
CONFERENCE CODE: 96342619

I.	**Call To Order**	*Regent Murguia*	
	A. *Approve minutes from March 20th and April 1st meetings*		*p. 2*
II.	**Agenda Planning for May 15th Board Meeting**		
	A. *Consent Agenda*		
	1. Request Approval for Bachelor of Science in Applied Computing at Wichita State University	*Jean Redeker*	*p. 7*
	2. Request Approval for Bachelor of Science and Bachelor of Arts in Ecology, Evolution, and Organismal Biology at the University of Kansas	*Jean Redeker*	*p. 14*
	3. Request Approval for Bachelor of Science and Bachelor of Arts in Molecular, Cellular and Developmental Biology at the University of Kansas	*Jean Redeker*	*p. 21*
	4. Request Approval for Bachelor of Arts and Bachelor of General Studies in American Sign Language and Deaf Studies at the University of Kansas	*Jean Redeker*	*p. 29*
	5. Request Approval for Master of Arts in Leadership in Diversity and Inclusion at the University of Kansas	*Jean Redeker*	*p. 38*
	6. Request Approval for Master of Social Work at Fort Hays State University	*Jean Redeker*	*p. 46*
	7. Request Approval for Master of Science in Physician Assistant Studies at Kansas State University	*Jean Redeker*	*p. 57*
	8. Request for Degree Granting Authority for the Kansas Health Science Center	*Crystal Puderbaugh*	*p. 66*
III.	**Other Board Matters**		
	A. *Study of University and College Service Areas (Board Goal 5)*	*Jean Redeker*	*p. 68*
IV.	**Next BAASC Meeting**		
	May 15, 2019 at 10:30 am		
V.	**Adjourn**		

Board Academic Affairs Standing Committee
Meeting Schedule

Meeting Dates	Location	Time	Agenda Materials Due
May 15, 2019	Topeka	10:30 am	April 26, 2019
June 3, 2019	Conference Call	11:30 am	May 20, 2019
June 19, 2019 (tentative)	Topeka	10:30 am	May 31, 2019

Kansas Board of Regents
Board Academic Affairs Standing Committee

MINUTES
Wednesday, March 20, 2019

The March 20, 2019, meeting of the Board Academic Affairs Standing Committee of the Kansas Board of Regents was called to order by Regent Murguia at 10:30 a.m. The meeting was held in the Board Office located in the Curtis State Office Building, 1000 S.W. Jackson, Suite 520, Topeka, KS.

In Attendance:

Members: Regent Murguia   Regent Schmidt   Regent Thomas
          Regent Van Etten

Staff: Jean Redeker   Charmine Chambers   Scott Smathers
          Crystal Puderbaugh   Max Fridell   Judd McCormack
          Karla Wiscombe   Jennifer Armour   Sam Christy-Dangermond
          Cindy Farrier

Others: Steven Lovett, ESU   Jon Marshall, Allen CC   Lori Winningham, Butler CC
          Brad Bennett, Colby CC Aron Potter, Coffeyville CC   Michelle Schoon, Cowley CC
          David Cordle, ESU   Ryan Ruda, Garden City CC   Adam Borth, Fort Scott CC
          Jeff Briggs, FHSU   Erin Shaw, Highland CC   Michael McCloud, JCCC
          Charles Taber, KSU   Brian Niehoff, KSU   Stephani Johns-Hines, SATC
          Carl Lejuez, KU   Jim Genandt, MATC   Todd Carter, Seward County CC
          Mike Werle, KUMC   Matt Pounds, NWK Tech   JuliAnn Mazachek, Washburn
          Lynette, Olson, PSU   Linnea GlenMaye, WSU

Regent Murguia welcomed everyone.

Committee Matters
- Regent Van Etten moved to approve the March 4th meeting minutes. Following the second of Regent Thomas, the motion carried.

- BAASC 19-06 Receive Private Postsecondary Report
  Crystal Puderbaugh informed BAASC about the number of Private and Out-of State Postsecondary educational institutions operating in Kansas during Fiscal Year 2017. The report not only covered "brick and mortar" schools having a physical presence within Kansas, but also schools that offer or provide online distance education to Kansans who remain in Kansas while receiving that education.

  Highlights of the FY 2017 report are listed below:
  o 160 private and out-of-state institutions were authorized to operate in Kansas
  o 31,000 students enrolled in these institutions
  o These institutions awarded about 16,000 certificates, 400 associate degrees, and 400 university-level degrees

  BAASC thanked Crystal for the report and appreciates the work of the Private Postsecondary staff.

  (Report filed with Official Minutes)

- BAASC 19-07 Receive Concurrent Enrollment Report
  Karla Wiscombe presented the Concurrent Enrollment Partnership (CEP) Report. Data highlights from the AY 2018 report include:

  o Over the last five years, high school participation in CEP courses increased 35%
  o Most popular CEP course is Composition I
  o AY 2017, 15,120 high school students took System Wide Transfer courses through CEP with a pass rate of 96.9%
  o Enrollments in System Wide Transfer courses by CEP students account for 81% of the total headcount of all CEP courses taken in AY 2018

  BAASC thanked Dr. Wiscombe for the very informative report.

  (Report filed with Official Minutes)

- By consensus, BAASC tabled the Demonstration of Transfer Feedback Reporting Tool until the May 15th meeting.

- Presentation of Study of University and College Service Areas (Board Goal 5)
  Scott Smathers presented background information on Community and Technical College Service Areas. The purpose of the geographic jurisdiction areas is "to ensure that needs for off-campus face-to-face courses and programs are met without unnecessary duplication." It is important to note distance education courses and programs are exempt from service area requirements. The community and technical colleges support retaining service areas for their sectors. Two-year college representatives were introduced and reiterated their support for service areas for their sector:
  o Carter File, President, Hutchinson Community College
  o Mike Calvert, President, Pratt Community College
  o Jim Genandt, President, Manhattan Area Technical College

  Jean Redeker presented information on the current policy for universities. University feedback is mixed with three institutions supporting retaining the current policy, and two institutions supporting changes to the current policy. University representatives were introduced and provided their perspectives of service areas.
  o Charles Taber, Provost, Kansas State University, stated support for relaxing or eliminating service area restrictions to open access for Kansans and promote competition.
  o David Cordle, Provost and Vice President of Academic Affairs, Emporia State University, expressed support for the current service area policy.
  o JuliAnn Mazachek, Vice President of Academic Affairs, Washburn University, also expressed support for the current service area policy.
  o Linnea GlenMaye, Associate Vice President, Wichita State University, indicated the importance of retaining the "home county" designation for universities to protect the investment of the state as well as the local investment of 1.5 mills of property tax paid by Sedgwick county residents to support WSU.

  KU and PSU provided written feedback supporting the current service area policy noting the current policy seems to be working by promoting efficient and strategic use of limited resources, prevents unnecessary duplication of resources and redundancy, and that the current policy has mechanisms for exceptions.

  BAASC suggested revisions to the university map to note KSU's Olathe campus in Johnson County and discussed the possibility of shifting university boundaries to reflect the fact that that populations have shifted east. BAASC also suggested a possible change to the appeal process to include the Board as the final decision maker. The Committee thanked everyone for the input and appreciates the candid discussion from all sectors.

- Act on Proposed Credit by Exam Policy Amendments
  Jean Redeker presented the proposed amendments to the Credit by Exam Policy. The proposed policy revision seeks to include standardized cut scores for International Baccalaureate (IB) exams. Staff recommends approval.

  Regent Thomas moved to approve the proposed amendments to the Credit by Exam Policy. Following the second of Regent Schmidt, the motion carried with Regent Van Etten abstaining.

ADJOURNMENT
There being no further business, Regent Murguia adjourned the meeting at 12:02 pm.

Kansas Board of Regents
Board Academic Affairs Standing Committee

MINUTES

Monday, April 1, 2019

The Board Academic Affairs Standing Committee of the Kansas Board of Regents met by conference call at 11:30 a.m. on Monday, April 1, 2019.

In Attendance:

Members:	Regent Murguia	Regent Van Etten	Regent Schmidt	Regent Thomas
Staff:	Jean Redeker	Karla Wiscombe	Max Fridell	Sam Christy-Dangermond

Institutions Represented:

ESU	FHSU	KSU	PSU
KU	KUMC	WSU	Barton CC
Dodge City CC	JCCC		

Agenda Planning for April 17th Board Meeting

- Consent Agenda
  1. Request Approval for Associate of Applied Science in Plastics Technology at Pittsburg State University. PSU's Plastics Engineering Technology Advisory Council has emphasized a need for process technicians in the plastics industry. A two-year program at PSU would accomplish the necessary level of training desired by industry for a process technician in a short time-frame. A two-year program would be attractive to students who are not seeking a four-year degree but want access to the expertise, facilities, and training that are available in PSU's Plastics Engineering Technology program. PSU representatives were available to answer questions.

  Regent Schmidt moved to approve PSU's degree program request for the consent agenda for the April 17th Board meeting. Following the second of Regent Van Etten, the motion carried.

Other Board Matters

Jean Redeker requested to place the following report on the discussion agenda for the April 17th Board meeting.

A. BAASC 19-03 Receive Program Review Report.
Jean Redeker presented the Program Review Report for Academic Year 2017-2018. While Board policy requires state universities to review programs at least once every eight years, universities have an internal review process that monitors program quality on an on-going basis that allows institutions to identify any issues early and work to correct those issues well before the eight-year review cycle is complete.

Emporia State University, Fort Hays State University, Kansas State University, Pittsburg State University, the University of Kansas, the University of Kansas Medical Center, and Wichita State University reviewed a total of 102 academic programs representing 144 different degrees at various academic levels (60 bachelor's, 51 master's, and 33 doctorate). Of the 144 degrees reviewed, 130 were recommended to continue, six were recommended for additional review, two were recommended to be enhanced, and six were recommended to be discontinued.

Copies of individual campus reports are available at http://www.kansasregents.org/academic_affairs/618-program-review-reports, and Jean provided a brief overview of each individual report. Staff recommends acceptance of this report.

After discussion, Regent Van Etten moved to place the Program Review Report on the discussion agenda for the April 17th Board meeting. Following the second of Regent Schmidt, the motion carried.

The meeting adjourned at 11:53 a.m.

New Program Proposal: Program Summary
Wichita State University
Bachelor of Science in Applied Computing

Summary

> *Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Wichita 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. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.*   *April 29, 2019*

I. General Information

A. Institution   Wichita State University

B. Program Identification

Degree Level:	Baccalaureate
Program Title:	Undergraduate Applied Computing Program
Degrees to be Offered:	Bachelor of Science in Applied Computing (BS-AC)
Responsible Department or Unit:	Department of Engineering Technology
CIP Code:	11.0199
Proposed Implementation Date:	Fall 2019

Total Number of Semester Credit Hours for the Degree: 120

II. Justification

For students who wish an area of computer science study that allows for both technical computing concepts as well as the development of skills in organizational leadership and business strategies, the Bachelor of Science in Applied Computing (BS-AC) fits the bill.

Applied computer science is the study of both theoretical computer concepts and the application of computer knowledge in the workplace. Similar to a computer science degree, the Bachelor of Science in Applied Computing (BS-AC) degree focuses on technical computing concepts; however, this program is broader in scope and features hands-on technical and collaboration skills necessary to perform a variety of IT jobs. Students also explore a broad view of IT departments and how they interact with the rest of the organizations; because of these aims, these applied computing science students are prepared to fulfill leadership team roles.

The Applied Computing program is structured as one Bachelor of Science degree with stackable certificates. This flexible plan of study allows for certified skills and promotes continued learning. A key component of WSU's Applied Computing program is a focus on future innovation. The Engineering Technology department first offered the cybersecurity track in Fall 2017 with 4 students; by the end of Spring 2018, the program had grown to 15 students. WSU proposes to dissolve this track and include the curricular content of the current cybersecurity track in this new degree program. This not only allows for cybersecurity accreditation by ABET Computing Accreditation Commission (CAC), but, furthermore, the content of this cybersecurity track is in alignment with this degree offering and would better serve as a catalyst to broadening the scope of this baccalaureate degree.

In addition to providing an opportunity for students to acquire the Fundamentals of Information Technology certificate, this unique BS-AC program also includes sequentially-designed, required core courses; a minimum of two additional, stackable certificates; and options for technical electives that provide for individual choice and career building. The certificates, vetted by industry leaders, ensure both future employers and WSU computer students of content mastery that is vital for success in today's computerized job market.

The BS-AC will respond to the local and regional needs by developing applied computing skills to complement technological advances and innovation. The BS in Applied Computing (BS-AC) program will produce well-rounded professionals who are highly capable in many key areas of information technology, including cybersecurity, game development, web development, data analytics, and simulations.

III. Program Demand: Market Analysis

According the Bureau of Labor and Statistics (BLS), 73% of new STEM jobs in 2020 will be computer or information technology related (Scott). In addition, BLS predicts that employment opportunities from 2016 to 2026 are projected to increase 24% for software developers (BLS: Programmers; BLS: Developers). In a search of over 50 relevant job advertisements located just along the I-35 corridor, 70% specified applied programing skills, 58% specified data management skills, 52% required a database skillset, and 32% specified a need for data security.

To gauge students' interests in Applied Computing, a survey[1] was conducted among WSU students from across campus. Of the 173 students who responded, 36% of currently-enrolled students indicated an interest in the new degree program, with an additional 47% indicating an interest in attaining one or more certificates. Eighty-eight percent indicated industrial-focused certificates would potentially make them more employable and, in addition, 97% indicated they believed computer skills are essential for all or most careers.

An analysis of similar programs in the state and region was conducted; several do not offer the flexibility of stackable certificates. Additionally, regional ABET-accredited programs were evaluated, including baccalaureate degree programs from the University of Missouri - Kansas City Information Technology; the University of Central Missouri - Computer Information Systems; the Oklahoma State University Institute of Technology - Information Technologies; and the Regis University Information Technology, Computer Information Systems. The WSU BS-AC program is unique in that it is a flexible degree program with a strong focus on applied computing technology that includes applied programming, data analysis, cybersecurity, and cyber-physical systems. Currently, there are no applied computing or engineering undergraduate degrees that offer the flexibility of stackable certificates that also allows students to customize specific skills to meet a broad range of careers.

Applied Computing certificates will be key for Applied Computing and Engineering Technology programs, as well as for Business Information Systems students, Criminal Justice Homeland Security students, Media Arts students, and Workforce Leadership and Applied Learning students. WSU's close collaboration with the National Guard at McConnell Airforce Base has resulted in the formation of the WSU Hub for Cybersecurity Education and Awareness and is a strong indication that WSU is the ideal location for this new innovative program.

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[1] *Wichita State University Qualtrics Applied Computer Survey conducted from September 12- 30, 2018.*

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

Year	Headcount		Sem. Credit Hours		
	New Full-Time	New Part-Time	Full-Time	Part-Time	**Totals**
Implementation	25 *	10	775	155	930
Year 2	15	10	1,215	305	1,520
Year 3	20	10	1,870	465	2,335

* Note: The implementation year count of 25 students will include 15 full-time students who will transfer in from the existing cybersecurity track and 10 additional, new students. Subsequent years will not have students from the phased-out cybersecurity track transferring into this program, hence the drop from 25 students to 15.

V. Employment

With a focus on experiential learning, students will be prepared for careers in computer analytics, cybersecurity, data analysis, game development and social media applications. The College of Engineering sought input on this new degree and certificates from the College of Engineering Industrial Advisory Board which included industry representatives from Spirit, Boeing, Textron, Great Plains Ventures and Pattern Insight. These industry partners were introduced to the proposed Applied Computing program and all identified a need for graduates with these skill sets. Job opportunities are already in development, as we currently have cybersecurity students in internships with Boeing, Textron, NetApp, Cerner and ENNOVAR. Additional companies who expressed interest in employing these graduates include Koch, Curo, Ascension Technologies, various banks, military agencies, and security firms (TriCorps for example). As noted by WSU's industry partners, the program's focus on cybersecurity, gaming and simulation, data analytics, and web development fills specific needs within the WSU region. The BS-AC degree program also offers an available certificate in Game and Simulation Programing to allow graduates to design and create visual simulations for a range of existing and emerging careers, such as game designers, video game and multimedia artists, and game programming (Gamedesigning).

VI. Admission and Curriculum
A. Admission Requirements

The BS in Applied Computing admission criteria will follow the WSU undergraduate admissions criteria. A freshman Kansas resident (under 21 years of age) must complete the Kansas Qualified Admissions Pre-College Curriculum with at least a 2.00 GPA on a 4.00 scale. Out-of-state residents must earn a 2.50 or higher GPA. Applicants must also:

- achieve an ACT composite score of 21 or above; OR
- achieve a minimum combined SAT-I score of 1080; OR
- rank in the top 1/3 of their high schools' graduating class.

Note: If the student enrolls in college courses while still in high school, they are also required to achieve a 2.0 GPA or higher in those courses.

B. Curriculum

SCH = Semester Credit H

Year 1 Fall Semester   SCH…. 15

Course #	Course Name	SCH
WSUE 102A	First Year Seminar	3
COMM 111	Public Speaking	3
MATH 111	College Algebra	3
ENGL 101	College English I	3
ENGT 121	Cybersecurity Awareness	3

Year 1 Spring Semester   SCH…. 16

Course #	Course Name	SCH
PSY 111	Intro to Psychology	3
MATH 123	College Trigonometry	3
ENGL 102	College English II	3
ENGT 220	Applied Analog and Digital Electronics	4
ENGT 222	Applied Computer and Networks I	3

Year 2 Fall Semester   **SCH…. 15**

Course #	Course Name	SCH
PHIL 125	Introductory Logic	3
PHYS 213	General College Physics I	5
ENGT 201	Intro Design Project	1
ENGT 321	Applied Computer and Networks II	3
MART 123	Game Design I	3

Year 2 Spring Semester   **SCH...15**

Course #	Course Name	SCH
PSY323	Social Psychology	3
ENGT 322	Applied Programing and Scripting	3
ENGT 324	Applied Web Applications and Database Development	3
MART 332	Game Design II	3
From Approved List	General Education	3

Year 3 Fall Semester   **SCH...16**

Course #	Course Name	SCH
PHYS 214	General College Physics II	5
ENGT 301	Intermediate Design Project	2
ENGT 315	Applied Statistics and Probability	3
ENGT 371	Human System Integration	3
BDAM 141	Business Software: Word/Excel/PowerPoint	3

Year 3 Spring Semester   **SCH...16**

Course #	Course Name	SCH
ENGT 326	Cyber Operations	4
ENGT 372	Applied Based Object-Oriented Programming	3
MIS 605	Systems Analysis and Design	3
PHIL 354	Ethics and Computers	3
Elective	Approved Technical Elective	3

Year 4 Fall Semester   **SCH…. 15**

Course #	Course Name	SCH
ENGT 401	Senior Design Project	3
ENGT 463	Cyber Risk Management	3
Electives	Approved Technical Electives	9

Year 4 Spring Semester   **SCH...12**

Course #	Course Name	SCH
ENGT 463	Secure Web Development	3
ENGT 463	Modeling and Simulation of Discrete Systems	3
MIS 696	Management of IS Function	3
Elective	Approved Technical Elective	3

General Notes:
- This degree sequence includes two 15 credit hour stackable certificates: Data and Web Security Certificate and Game and Simulation Programing Certificate.

