COUNCIL OF CHIEF ACADEMIC OFFICERS
AGENDA

December 20, 2017
9:15 am – 10:00 am
or upon adjournment of
SCOCAO reconvene at noon

The Council of Chief Academic Officers will meet in the Suite 530 located in the Curtis State Office Building at 1000 SW Jackson, Topeka, Kansas, 66612.

Council of Chief Academic
Officers Meeting Schedule

MEETING DATES	Location	Lunch Rotation	New Program/Degree Requests Due	Agenda Materials Due
December 20, 2017	Topeka	FHSU	November 8, 2017	December 4, 2017
January 17, 2018	Topeka	KSU	December 6, 2017	January 2, 2018
February 14, 2018	Topeka	KU	January 3, 2018	January 29, 2018
March 14, 2018	PSU	PSU	January 31, 2018	February 26, 2018
May 16, 2018	KUMC	KUMC	April 4, 2018	April 30, 2018
June 20, 2018	Topeka	Washburn	May 9, 2018	June 4, 2018

MINUTES
Wednesday November 15, 2017

The November 15, 2017, meeting of the Council of Chief Academic Officers was called to order by Chair April Mason at 9:03 a.m. The meeting was held in the Olive Room (RSC 261) located in the Rhatigan Student Center on Wichita State University campus at 1845 N. Fairmount, Wichita, KS 67260.

In Attendance:

Members:

April Mason, KSU	David Cordle, ESU	Jeff Briggs, FHSU
Lynette Olson, PSU	Stuart Day, KU	Robert Klein, KUMC
Tony Vizzini, WSU		

Staff:

Jean Redeker	Karla Wiscombe	Max Fridell

Others:

Ed Kremer, KCKC	Cindy Hoss, Hutchinson CC	Adam Borth, Fort Scott CC
Brian Lindshield, KSU	Harold Arnett, Cowley CC	Aron Potter, Coffeyville CC
Rick Moehring, JCCC	Amy Hite, PSU	Rick Muma, WSU
Brad Bennett, Colby CC	Sarah Robb, Neosho CC	Brian Niehoff, KSU
Rick Muma, WSU	Michael McCloud, JCCC	Mark Porcaro, WSU
Rob Catlett, ESU	Michal Fitzpatrick, Pratt CC	Kim Krull, Butler CC
Erin Shaw, Highland CC	Lori Winningham, Butler CC	David Wright, WSU
Gina Crabtree, WSU	Stephan Bisaha, KMUW	Marissa Campbell, The Sunflower

Chair April Mason welcomed everyone and started the introductions around the room.

APPROVAL OF MINUTES

Lynette Olson moved that the minutes of the September 20, 2017, and October 23, 2017, meeting be approved. Following the second of David Cordle, the motion carried.

PROGRAM REQUESTS

- WSU – Bachelor of Science in Homeland Security (second reading)
  Wichita State University requested approval to offer a Master of Science in Homeland Security. Tony Vizzini stated there has been a change in Curriculum Outline and the degree program is now offered at 120 credit hours.

Lynette Olson moved, with the second of Stuart Day, that the Bachelor of Science in Homeland Security at Wichita State University be approved. The motion carried unanimously and this degree will be presented to COPs today.

UPDATES

Brian Lindshield, KSU, presented the agenda topics for the Council of Faculty Senate Presidents meeting:
- Baccalaureate degrees and 120 credit hours
- Alternative Educational Materials for courses
- Language relating to the process following the Advanced Placement (AP) Cut Scores revision
  - The discussion will be held regarding a lower score for AP for Physics
  - Data is being provided to make an informed decision
  - Ensure consensus among participating members

OTHER MATTERS

A. Lunch meeting located in Morrison Hall, Room 109
   Tony Vizzini informed COCAO of the location of Morrison Hall and Room 109 for the lunch meeting.

B. Proposed Amendments to the Audit Policy
   - BAASC will review the proposed amendments prior to BOARD approval
   - Request feedback from COCAO on by Feb 2018
   - Amendments clarify the policy and details the institutional flexibility to restrict enrollment in the course

After discussion, consensus was to revise the proposed amendments to the Audit Policy and review the draft proposal at the COCAO's December meeting.

C. Proposed Amendments to the Accreditation Policy
   - BAASC will review the revisions prior to BOARD approval
   - Discussed the revisions to the Accreditation Policy
     o Changed the reporting cycle to every other year
     o Added section 4, inform office when there is an issue on program with accreditation
     o Report new accreditation directly to the Board by the President of the institution

Consensus is to present to COPs today and if approved, forward the proposal on to BAASC.
   - Feedback from COPs
     o Approved the reporting every other year for immediate reporting
     o Suggested a longer reporting period and to return with a future reporting proposal
   COCAO discussed the options and consensus is to report every 5 years or upon a specific trigger point.

D. Informational Items
   - None reported by COCAO

E. Discuss Process for Universities to Submit Justification for Baccalaureate Degrees Exceeding 120 Credit Hours
   - Faculty requesting clarification on several issues
   - Not all degrees need to be at 120 credit hours
     o Review each degree and if there is a good reason to exceed 120 credit hours, it will be brought forward for further review
     o Time line will be different for each institution
     o Entire process expected to be completed over 3 years
   - Put plan together by March 2018
     o FHSU and PSU need to create a one page transition plan and include the redesign of their General Education requirement
     o ESU, KSU, KU, and WSU need to list their degree programs
     o Create a timeline for completion by Fall 2018
   - COCAO may discuss the credit hour requirements for similar degrees
   - Most new degrees should be at 120 credit hours
     o Look at how many hours it takes the student to complete the degree, not necessarily how many hours the degree is.

Rick Muma will present at the COCAO December meeting a sample spreadsheet for all institutions to review and use.

F. Credit for Prior Learning Credits allowed toward a degree
   - HLC requirements is interpreted differently at institutions
   - HLC's Prior Learning Assessment Handout states the institution has a clear policy on the maximum allowable credit for prior learning as a reasonable proportion of the credits required to complete the student's program
   - The institution should present itself clearly and completely to its students and to the public and post current information on their website

Tony Vizzini moved, with the second of Stuart Day, that the COCAO meeting recess until noon. The motion carried unanimously. The Chair recessed at 10:03 am.

COCAO reconvened at 12:20 pm.

G. Closed Captioning on academic websites and online courses
- Distance courses and website closed captioning maintenance
- Possibly coordinate with other institutions to receive more economical pricing
- Make a good faith effort to meet the American with Disabilities Act (ADA)
- April Mason work with Rick Moehring, JCCC and John Jones, WSU to create an Accessibility Committee
  - Involve General Counsel and Chief Informational Officers
  - Gather best practices from institutions
  - Improve access to materials rather than provide individual accommodations
  - Be Proactive instead of reactive

Open Discussion
- Questions were raised on the BAASC attendance protocol and Board Agenda items

ADJOURNMENT

David Cordle moved to adjourn the meeting. Tony Vizzini seconded, and the meeting adjourned at 1:12 pm.

New Program Proposal: Program Summary
Pittsburg State University

Bachelor of Science in Education
Elementary Education Unified (K-6)

Criteria	Program Summary
1. Program Identification	Title of proposed program: Elementary Education Unified (K-6) Degree to be offered: Bachelor of Science in Education Anticipated implementation: August 2018 Total Number of Credit Hours: 134 CIP code: 13.1202
2. Academic Unit	Teaching and Leadership (College of Education)
3. Program Description	This Bachelor of Science in Education degree, serving undergraduate students on the Pittsburg State University Campus, draws on courses and strengths already in place in the College of Education. The framework for this program is already in existence with the separate certification programs for these areas. This proposed program will prepare students for dual certification: Elementary and Special Education for grades K-6. Each of these areas requires specialized coursework for certification, and the proposed program meets the Elementary Education Unified Standards as set forth by the Kansas State Department of Education. On February 14, 2017, the Kansas State Board of Education approved the Elementary Education (K-6) Standards, thus allowing an educational program that provides students with the opportunities to serve more students at the elementary level and paving the way for teacher candidates to expand their marketability and address the shortage of special education teachers in Kansas and across the country. The proposed program maintains the rigor and reputation of our teacher education program, as students must not only successfully complete the eight-semester, sequential coursework that offers multiple practica opportunities, but must pass the Praxis licensure examinations as well.
4. Demand/Need for the Program	According to the U.S. Census, 2.8 million school-aged children with disabilities across the United States qualify for special education services. That is approximately 5.2 percent of America's youth aged 5 to 18, and this number, as well as the demand for special education teachers, is expected to continue to increase. The Bureau of Labor Statistics predicts that employment of special education teachers will grow by six percent through 2024, opening roughly 31,000 new special education jobs.