VII. Core Faculty

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Gary Brooking*	Teaching Prof	PhD	N	Machine Learning & Internet	0.25
Tania Jareen	Eng. Educator	MS	N	Networking, Programing, Cybersecurity	1.0
Konstantinos Mykoniatis	Asst. Tch Prof	PhD	N	Simulations, Programing, Robotics	0.25
Lincoln Schroeder	Eng. Educator	CSIP	N	Cybersecurity	1.0
Perlekar Tamtam	Assoc. Tch Prof	PhD	N	Electronics	0.25
To be Filled	Asst. Tch Prof	[TBD]	N	Gaming, Programming, Etc.	1.0

Number of graduate assistantships assigned to the program: 0 .

VIII. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	$ 164,279	$ 168,386	$ 172,596
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)			
Fringe Benefits *(total for all groups)*	$ 49.284	$ 50,516	$ 51,779
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$ 213,563	$ 218,902	$ 224,375
Personnel – – New Positions			
Faculty	$ 58,000	$ 59,450	$ 60,936
Administrators *(other than instruction time)*	$ 35,000	$ 35,875	$ 36,772
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)			
Fringe Benefits *(total for all groups)*	$ 28,600	$ 29,315	$ 30,048
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$ 121,600	$ 124,640	$ 127,756
Start-up Costs – One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other			
Total Start-up Costs	0	0	0

Operating Costs – Recurring Expenses*			
Supplies/Expenses	$ 2,000	$ 2,000	$ 2,000
Library/learning resources			
Equipment/Technology	$ 2,000	$ 3,000	$ 5,000
Travel	$ 1,000	$ 1,500	$ 2,000
Other			
Total Operating Costs	$ 5,000	$ 6,500	$ 9,000
GRAND TOTAL COSTS	$ 340,163	$ 350,042	$ 361,131

B. FUNDING SOURCES (projected as appropriate)	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$ 207,967	$ 339,902	$ 522,153
Student Fees		$ 95,820	$ 158,706	$ 241,236
Other Sources				
GRAND TOTAL FUNDING	0	$ 303,787	$ 498,608	$ 763,389
Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		($ 36,376)	+ $ 148,566	+ $ 402,258

Explanation: No new costs are expected as the proposed program is replacing an existing program using existing equipment and instructional materials and technology.

IX. Expenditures and Revenue Explanations

A. Expenditures
Overview
The total cost for the implementation year, including existing and new positions, plus operating costs, is $340,162, of which $126,600 is new cost for personnel positions and operating expenses. The total cost increases to $361,131 in the third year, which includes a 2.5% increase in salaries and fringe, and an overall increase of $4,000 in operating expenses over year one.

Personnel – Reassigned or Existing Positions
The BS in Applied Computing will be facilitated by the Engineering Technology department chair and a current program advisor for Engineering Technology. Current Engineering Technology faculty members will teach the courses for the proposed BS-AC. The additional advising load will also be shared among faculty.

Personnel – New Positions
An additional 1.0 FTE Assistant Teaching Professor position is budgeted to teach six additional new courses at a cost of $58,000 for salary. Additionally, a new administrative assistant position will be added at a cost of $35,000 for salary. Salary and fringe for both positions total $121,600 for the first year of implementation, with a projected 2.5% increase in the following years.

Start-up Costs – One-time Expenses
Facilities and equipment currently in the Engineering Technology department include a high-tech Cybersecurity Range for the computer based applied learning as well as the Systems Mechatronics and Robotics Technology

(SMaRT) lab that can be used for the cyber-physical labs: thus, no additional space or equipment is required to start the program. Furthermore, students and faculty will have access to the College of Engineering open computer labs, the facilities and equipment found in the new Shocker Studios, as well as GoCreate MakerSpace. No additional new and/or enhanced academic supports, including library resources, are needed or requested.

Operating Costs -- Recurring Expenses
Budgeted operating costs of $2,000 annually includes: instructional materials, miscellaneous supplies, office supplies, software, and advertising. Additional funds ($2000, $3,000, and $5,000) have been budgeted for years 1, 2, and 3 to reflect pro-rated costs for support, maintenance, and upkeep of the Cyber Lab. Funding for travel is budgeted at $1,000, $1,500, and $2,000 in the first three years of the program.

B. Funding Sources:
Tuition:
Tuition for Kansas residents is $223.62 per credit hour.

Fees
WSU student activity fees for undergraduate Kansas residents are $664.93 for full-time students and $443.30 for part-time students per semester. Per WSU credit mandatory fees for all courses are $7.75. Additional funding will come from the $50 per credit fee College of Engineering course fees, including maintenance and replacement of materials and equipment.

X. References

Bureau of Labor Statistics. (2018, April). U.S. Department of Labor. Occupational handbook: Computer programmers. Retrieved from: https://www.bls.gov/ooh/computer-and-information-technology/computer-programmers.htm

Bureau of Labor Statistics. (2018, April). U.S. Department of Labor. Occupational handbook: Software Developers. Retrieved from https://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm

Gamedesigning. (2019). How to get a job in video game design. Retrieved from: https://www.gamedesigning.org/career/jobs/

Qualtrics Applied Computer Survey, conducted from September 12th - 30th, 2018.

Scott, S. (2017, November 1). Where the STEM Jobs Are (and Where They Aren't). New York Times. Retrieved from: https://www.nytimes.com/2017/11/01/education/edlife/stem-jobs-industry-careers.html

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. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval. *April 29, 2019*

I. General Information

A. Institution — University of Kansas

B. Program Identification

Degree Level: — Baccalaureate
Program Title: — Ecology, Evolution, and Organismal Biology
Degrees to be Offered: — Bachelor of Science *and*
Bachelor of Arts
Responsible Department or Unit: — Ecology and Evolutionary Biology
CIP Code: — 26.1310
Proposed Implementation Date: — Fall 2019

Total Number of Semester Credit Hours for the Degree: 120

II. Justification

This proposal from KU's Ecology and Evolutionary Biology Department is for both a Bachelor of Science degree and a Bachelor of Arts degree in Ecology, Evolution, and Organismal Biology (EEOB).

The proposed Bachelor of Science in Ecology, Evolution, and Organismal Biology is replacing the current Ecology, Evolution, and Organismal Biology track in the Bachelor of Science in Biology.

The proposed Bachelor of Arts in Ecology, Evolution, and Organismal Biology is designed to eventually replace the Bachelor of Arts in Biology degree.

Students have requested both baccalaureate options in this subject area to ensure that their degree title matches that of the degree content more closely. These specialized degree programs signify the students' expertise and knowledge when applying for employment or pursuing further professional development and educational opportunities.

These degree programs encompass understandings of how organisms interact with one another and their environments and how selective pressures result in the diversity of life on Earth. Content modifications and degree titles reflect the emphasis and diversity in contemporary Biology.

Many top-tier Universities have begun offering undergraduate degrees in Ecology, Evolution, and Organismal Biology or similar titles. These include Brown, Vanderbilt, Harvard, and Arizona, to name a few. By offering these degree options, this would enhance the exposure of an already popular content (approximately 200 students), thereby increasing the awareness and attraction to attend KU for these degrees. Furthermore, these modifications would enhance the department's offerings, as well as the provide a seamless entry into KU's graduate curricula in the Department of Ecology and Evolutionary Biology.

Apart from the University of Northern Iowa, area state universities (including other Kansas Board of Regent's universities) do not offer a degree in EEOB. Given the excellent universities that do offer this degree, a stand-alone degree provides a recruiting advantage for the University of Kansas.

III. Program Demand: Market Analysis

Recent enrollment trends at the University of Kansas indicate significant growth in the current Bachelor of Science in Biology Ecology, Evolution, and Organismal Biology degree track and the Bachelor of Arts in Biology; it is expected that the proposed baccalaureate degrees in Ecology, Evolution, and Organismal Biology will continue to grow along these same lines.

Since the inception of the Bachelor of Science in Biology – Ecology, Evolution, and Organismal Biology degree track in 2015, student enrollment has grown considerably. Indeed, as of this writing, the number of currently enrolled students pursuing a Bachelor of Science in Biology – Ecology, Evolution, and Organismal Biology track is approximately 200, representing a growth of approximately 30% just from fall 2018 to spring 2019. Similarly, the number of students pursuing a Bachelor of Arts in Biology has steadily increased since fall 2015. As of spring 2019, there are 352 students pursuing a Bachelor of Arts in Biology. Prospective students continue to express interest in this area during visits to campus, so we expect this growth to continue.

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

A. Bachelor of Science in Ecology, Evolution, and Organismal Biology

Year	Headcount		Sem Credit Hours	
	Full-Time	Part-Time	Full-Time	Part-Time
Implementation	45	5	1,395	78
Year 2	98	10	4,343	227
Year 3	158	18	9,000	452

B. Bachelor of Arts in Ecology, Evolution, and Organismal Biology

Year	Headcount		Sem Credit Hours	
	Full-Time	Part-Time	Full-Time	Part-Time
Implementation	23	2	713	31
Year 2	49	5	2,646	107
Year 3	80	8	4,545	225

V. Employment

Biological science is one of the broadest and most important subjects in the world today. Put simply, biology is the study of life. Biology encompasses everything from the molecular study of life processes to the study of animal and plant communities.

Graduates in this field often attend post-graduate professional studies (e.g. medical school, graduate school, etc.) or enter the job market in an area of commercial application or civil service (e.g. state public health, etc.). Careers attracting students with a degree in biology include research scientist, pharmacologist, wildlife or marine biologist, ecologist, nature conservation officer, biotechnologist, forensic scientist, science writer, teacher, genetic counselor, nanotechnologist, soil scientist, scientific service representative, and specialized government director. The health care, environmental management and animal conservation, and education account for the three broad career areas that attract the most students with a biology baccalaureate degree (Prospects, Williams).

The 2017 Kansas Economic Report stated that Professional, Scientific, and Technical Services had the

largest numerical job increase to which graduates of the proposed baccalaureate degrees in Ecology, Evolution, and Organismal Biology would contribute (Kansas Department of Labor, 2017). Nationally, the biologist job market is expected to grow by 9.0% between 2016 and 2026 (Sokanu).

Industries and entities employing biological scientists include the federal government, scientific research and development services, pharmaceutical and medicine manufacturing, patient care centers, school districts, colleges and universities, and management and technical consulting services (Bureau of Labor, 2017).

By educating students from Kansas in biology, an area of significant growth, we can continue to provide professionals for high paying jobs to benefit the state of Kansas. Additionally, the 2015 Kansas City Regional Life Sciences Industry Census reports the presence of approximately 250 life science companies in 26 counties extending from Columbia, Missouri through Kansas City to Manhattan, Kansas. Conservatively, employment estimates are 28,000 to 30,000 employees reflecting a 20% increase for the region.

VI. Admission and Curriculum

A. Curriculum

Note: While the curricula for the two baccalaureate degree programs is quite similar, there are a few distinct differences. The first three semesters are identical, both in terms of the courses and the semester credit hours. Beginning in the Spring Semester of Year 2, students in the Bachelor of Arts program begin taking their language requirement. This is reflected in the next three semesters (year 2/spring semester through year four/semester fall). The Bachelor of Science degree has no such requirement.

SCH = Semester Credit Hours

Year 1 Fall Semester   **SCH…. 16**

Course #	Course Name	SCH
CHEM 130	Chemistry I	5
BIOL 150/151	Molecular and Cell Biology	4
ENG 101	English 101	3
KU Core	KU Core	3
BIOL 105	Biology Orientation Seminar	1

Year 1 Spring Semester   **SCH…. 15**

Course #	Course Name	SCH
CHEM 135	Chemistry II	5
BIOL 152/153	Organismal Biology	4
MATH 115	Calculus I	3
ENGL 102/105	KU Core	3

Year 2 Fall Semester   **SCH…. 15**

Course #	Course Name	SCH
CHEM 330	Organic Chemistry I	3
BIOL 350/360	Principles of Genetics	4
MATH 116	Calculus II	3
CHEM 331	Organic Chemistry I Lab	2
KU Core	KU Core	3

Year 2 Spring Semester   **SCH...BS14 / BA16**

Course #	Course Name	SCH
BIOL 412	Evolutionary Biology	4
PHSX 114	Physics I	4
KU Core	KU Core	3
(**BS** only) KU Core	KU Core (BS only)	3
(**BA** only) 1st Sem Lang	Language requirement (BA only)	5

Year 3 Fall Semester   **SCH...BS14 / BA16**

Course #	Course Name	SCH
BIOL 414	Principles of Ecology	3
BIOL 413	Hist. and Div. of Organisms	3
PHSX 115	Physics II	4
(**BS** only) BIOL 600	Intro. Biochemistry (BS only)	3
(**BS** only) Elective	Elective (BS only)	3
(**BA** only) 2nd Sem Lang	Lang requirement (BA only)	5

Year 3 Spring Semester   **SCH...BS14 / BA16**

Course #	Course Name	SCH
BIOL 428	Intro. System.	3
KU Core	KU Core	3
BIOL Elective Lab	Biology Elective Lab	2
Elective	Elective	3
(**BS** only) BIOL 400+	Biology Elective (BS only)	3
(**BA** only) 3rd Sem Lang	Language Requirement (BA only)	3
(**BA** only) BIOL 400+	Biology Elective (BA only)	2

Year 4 Fall Semester   **SCH…. BOTH 14**

Course #	Course Name	SCH
BIOL 570	Intro. Biostatistics	3
KU Core	KU Core	3
(**BS** only) BIOL 544	Comparative Animal Physiology (BS only)	3
(**BS** only) BIOL 400+	Biology Elective (BS only)	3
(**BS** only) BIOL Elect Lab	Biology Elective Lab (BS only)	2
(**BA** only) 4th Sem Lang	Language Requirement (BA only)	3
(**BA** only) BIOL 400+	Biology Elective (BA only)	2
(**BA** only) Elective 200+	Elective (BA only)	3

Year 4 Spring Semester   **SCH...BS16 / BA13**

Course #	Course Name	SCH
BIOL 599	Senior Seminar: EEOB	1
(**BS** only) BIOL Seminar	Biology Elective Seminar Topics (BS only)	2
(**BS** only) BIOL Elective	Biology Electives (BS only)	6
(**BS** only) Elective	Elective (BS only)	7
(**BA** only) Elective 300+	Elective (BA only)	9
(**BA** only) KU Core	KU Core (BA only)	3

VII. Core Faculty

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Folashade Agusto	Asst. Professor	PhD	Y	Ecology, Evolution, & Organismal Biology	0.5
Helen Alexander	Professor	PhD	Y	Ecology, Evolution, & Organismal Biology	0.5
Kenneth Beard	Distinguished. Professor	PhD	Y	Ecology, Evolution, & Organismal Biology	0.5
James Bever	Assoc. Professor	PhD	Y	Ecology, Evolution, & Organismal Biology	0.5
Folashade Agusto	Professor	PhD	Y	Ecology, Evolution, & Organismal Biology	0.5
Sharon Billings	Professor	PhD	Y	Ecology, Evolution, & Organismal Biology	0.5
Justin Blumenstiel	Professor	PhD	Y	Ecology, Evolution, & Organismal Biology	0.5
Rafe Brown	Professor	PhD	Y	Ecology, Evolution, & Organismal Biology	0.5
Paulyn Cartwright	Asst. Professor	PhD	Y	Ecology, Evolution, & Organismal Biology	0.5
Gerrit deBoer	Professor	PhD	Y	Ecology, Evolution, & Organismal Biology	0.5
Frank Denoyelles Jr.	Assoc. Professor	PhD	Y	Ecology, Evolution, & Organismal Biology	0.5

Number of graduate assistantships assigned to the program: 18 .

VIII. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	$ 3,872,972	$ 3,872,972	$ 3,872,972
Administrators *(other than instruction time)*			
Graduate Assistants	$ 343,899	$ 343,899	$ 343,899
Support Staff for Administration *(e.g., secretarial)*	$ 43,008	$ 43,008	$ 43,008
Fringe Benefits *(total for all groups)*	$ 555,978	$ 583,777	$ 612,966
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$ 4,815,857	$ 4,843,656	$ 4,872,845

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 – Reassigned or Existing	0	0	0
Start-up Costs – One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other			
Total Start-up Costs	0	0	0
Operating Costs – Recurring Expenses*			
Supplies/Expenses	$ 7,566	$ 7,944	$ 8,341
Library/learning resources			
Equipment/Technology	$ 7,566	$ 7,945	$ 8,342
Travel			
Other			
Total Operating Costs	$ 15,132	$ 15,889	$ 16,683
GRAND TOTAL COSTS	$ 4,846,121	$ 4,875,434	$ 4,906,211

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	$ 4,830,990	$ 5,230,689	$ 5,512,839	$ 6,846,639
Student Fees	$ 42,828	$ 40,686	$ 40,686	$ 40,686
Other Sources				
GRAND TOTAL FUNDING	$ 4,873,818	$ 5,271,375	$ 5,553,525	$ 6,87,325
Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		+ $ 425,254	+ $ 678,091	+ $ 1,981,114

Explanation: No new costs are expected as the proposed program is replacing an existing program using existing equipment and instructional materials and technology.

IX. Expenditures and Revenue Explanations

A. Expenditures

Personnel Expenditures:
Personnel expenditures reflect existing personnel whose salaries are currently paid for by existing tuition and state funds. We do not expect any new hires to start these degree programs. It is possible that we will need to add additional positions if growth continues, but we do not anticipate additions related to these degree programs over the first three years of implementation. We have included a 5% increase each year for fringe as these costs continue to rise. We have not included salary increases as those have not occurred recently.

Start-up costs:
No start-up costs are anticipated as these degree programs will utilize existing equipment, spaces, and other infrastructure in place for our other biology-related degree programs. With growth, there may be additional infrastructure needs in future years, but not likely during the first three years.

Recurring Operating Expenses:
We have included OOE costs divided evenly between the supplies/expenses category and the equipment/technology category as the types of supplies and equipment purchased each year will vary depending on instructor needs and wear and tear on equipment. We have budgeted to assume a 5% increase in these costs each year as supply prices typically increase each year.

B. Funding Sources:
We have started with $4,830,989 in tuition/state funds (as currently budgeted) to cover these expenses for the existing degree programs that our proposed programs will replace. Additionally, we have included the student lab fees collected as a flat fee for each lab course. We have not included an increase in these fees as the hope would be to decrease lab fees if the program is running at a surplus. We have included increases in Tuition/State Funds each year to reflect the projected growth in students and semester credit hours. The figure included adds to our starting budget the number of semester credit hours projected for that year multiplied by about $300 per credit hour.

X. References

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New Program Proposal: Program Summary
University of Kansas
Bachelor of Science and Bachelor of Arts in
Molecular, Cellular, and Developmental Biology

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. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.   *April 29, 2019*

I. General Information

A. Institution   University of Kansas

B. Program Identification

Degree Level:	Baccalaureate
Program Title:	Molecular, Cellular, and Developmental Biology
Degrees to be Offered:	Bachelor of Science *and*
	Bachelor of Arts
Responsible Department or Unit:	Department of Molecular Biosciences
CIP Code:	26.0406
Proposed Implementation Date:	Fall 2019

Total Number of Semester Credit Hours for the Degree: B.S.: 120
                                                        B.A.: 120

II. Justification

This proposal from KU's Department of Molecular Biosciences is for both a Bachelor of Science degree in Molecular, Cellular, and Developmental Biology and a Bachelor of Arts degree in Molecular, Cellular, and Developmental Biology (MCDB).

These baccalaureate degree programs examine the function of living organisms with focus on the molecular and cellular levels of all branches of life, including bacteria, plants, and animals. A combination of genetic, biochemical, molecular, cell biological, and quantitative approaches are used to explore mechanisms underlying the coordinated behaviors of molecules, cells, and tissues that form living organisms. These programs are committed to excellence in research and teaching; they offer students a diversity of course offerings and research opportunities.

The proposed Bachelor of Science in Molecular, Cellular, and Developmental Biology is replacing the current Molecular, Cellular, and Developmental Biology track in the Bachelor of Science in Biology.

The proposed Bachelor of Arts in in Molecular, Cellular, and Developmental Biology is designed to eventually replace the Bachelor of Arts in Biology degree.

Students have requested both baccalaureate options in this subject area to ensure that their degree title matches that of the degree content more closely. These specialized degree programs signify the students' expertise and knowledge when applying for employment or pursuing further professional development and educational opportunities.

These modifications reflect the emphasis and diversity in contemporary biology. Many top tier universities offer undergraduate degrees in Molecular, Cellular, and Developmental Biology. These include Yale, Michigan, Colorado, Ohio State, Iowa State, UCLA, Illinois-Chicago, UC Santa Barbara, Washington, and UC Santa Cruz.

Moving these tracks (or, "subplans") into stand-alone degrees would enhance the exposure to an already established and well-received content area, thereby increasing the awareness and attraction for coming to KU for these degrees. The current, popular Molecular, Cellular, and Developmental Biology track accommodates approximately 240 students.

Except for Colorado and Iowa State, regional state universities do not offer a degree in MCDB – including other Kansas Board of Regent's Universities. Given the excellent universities (above) that do offer this degree, a stand-alone degree provides a recruiting/exposure advantage for the University of Kansas.

III. Program Demand: Market Analysis

Among the primary sources of information that supports the student demand for a BS in MCDB is the student enrollment for this current subplan. Since the inception of a MCDB subplan in 2015, student enrollment has steadily climbed from five students pursuing this sub-plan to 313 students. Now, this MCDB sub-plan enrollment is the largest population of students among all Biology majors.

Graduates of the B.S. degree often attend post-graduate professional studies (e.g. medical school, graduate school, etc.) or become employed in research and development, pharmaceutical manufacturing, academia, state and federal government, hospitals and clinical laboratories, food industry, and environmental agencies. Currently, 50% of the MCDB sub-plan majors are declared pre-medicine students; this certainly mirrors the primary major for nation-wide applicants to medical schools, according to the Association of American Medical Colleges (2018).

The second largest population of Biology majors is the Biology Bachelor of Arts degree with 276 students in 2018. Language is a required component of this degree; Spanish is the most frequent foreign language incorporated into the B.A. in Biology. This is reflective of the need for medical personnel to be able to communicate in Spanish and care for a more diverse population (JGIM). A growing number of medical schools in several states have required medical students to take Spanish (AAMC).

IV. Projected Enrollment for the Initial Three Years of the Program
A. Bachelor of Science in Molecular, Cellular, and Developmental Biology

Year	Headcount		Sem Credit Hours	
	Full-Time	Part-Time	Full-Time	Part-Time
Implementation	45	5	1,395	75
Year 2	98	10	4433	225
Year 3	158	18	9286	495

B. Bachelor of Arts Molecular, Cellular, and Developmental Biology

Year	Headcount		Sem Credit Hours	
	Full-Time	Part-Time	Full-Time	Part-Time
Implementation	23	2	644	28
Year 2	49	5	2085	103
Year 3	80	8	4472	202

V. Employment

Graduates of the MCDB degree program are highly competitive and well-prepared for many post-graduate professional studies (e.g. medical, graduate, pharmacy schools, etc.). They are well-prepared for positions in commercial biotechnology, biomedical sciences, or civil service (e.g. state public health, etc.) as well as those in secondary and higher education. Careers attracting students with a degree in MCDB include research scientist, pharmacologist, biotechnologist, forensic scientist, science writer, teacher, genetic counselor, nanotechnologist, scientific service representative, and specialized government director. The health care, environmental management and animal conservation, and education account for the three broad career areas that attract the most students with a biology baccalaureate degree (Prospects; Williams).

The 2017 Kansas Economic Report stated that Professional, Scientific, and Technical Services had the largest numerical job increase; graduates in MCDB would be contributing to fulfilling this growing need. Nationally, the biologist job market is expected to grow by 9.0% between 2016 and 2026 (Sokanu). According to the 2015 Kansas City Regional Life Sciences Industry Census Report, the presence of approximately 250 life science companies in 26 counties extending from Columbia, Missouri through Kansas City to Manhattan, Kansas. Conservatively, employment estimates are 28,000-30,000. Industries and entities employing biological scientists include the federal government, scientific research and development services, pharmaceutical and medicine manufacturing, patient care centers, school districts, colleges and universities, and management and technical consulting services (Bureau of Labor, 2017).

VI. Admission and Curriculum
A. Admission
- 3.25 GPA and 21+ ACT; or
- 3.00 GPA and ACT of 24+

B. Curriculum
Note: While the curricula for the two baccalaureate degree programs are quite similar, there are a few distinct differences. Beginning in the Spring Semester of Year 2, students in the Bachelor of Arts program begin taking their language requirement; this is continued for the rest of the program. The Bachelor of Science degree has no such language requirement.

SCH = Semester Credit Hours

Year 1 Fall Semester

Course #	Course Name	BS SCH	BA SCH
BIOL105	Biology Orientation Seminar	1	1
BIOL150/1	Molecular and Cell Biology	4	4
CHEM130	Chemistry I	5	5
ENGL101	English I (BS Only)	3	
KU CORE	KU Core (BS Only)	3	
MATH 115	Calculus I (BA Only)		3
TOTAL		**16**	**13**

Year 1 Spring Semester

Course #	Course Name	BS SCH	BA SCH
BIOL152/3	Organismal Biology	4	4
CHEM135	Chemistry II	5	5
MATH 115	Calculus I (BS Only)	3	
ENGL102	English II (BS Only)	3	
MATH 116	Calculus II (BA Only)		3
ENGL101	English I (BA Only)		3
TOTAL		**15**	**15**

Year 2 Fall Semester

Course #	Course Name	BS SCH	BA SCH
BIOL350	Principles of Genetics	4	4
CHEM330	Organic Chemistry I	3	3
CHEM331	Organic Chemistry I Lab	2	2
MATH115	Calculus II (BS Only)	3	
KU CORE	KU Core (BS Only)	3	
ENGL102	English II (BA Only)		3
KU CORE	KU Core (BA Only)		4
TOTAL		**15**	**16**

Year 2 Spring Semester

Course #	Course Name	BS SCH	BA SCH
BIOL412	Evolutionary Biology	4	4
CHEM 335	Organic Chemistry II (BS only)	3	
KU CORE	KU Core (BS Only) -- 2 courses @ 3 CH each	6	
BIOL Elective 400+	Biology 400+ level (BS Only)	3	
PHSX114	Physics I (BA Only)		5
KU CORE	KU Core (BA Only)		4
LANG	Language Requirement (BA only)		3
TOTAL		**16**	**16**

Year 3 Fall Semester

Course #	Course Name	BS SCH	BA SCH
BIOL416	Cell Structure and Function	3	3
KU CORE	KU Core	3	3
BS PHSX114 (or 211+216)	Physics I (BS Only)	5	
BS BIOL600	Intro to Biochemistry (BS Only)	3	
BA PHY115	Physics II (BA Only)		3
BA LANG	Language Requirement (BA Only)		3
BIOL	Biology Elective (BA Only)		4
TOTAL		**14**	**16**

Year 3 Spring Semester

Course #	Course Name	BS SCH	BA SCH
KU CORE	KU Core	3	3
BIOL417	Biology of Development (BS Only)	3	
BIOL405 or 426	Genetics Lab or Cell Biology Lab (BS Only)	2	
BIOL	Biology Elective 400+ (BS Only)	3	

BS PHSY 115	Physics II (BS Only)	4	
BIOL672	Gene Expression (BA Only)		3
BIOL417	Biology of Development (BA Only)		3
BIOL426	Cell Biology Lab (BA Only)		3
LANG	BA Language Requirement (BA Only)		3
TOTAL		**15**	**15**

Year 4 Fall Semester

Course #	Course Name	BS SCH	BA SCH
KU CORE	KU core	3	3
BIOL435	Intro to Neurobiology (BS Only)	3	
ELECTIVE	Elective	3	
BIOL688 OR ELECT	Molecular Biology of Cancer or Elective 400+ (BS Only)	3	
GS ELECTIVE	Gen Sci Elect: BIO570/Math364/Psych 210 (BS Only)	3	
BIOL600	Biochemistry (BA Only)		3
BIOL	Biology Elective (BA Only)		3
LANG	Language Requirement (BA Only)		3
Elective	Elective (BA Only)		3
TOTAL		**15**	**15**

Year 4 Spring Semester

Course #	Course Name	BS SCH	BA SCH
BIOL599	Capstone Senior Seminar	1	1
KU CORE	KU Core	3	3
ELECTIVES	Electives (BS Only)	4	
BIOL ELECTIVE	Biology Elective 400+ (BS Only)	3	
BS BIOL 650/672	Adv Neurobio/Gene Expression/Bio Elect 400+ (BS Only)	3	
BIOL ELECTIVE	Major Biology Elective (BA Only)		4
LANG	BA Language Requirement (BA Only)		3
ELECTIVE	Elective (BA Only)		3
TOTAL		14	14

Degree Totals…………………………………………………………………… 120   120

VII. Core Faculty

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Brian Ackley	Assoc. Prof.	Ph.D.	Y	Molecular Biosciences	1.0
Yoshiaki Azuma	Professor	Ph.D.	Y	Molecular Biosciences	1.0
Mizuki Azuma	Assoc. Prof.	Ph.D.	Y	Molecular Biosciences	1.0
Matthew Buechner	Assoc. Prof.	Ph.D.	Y	Molecular Biosciences	1.0
T. Christopher Gamblin	Professor	Ph.D.	Y	Molecular Biosciences	1.0
Erik Lundquist	Professor	Ph.D.	Y	Molecular Biosciences	1.0
Stuart Macdonald	Professor	Ph.D.	Y	Molecular Biosciences	1.0
Kristi Neufeld	Professor	Ph.D.	Y	Molecular Biosciences	1.0
Berl Oakley	Assoc. Professor	Ph.D.	Y	Molecular Biosciences	1.0

Number of graduate assistantships assigned to the program: 20 .

VIII. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	$ 2,676,097	$ 2,676,097	$ 2,676,097
Administrators *(other than instruction time)*			
Graduate Assistants (tuition/fees/salary)	$ 1,155,761	$ 1,155,761	$ 1,155,761
Support Staff for Administration *(e.g., secretarial)*	$ 435,165	$ 435,165	$ 435,165
Fringe Benefits *(total for all groups)*	$ 1,280,106	$ 1,345,113	$ 1,412,368
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$ 5,547,129	$ 5,612,136	$ 5,679,391
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 – Reassigned or Existing	0	0	0
Start-up Costs – One-Time Expenses			
Library/learning resources			

	Current	First FY (New)	Second FY (New)	Third FY (New)
Equipment/Technology				
Physical Facilities: Construction or Renovation				
Other				
Total Start-up Costs		0	0	0
Operating Costs – Recurring Expenses*				
Supplies/Expenses		$ 7,566	$ 7,944	$ 8,341
Library/learning resources				
Equipment/Technology		$ 7,566	$ 7,944	$ 8,341
Travel				
Other				
Total Operating Costs		$ 15,132	$ 15,888	$ 16,682
GRAND TOTAL COSTS		$ 5,562,261	$ 5,628,024	$ 5,696,073

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	$ 4,830,990	$ 5,473,590	$ 6,884,790	$ 9,167,490
Student Fees	$ 42,828	$ 40,686	$ 40,686	$ 40,686
Other Sources				
GRAND TOTAL FUNDING	$ 4,873,818	$ 5,514,276	$ 6,925,476	$ 9,208,176
Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		($ 47,985)	+ $ 1,297,452	+ $3,512,103

Explanation: No new costs are expected as the proposed program is replacing an existing program using existing equipment and instructional materials and technology.

IX. **Expenditures and Revenue Explanations**

A. Expenditures

Personnel Expenditures:
Personnel expenditures reflect existing personnel whose salaries are currently paid for by existing tuition and state funds. We do not expect any new hires to start these degree programs. It is possible that we will need to add additional positions if growth continues, but we do not anticipate additions related to these degree programs over the first three years of implementation. We have included a 5% increase each year for fringe as these costs continue to rise. We have not included salary increases as those have not occurred recently.

Start-up costs:
No start-up costs are anticipated as these degree programs will utilize existing equipment, spaces, and other infrastructure in place for our other biology-related degree programs. With growth, there may be additional infrastructure needs in future years, but not likely during the first three years.

Recurring Operating Expenses:
We have included OOE costs divided evenly between the supplies/expenses category and the equipment/ technology category as the types of supplies and equipment purchased each year will vary depending on instructor needs and wear and tear on equipment. We have budgeted to assume a 5% increase in these costs each year as supply prices typically increase each year.

B. Funding Sources:
We have started with $5,605,089 in tuition/state funds as we are currently budgeted to cover these expenses for the existing degree programs that our proposed programs will replace. Additionally, we have included the student lab fees collected as a flat fee for each lab course. We have included increases in Tuition/State Funds each year to reflect the projected growth in students and semester credit hours (10%).

X. References

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New Program Proposal: Program Summary
University of Kansas
Bachelor of Science and Bachelor of General Studies in
American Sign Language and Deaf Studies

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. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.   *April 29, 2019*

I. General Information

A. Institution

University of Kansas

B. Program Identification

Degree Level: Baccalaureate Program
Program Title: American Sign Language and Deaf Studies
Degree to be Offered: Bachelor of Arts and
                                    Bachelor of General Studies
Responsible Department or Unit: Languages, Literatures, and Cultures (CLAS)
CIP Code: 16.1601
Proposed Implementation Date: Fall 2019

Total Number of Semester Credit Hours for the Degree: 120

II. Justification

The School of Language, Literatures, and Cultures within the College of Liberal Arts and Science and the KU Edwards Campus propose the development of the Bachelor of Arts and Bachelor of General Studies Degrees in American Sign Language (ASL) and Deaf Studies.

In the United States, ASL is the most common language utilized by the Deaf community, the third most-used language in the United States, and the language of approximately 500,000 people in the US and Canada (Start ASL). ASL, a language completely separate and distinct from English, employs signs made by moving the hands combined with facial expressions and postures of the body. ASL is a complete, grammatically complex language; it contains all the fundamental features of language—it has its own rules for pronunciation, word order, and complex grammar.

ASL abilities are recognized beyond the Deaf community, as well. Benefits of ASL knowledge include increasing job proficiency; possessing a bankable skill and, thereby, heightening marketability in the job market; boosting cognition, creative thinking, and hand-eye coordination; and improving communication skills, especially listening skills (Racoma).

These baccalaureate degrees focus on the development and use of ASL, as well as on the identification of and the unity with other people who are members of the Deaf community. The community may include hearing family members and associates of deaf people, sign-language interpreters, and others who identify or wish to identify with Deaf culture. It does not automatically include all people who are deaf or hard-of-hearing.

This baccalaureate program is designed not only for new-starts, but also for students who:

- can transfer in credit (for example, an AA degree with a focus on ASL from Johnson County Community College); and/or
- show evidenced learning by having completed ASL I-IV (the first four, sequenced, standardized courses in the ASL program).

The difference between the Bachelor of Arts degree and the Bachelor of General Studies degree lies in the required courses. Unlike the BGS, the BA requires a quantitative course after college algebra, a lab experience, and six hours of English composition. However, the BGS requires a minor, while the BA does not; moreover, for this program, both degrees allow enough flexibility that students will be able to pursue a minor and/or a variety of ASL electives. The BGS is designed for students wishing to have a wider breadth of knowledge or additional specialization beyond their major requirements.