4.	Demand/Need for the Program *(continued)*	The need for this program is clear. The Kansas Commissioner of Education's Blue-Ribbon Task Force on Teacher Vacancies and Supply (KSDE, 2016) identified recruiting elementary and special education teachers as a priority due to the high number of elementary and special education teaching positions left unfilled in Kansas in recent years. Upon recommendation by this Task Force, KSDE allowed for teacher candidates to earn a combined Elementary and Special Education teaching license.
		At PSU, there are currently 35 Elementary Education majors who are declared Inclusive Education minors. All 35 said they would change to the new Elementary Education Unified program if it were available.
5.	Comparative /Locational Advantage	PSU is in a unique position to offer the first Elementary Education Unified (K-6) program in Kansas. Because PSU has a history of a strong Elementary Education program, combined with a successful Inclusive Education minor, the proposed program can build on this foundation and be effective from the first semester of coursework.
		Three Regent's institutions have the Early Childhood Unified (Birth-Grade 3) program: WSU, FHSU, and ESU, as does Washburn University. Two Regent's Institutions, KSU and KU, have an Early Childhood Unified (Birth-Kindergarten) program. Newman University and Southwestern University have an Early Childhood Unified (Birth-Grade 3) program. These programs do not graduate enough special education and general education trained teachers to fill the shortages of special education teachers in Kansas for Birth-Grade 3 teaching positions. None of the programs fill the shortage for special education teachers in grades 4-6 because the graduates in these programs are not licensed for grades 4-6.
6.	Curriculum	The 134-semester credit hour program includes 48 credit hours of general education requirements and 86 credit hours of education courses and practica. Included in this total are at least 28 semester credit hours in which teaching candidates have direct, supervised contact with elementary-aged children.
		Content teaching courses reflect the following disciplines: mathematics, physical education and health, creative expression, art, children's literature, reading and language arts, and science. Courses in psychology, inclusion, classroom management, technology, diversity, and curriculum development provide the necessary frameworks for a successful teaching experience.
7.	Faculty Profile	Eight tenured/tenure-earning faculty, five full-time faculty, and two part-time faculty currently teach in the Elementary Education and Inclusive Education minor. The proposed program includes the Elementary Education and Inclusive Education minor courses, which are fully staffed and have capacity. Therefore, no additional or new faculty are required for this program.
		Core faculty for this program are listed below.

7. Faculty Profile *(continued)*	Core Faculty Members	Time Allotted to Program	Credentials and Role
	Dr. Julie Samuels, Ph.D. Tenured Assoc. Prof.	75%	Teaches EDUC 261; supervises the field experience; holds teaching credentials for ele and middle level, and building leadership.
	Dr. Kristi Stuck, Ph.D. Tenure Track Assist. Prof.	100%	Teaches EDUC 252 and EDUC 366 including the practicum; graduate degree is in reading; research is in early teacher preparation.
	Dr. Bridgette Fincher, Ph.D. Tenure Track Assist. Prof.	100%	Teaches EDUC 361 and 362; coordinates Math and Science Nights where PSU candidates teach parents how to teach math and science at home
	Ms. Angela Abbott, M.S.Ed. Instructor	50%	Teaches EDUC 367 including the practicum; pursuing a doctorate in Curriculum and Instruction.
	Ms. Amy Bartlow, M.S.Ed. Instructor	100%	Teaches EDUC 320, EDUC 307, and EDUC 464; pursuing a doctorate in Educational Studies.
	Dr. Marti York, Ph.D. Assoc. Prof.	100%	Teaches SPED 511 and SPED 516; early childhood special education specialist.
	Dr. Gloria Flynn, Ph.D. Assist. Prof.	35%	Teaches SPED 510 and SPED 514; area of research is special education and poverty.
	Dr. Marc Daszewitz, Ph.D. Assist. Prof.	50%	Teaches SPED 513; elementary special education specialist. His area of research is social justice and special education.
8. Student Profile	Students who will be drawn to this interactive program will likely have interests in working with students in the K-6 setting, including both general and special education students. Character traits for university students entering this profession often exhibit organization, creativity, intuition, a calming nature, detail-orientation, adaptability, even-temperament, and a good sense of humor.