III. Program Demand: Market Analysis

According to data reported at Gallaudet University's 2017 Signed Language Interpretation and Translation Symposium, there are only 140 interpreter education programs in the U.S. (100 Associate of Arts programs, 33 baccalaureate programs, 6 master's programs, and 1 doctoral program) (Gallaudet). Of these 140 interpreter training offerings, one is in the State of Kansas – at Johnson County Community College, our partner in developing these new baccalaureate degree programs. Because the National Registry for the Deaf now requires a minimum of a bachelor's degree to allow students to sit for the credentialing exam, Johnson County Community College has chosen to close its interpreter training program and, through collaboration with KU, develop an Associate of Arts-oriented curriculum pathway that will lead directly to either of these new baccalaureate degrees in ASL and Deaf Studies.

Johnson County Community College is averaging 25 students in each of their 13 ASL course offerings each year. This enrollment, paired with the ASL courses at KU Lawrence (consistently averaging 45 students), highlights the need for a bachelor's degree in this area. In addition, this degree also aims to serve students of all ability levels, including those who are heritage and/or fluent users of American Sign Language.

Nationally, there were approximately 60,000 students enrolled in ASL language classes in 2002, according to statistics from the Bureau of Labor (BLS, 2018). In contrast, in 2013, enrollment in ASL courses had jumped to about 110,000 students. This 80% increase in ASL course enrollment showed the second largest increase for any language that the Bureau of Labor examined during this period (DATA USA, 2018; JobsEQ, 2018). With this significant growth in interest in studying ASL, KU, with its proven reputation for foreign language instruction, will benefit.

Regionally, a nearby ASL undergraduate program is at the small, private William Woods University in Fulton, MO. On a national level, few research universities offer an undergraduate ASL program.   These include University of Rochester, Northeastern University, University of Iowa, Boise State University, University of Houston, Kent State University, Purdue, and Idaho State University (Vasudevan, 2018; ITRS, 2017).

KU has the means to become a national competitor for ASL Language and Interpreting training; our goal is to soon be listed as one of the top programs in this educational domain.

Finally, this program is designed as an interdisciplinary program within the University of Kansas by relying on the academic strengths in our Cultural Studies and Social Sciences departments. This interdisciplinary approach allows students to pull from a broad range of disciplines, such as psychology, linguistics, anthropology, sociology, languages, and literature.

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

Year	Headcount				Sem Credit Hrs	
	Full-Time		Part-Time		Full-Time	Part-Time
	BA	BGS	BA	BGS		
Implementation	6	2	2	1	240	36
Year 2	9	3	4	2	360	72
Year 3	14	6	5	3	600	96

V. Employment

Nationally, there are over a half-million people who have received American Sign Language training and are employed across a range of occupations (U.S. Bureau of Labor, 2015). The most common places of employment are in the educational sector (primary education, secondary, and post-secondary education), hospitals, the legal profession, and service occupations.

The need for ASL is great and increasing. According to the Census Bureau, the number of individuals who are experiencing significant hearing loss (enough to be classified as having a hearing disability) is going up each year by about 1-3%. The Survey of Income and Program Participation (SIPP) estimates that about 1 in 20 Americans are currently deaf or hard of hearing, or in round numbers, nearly 10,000,000 persons are hard of hearing and close to 1,000,000 are functionally deaf. This growing demand, paired with the interdisciplinary nature of the degree designed for greater job marketability, will allow KU Students to combine their ASL mastery with other in-demand disciplines, such as education, nursing, social welfare, social justice, psychology, or business.

VI. Admission and Curriculum

A. Admission Criteria

The following criteria will be used to determine admissions into the program.
1. These programs will follow the policies governing admission to undergraduate study at KU;
   a. 3.25 GPA and 21+ ACT; or
   b. 3.00 GPA and ACT of 24+
2. Majors must complete courses to gain fourth semester ASL language proficiency, or an equivalent placement, as demonstrated through a language proficiency exam administered by the department.

B. Curriculum

SCH = Semester Credit Hours

Year 1 Fall Semester

Course #	Course Name	BA SCH	BGS SCH
SPED tbd	Elementary American Sign Language I	3	3
ASLD tbd	Introduction to the Deaf Community	3	3
ENGL 101	Composition I	3	3
KU Core Goal	Critical Thinking and Quantitative Literacy	3	3
KU Core Goal	Communication	3	3
TOTAL		**15**	**15**

Year 1 Spring Semester

Course #	Course Name	BA SCH	BGS SCH
SPED tbd	Elementary American Sign Language II	3	3
ENGL 102	Critical Reading and Writing	3	3
KU Core Goal	Social Science	3	3
KU Core Goal	Humanities	3	3
Elective Course	Elective Course – BA only	3	
Elective or Minor	Elective or Minor Course -- BGS only		3
TOTAL		**15**	**15**

Year 2 Fall Semester

Course #	Course Name	BA SCH	BGS SCH
SPED tbd	Intermediate American Sign Language I	3	3
ASLD tbd	Fingerspelling I	2	2
KU Core Goal	Natural Science with Lab	4	4
MATH 101	College Algebra	3	3
KU Core Goal	Culture and Diversity	3	3
TOTAL		**15**	**15**

Year 2 Spring Semester

Course #	Course Name	BA SCH	BGS SCH
SPED tbd	Intermediate American Sign Language II	3	3
LING S	Intro to American Sign Language Linguistics	3	3
ENGL H	American Sign Language Literature	3	3
KU Core Goal	Culture and Diversity	3	3
KU BA	Quantitative Reasoning Second – BA only	3	
Elective Course	Elective Course – BGS only		3
TOTAL		**15**	**15**

Year 3 Fall Semester

Course #	Course Name	BA SCH	BGS SCH
KU Core Goal	Social Responsibility and Ethics	3	3
ASLD	Major Course Track 1	3	3
ASLD	Major Course Track 1	3	3
ASLD	Major Course Track 2	3	3
Elective Course	Elective Course – BA only	3	
Minor Course	Minor Course – BGS only		3
TOTAL		**15**	**15**

Year 3 Spring Semester

Course #	Course Name	BA SCH	BGS SCH
ASLD	Major Course Track 1	3	3
ASLD	Major Course Track 2	3	3
ASLD	Major Course Track 2	3	3
Elective Courses	Elective Courses – BA only	6	
Minor Courses	Minor Courses – BGS only		6
TOTAL		**15**	**15**

Year 4 Fall Semester

Course #	Course Name	BA SCH	BGS SCH
ASLD	Major Course Track 1	3	3
ASLD	Major Course Track 2	3	3
ASLD	Major Course Track 2	3	3
Elective Courses	Elective Course – BA only	6	
Minor Courses	Minor Courses – BGS only		6
TOTAL		**15**	**15**

Year 4 Spring Semester

Course #	Course Name	BA SCH	BGS SCH
KU Core Goal	Integration and Creativity	3	3
ASLD	Major Course Track 1	3	3
ASLD	Major Course Track 2	3	3
Elective Courses	Elective Course – BA only	6	
Minor Course	Minor Course – BGS only		3
Career Prep	Career Preparation Course		3
TOTAL		**15**	**15**

Degree Totals………………………………………………………………… 120   120

Note:
- Students must complete two of four academic tracks in: Deaf Studies and Social Justice; Advanced ASL; Introduction to Interpreting; or Professional Interpreting.
- Students are encouraged to utilize elective options to pursue a minor including: Business, Psychology, Public Administration, Sociology, or Healthcare Management.

American Sign Langauge and Deaf Studies Track Options

Deaf Studies and Social Justice Track *(15 sch)*
Required:
- ASLD 311 Introduction to Deaf Studies *(3 sch)*
- ASLD 312 Intersectionality and Deaf Communities *(3 sch)*
- ASLD 313 Social Justice and Allyship with Deaf Communities *(3 sch)*

Two Electives:
- ASLD 414 History of Deaf Education *(3 sch)*
- ASLD 428 Special Topics in Deaf Studies *(3 sch)*
- ASLD 488 Internship in American Sign Language and Deaf Studies *(3 sch)*
- ASLD 489 Research Experience in American Sign Language and Deaf Studies *(3 sch)*
- ANTH/LING 320 Language in Culture and Society *(3 sch)*
- LING 343 Bilingualism *(3 sch)*
- LING 435 Psycholinguistics I *(3 sch)*

Advanced ASL Track *(15 sch)*
Required:
- ASLD 505 American Sign Language V (ASL V) *(3 sch)*
- ASLD 506 American Sign Language VI (ASL VI) *(3 sch)*
- ASLD 520 American Sign Language Linguistics *(3 sch)*
- ASLD 521 Discourse Analysis of ASL *(3 sch)*

One Elective:
- ASLD 523 ASL Pragmatics and Syntax *(3 sch)*
- ASLD 524 Visual-Gestural Communication *(3 sch)*
- ASLD 530 American Sign Language Literature *(3 sch)*
- ASLD 631 Advanced American Sign Language Literature *(3 sch)*
- ASLD 626 Topics in ASL Vocabulary and Discourse *(3 sch)*

Becoming an Interpreter Track *(12 sch)*
Required:
- ASLD 501 Introduction to the Interpreting Profession *(3 sch)*
- ASLD 502 Theories of Interpreting: Co-Constructions of Meaning *(3 sch)*
- ASLD 503 Interpreting: Mediated Interactions in Communications *(3 sch)*

One Elective:
- ASLD 509 Ethics & Professionalization for Interpreters *(3 sch)*
- ASLD 510 Psychological Effects of Interpreting *(3 sch)*
- ASLD 508 Interpreting: Diverse Communities *(3 sch)*
- ASLD 604 Interpreting: ASL to English *(3 sch)*
- ASLD 605 Interpreting: English to ASL *(3 sch)*

Professional Interpreting Track *(18 sch)*
Required:
- ASLD 502 Theories of Interpreting: Co-Constructions of Meaning *(3 sch)*
- ASLD 509 Ethics & Professionalization for Interpreters *(3 sch)*
- ASLD 510 Psychological Effects of Interpreting *(3 sch)*

Three electives:
- ASLD 503 Interpreting: Mediated Interactions in Communications *(3 sch)*
- ASLD 604 Interpreting: ASL to English *(3 sch)*
- ASLD 605 Interpreting: English to ASL *(3 sch)*
- ASLD 508 Interpreting: Diverse Communities *(3 sch)*
- ASLD 538 Topics in Interpreting *(3 sch)*
- ASLD 515 Business Practices for Interpreters *(3 sch)*
- ASLD 516 Interpreting: Dynamic Paralinguistic Demands *(3 sch)*
- LING 343 Bilingualism *(3 sch)*

VII. Core Faculty

* Indicates program director

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
* Marc Greenberg	Prof./Interim Director	PhD	Y	Languages, Literatures & Cultures	1.0
* New Hire	Director/ Prof of Practice	PhD	N	ASL/Deaf Studies	1.0
New Hire	Prof of Practice	MA/PhD	N	ASL Interpreting	1.0
New Hire	Prof of Practice	MA/PhD	N	ASL/Deaf Culture	1.0
Alison Gabriele	Professor	PhD	Y	Bilingualism	.2
Annie Tremblay	Assoc. Prof	PhD	Y	Bilingualism & Psycholinguistics	.2
Joan Sereno	Professor	PhD	Y	Psycholinguistics	.2

No graduate assistantship will be assigned to this program.

VIII. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	$ 13,000	$ 13,000	$ 13,000
Administrators *(other than instruction time)*	$ 10,000		
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)			
Fringe Benefits *(total for all groups)*	$ 5,000	$ 2,200	$ 2,300
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$ 28,000	$ 15,200	$ 15,300
Personnel – – New Positions			
Faculty	$ 128,000	$ 130,560	$ 199,761
Administrators *(other than instruction time)*	$ 32,000	$ 32,640	$ 33,292
Graduate Assistants		$ 0	$ 0
Support Staff for Administration (*e.g., secretarial*)	$ 25,000	$ 25,000	$ 25,000
Fringe Benefits *(total for all groups)*	$ 58,438	$ 60,150	$ 69,806
Other Personnel Costs	$ 0	$ 0	$ 0
Total Existing Personnel Costs – New Positions	$ 243,438	$ 248,350	$ 327,859
Start-up Costs – One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other			
Total Start-up Costs	$ 0	$ 0	$ 0

Operating Costs – Recurring Expenses			
Supplies/Expenses			
Library/learning resources	$ 10,000	$ 10,000	$ 10,000
Equipment/Technology	$ 0	$ 0	$ 0
Travel	$ 500	$ 500	$ 500
Other	$ 11,600	$ 17,200	$ 26,600
Total Operating Costs	$ 22,100	$ 27,700	$ 37,100
GRAND TOTAL COSTS	$ 293,538	$ 291,250	$ 380,259

B. FUNDING SOURCES *(projected as appropriate)*	First FY	Second FY	Third FY
Tuition / State Funds	$ 106,798	$ 173,849	$ 291,293
Student Fees	$ 53,282	$ 83,398	$ 134,363
Other Sources	$ 0	$ 0	$ 0
GRAND TOTAL FUNDING	$ 160,080	$ 257,247	$ 425,656
Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)	($ 133,458)	($ 34,003)	$ 45,397

*The program will be funded by student tuition and fees. No other sources.

IX. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel-Reassigned or Existing Positions:
The interim program director will transition responsibilities to the new ASL program director once hired. The linguistics faculty members listed currently teach courses on a rotational basis that count as elective options for two of the ASL tracks.

Personnel-New Positions:
The BA/BGS in ASL will initially hire two faculty members that will teach the courses for the BA/BGS programs to launch the program. In the third year, the program plans to hire a third faculty member to support the student demand. In addition to hiring these new faculty, an Academic Success Coach will be assigned to the program and will dedicated 50% of their time advising students for ASL. No GTA support is needed for the program.

Start-Up Costs – One-Time Expenses:
The BA/BGS program will not have any one-time start-up costs.

Operating Costs- Recurring Expenses:
All equipment, library, and supplies have been accounted for in the existing services provided to KU Edwards Students and no additional cost will be associated with the program. $10,000 has been allocated under learning resources for additional interpreting services for the program. Travel funds in the amount of $500 have been allocated to account for mileage between the KU Edwards and Lawrence Campuses, which should be limited. Other recurring expenses include $1,400 per instructor for yearly professional development and the remainder of the "other" funds are for marketing the program.

B. Funding Sources

Tuition and Student Fees:

The BA/BGS in American Sign Language and Deaf Studies will be funded through tuition dollars and student fees that are generated from both the BA and MA programs. No external sources will be used. ASL students will be charged the standard KU Undergraduate tuition and then will be charged Edwards Campus and Course fees as it is offered out of the Edwards Campus. The Edwards Campus fee is $66 per credit hour and the course fee is $50.55 per credit hour. These are standard fees for all courses offed at the Edwards Campus.

X. References

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New Program Proposal: Program Summary
University of Kansas
Master of Arts in Leadership in Diversity and Inclusion

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. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval. *April 29, 2019*

I. General Information

A. Institution: University of Kansas

B. Program Identification
Degree Level: Master's Program
Program Title: Leadership in Diversity and Inclusion
Degree to be Offered: Master of Arts
Responsible Department or Unit: College of Liberal Arts and Sciences
Modality: Hybrid (both Face-to-Face and Online)
CIP Code: 30.2301
Proposed Implementation Date: June 2019

Total Number of Semester Credit Hours for the Degree: 30

II. Justification

Existing graduate-level leadership programs within the state of Kansas, the Big 12 Conference, and peer institutions in surrounding states are housed in professional schools of Education, Business, and Agriculture; as such, these programs are designed to prepare students for management work within distinct fields. There are no graduate degrees in Kansas with a focus on social diversity, equity, and inclusion.

This degree utilizes a framework of research-based leadership theory that invites students from a variety of disciplines, professions, and academic perspectives to explore the experiences of US racial/ethnic minorities and US marginalized populations.

Furthermore, leadership in diversity and inclusion promotes effective communication and resourceful problem solving; enhances self-awareness; expands the knowledge base; supports collaborative learning; encourages broader, more open-minded perspectives; fosters innovative thinking; and lays the foundation for improved corporate morale and increased productivity. This proposed Master's in Leadership in Diversity and Inclusion program addresses these foundational pillars through a flexible, interdisciplinary alternative to field-specific (i.e., education, business, and agriculture) leadership/management training programs.

Results from the 2016-17 Rankin and Associates Campus Climate study at the University of Kansas found students, staff, and faculty perceived a need for established opportunities and initiatives that increase knowledge and skills in diversity and inclusion. In response, the university units enhanced initiatives within their strategic plans to address personal, professional, and systemic needs for developing knowledge, awareness, and communication skills in diversity and inclusion. The proposed MA degree represents a step in this process, standing as a tangible example of KU's commitment to diversity and inclusion.

III. Program Demand: Market Analysis

Interdisciplinary, theoretically-focused, and research-based programs in leadership meet the burgeoning demand for generalizable leadership skill education that extends beyond typical "management" approaches to

the subject. Employers repeatedly cite complex problem solving, emotional intelligence, coordinating with others, creativity, and cognitive flexibility as the top leadership skills in demand by 2020 (Jolly). Additionally, the deep uncertainty created by shifts in longstanding geopolitical alliances, rapid technological advances, and increasing globalization create opportunities for innovation among those prepared to navigate the ambiguity (Kharas and McArthur).

The need for credentialed individuals available to competently address issues of diversity, equity, and inclusion in a variety of systems, including places of work, schools, communities, non-profits, and civic organizations is undeniable. At its core, "diversity" is good for business (Carpenter). From the expansion of perspectives, to employee morale and retention, to positive public relations, companies are beginning to view diversity and inclusion as an investment to be made from the top down rather than relying on employees from underrepresented groups to identify and initiate change. CNN reports an almost 20% increase in postings for diversity and inclusion positions between 2017 and 2018 (Carpenter 2). Tightening of the labor market has placed increasing visibility on factors (such as workplace culture and retention of diverse talent), and employers are responding. Diversity and inclusion postings hit a historical high in early 2017 (Culbertson).