The students for this program will be high school graduates and transfer students who identify both elementary and special education as their preferred major. | | |
| 9. Academic Support | The Academic Support provided by PSU has the capacity to meet the needs of the proposed Elementary Education Unified (K-6) program. These support services include: Student Health Center, University Counseling Services, Legal Resource Center, Office of Student Diversity, technology support, tutoring, Writing Center, student advisement, Center for Student Accommodations, Student Success Program, Axe Library, Instructional Resource Center, career services, and computer labs and printing.

No additional or new academic supports are necessary for the success of this program. | | |

10.	Facilities and Equipment	The Facilities and Equipment provided by PSU is sufficient to meet the needs of the proposed program. No additional, new or renovated facilities or equipment are necessary for the success of this program.
11.	Program Review, Assessment, Accreditation	The Elementary Education Unified program implements the same comprehensive assessment systems as do all other programs at PSU. All Field Experience evaluations are based on the KSDE Elementary Education Unified Standards, PSU Conceptual Framework (four standards and 31 indicators), and the KSDE Professional Education Standards. Assessment Instruments/Rubrics for candidate performance and program improvement meet KSDE Elementary Education Unit program standards. Assessments are administered throughout the program beginning in the sophomore year. Throughout the professional semester, teacher candidate progress is assessed during each supervisor visit (a minimum of four visits per semester), and, at the conclusion of the student teacher experience, the university supervisors and the cooperating teacher use the Professional Knowledge Base Assessment document which assesses the teacher candidate's performance on 31 indicators. Assessments include the Praxis Content test and Principles of Teaching and Learning examinations; Teacher Work Sample; Student Teaching Evaluation; Pre-Post Analysis in Primary Reading and Language Arts; Creative Expressions Portfolio; Universal Design for Learning Portfolio; and course grades. Data from all assessment instruments are used to evaluate the program and make changes as necessary. All undergraduate and graduate teacher education programs at Pittsburg State University are accredited by the Kansas State Department of Education (KSDE) and the Council for the Accreditation of Educator Preparers (CAEP).
12.	Costs, Financing	No new General Use Costs are required or requested for this program. The program uses the coursework from the Elementary Education major and the Inclusive Education minor. All courses, but one, have been taught in previous semesters. One new 3-semester credit hour course (SPED 516, Assessment and Individualized Education Planning) is added and will be taught in-load by a professor who is teaching other courses in the program. One of the courses she teaches will no longer be taught by our department; SPED 516 will replace the course she is currently teaching and will become part of her regular teaching load.

New Program Proposal: Curriculum Outline
Pittsburg State University

Bachelor of Science in Education
Elementary Education Unified (K-6)

Basic Program Information

1. Title of proposed program:	Elementary Education Unified (K-6)
2. Degree to be offered:	Bachelor of Science in Education
3. Anticipated date of implementation:	August 2018
4. Responsible department(s) or unit(s):	College of Education
	Department of Teaching and Leadership
5. Total Number of Semester Credit Hours:	134
6. CIP code:	13.1202

A note on the 134-semester credit hour requirement:
The Elementary Education Unified (EEU) program is a 134-semester credit hour program designed to meet the Kansas State Department of Education Standards for EEU which were approved February 14, 2017. Teacher candidates earn two teaching licenses (Elementary and Special Education) which requires specialized coursework in both areas.

The proposed baccalaureate program totals 134 undergraduate credit hours. Most courses will be taught in a face-to-face format on the Pittsburg campus.

Course Code	Course Title	Hours
Freshman Semester 1		
ENGL 101	English Composition	3
BIO: 113	Environmental Life Science	4
HHP 150	Lifetime Fitness	1
PSYCH 155	General Psychology	3
SOC 100	Introduction to Sociology	3
Freshman Semester 2		
GEOG 106	World Regional Geography	3
ENGL 299	Introduction to Research Writing	3
HIST 201 or 202	American History	3
MATH 204	Mathematics for Education I	3
COMM 207	Speech Communication	3
EDUC 261	Explorations in Education	3
Sophomore Semester 1		
POLS 101	U.S. Politics	3
MATH 304	Mathematics for Education II	3
ENGL 113	General Literature	3
HHP 341	Elementary School PE and Health	3
EDUC 321	Methods of Creative Expression	3
SPED 510 or 511	Overview of Special Education	3
Sophomore Semester 2		
ECON 191 or FCS 230	Issues in Today's Economy Consumer Education	3
PSYCH 263	Developmental Psychology	3
PHYS 171/172	Physical Science and Lab	4
EDTH 330	Technology for the Classroom	3
ART 311	Art Education	3
EDUC 551	Diversity in the Classroom	3
Professional Education Block 1		

EDUC 252	Children's Literature	3
EDUC 320	Early Childhood Foundation and Curriculum	3
EDUC 360	Curriculum Development for Elementary Education	3
EDUC 307	Clinical Experience	1
SPED 513	Instructional Approaches for the Inclusive Classroom	3
SPED 512	Characteristics of Students in Inclusive Settings	3
Professional Education Block II		
EDUC 366	Primary Reading and Language Arts with Practicum	4
PSYCH 357	Educational Psychology	3
EDUC 362	Elementary School Science	3
SPED 515	Positive Behavior Support in the Inclusive Setting	3
SPED 514	Professional Collaboration in the Inclusive Setting	3
SPED 516	Assessment and Individualized Education Programming	3
Internship Semester		
EDUC 345	Topics: Internship in Elementary Education Unified	3
EDUC 361	Elementary School Mathematics	3
EDUC 367	Intermediate Reading and Language Arts with Practicum	4
EDUC 363	Elementary School Social Studies	3
EDUC 464	Foundations of Measurement and Evaluation	2
Professional Semester (Student Teaching)		
EDUC 455	Elementary and Middle Level Education	2
EDUC 458	Methods and Curriculum	3
EDUC 475	Supervised Teaching in Elementary Schools	3
EDUC 476	Supervised Teaching in Elementary Schools	5
EDUC 579	Supervised Student Teaching and Follow-Up	2
TOTAL		**134**

Curriculum: Internships and practica required of students in this program

The internship and practica total over 1,000 contact hours in an elementary and/or special education classroom working directly with Kindergarten through Grade 6 students, classroom, and special education teachers.

Internship/Practica	Description
EDUC 261	Supervised clinical experience to be conducted in area schools
EDUC 307	Supervised clinical experience for students who have completed EDUC 261
SPED 510/511	Tutor a student with special needs in the classroom setting.
EDUC 366	Hands-on teaching experiences at primary grades through supervised, on-site practicum
EDUC 367	Hands-on teaching experiences at intermediate grade level through supervised, on-site practicum.
EDUC 345	Observing, working with small groups of students, grading papers, helping with classroom tasks, and teaching one subject for three to four weeks.
EDUC 475	Directed observation, participation and responsible classroom teaching; taken as part of the professional semester by students in the regular elementary sequence
EDUC 476	Directed observation, participation and responsible classroom teaching; taken as part of the professional semester by students in the regular elementary sequence
EDUC 579	Departmental representatives will visit each student teacher during the professional semester Note: departmental representatives will provide assistance and support for students in their first year of teaching

New Program Proposal: Fiscal Summary

Bachelor of Science in Education
Elementary Education Unified (K-6)

Basic Program Information

1. Title of proposed program: Elementary Education Unified (K-6)
2. Degree to be offered: Bachelor of Science in Education
3. Anticipated date of implementation: August 2018 (FY 2018-2019)
4. Responsible department(s) or unit(s): College of Education
                                     Department of Teaching and Leadership
5. Total Number of Semester Credit Hours: 134
6. CIP code: 13.1202

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	20	5	28	6	35	7
B. Total SCH taken by all students in program	700 + 85 = **785**		980 + 102 = **1,082**		1225 + 119 = **1,344**	
Part II. Program Cost Projection						

A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.

	Implementation Year	Year 2	Year 3
No new General Use Costs are required or requested for this program. The program uses the coursework from the Elementary Education major and the Inclusive Education minor. These courses are approved and have been taught in previous semesters. One new 3-hour course (SPED 516) is added and will be taught in load by a professor who is teaching other courses in the program.			
<u>Base Budget</u> Salaries	NA	NA	NA
OOE	NA	NA	NA
Total	NA	NA	NA