In high demand are professionals who are not only prepared to design, deliver, and assess diversity and inclusion-themed practices, but who also demonstrate leadership skills that allow them to navigate challenging systemic cultures, work across a variety of stakeholders, and strategically deploy innovative initiatives. *CNN Money* reports that this new corps of diversity and inclusion professionals will be called upon to "remake the culture of the company, not just the look of its workforce" (Carpenter). This skillset includes: an understanding of how systems grow, evolve, and thrive; effective communication skills; strong diagnostic and assessment abilities; cognitive and emotional flexibility; and a high tolerance for ambiguity.

As more job seekers recognize the growing demand, industry forecasts predict a steady increase in individuals seeking this suite of skills following the 8% rise as of January 2018 (Culbertson). The market is not limited to new hires, however. More and more, mid-level professionals recognize that diversity and inclusion skills are a pathway to career advancement as responsibility for diversity initiatives move from the human resources office to the executive level, in both the corporate sector and higher education (Worthington, et al.).

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

Year	Headcount		Sem Credit Hrs	
	Full-Time	Part-Time	Full-Time	Part-Time
Implementation	6	6	108	54
Year 2	18	18	432	216
Year 3	24	30	756	432

V. Employment

The hybrid and interdisciplinary nature of this program would draw a diverse pool of applicants, attracting both recent graduates and mid-career professionals. As indicated in both the Justification and Market Analysis, diversity and inclusion are applicable across professional contexts and have come to be in high demand in the business and academic communities.

Job postings for careers focused on diversity and/or inclusion have increased by 35% since 2014, with the most dramatic increase (18%) occurring from 2017 to 2018 (Culbertson). Further, among the fastest growing occupations in 2018 there was an increased demand for individuals proficient in "area, ethnic, and cultural studies," as well as in training and development (BLS).

For employability, this proposed program is intended to:
a) provide graduates with an employer-demand skillset that augments technical/professional skills across a variety of fields; and
b) increase graduates' career options, internal advancement opportunities, and competitiveness for wage premiums associated with higher educational levels.

KU's proximity to Topeka and to the Kansas City metro area provides an appropriate hiring pool for this degree. The Economic Development Corporation of Kansas City points to the strong pool of educated talent emanating from the health (35,717 jobs), federal (23,174 jobs), financial (17,075 jobs) and engineering (8,915) service sectors; new companies are opting to locate regional or national headquarters in the area, as well. Nationally recognized brands, including Cerner Corporation, Hallmark Cards, FedEx, H&R Block, Blue Cross/Blue Shield, American Century Investments, Bank of America, and Citi Corporation maintain significant executive-level footprints across the metro. Currently, Indeed, the popular job search website, has posted 35,940 jobs that require diversity leadership. Locally, companies currently hiring diversity leaders include Honeywell, UnitedHealth, Traders Insurance, Mid-American Regional Council, Kiewit Corporation, KCK Public Schools, Rockhurst University, Bank of America, and over two-hundred more (Indeed).

VI. Admission and Curriculum

A. Admission Criteria

A bachelor's degree (with 3.0 cumulative GPA minimum) is required for consideration as a fully admitted graduate student in this program.
Applications are also evaluated on the following documents:
1. A statement of purpose that demonstrates an interest in Leadership and/or Diversity and Inclusion Studies, relevant experience, and intellectual or professional goals;
2. Official transcripts of all previous academic work;
3. Three academic and/or professional letters of recommendation from persons familiar with the applicant's work.

B. Curriculum

This 30 semester-credit-hour, Master's level program is structured to provide students with both a strong, consistent foundation as well as with multiple options to better meet the academic and career goals of individual students.

Students who do not meet the admission criteria as outlined above may be admitted on a provisional status, dependent upon individual review of admission records. Those students are required to take an introductory course (Introduction to Graduate Studies in Leadership in Diversity and Inclusion) which will focus not only on content but also on communication skill levels.

Students who do meet admission criteria are considered *fully admitted students* and, along with the provisional students, enroll in Professionalization Seminar in Leadership in Diversity and Inclusion for the first summer session.

The opportunity to pursue a specific concentration, or "Pathway," begins in the fall semester of the first year. Students select one of three curricular pathways for focused study: Race and Ethnicity; Women, Gender, and Sexuality; or U.S. Social Differences.

SCH = Semester Credit Hours

Year 1 Summer Semester   **SCH….3 - 6**

Course #	Course Name	SCH
LDST 700	Introduction to Graduate Studies in Leadership in Diversity and Inclusion … *this course is for provisionally admitted students only*	(3)
LDST 705	Professionalization Seminar in Leadership in Diversity and Inclusion … *this course and all courses that follow are for both provisionally admitted students and fully admitted students*	3

Year 1 Fall Semester SCH…6

Course #	Course Name	SCH
Pathway Course*	Student Selects from Options	3
Pathway Course*	Student Selects from Options	3

Year 1 Spring Semester SCH…9

Course #	Course Name	SCH
LDST 710 (online)	History and Theory of Leadership Studies	3
Pathway Course*	Student Selects from Options	3
Pathway Course*	Student Selects from Options	3

Year 2 Fall Semester SCH...6

Course #	Course Name	SCH
LDST 720 (online)	Leadership Ethics	3
LDST 730 (online)	Managing the Work of Leadership	3

Year 2 Spring Semester SCH...6

Course #	Course Name	SCH
LDST 740 (online)	Leadership and Power	3
LDST 850 (online)	Capstone in Leadership in Diversity and Inclusion	3

*Pathway Course Options for Race and Ethnicity

Course #	Course Name	SCH
AAAS 511	The Civil Rights Movement	3
AAAS 560	Race, Gender, and Post-Colonial Discourses	3
AAAS 811	The Civil Rights Movement	3
AAAS 611	History of the Black Power Movement	3
AAAS 812	The Black Power Movement	3
AMS 536	Ethnicity in the United States	3
AMS 550	Research Seminar	3
AMS 650	Jazz and American Culture	3
AMS 694	Directed Readings	3
C&T 807	Multicultural Education	3
ELPS 830	Foundations of Multicultural Education	3
THR 914	Theories of Race and Performance	3

*Pathway Course Options for Women, Gender, and Sexuality

Course #	Course Name	SCH
AAAS 560	Race, Gender, and Post-Colonial Discourses	3
WGSS 521	Women and Violence	3
WGSS/POLS 562	Women and Politics	3
WGSS 563	Gender, Sexuality, and the Law	3
WGSS/AAAS/AMS 565	Gender, Culture, and Migration	3
WGSS 583	Love, Sex, and Globalization	3
WGSS/POLS 600	Contemporary Feminist Political Theory	3
WGSS/PSYC 689	Conceptual Issues in Human Sexuality	3
WGSS 701	Seminar	3

WGSS 800	History of Women, Gender, and Sexuality Studies	3
WGSS 801	Feminist Theory	3
WGSS 802	Feminist Methodologies	3

*Pathway Course Options for U.S. Social Differences

Course #	Course Name	SCH
AAAS 501	Regional History	3
AAAS 811	The Civil Rights Movement	3
AAAS 812	The Black Power Movement	3
AMS 510	History of American Women – Colonial Times to 1870	3
AMS 511	History of American Women – 1870 to Present	3
AMS 555	Advanced Topics in American Literature Since 1865	3
AMS 650	Jazz and American Culture	3
AMS 649	Directed Readings	3
AMS 696	Studies in Social Differences	3
AMS 802	Theorizing America	3
AMS 808	Studies in Social Differences	3
C&T 807	Multicultural Education	3
ELPS 830	Foundations of Multicultural Education	3

VII. Core Faculty

FTE refers to *Full Time Equivalent* to this program (1.0 = full time)

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Banwart, Mary	Assoc. Prof.	PhD	Y	Communication & Leadership	.25
Leyerzapf, Amy	Lecturer	PhD	Y	Communication & Leadership	.25
Mizumura-Pence, Ray	Assoc. Teach Prof.	PhD	Y	American Studies	.25
Pennington, Dorthy	Assoc. Prof.	PhD	Y	Communication Studies	.25
Syrett, Nicholas	Professor	PhD	Y	Women, Gender, & Sexuality Studies	.25
Hamer, Jennifer	Professor	PhD	Y	African/African-American Studies	.25
Hodges-Persley, Nicole	Assoc. Prof.	PhD	Y	Theatre	.25
Lang, Clarence	Professor	PhD	Y	African/African-American Studies	.25
Tucker, Sherrie	Professor	PhD	Y	American Studies	.25
Warrior, Robert	Professor	PhD	Y	American Studies/English	.25

Number of graduate assistantships who will be assigned to the program: 0

VIII. Expenditure and Revenue

Explanations are included in the Expenditures and Funding Sources Explanation

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	$ 28,188	$ 63,505	$ 87,067
Administrators *(other than instruction time)*	$ 4,684	$ 4,824	$ 4,969
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)	$ 4,010	$ 4,082	$ 5,438
Fringe Benefits *(total for all groups)*	$ 14,675	$ 31,202	$ 41,042
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$ 51,557	$ 103,613	$ 138,516
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 New Personnel Costs -- New Positions	0	0	0
Start-up Costs – One-Time Expenses			
Library/learning resources			
Equipment			
Physical Facilities: Construction or Renovation			
Other	$ 8,000		
Total Start-up Costs	$ 8,000		
Operating Costs – Recurring Expenses			
Supplies/Expenses			
Library/learning resources			
Equipment			
Travel			
Other	$ 500	$ 750	$ 1,000
Total Operating Costs	$ 500	$ 750	$ 1,000
GRAND TOTAL COSTS	$ 60,057	$ 104,363	$ 139,516

B. FUNDING SOURCES* *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
		$ 121,434	$ 321,434	$ 384,426
Tuition / State Funds		$ 11,591	$ 35,119	$ 47,293
Student Fees				
Other Sources	$ 8,000			
GRAND TOTAL FUNDING	$ 8,000	$ 133,025	$ 356,553	$ 431,719
Projected Surplus/Deficit (+/-) (Grand Total FUNDING *minus* Grand Total Costs)		+ $ 72,968	+ $ 252,190	+ $ 292,203

IX. Expenditures and Revenue Explanations

Personnel Expenditures:

The proposed program requires no new faculty, administrative, or support staff hires.

Faculty – the proposed program utilizes a significant number of courses that are being taught on load by faculty in existing graduate degree programs in African and African American Studies, American Studies, Curriculum and Teaching, Educational Leadership and Policy Studies, Leadership Studies, Political Science, Psychology, Theater, and Women, Gender, and Sexuality Studies, significantly reducing the impact of faculty salary/benefits on the operating budget. Dollar amount here indicates amount of salary/fringe time prorated to this program.

Administrators – the proposed program will utilize 10% of the efforts of one administrator's (current administrative appointment is .5FTE) appointment in the Implementation year, as well as FY2 and FY3. Support Staff – the proposed program will utilize 10% of one administrative associate for the Implementation year, as well as in FY 2 and FY 3.

Start-up costs:

The proposed program's start-up costs include $8,000 in course development support, provided by the College of Liberal Arts and Sciences, for LDST 700 and LDST 850.

The program will utilize existing campus spaces, equipment, and resources, significantly reducing the impact of start-up costs on the operating budget. Close to 50% of the courses will be taught online, further reducing the need for brick-and-mortar instructional space and associated equipment, upkeep, and resources.

Recurring Operating Expenses:

Allocations of $500, $750, and $1000 for the first three years, respectively, provide for marketing, instructional supplies, office supplies, incidental expenses, and postage.

Funding Sources:

The tuition and fee structure will be sufficient to adequately fund the program. Projections are based on 50% residential and 50% non-residential tuition and include a 1% annual increase.

Implementation year:	Total tuition + student fees = $133,025.40
Year 2:	Total tuition + student fees = $356,553.84
Year 3:	Total tuition + student fees = $431,719.44

Projected Surplus

Implementation Year: **$72,698**= $133,025 (grand total funding) - $60,057 (grand total costs)
Year 2: **$252,190** = $356,553 (grand total funding) - $104,363 (grand total costs)
Year 3: **$292,203** = $431,719 (grand total funding) - $139,516 (grand total costs)

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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 submitted an application for approval of a Master of Social Work degree and the proposing academic unit has responded to all of the requirements of the program approval process. The Council of Presidents recommend approval of the program with one abstention and the Council of Chief Academic Officers recommended approval with one dissenting vote. In 2012, KU responded to a call to develop a MSW program that could train MSWs to serve the needs of Western Kansas, and in cooperation with FHSU currently offers such a program. KU supports each state university's development of programs that serve the needs of their community; however, has concerns that the region cannot sustain two MSW programs. Given the concerns expressed on this program and also on KSU's Physician Assistant Studies program, Board staff is working with the Chief Academic Officers to develop a mechanism to earlier notify institutions of degree programs in development. This earlier notification will allow institutions more time to discuss issues of concern.

April 29, 2019

I. General Information

A. Institution

Fort Hays State University

B. Program Identification

Degree Level:	Master's Program
Program Title:	Master of Social Work
Degree to be Offered:	Master of Social Work (MSW)
Responsible Department or Unit:	Department of Social Work
CIP Code:	51.1503
Proposed Implementation Date:	Fall 2020

Total Number of Semester Credit Hours for Regular Degree:	64
Total Number of Semester Credit Hours for Advanced Standing Degree:	34

II. Justification

This justification will discuss two social work licensures:
- the Licensed Master Social Worker (LMSW) and
- the higher-level Licensed Specialist Clinical Social Worker (LSCSW).

A Master of Social Work (MSW) program at Fort Hays State University will provide a cost-effective solution to the demand for social workers in western Kansas and improve access to health and mental health care for residents in the western portion of the state. The need for social workers is evident in several occupational settings, including child and family welfare offices, substance abuse centers, palliative care and hospice facilities, mental health treatment centers, and hospitals.

As the primary provider of the Bachelor of Social Welfare education in western Kansas, numerous individuals and entities have requested that FHSU develop a master's level program to fill the need for

occupations that require this degree.[1] Notably, FHSU has a tradition of educating social workers at cohort locations which results in the practitioners staying rooted to the areas of greatest need.

With an MSW degree, one is qualified to pursue licensure as a Licensed Master Social Worker (LMSW) or as a Licensed Specialist Clinical Social Worker (LSCSW). A major distinction between the two is that the LMSW professional may only practice social work under the supervision of a LSCSW. To become an LMSW, an individual must have a MSW degree from an accredited program, pass qualifying tests, and merit the public trust.

Holding a Specialist Clinical Social Worker License (LSCSW), unlike the LMSW, affords one the opportunity to practice social work independently. To become an LSCSW, one must first obtain an MSW with specific clinical coursework, perform field experiences in a psychotherapy setting, practice under an LSCSW for 4000 hours, and pass all qualifying exams. LSCSWs are of particular importance because they can practice independently and are fully reimbursable by Medicare. The Kansas Behavioral Sciences Regulatory Board (KSBSRB) is the body responsible for licensing all behavioral sciences.

The FHSU MSW program is designed to qualify graduates for both licensures (LMSW and LSCSW) through two distinct degree pathways:
1. The first pathway would be a typical four-semesters consisting of 64 semester credit hours. This option would be available to students with a bachelor's degree from an accredited institution in social work or related field.
2. The second pathway would be a three-semester, advanced standing option consisting of 38 semester credits; this option would be available to Bachelor of Social Welfare graduates who can document academic and field competency from their BSW program. This option would operate across a summer and two regular semesters.
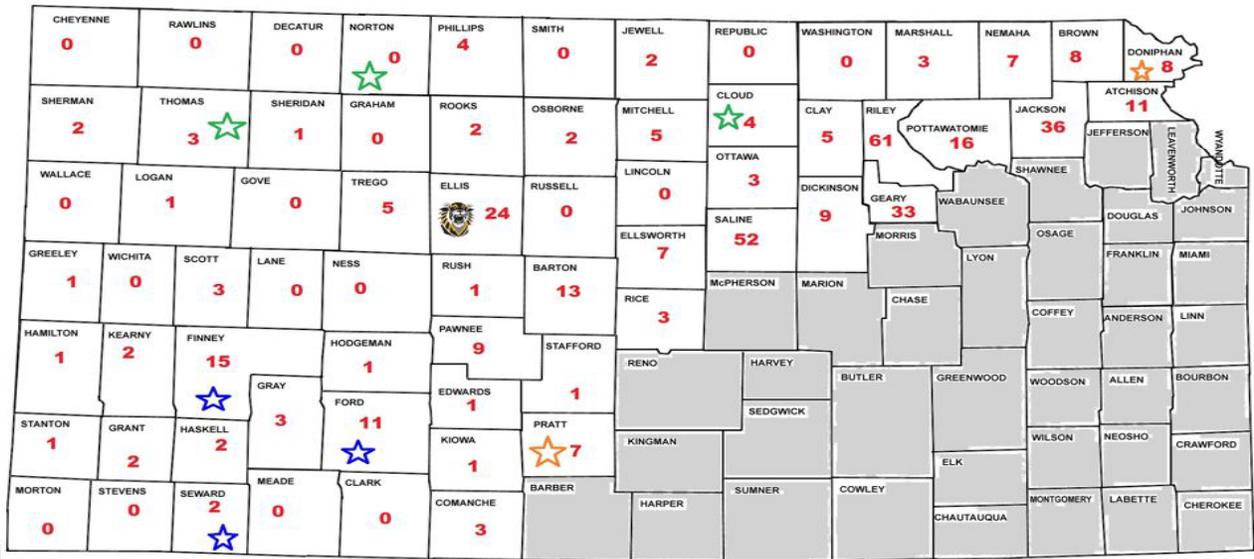
III. Program Demand

A. Survey of Student Interest

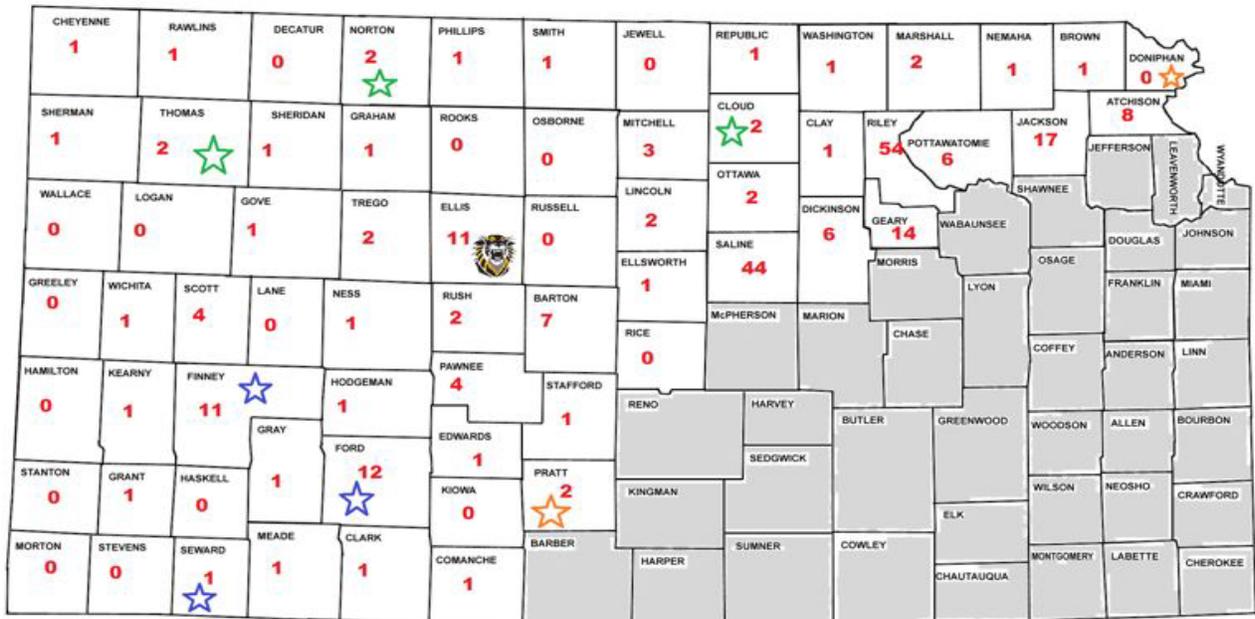|	
Number of surveys administered: ………………	__85__
Number of completed surveys returned: ……….	__85__
Percentage of students interested in program: …	__93%__

B. Market Analysis

LMSW: There is a profound need for master's level social workers in the FHSU service area. Currently there are 3856 Licensed Master Social Workers (LMSWs) in Kansas. In the FHSU service area, however, this number represents an underserved population with only 413. When the seven counties on the east-southeast edge of the FHSU service area are removed (from Saline to Atchison), this number drops to 195. In the FHSU service area, there are 19 counties without a single LMSW. An additional 19 counties have two or fewer (Allen).