Indicate source and amount of funds if other than internal reallocation: N/A

New Program Proposal: Program Summary
Pittsburg State University

Master of Professional Accountancy

Criteria	Program Summary
1. Program Identification	Title of proposed program: Master of Professional Accountancy Degree to be offered: Master of Professional Accountancy Anticipated implementation: Fall Semester, 2018 Total # of Credit Hours 33 CIP code: 52.0301
2. Department	Accounting and Computer Information Systems Department Kelce College of Business
3. Program Description	This proposed program provides graduate students with the opportunity to complete a Master's degree at Pittsburg State University in the field of accounting in an accelerated format, whereby students will get an undergraduate and a graduate degree in five years' time.
4. Demand/Need for the Program	The demand for graduates who go on to earn the CPA designation is strong and is predicted to grow. Each year 10-15 of our Bachelor of Business Administration with a major in accounting graduates go on to study for a Master of Business Administration (MBA) degree. The overwhelming reason for pursuing this degree is to earn the 150-semester credit hours necessary to sit for the Uniform CPA Examination. In addition to those pursuing the MBA, 31 of our 156 current accounting undergraduates (nearly 20%) are double-majoring with the goal of earning all 150-credit hours at the undergraduate level. Because the goal of these students is to become certified accounting professionals, being able to earn the 150-credit hours with a Master's degree in their field is quite desirable. According to the Bureau of Labor Statistics website[1], there were 1.3 million jobs in accounting and auditing in 2014. This number is expected to increase by 11% during the period of 2014-2024, which is faster than the average of all other reported occupations. With a mean annual wage of $76,730, these are well-paying jobs, and with 11% expected growth, the industry is in demand of graduates in increasing numbers. As of this writing, according to an online job site[2], there are 144 entry-level accounting job openings within 25 miles of Wichita, and there are 518 entry-level accounting jobs within 25 miles of Kansas City. (St. Louis has 579; Omaha, 268; Oklahoma City, 247; Tulsa, 149; and Topeka, 60).
5. Comparative/ Locational Advantage	Pittsburg State University offers competitively priced, high-quality degrees at both the undergraduate and graduate levels. While our accounting program has fewer students than some of the larger state universities in the Regents' system, our graduates have CPA Uniform Examination pass rates that are comparable to those larger institutions. Located in the heart of the Midwest, PSU's accounting graduates can be found at all the Big 4 public accounting firms (EY, KPMG, Price-WaterhouseCoopers, and Deloitte), in national and regional public accounting

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[1] https://www.bls.gov/

[2] Indeed. (2017, November). Retrieved from: https://www.indeed.com/

firms like BKD, Grant Thornton, Montgomery Coscia Greilich, and Moss Adams, in large corporations such as ConAgra, Cerner, Koch Industries, Phillips 66, and Walmart, among others, and in small to medium-sized businesses across the region.

Our entire accounting faculty consist of professionals who either hold the CPA designation or a law degree. Class sizes are capped at a maximum of 90 students in our introductory classes, but most classes in the department are capped at under 50 students each. Classes above the introductory level are all taught by our PhD/CPA, MBA/CPA, or JD credentialed faculty, with no graduate students responsible for primary teaching duties.

Geographically we are in a prime location to support the workforce needs of nearby cities, including Wichita, Kansas City, Omaha, Joplin, Springfield, Tulsa, Oklahoma City, and St. Louis, as well as the fast-growing Northwest Arkansas region.

6. Curriculum	The Master of Professional Accountancy is a 33-semester credit hour accelerated degree program. Included in this program are: • 9 hours double-counted undergraduate/graduate accounting courses • 6-credit hours of MBA courses • 12-credit hours of graduate accounting/finance courses • 6-credit hours of 500-level or above (accounting, computer information systems, economics or finance electives) No new courses will need to be created, and no new faculty will need to be hired.
7. Faculty Profile	The core accounting faculty for the degree will be: • Dr. David O'Bryan (Ph.D. University of Missouri), University Professor and holds 5 professional certifications, including a CPA; • Dr. Theresa Presley (Ph.D. University of Memphis), Ph.D./CPA; • Dr. Mary Jo Goedeke (J.D. University of Kansas and LL.M., University of Missouri-Kansas City); and • Gail Yarick, who recently completed her Ph.D. (Northcentral University), also holds the CPA designation. Faculty who currently teach in the MBA program will be used to offer the six-credit hours of MBA coursework and the Financial Strategy course that Master of Professional Accountancy students will need to take. These faculty include: • Dr. Kevin Bracker (Ph.D. University of Kansas); • Dr. Bienvenido Cortes (Ph.D. Oklahoma State University); • Dr. Choong Lee (Ph.D. University of Iowa); • Dr. Kristen Maceli (Ph.D. University of Kansas); • Dr. Lynn Murray (Ph.D. University of Missouri); and • Dr. Jay van Wyk (Ph.D. Tilburg University). All the faculty in this program have terminal degrees; many faculty have significant work experience above their academic careers and hold professional certifications that are vital to their field of expertise. Their vitae are available upon request.
8. Student Profile	The program is designed to be a one-year, accelerated Master of Professional Accountancy, and as such, the target audience for this program will be existing Pittsburg State University accounting undergraduate students. Students will be required to maintain a high GPA in their undergraduate accounting courses to be admitted, and nine-credit hours of coursework will be double-counted at the undergraduate/graduate level; hence the need for the students entering the program to have studied at Pittsburg State University.