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[1] Letters of support have been received from: US Representative Roger Marshall, US Senator Jerry Moran, Valley Hope, Compass Behavioral Health, Kansas Department for Children and Families, High Plains Mental Health Center, Colby Community College, Kansas Senator John Doll, Larned State Hospital, and Garden City Community College. Letters are available upon request.

Map 1 (LMSW) county values:

CHEYENNE 0, RAWLINS 0, DECATUR 0, NORTON 0, PHILLIPS 4, SMITH 0, JEWELL 2, REPUBLIC 0, WASHINGTON 0, MARSHALL 3, NEMAHA 7, BROWN 8, DONIPHAN 8, ATCHISON 11

SHERMAN 2, THOMAS 3, SHERIDAN 1, GRAHAM 0, ROOKS 2, OSBORNE 2, MITCHELL 5, CLOUD 4, CLAY 5, RILEY 61, POTTAWATOMIE 16, JACKSON 36, OTTAWA 3

WALLACE 0, LOGAN 1, GOVE 0, TREGO 5, ELLIS 24, RUSSELL 0, LINCOLN 0, DICKINSON 9, GEARY 33, SALINE 52, ELLSWORTH 7

GREELEY 1, WICHITA 0, SCOTT 3, LANE 0, NESS 0, RUSH 1, BARTON 13, RICE 3

HAMILTON 1, KEARNY 2, FINNEY 15, HODGEMAN 1, PAWNEE 9, STAFFORD 1, GRAY 3, EDWARDS 1

STANTON 1, GRANT 2, HASKELL 2, FORD 11, KIOWA 1, PRATT 7, MEADE 0, CLARK 0

MORTON 0, STEVENS 0, SEWARD 2, COMANCHE 3

Statewide LMSW Total=3,856
FHSU Service Area LMSW Total=413

LSCSW: Currently there are 2044 Licensed Specialist Clinical Social Workers (LSCSWs) in Kansas. In the FHSU service area however, this number drops to 245. Without the seven counties on the east-southeast edge of the FHSU service area (from Saline to Atchison), this number drops to 96. In the FHSU service area, there are 16 counties without a single LSCSW. An additional 33 counties have two or fewer. This is a particularly disturbing since LSCSWs are the primary providers of mental health services in Kansas and nationwide (Allen).

Map 2 (LSCSW) county values:

CHEYENNE 1, RAWLINS 1, DECATUR 0, NORTON 2, PHILLIPS 1, SMITH 1, JEWELL 0, REPUBLIC 1, WASHINGTON 1, MARSHALL 2, NEMAHA 1, BROWN 1, DONIPHAN 0, ATCHISON 8

SHERMAN 1, THOMAS 2, SHERIDAN 1, GRAHAM 1, ROOKS 0, OSBORNE 0, MITCHELL 3, CLOUD 2, CLAY 1, RILEY 54, POTTAWATOMIE 6, JACKSON 17, OTTAWA 2

WALLACE 0, LOGAN 0, GOVE 1, TREGO 2, ELLIS 11, RUSSELL 0, LINCOLN 2, DICKINSON 6, GEARY 14, SALINE 44, ELLSWORTH 1

GREELEY 0, WICHITA 1, SCOTT 4, LANE 0, NESS 1, RUSH 2, BARTON 7, RICE 0

HAMILTON 0, KEARNY 1, FINNEY 11, HODGEMAN 1, PAWNEE 4, STAFFORD 1, GRAY 1, EDWARDS 1

STANTON 0, GRANT 1, HASKELL 0, FORD 12, KIOWA 0, PRATT 2, MEADE 1, CLARK 1

MORTON 0, STEVENS 0, SEWARD 1, COMANCHE 1, BARBER 1

Statewide LSCSW Total=2,044
FHSU Service Area LSCSW Total=245

Across many variables, there is a strong case for adding a MSW program at FHSU. There is a demonstrable need for MSW practitioners in the FHSU service area. MSW practitioners have the benefit of being able to provide more specialized and a wider array of services to Kansans. FHSU is the most accessible and affordable institution available to Kansans in its service area and would be the logical location for a MSW program to address shortages of social workers. Seventy-one out of the 85 students surveyed for the MSW proposal indicate cost as one of the most important factors in obtaining their MSW.

Furthermore, FHSU has demonstrated success in educating social workers in the rural areas of Kansas through the cohort education model. These programs show great success in increasing the number of practitioners in the areas of greatest need. Students who are established and committed to the community can complete the degree and maintain their roots in the community.

In addition to the Hays campus, FHSU currently operates three additional locations (Garden City, Dodge City, and Liberal). The Garden City cohort program has graduated three cohorts for a total of 30 Bachelor of Social Welfare (BSW) students. These students now make up over half of the Licensed Bachelors Social Workers (LBSWs) in Finney county. There are 14 students in the Dodge City cohort who will graduate in 2019. This one graduating class will more than double the number of LBSWs currently in Ford County. The Liberal cohort began this year with 10 students. This one graduating class will nearly triple the number of LBSWs in Seward County. With the lack of MSW and higher-level practitioners in the FHSU service area, a similar approach will be taken with MSW education to help fill the large gaps evident in the workforce.

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

Year	Headcount		Sem Credit Hrs	
	Full-Time	Part-Time	Full-Time	Part-Time
Implementation *	20	0	760	0
Year 2 **	35	0	1210-1270 ^	0
Year 3 ***	40	0	1400	0

Implementation: Advanced Standing only
**Year two: 20 Regular and 15 Advanced Standing
^ Depending if students take 3 sch summer optional elective
***Year three: 20 Regular and 20 Advanced Standing

V. Employment

The demand for social workers in Kansas and nationwide is growing much faster than the needs reflected for many other occupations. The Bureau of Labor Statistics projects that from 2016 to 2026 the need for social workers will increase by 16% overall (Occupational Outlook Handbook, 2017).

In Kansas, the Department of Labor predicts that the need for master's level social work jobs will increase an average of over 14% (Tenbrink, & Berland, 2017). Currently, as but one example, there are 1052 open social work positions in Kansas listed on the Indeed job search website; 224 of those positions specifically stipulate the requirement of a Master in Social Welfare degree and/or a Licensed Master Social Worker (LMSW) or a Licensed Specialist Clinical Social Worker (LSCSW) (Indeed, January, 2019).

VI. Admission and Curriculum for Regular and Advanced Standing Programs

Regular MSW Program

Regular Program Admission Requirements:
- A Bachelor's degree from a nationally accredited institution of higher learning with a broad foundation in the liberal arts;
- An overall GPA of 3.0 or higher;
- Submission of three references, one of whom has been in a supervisory position of the student; and
- A vocational or volunteer summary: the student's history of preparedness for graduate social work education, including reasons for choosing social work and plans to use the MSW degree once obtained.

Generalist Year: Fall Semester (Regular MSW)   (sch=semester credit hours)

SOCW 710	Social Welfare Policy and Analysis	3 sch
SOCW 720	Human Behavior I: (Micro SW Knowledge and Theory)	3 sch
SOCW 730	Generalist Social Work (SW) Practice I (Micro Skills)	4 sch
SOCW 760	Generalist Field Practicum I (240 clock hours)	6 sch
	Semester total:	16 sch

Generalist Year: Spring Semester (Regular MSW)

SOCW 740	SW Research Methods and Data Analysis	3 sch
SOCW 722	Human Behavior II: (Mezzo/Macro Knowledge and Theory)	3 sch
SOCW 732	Generalist SW Practice II (Mezzo/Macro Skills)	4 sch
SOCW 762	Generalist Field Practicum II (240 clock hours)	6 sch
	Semester total:	16 sch

Optional Summer Elective

SOCW 780	SW Supervision and Agency Management	3 sch
	Semester total:	3 sch

Advanced Year: Fall Semester (Regular and Advanced Standing MSW)

SOCW 810	Diversity and Justice in Advanced SW Practice	3 sch
SOCW 820	Assessment and Diagnosis of Mental Disorders	3 sch
SOCW 830	Advanced SW Practice I (Individual Psychotherapy)	4 sch
SOCW 860	Advanced Field Practicum I (320 clock hours)	6 sch
	Semester total:	16 sch

Advanced Year: Spring Semester (Regular and Advanced Standing MSW)

SOCW 840	Advanced SW Practice with Addictions	3 sch
SOCW 850	Integrative Seminar (Health and Behavioral Health Practice)	3 sch
SOCW 832	Advanced SW Practice II (Group and Family Psychotherapy)	4 sch
SOCW 860	Advanced Field Practicum II (320 clock hours)	6 sch
	Semester total:	16 sch

Regular MSW Program Total: 64 sch
*[Regular program with **optional** elective: 67 sch]*

Advanced Standing MSW Program

Advanced Standing Program Admission Requirements:
- A Bachelor's degree from a Council on Social Work Education (CSWE) accredited program;
- An overall GPA of 3.0 or higher and a Social Welfare GPA of 3.2 or higher;
- Submission of three references, one of whom has been the student's social work supervisor;
- The final field experience student assessment; and
- A social work summary: the student's history of preparedness for graduate social work education, including reasons for choosing social work and plans to use the MSW degree once obtained.

Advanced Standing: Summer Semester		(sch=semester credit hours)
SOCW 770	Advanced Standing Bridging Seminar	3 sch
SOCW 780	SW Supervision and Agency Management	3 sch
	Semester total:	6 sch

Advanced Year: Fall Semester (Regular and Advanced Standing MSW)		
SOCW 810	Diversity and Justice in Advanced SW Practice	3 sch
SOCW 820	Assessment and Diagnosis of Mental Disorders	3 sch
SOCW 830	Advanced SW Practice I (Individual Psychotherapy)	4 sch
SOCW 860	Advanced Field Practicum I (320 clock hours)	6 sch
	Semester total:	16 sch

Advanced Year: Spring Semester (Regular and Advanced Standing MSW)		
SOCW 840	Advanced SW Practice with Addictions	3 sch
SOCW 850	Integrative Seminar (Health and Behavioral Health Practice)	3 sch
SOCW 832	Advanced SW Practice II (Group and Family Psychotherapy)	4 sch
SOCW 860	Advanced Field Practicum II (320 clock hours)	6 sch
	Semester total:	16 sch

Advanced Standing MSW Program Total: 38 sch

VII. Core Faculty

FTE refers to *Full-Time Equivalent* to this program (1.0 = full-time)

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Tim Davis	Prof.	PhD	Y	Clinical SW and Behavioral Health	.51
Patricia Levy	Prof.	PhD	Y	Medical Social Work and Trauma	.51
Jung Hee Lee	Asst. Prof.	PhD	Y	Spirituality, Caregiving, and Policy	.75
Rhonda Weimer, Program Director	Asst. Prof.	MSW	Y	Military and Clinical Social Work	1.0
Kendal Carswell	Asst. Prof.	MSW	Y	Macro SW and Program Development	.75
Proposed new position		PhD	Y	Social Welfare	.51

Note: A Master in Social Work (MSW) is the terminal degree for social workers in Kansas. According to the Council on Social Work Education Department of Social Work Accreditation and the Educational Policy and Accreditation Standards, the master's degree in social work is recognized as the degree qualification to teach in a master's degree in social work program.

Number of graduate assistantships who will be assigned to the program: _____0_____

VIII. Expenditure and Revenue

	List Amounts in Dollars		
A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	$167,000	$167,000	$167,000
Administrators *(other than instruction time)*	$66,000	$66,000	$66,000
Graduate Assistants			
Support Staff for Administration *(e.g., secretarial)*	$16,000	$16,000	$16,000
Fringe Benefits *(total for all groups)*	$41,950	$41,950	$41,950
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$290,950	$290,950	$290,950
Personnel – New Positions			
Faculty	$65,000	$130,000	$130,000
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration *(e.g., secretarial)*			
Fringe Benefits *(total for all groups)*	$11,700	$23,400	$23,400
Other Personnel Costs			
Total New Personnel Costs -- New Positions	$76,700	$153,400	$153,400
* Start-up Costs – One-Time Expenses			
Library/learning resources			
** Equipment	$2,500	$7,000	
Physical Facilities: Construction or Renovation			
Other	$1,000	$1,000	
Total Start-up Costs	$3,500	$8,000	
Operating Costs – Recurring Expenses			
Supplies/Expenses	$6,000	$6,000	$6,000
Library/learning resources			
Equipment			
Travel	$2,000	$2,000	$2,000
Other			
Total Operating Costs	$8,000	$8,000	$8,000
GRAND TOTAL COSTS	$379,150	$460,350	$452,350

*   One-time start-up expenses will be managed through a fund controlled by the provost's office for special academic projects. These resources are allocated to one-time expenses associated with program growth or new program initiatives.

** Furniture for faculty offices and conference room

		List Amounts in Dollars		
B. FUNDING SOURCES	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$218,880	$357,120	$403,200
*** Student Fees		$3000	$5250	$6000
Other Sources				
GRAND TOTAL FUNDING	0	$221,880	$362,370	$409,200
Projected Surplus/Deficit (+/-) (Grand Total FUNDING *minus* Grand Total Costs)		($157,270)	($97,980)	($43,150)

*** This is a $150 per student/per year fee. Total is based on the project yearly numbers of 20, 35, and 40.
Note:
- Tuition and fees generated through program implementation will cover the majority of the additional costs associated with program implementation.
- FHSU is in the midst of finalizing a campus-wide strategic plan. Within the plan, there is a strategic enrollment management strand that will align resources with new programs that are approved through the strategic planning process (Strategic Growth Initiative). The new positions associated with the deployment of this program would be supported institutionally through the FHSU Strategic Growth Initiative.

IX. Expenditures and Revenue Explanations

Personnel Expenditures:

CSWE accreditation standards require a minimum of six faculty members primarily dedicated (at least 51%) to the MSW program, and four of those must hold a doctorate. Maximum faculty/student ratio cannot exceed 1:12. The BSW program standards stipulate a minimum of two faculty members primarily dedicated to the program with a maximum faculty/student ratio not to exceed 1:25. Because programs are allowed to count either total majors or only those students accepted into the program (juniors & seniors), FHSU would count the latter for greater growth potential.

The Social Work Department at FHSU currently consists of six academic positions. Launching the MSW program would require hiring two additional faculty members over the course of three years. A new position would be needed both in year one and in year two of the MSW launch. To initiate this program, four faculty members must be assigned to MSW and an additional faculty member assigned in each of the subsequent two years in order to be eligible for full accreditation. Full accreditation for both the BSW and MSW programs will require a minimum of eight full-time faculty members.

Using the proposed faculty distribution, the department would have the capacity for 112 BSW students and 48 MSW students. Currently there are approximately 85 BSW students accepted into the BSW program (juniors and seniors). Using the projections for the MSW, this distribution would accommodate the numbers of expected graduate students and leave some room for potential growth in both programs.

Start-up costs:

The Social Work program is currently housed in Albertson Hall where there is also space that can be repurposed to meet the program's needs. Furniture for two offices will be estimated at $2500 per office. In addition, a new conference room will need to be outfitted with a conference table and chairs as well as audio-visual mediation. This will cost approximately an additional $7000.

Recurring Operating Expenses:

Additional OOE funding will be required to support additional programs and faculty. The program currently receives approximately $6000 for operating expenses and another $4000 for accreditation expenses. CSWE accreditation is granted on a per-program basis, meaning that the MSW Program is accredited independently from the existing BSW Program. To operate this additional program, the department will need another $4000 in accreditation budget along with an OOE increase of $4000. The additional accreditation budget will pay for accreditation expenses (such as attending the CSWE Annual Program Meeting), as well as additional expenses associated with accreditation (e.g., student assessment testing fees). The additional OOE money will be used to support the additional expenses associated with delivering a graduate program, including: $2000 for recruitment, coordination, and field travel; $2000 for faculty development; and $2000 for office related expenses such as phones, copier contracts, and office supplies.