	Students enrolling in this program generally share similar personality characteristics, including organization and time management skills, attention to detail, trustworthiness, self-starters, efficient planners, and effective leaders.
9. Academic Support	Academic services at Pittsburg State University, including advising, library, audio-visual, laboratory, and academic computing resources, are sufficient to support this program. All academic support available at Pittsburg State University and in the Kelce College of Business will be available for students and faculty in the Master of Professional Accountancy program, including institutional support, initiatives offered through the Student Success Center (such as The Writing Center), resources available through the Axe Library, access to support for faculty and student travel, and internal grant funding opportunities. Furthermore, Pittsburg State University provides strong and outstanding support for both hardware and software technology needs. The Accounting and Computer Information Systems Department in the Kelce College of Business will provide computing equipment, computer lab-space, and support infrastructure, including information and communication resources. Library materials, including electronic subscriptions to the most relevant journals and databases in accounting, are sufficient for the proposed program.
10. Facilities / Equipment	Existing facilities are sufficient for the proposed program. The program will use classrooms and computer labs in the Accounting and Computer Information Systems Department, the Kelce College of Business, and the Axe Library. The only equipment that the department can foresee is access to specialized law and financial databases to be used in the Tax Research class. There will be no other equipment or software expenses, and no classroom or infrastructure costs to start and maintain the program.
11. Program Review / Assessment / Accreditation	The Master of Public Accountancy degree program will employ the same program review procedures used for all Pittsburg State University programs. In addition, all programs, including the Master of Public Accountancy, are required to submit an annual assessment report to the University Assessment Committee documenting progress toward meeting student learning outcomes. The program level assessment for the Master of Public Accountancy degree will be consistent with the existing Master of Business Administration degree, the only other Master level degree offered by the Kelce College of Business. Faculty in the new program will work with the Pittsburg State University Director of Assessment to continue refining program assessment methods as the new degree program is implemented. Assessment techniques will include the use of CPA Uniform Examination results, Major Field Test results, class projects scored with rubrics, advisement surveys, exit interviews, and employment surveys.
12. Costs, Financing	The administration of the Master of Professional Accountancy degree will require Program Director and Administrative Specialist support time, as well as two foreseeable costs. Databases for the Tax Research class have a cost of $10,000 per year, and those costs will be absorbed by the College. Plans for recouping those costs include a reallocation of student technology fees and/or outside fundraising. The other cost will be in the form of one new graduate assistant to support the expansion of graduate offerings from the Department.

	Implementation Year	Year 2	Year 3
GA Salaries	$5,000	No additional requests	
Database Subscriptions	$10,000		
Total	$15,000		

New Program Proposal: Curriculum Outline
Pittsburg State University

Master of Professional Accountancy

Basic Program Information

1. Title of proposed program: Master of Professional Accountancy
2. Degree to be offered: Master of Professional Accountancy
3. Anticipated date of implementation: Fall Semester, 2018
4. Responsible department(s) or unit(s): Accounting and Computer Information Systems Department
5. Total Number of Semester Credit Hours: 33
6. CIP code: 52.0301

Course Name and Number	Credit Hours

Double-counted Undergraduate/Graduate Level Courses

ACCTG 710 – External Auditing and Assurance Services	3
ACCTG 711 – Advanced Taxation	3
ACCTG 720 – Advanced Financial Accounting	3

Existing MBA Courses – Pick 2 courses from the list below	6

MGMKT 826 – Quantitative Business Analysis (3)
MGMKT 828 – Leadership and Behavioral Management (3)
MGMKT 830 – Business, Government and Society (3)
MGMKT 831 – International Business (3)
MGMKT 839 – Marketing Strategy (3)

Graduate Level Accounting/Finance Courses

ACCTG 812 – Tax Research	3
ACCTG 813 – Financial Statement Analysis	3
ACCTG 814 – Management Control Systems	3
FIN 836 – Financial Strategy	3