Funding Sources:

The new positions associated with the deployment of this program would be supported institutionally through the FHSU Strategic Growth Initiative (refer to Note at bottom of Expenditure and Revenue). One-time start-up expenses would be managed by new program development funds. At full implementation, tuition, and fees will support primary program activities, including additional faculty lines.

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April 3, 2019

To whom it may concern:

The following letter outlines concerns from the University of Kansas (KU) regarding the proposed Master of Social Work (MSW) program at Fort Hayes State University (FHSU). Specifically, we briefly outline the history of our program and the aspects of the new proposal that raise concerns for our School of Social Welfare.

In 2012, the University of Kansas School of Social Welfare responded to a call for the need to develop a MSW program that could train MSWs to serve the needs of Western Kansas. Since establishing our MSW Program in Western Kansas, we have worked very hard to provide all the key elements of a high quality student-centered program. This has included attracting high quality instructors based in Western Kansas, identify internship opportunities for required MSW field education (practicum placements), and recruit students by offering the option to complete their degrees through hybrid (half on campus; half online) class schedule on Saturdays. After considerable investment, the program has been in place for the past 7 years. Since that time, the program has grown steadily, with 11 students graduating in 2013, 38 students graduating in May 2018, and 47 projected students graduating in May 2020 based on current application numbers. Importantly, the program has been developed with cooperation from FHSU including use of classroom space and as a recruitment site for many of our instructors.

With news of the MSW coming to the Board of Regents for a first reading, I worked with our Dean of Social Welfare to understand the concerns, which I then shared in a phone call with Interim Provost and Vice President for Academic Affairs Jeff Briggs at FHSU. Our call was quite amicable but we both agreed that we viewed the situation differently.

It is never our intention to impede the progress of another Regent's Institution in developing new programs, particularly ones that serve the needs of their community. However, in this case we have concerns that the region cannot sustain two programs. Qualified instructors, students, and social service agencies are limited resources in Western Kansas. Adding additional MSW programs creates unnecessary competition for those already stretched regional resources and could result in both programs trying to maintain themselves with marginal enrollment split across the two programs or in one of the programs becoming unable to continue. Given the investment that we have made to come into Western Kansas, neither is an ideal situation. We worry that the collaborative opportunities that now exist would shift to competition at the expense of students and the community. While we agree with FHSU that there remains great need in Western Kansas to train MSWs, it is not clear from the information provided that there is sufficient demand for training that would support two distinct programs.

It is notable that our Dean would be willing to discuss strategies to expand the role of FHSU in our current program to allow a partnership and collaboration across one strong program as opposed to the development of two separate, stand-alone programs. Currently it is our understanding that FHSU prefers to build this new program on their own but if we have this wrong or their position changes, our Dean is very interested in meeting to discuss such a partnership/collaboration.

In line with the concerns stated here, KU voted against the FHSU program at the second reading at the KBOR meeting on Wednesday March 21. As the proposal now moves forward for further consideration at KBOR, I wanted to share our position in this letter. I also have provided a copy of this letter to Provost Briggs.

Sincerely,

Carl W. Lejuez, PhD
Interim Provost and Executive Vice Chancellor
Professor, Department of Psychology
University of Kansas
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clejuez@ku.edu

New Program Proposal: Program Summary
Kansas State University
Master of Science in Physician Assistant Studies

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Kansas State University submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. The Council of Chief Academic Officers reviewed the proposal and recommend approval, though that approval was not unanimous. Wichita State University and the University of Kansas Medical Center expressed concern about the availability of clinical sites for students in this degree program and how approval of this degree program could affect the number of clinical sites available for students in existing health profession programs. After further discussion, KUMC, KSU, and WSU developed a memorandum of understanding outlining an inter-institutional commitment to state-wide collaboration regarding clinical site affiliation agreements to ensure maximum educational benefit and administrative efficiency. The MOU was written broadly enough to encourage other universities to join the collaboration, and several have expressed interest in doing so. Based on these developments the Council of Presidents unanimously recommended approval of the degree program.
April 29, 2019

I. General Information

A. Institution   Kansas State University

B. Program Identification
Degree Level: Master's Program
Program Title: Physician Assistant
Degree to be Offered: Master of Science in Physician Assistant Studies (MSPAS)
Responsible Department or Unit: College of Human Ecology
CIP Code: 51.0912
Proposed Implementation Date: January 2021

Total Number of Semester Credit Hours for the Degree: 108

II. Justification

Physician assistants (PA) are nationally certified and licensed medical professionals who work on health care teams with physicians and other providers. The PA profession has been named by top media outlets, including *Forbes* and *USA Today*, as one of the most promising jobs in America. PAs practice medicine, and prescribe medication in 50 states, the District of Columbia, U.S. territories, and the uniformed services. PAs exercise considerable autonomy in diagnosing and treating patients; however, their experience, patient needs, facility policies, supervising physician, and state laws determine their scope of practice. In clinical practice, PAs perform an extensive range of medical services in nearly every medical area, surgical specialty, and health care setting. With rapidly increasing frequency from coast to coast, PAs offer many of the services traditionally provided by physicians. The Kansas State University graduate-level physician assistant program leads to a Master of Science in Physician Assistant Studies (MSPAS) degree. The program follows the traditional medical model of training, providing in-depth analyses of disease processes, diagnosis, and treatment. Students engage in full-time study for seven semesters, earning their degree in 27 months.

A physician assistant program at Kansas State University will solidify the University's mission to foster excellent teaching, research, and service that develop highly skilled, educated citizenry necessary to advancing

the well-being of Kansas, the nation, and the international community. According to the Kansas Department of Health and Environment, as of March 2018, 89% of all counties in Kansas were designated as Primary Medical Care Health Professional Shortage Areas. Graduates of the proposed physician assistant program can fill the gaps in primary care shortages and increase access to healthcare services in the rural and medically underserved areas (WWAMI, 2018).

III. Program Demand: Market Analysis

With the passing of the Affordable Care Act of 2010, physician assistants were recognized as one of the three categories of primary care providers, along with physicians and nurse practitioners (Forbes.com, 2017). Physician assistants help expand primary care capacity and increase access to care by practicing as part of a multidisciplinary care team. PAs play an essential part in addressing the current and projected primary care provider shortages. The proposed PA program will not only improve access to health care in the region, but it will produce qualified graduates who will live and work in the communities they serve, contributing significantly to the economic well-being and vitality of the state of Kansas and the region.

Table 1 shows the quality of students, as evident by GPAs greater than 3.2, interested in PA programs nationwide. The increasing demand is evidenced by the fact that accredited PA programs have more than doubled from 110 in 1998 to 238 in 20 years, with 62 more programs pending provisional accreditation (AAPA, 2017). In communication with Wichita State University (which currently has the only PA program in the state of Kansas), KSU learned that they receive approximately 800 qualified applications per admissions cycle -- to fill a class of forty-eight.

Table 1. Applicant and Matriculant GPA Comparison

Category	2015-2016 Applicant	2015-2016 Matriculant	2016-2017 Applicant	2016-2017 Matriculant
Non-Science GPA	3.47	3.63	3.48	3.65
Science GPA	3.26	3.48	3.27	3.51
Overall GPA	3.36	3.54	3.37	3.57

Table 2 depicts that PA programs' acceptance rates have remained at 33% since 2013. In 2013-2014, the Central Application Service for Physician Assistants (CASPA), processed applications from 21,730 applicants for 7,193 seats in PA programs nationwide. According to the Physician Assistant Education Association (2018), in 2016-2017 the number of applications grew by more than 5,000 (26,953 applicants), but the seat capacity only increased by 1,600 (8,792 seats).

Table 2. PA Program Acceptance Rates

Category	2013-2014	2014-2015	2015-2016	2016-2017
Submitted Applicants	21,730	22,997	25,755	26,953
Matriculants	7,193	7,801	8,580	8,792
Acceptance Rate	33%	34%	33%	33%

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

Year	Headcount		Semester Credit Hours (sch)	
	Full-Time	Part-Time	Full-Time	Part-Time
Implementation	36	0	36 new students: Spring 1 only: (756 sch) Year 1 Total: 756 sch	0

| Year 2 | 76 | 0 | 36 2nd yr students: Summer 1, Fall 1, Spring 2: (1,908 sch)
 40 new students: Spring I: (840 sch)
 Year 2 Total: 2,748 sch | 0 |
| Year 3 | 120 | 0 | 36 3rd yr students: Summer 2, Fall 2, Spring 3: (1,224 sch)
 40 2nd yr students: Summer 1, Fall 1, Spring 2: (2,120 sch)
 44 new students: Spring 1: (924 sch)
 Year 3 Total: 4,268 sch | 0 |

V. Employment

Healthcare workforce shortage problems are prominent for many reasons. These include: an aging workforce, high retirement eligibility, difficulty in the retention of workers, difficulty in the recruitment of workers, lack of educational and training programs, high vacancy rates, high turnover rates, lack of opportunities for advancement, and increased workload (National Rural Health Association, 2012). The Association of American Medical Colleges estimates that physician demand will grow faster than supply. A projected need of 42,600 to 121,300 new physicians by 2030 is primarily due to a growing and aging population as well as an aging physician population (AAMC, 2018). In Kansas alone, it is expected that the need for practicing primary care physicians will increase 13% (247 physicians) by 2030. These shortages are expected to be most significant in the rural and medically underserved populations.

Regionally and nationally, the demand for PAs remains high. The Bureau of Labor Statistics projects PA job growth of 37% between 2016 and 2026 (noting a much faster-than-average increase) compared to a 13% increase for physicians during that period and 7% for all occupations (Bureau of Labor Statistics, 2018). This is due, in part, to the physician shortage, the growing need for primary care providers, and the expansion of procedures that PAs are credentialed to perform. In addition, the extremely low 0.7% unemployment rate for PAs nationwide has increased recognition for the profession that was ranked by *US News and World Report* as #3 of the 100 best jobs in 2018 (US News and World Report, 2018). In 2016, there were 1,093 PAs employed in Kansas, and according to the Kansas Department of Labor (2018), a 23% growth is projected by 2026. In 2017, the mean wage for PAs was $104,860 nationally, and $100,360 in the state of Kansas (Bureau of Labor Statistics, 2018).

VI. Admission and Curriculum

A. Admission Criteria
The following is required for admission into this program:
- Completion of a bachelor's degree from a regionally accredited institution;
- Official transcripts from all institutions attended;
- Minimum undergraduate GPA: 3.0; minimum prerequisite GPA: 3.0;
- Prerequisite courses include: two semesters each of General Biology, General Chemistry, and Human Anatomy & Physiology; and one semester each of Microbiology, Psychology, Genetics (General or Human) and Medical Terminology;
- Verified application submitted between 25 April and 1 September 2020;
- Completed application for graduate study at KSU;
- Three letters of recommendation (one must be from a PA, MD, DO, or Family Nurse Practitioner);
- Completion of 40 hours of shadowing with a PA. Preference will be given to applicants with experience that required a period of training and resulted in direct patient care.

Note: The PA program does not accept graduate transfers from other programs, nor does it accept credit for experiential learning or military credit. Accreditation standards require that all prerequisite

courses must have been assigned a letter grade. Courses taken for credit or Pass/Fail will not be accepted.

B. Curriculum

Year 1: Spring 1 SCH = Semester Credit Hours

Course #	Course Name	SCH…. 21
PAS 780	Clinical Medicine I	4
PAS 770	Applied Pathophysiology I	2
PAS 700	Applied Human Anatomy and Physiology with Lab	5
PAS 790	Pharmacology I	2
PAS 760	Diagnostics I - Laboratory	2
PAS 740	Clinical Procedures I	2
PAS 750	Physical Diagnosis I	2
PAS 710	PA Profession	1
PAS 720	Evidence Based Medicine	1

Year 1: Summer 1

Course #	Course Name	SCH…. 20
PAS 781	Clinical Medicine II	7
PAS 771	Applied Pathophysiology II	2
PAS 731	Clinical Pediatrics	2
PAS 791	Pharmacology II	2
PAS 761	Diagnostics II - EKG	2
PAS 741	Clinical Procedures II	2
PAS 751	Physical Diagnosis II	2
PAS 721	Medical Genetics	1

Year 1: Fall 1

Course #	Course Name	SCH…. 21
PAS 782	Clinical Medicine III	7
PAS 772	Applied Pathophysiology III	2
PAS 732	Psychiatry & Behavioral Medicine	2
PAS 792	Pharmacology III	2
PAS 762	Diagnostics III - Radiology	2
PAS 742	Clinical Procedures III	2
PAS 752	Physical Diagnosis III	2
PAS 722	Clinical Geriatrics	2

Clinical – Year 2: Spring 2

Course #	Course Name	SCH….12
PAS 800	Family Medicine I	4
PAS 810	Family Medicine II	4
PAS 820	* Internal Medicine	4

Clinical – Year 2: Summer 2

Course #	Course Name	SCH….12
PAS 830	* Emergency Medicine	4
PAS 840	* Pediatric Medicine	4
PAS 850	* General Surgery	4

Clinical – Year 2: Fall 2

Course #	Course Name	SCH….12
PAS 860	* Behavioral Medicine	4
PAS 870	* Women's Health	4
PAS 890	* Geriatric Medicine	4

Clinical – Year 3: Spring 3

Course #	Course Name	SCH….10
PAS 891	* Orthopedics	4
PAS 892	Elective Experience	4
PAS 895	Summative	2

* Course varies and may occur in any clinical year semester   Total Credit Hours – 108

VII. Core Faculty

Key: DHSc = Doctor of Health Science
              DO = Doctor of Osteopathic Medicine
              Adm = Administrator

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
*Gweneth Ferdinand-Jacob (Adm)	Chair/ Assoc. Prof.	DHSc	N	Program Administration / Medicine	1.0
Medical Director (Adm)	Adjunct	MD/DO	N	Medicine	0.2
Clinical Director	Assoc. Prof.	MSPAS	N	Emergency Medicine / Surgery	1.0
Academic Director	Assoc. Prof.	MSPAS	N	Clinical Medicine / Psychiatry	1.0
Principal Faculty A	Asst. Prof.	MSPAS	N	Clinical Skills / Simulation / Geriatrics	1.0
Principal Faculty B	Asst. Prof.	MSPAS	N	Physical Diagnosis / Simulation	1.0
Principal Faculty C	Asst. Prof.	MSPAS	N	Pediatrics / Orthopedics	1.0
Principal Faculty D	Assoc. Prof.	PhD	N	Anatomy / Physiology / Pathophysiology	1.0
Instructional Faculty	Adjunct	MSPAS	N	Pharm / Radiology / EKG / Genetics	1.0

No graduate assistantship will be assigned to this program.

VIII. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	$ 247,450	$ 249,925	$ 252,424
Administrators *(other than instruction time)*	$ 190,557	$ 192,463	$ 194,388
Graduate Assistants			
Support Staff for Administration *(e.g., secretarial)*	$ 176,350	$ 178,115	$ 179,896
Fringe Benefits *(total for all groups)*	$ 172,058	$ 173,178	$ 174,307
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$ 786,415	$ 793,681	$801,015
Personnel – – New Positions			
Faculty	$ 430,000	$ 434,300	$ 438,643
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration *(e.g., secretarial)*			
Fringe Benefits *(total for all groups)*	$ 115,918	$ 116,702	$ 117,491
Other Personnel Costs			
Total Existing Personnel Costs – New Positions	$ 545,918	$ 551,002	$ 556,134
Start-up Costs – One-Time Expenses			
Personnel Expenses Prior to FY I: Administration	$ 442,054		
Personnel Expenses Prior to FY I: Faculty	$ 367,540		
Personnel Expenses Prior to FY I: Support Staff	$ 232,580		
Library/learning resources			
Equipment/Technology *(included in line item below)*			
Physical Facilities: Construction or Renovation	$ 2,500,000		
Other *	$ 250,000		
Total Start-up Costs	$ 3,792,174		
Operating Costs – Recurring Expenses **			
Supplies/Expenses	$ 85,000	$ 105,000	$ 120,000
Library/learning resources	$ 29,553	$ 31,680	$ 33,800
Equipment/Technology	$ 260,447	$ 233,320	$ 211,200
Travel	$ 25,000	$ 30,000	$ 35,000
Other			
Total Operating Costs	$ 400,000	$ 400,000	$ 400,000
GRAND TOTAL COSTS	$ 5,524,507	$ 1,744,683	$ 1,757,149

B. FUNDING SOURCES *** *(projected as appropriate)*	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	$ 526,176	$ 1,931,844	$ 3,030,280
Student Fees	$ 46,400	$ 144,356	$ 229,422
Other Sources ***			
GRAND TOTAL FUNDING	$ 572,576	$ 2,076,200	$ 3,259,702
Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)	-$4,951,931	+$331,517	+$1,502,553

*Other Start-up Costs reflect operating expenses to set up clinical sites and prepare program for launch in 2021.
**OOE include faculty development, faculty recruitment, accreditation fees, travel, clinical site and preceptor recruitment, and supplies.
***Funding Sources: Loans from Kansas State University and the College of Human Ecology, based on income projections, all loans should be paid off by the end of FY 2026.

IX. Expenditures and Funding Sources Explanations
A. Expenditures
Personnel: Reassigned or Existing Positions
       Faculty - include Clinical and Academic Directors
       Administrators - include Program Director and Medical Director
       Support Staff - include admissions and both clinical and academic support staff
Personnel New Positions: Year 1 faculty hired will constitute 5.0 FTE
Start-up Costs – One -Time Expenses
    The program startup costs include renovations of Ice Hall, medical equipment, and salaries/benefits for faculty necessary to prepare for the program launch date.
    OOE include faculty development, faculty recruitment, accreditation fees, travel, clinical site and preceptor recruitment, and supplies.
Operating Costs – Recurring Expenses
    Allocation of $400,000 for each FY provided for travel, preceptor and clinical site recruitment, marketing, faculty development, department specific and instructional supplies, accreditation expenses, library medical databases, student assessment, equipment and technology, and program/faculty dues and memberships.

B. Revenue
Funding Sources
    The tuition and fee structure will be sufficient to adequately fund the program after repayment of start-up funds. Fees include course materials, lab equipment, insurance for clinical work, exams, memberships to professional associations, etc. Fees for this program are estimated to be $5,800 for the entire 7-semester program, or $830 per semester.
    Projections listed are based on 50% in-state and 50% out-of-state tuition and include a 1% annual increase. Students matriculate in January and graduate in May, 27 months later. Tuition is listed for first-, second-, and third-year student cohorts. Each student pays a total of $5,800 in fees, billed by semester over the course of the 27-month program.

Year 1 – $572,576 will be generated from Semester Credit Hours and fees   Student Credit Hours = 756
    Tuition: [18 1st cohort In-State students x 21 credits x $427 tuition = $161,406]
                       [18 1st cohort Out-of-State students x 21 credits x $965 tuition = $364,770]

Total student fees: $46,400(1st cohort)
[$161,406 + $364,770 + $46,400 = $572,576]

Year 2 – $2,076,200 will be generated from Semester Credit Hours and fees   Student Credit Hours = 2,748
    Tuition: [20 2nd cohort In-State students x 21 credits x $431 tuition = $181,020]
                [20 2nd cohort Out-of-State students x 21 credits x $975 tuition = $409,500]
                [18 1st cohort In-State students x 53 credits x $431 tuition = $411,174]
                [18 1st cohort Out-of-State students x 53 credits x $975 tuition = $930,150]
Total student fees: $51,556(2nd cohort) + $92,800(1st cohort = $144,356)
[$181,020 + $409,500 + $411,174 + $930,150 + $144,356 = $2,076,200]

Year 3 – $3,259,702 will be generated from Semester Credit Hours and fees   Student Credit Hours = 4,268
    Tuition: [22 3rd cohort In-State students x 21credits x $435 tuition = $200,970]
                [22 3rd cohort Out-of-State students x 21 credits x $985 tuition = $455,070]
                [20 2nd cohort In-State students x 53 credits x $435 tuition = $461,100]
                [20 2nd cohort Out-of-State students x 53 credits x $985 tuition = $1,044,100]
                [18 1st cohort In-State students x 34 credits x $435 tuition = $266,220]
                [18 1st cohort Out-of-State students x 34 credits x $985 tuition = $602,820]
Total student fees = $56,711(3rd cohort) + $103,111(2nd cohort) + $69,600(1st cohort) = $229,422
[$200,970 + $455,070 + $461,100 + $1,044,100 + $266,220 + $602,820 +$229,422 = $3,259,702]

C. Projected Surplus/Deficit - ($4,951,931) by first FY:
    $572,576 (Grand Total Funding) – ($5,524,507) (Grand Total Costs) = **(**$4,951,931)
    Repayment will begin in second FY and paid off by the fifth FY. Projected surplus of $331,517 in
    second FY, and $1,502,553 in third FY will go towards repayment of internal fund allocation.

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Act on Request for a New Certificate of Approval with Degree Granting Authority for the Kansas Health Science Center

Summary

The Kansas Health Science Center has applied for a Certificate of Approval to operate in Kansas and requests approval for degree granting authority. After a thorough review of staff qualifications, record keeping systems, coursework, and supporting materials, the institution demonstrates it meets and complies with all statutorily imposed requirements. Staff recommends the institution be issued a Certificate of Approval with degree granting authority.   *April 29, 2019*

Summary of Institution Requirements

The Private and Out-of-State Postsecondary Educational Institution Act (Act) requires private and out-of-state postsecondary educational institutions to obtain Certificates of Approval from the Kansas Board of Regents (Board) to lawfully operate in Kansas. This Act not only covers "brick and mortar" schools having a physical presence within Kansas, but also schools that offer or provide online distance education to Kansans who remain in Kansas while receiving that education.

To qualify for a Certificate of Approval, an institution operating in Kansas subject to the Act must meet the standards established by the Act. In reviewing institutions to determine if they meet the statutory standards, Board staff requires, and reviews substantial documentation and evidence presented to demonstrate compliance of the schools to ensure proper facilities (with site reviews for facilities when applicable), equipment, materials, and adequate space are available to meet the needs of the students. A recent financial statement, proof of accreditation, evidence of compliance with local, county, state and national safety codes, enrollment agreements, copies of advertisements, schedules of tuitions and fees, and refund policies are reviewed by Board staff. Institutions are also required to provide descriptions of their programs and courses, clinical or externship contracts, instructor credentials, a statement of the objectives of the programs, and qualifications of administrators and owner information.

Kansas Health Science Center

The Kansas Health Science Center (KHSC) is a private, not-for-profit postsecondary institution located in Wichita, Kansas. The institution plans to renovate historic buildings in downtown Wichita to include facilities for instruction, diagnosis and treatment, virtual anatomy labs, ultrasound labs and an on-sight healthcare clinic. KHSC is finalizing design plans and expects to seek development bids in August 2019.

KHSC is seeking accreditation from the American Osteopathic Association's Commission on Osteopathic College Accreditation. The accreditation process includes three phases before a school reaches full accreditation. Currently, KHSC is in the Applicant Status phase. KBOR approval is required for KHSC to move forward to the Candidate Status phase of the accreditation process. During the Candidate Status, the school submits a self-study and feasibility study. Once all feasibility procedures are met based on the paper submission, a Candidate Status site visit is authorized by the accrediting body. While in the candidate status, KHSC cannot recruit, accept application from, or admit prospective students. The school has two (2) years to complete the feasibility studies to move to the Pre-Accreditation status phase of accreditation. During Pre-Accreditation, the school is allowed to enroll students. The school has up to five (5) years to complete the Pre-Accreditation requirements and prepare to graduate its first class. Accreditation is typically granted the spring before the expected graduation date of the first class. KHSC is required to submit annual documentation to KBOR regarding the institution's accreditation status.

The Board office established an outside review team to complete an evaluation of the curriculum requirements submitted by KHSC for the Doctor of Osteopathic Medicine program. The review team consisted of four osteopathic physicians practicing in Kansas. It is the professional opinion of the physicians that the submitted curriculum sufficiently prepares graduates in core competencies and professionalism.

Staff Recommendation
Staff recommends issuance of a Certificate of Approval with new degree granting authority to the Kansas Health Science Center. If approved, the institution is required to submit an annual renewal application to KBOR to ensure it continues to meet eligibility requirements to operate in the state.

Study of University and College Service Areas (Board Goal 5) Update

The Board has had policies related to academic extension and off-campus delivery of face-to-face courses and programs since 1959 for the universities. In 1999, when coordination responsibilities for the community and technical colleges were transferred from the State Board of Education to the Regents, the Regents oversaw service areas approvals for community and technical colleges' self-assigned areas.

Since 2004, the Board has undertaken three comprehensive reviews of service areas. Institutions indicated support for service areas as they currently exist during the first review which began in 2004.

While not part of a comprehensive review, in 2007, given the desire of multiple state universities to offer courses in the Kansas City area and the perceived demand for more offerings in that area of the State, the Board amended its policy and required Board approval for institutions other than KU and PSU to offer courses in the Kansas City area. The Board has defined the Kansas City area as Johnson and Wyandotte counties. The total population for these two counties is 756,466.

In 2012, the Board again undertook a second comprehensive review of service areas and institutions indicated support for service areas as they currently existed, but did request minor modifications during the 2012 review. As a result, the Board developed policy applicable to community and technical college courses and programs for state funding purposes and added an appeal process into policy so that if a college was denied approval to offer an off-campus academic course or program in the service area of another institution, the requesting institution could appeal the denial to the Board's President and CEO, who has the authority to decide the issue. A provision was also added requiring each home institution to reply within 30 calendar days of having received a request for an off-campus academic course or program to be offered in its service area. Failure to reply within the specified timeframe constitutes approval.

A third review was adopted by the Board as an AY 2019 goal. As part of this goal, institutions were asked to provide written feedback, which included asking if they had concerns about amending the Board's policy to align our definition of distance education with that of the Higher Learning Commission (HLC). In addition to the written feedback, service area discussions took place in meetings of the System Council of Presidents, Council of Presidents, System Council of Chief Academic Officers, and Council of Chief Academic Officers. The results of those discussions and the written feedback were presented to BAASC at its March 2019 meeting.

All system institutions support amending the Board's policy to align our definition of distance education with that of HLC. Technical and community colleges overwhelmingly support retaining the current service area policy for their sectors because the policy allows colleges to invest and build strong working relationships within their respective areas. The majority of universities also expressed support for retaining the current policy noting it seems to be working by promoting efficient and strategic use of limited resources, prevents unnecessary duplication of resources and redundancy, and that the current policy has mechanisms for exceptions. WSU indicated the importance of retaining the "home county" designation for universities to protect the investment of the state as well as the local investment of 1.5 mills of property tax paid by Sedgwick county residents to support the institution. K-State advocated for relaxing or eliminating service area restrictions to open access for Kansans and promote competition.

At its March 2019 meeting BAASC suggested revisions to the university map to note KSU's Olathe campus in Johnson County, discussed the possibility of shifting university boundaries to reflect the fact that the population has shifted, and discussed potentially changing the appeal process to include the Board as the final arbitrator of the appeal process rather than the President and CEO.

Using the July 1, 2017 population estimate from the U.S. Census, the population of each university's shared service area is depicted on the next page. The population is presented by county and color coded to match the Board's service area map which is included for reference.

Population in University Service Areas

	2010 Census	2017 Estimate	Number of Counties in Service Area
FHSU	643,127	635,118	66 counties (orange)
K-State	821,061	813,305	66 counties (orange) plus Shawnee County (blue)
ESU	1,046,760	1,054,226	19 counties (yellow) plus Shawnee County (blue)
WSU	868,826	876,039	19 counties (yellow)
PSU	1,163,231	1,223,779	19 counties (green)
KU	1,341,165	1,401,966	19 counties (green) plus Shawnee County (blue)
WU	177,934	178,187	Shawnee County (blue)

Source: U.S. Census Bureau, Population Division.   Accessed March 28, 2018.
https://census.gov/programs-surveys/popest/ data/ tables.html

Population in FHSU & KSU Service Area 2010-2017

66 Counties	2010 Census	2017 Estimate	Change
Atchison	16,924	16,332	-3.5
Barton	27,674	26,476	-4.3
Brown	9,984	9,641	-3.4
Cheyenne	2,726	2,683	-1.6
Clark	2,215	2,004	-9.5
Clay	8,535	7,958	-6.8
Cloud	9,533	8,991	-5.7
Comanche	1,891	1,790	-5.3
Decatur	2,961	2,885	-2.6
Dickinson	19,754	18,902	-4.3
Doniphan	7,945	7,727	-2.7
Edwards	3,037	2,893	-4.7
Ellis	28,452	28,689	0.8
Ellsworth	6,497	6,330	-2.6
Finney	36,776	37,084	0.8
Ford	33,848	34,381	1.6
Geary	34,362	33,855	-1.5
Gove	2,695	2,631	-2.4
Graham	2,597	2,495	-3.9
Grant	7,829	7,526	-3.9
Gray	6,006	5,958	-0.8
Greeley	1,247	1,249	0.2
Hamilton	2,690	2,640	-1.9
Haskell	4,256	4,053	-4.8
Hodgeman	1,916	1,842	-3.9
Jackson	13,462	13,318	-1.1
Jewell	3,077	2,850	-7.4
Kearny	3,977	3,960	-0.4
Kiowa	2,553	2,485	-2.7
Lane	1,750	1,559	-10.9
Lincoln	3,241	3,043	-6.1
Logan	2,756	2,821	2.4
Marshall	10,117	9,745	-3.7
Meade	4,575	4,303	-5.9
Mitchell	6,373	6,128	-3.8
Morton	3,233	2,740	-15.2
Nemaha	10,178	10,118	-0.6
Ness	3,107	2,869	-7.7
Norton	5,671	5,441	-4.1
Osborne	3,858	3,610	-6.4
Ottawa	6,091	5,863	-3.7
Pawnee	6,973	6,680	-4.2
Phillips	5,642	5,370	-4.8
Pottawatomie	21,604	23,908	10.7
Pratt	9,656	9,547	-1.1
Rawlins	2,519	2,497	-0.9
Republic	4,980	4,691	-5.8
Rice	10,083	9,660	-4.2
Riley	71,115	74,172	4.3
Rooks	5,181	5,043	-2.7
Rush	3,307	3,103	-6.2
Russell	6,970	6,915	-0.8
Saline	55,606	54,734	-1.6
Scott	4,936	4,961	0.5
Seward	22,952	22,159	-3.5
Sheridan	2,556	2,527	-1.1
Sherman	6,010	5,930	-1.3
Smith	3,853	3,668	-4.8
Stafford	4,437	4,207	-5.2
Stanton	2,235	2,060	-7.8
Stevens	5,724	5,612	-2.0
Thomas	7,900	7,788	-1.4
Trego	3,001	2,884	-3.9
Wallace	1,485	1,524	2.6
Washington	5,799	5,485	-5.4
Wichita	2,234	2,125	-4.9
Total	**643,127**	**635,118**	**-1.3**

Population in ESU & WSU Service Area 2010-2017

19 Counties	2010 Census	2017 Estimate	Change
Barber	4,861	4,586	-5.7
Butler	65,880	66,878	1.5
Chase	2,790	2,683	-3.8
Coffey	8,601	8,224	-4.4
Cowley	36,311	35,361	-2.6
Greenwood	6,689	6,123	-8.5
Harper	6,034	5,590	-7.4
Harvey	34,684	34,544	-0.4
Kingman	7,858	7,360	-6.3
Lyon	33,690	33,392	-0.9
McPherson	29,180	28,708	-1.6
Marion	12,660	11,986	-5.3
Morris	5,923	5,455	-7.9
Osage	16,295	15,772	-3.2
Reno	64,511	62,510	-3.1
Sedgwick	498,365	513,687	3.1
Sumner	24,132	23,159	-4.0
Wabaunsee	7,053	6,874	-2.5
Woodson	3,309	3,147	-4.9
Total	**868,826**	**876,039**	**0.8**

Population in PSU & KU Service Area 2010-2017

19 Counites	2010 Census	2017 Estimate	Change
Allen	13,371	12,519	-6.4
Anderson	8,102	7,833	-3.3
Bourbon	15,173	14,754	-2.8
Chautauqua	3,669	3,363	-8.3
Cherokee	21,603	20,115	-6.9
Crawford	39,134	39,034	-0.3
Douglas	110,826	120,793	9.0
Elk	2,882	2,498	-13.3
Franklin	25,992	25,733	-1.0
Jefferson	19,126	18,998	-0.7
Johnson	544,179	591,178	8.6
Labette	21,607	20,145	-6.8
Leavenworth	76,227	81,095	6.4
Linn	9,656	9,726	0.7
Miami	32,787	33,461	2.1
Montgomery	35,471	32,556	-8.2
Neosho	16,512	16,015	-3.0
Wilson	9,409	8,675	-7.8
Wyandotte	157,505	165,288	4.9
Total	**1,163,231**	**1,223,779**	**5.2**

Population in WU, ESU, KU, and KSU Shared Service Area 2010-2017

County	2010 Census	2017 Estimate	Percent
Shawnee	**177,934**	**178,187**	**0.1**

Population in KC Metro Area 2010-2017

County	2010 Census	2017 Estimate	Change
Johnson	544,179	591,178	8.6
Wyandotte	157,505	165,288	4.9
Total	**701,684**	**756,466**	**7.8**

Source: U.S. Census Bureau, Population Division, acccessed March 28, 2018.
https://www.census.gov/programs-surveys/popest/data/tables.html

MAP OF STATE UNIVERSITY AND WASHBURN UNIVERSITY SERVICE AREAS
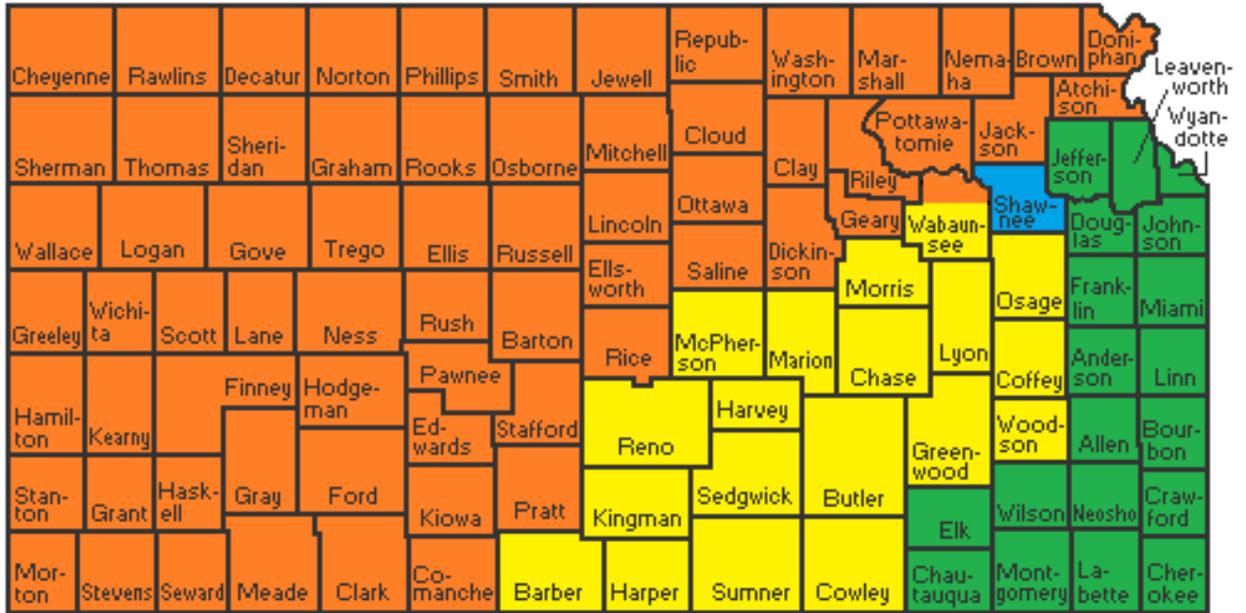
Service Area	University	County of Main Campus
	Fort Hays State University	Ellis County
	Kansas State University	Riley County
	Wichita State University	Sedgwick County
	Emporia State University	Lyon County
	University of Kansas	Douglas County
	Pittsburg State University	Crawford County
	Washburn University	Shawnee County*

*KU, KSU, ESU, and WU share responsibility for serving Shawnee County