500-level or above courses

ACCTG 522 – Information Systems Auditing and Controls	3
Choose any ACCTG, CIS, ECON or FIN course at the 500-level or above	3

Total Credit Hour Requirement:	33 hours

New Program Proposal: Fiscal Summary
Pittsburg State University

Master of Professional Accountancy

Basic Program Information

1. Title of proposed program:	Master of Professional Accountancy
2. Degree to be offered:	Master of Professional Accountancy
3. Anticipated date of implementation:	Fall Semester, 2018
4. Responsible department(s) or unit(s):	Accounting and Computer Information Systems Department
5. Total Number of Semester Credit Hours:	33
6. CIP code:	52.0301

Part I. Anticipated Enrollment	Implementation Year	Year 2	Year 3
	Full-Time | Part-Time	Full-Time | Part-Time	Full-Time | Part-Time
Full-Time, Part-Time Headcount:	20 | 0	25 | 0	30 | 0
Total SCH taken by all students in program	660	825	990
Part II. Program Cost Projection			
In implementation year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please only include the additional amount budgeted.			
	Implementation Year	Year 2	Year 3
GA Salaries	$5,000	No additional request	No additional request
Database Subscription	$10,000	No additional request	No additional request
Total	$15,000	No additional request	No additional request

One new graduate assistant is needed to support the expansion of the department's graduate offerings. Databases for the Tax Research class have a cost of $10,000 per year, and those costs will be absorbed by the College. Plans for recouping those costs include a reallocation of student technology fees and/or outside fundraising.

Wichita State University
PROPOSAL FOR MINOR
Kansas Board of Regents

I.   There is no Japanese major offered at Wichita State. Only Spanish and French currently offer both a major and a minor at WSU, while Russian and German both offer a minor without a major. Japanese, showing consistently higher enrollments than both German and Russian, should offer a minor as well for students wishing to pursue this course of study. We are confident that enrollment in the program will increase once it counts toward an official degree program. For example, financial aid for study abroad depends upon progress toward a degree program: approval of the minor will allow more students to pursue coursework at our sister institutions in Japan: Aoyama Gakuin University (Tokyo), Kansai Gaidai (Osaka), & Okayama University (Okayama). Transfer credit from intermediate and advanced-level courses at these institutions could be applied toward the minor in Japanese at WSU.

II. Name: The proposed course of study is: Minor in Japanese through the department of modern & classical languages & literatures (MCLL).

Description of Purpose: To provide an opportunity for students who wish to continue learning Japanese in further pursuit of career goals and the opportunity to have a meaningful addition to their *résumés* and transcripts.

Enrollments:
The following chart shows the enrollment numbers in the Japanese program for the past seven years.

	Class	2010	2011	2012	2013	2014	2015	2016
Japanese Enrollment from 2011-2016								
Spring	J111	24	18	26	19	23	22	26
	J112	17	21	13	15	15	13	18
	J225	7	17	13	15	10	15	
	J224a BC			1		7	4	5
	J300							14
	Totals	**48**	**56**	**52**	**49**	**55**	**54**	**61**
Fall	J111	27	19	20	25	22	27	27
	J112	16	9	11	7	16	12	10
	J223	18	24	13	17	9	15	8
	J224 BC			4				
	J300 BC	1						
	Totals	**62**	**52**	**48**	**49**	**47**	**52**	**45**

Avg. per semester: 53 students

A few things of note:
- Enrollment in J111 and J112 has been consistently high
- Enrollment in J223 and J225 has also been consistent, in spite of these course not counting toward a major program
- Student interest in learning Japanese has not decreased over time
- Students have expressed the desire to pursue more courses in Japanese language and culture; the lack of a minor for their degree, however, makes that difficult to justify.

Increasing Enrollments:

Because there is no minor offered at WSU, students who wish to seriously study the language have to attend other universities. Several students enrolled in classes at WSU have stated that they would prefer to have a minor, and some students have even transferred to other universities to gain one.

Financial aid informed departments that students will be denied financial aid of all types for courses that do not directly count toward a degree, minor, or general education credit. Hence without a minor in place, even more students who wish to take Japanese will be unable to do so.

In point of fact, it is already the case that advisors are recommending students not take Japanese courses. A faculty member was contacted by three students who were interested in taking a Japanese course last spring who were then advised not to because the class would not count toward their degree.

As we can see by the numbers, the interest is there. By not allowing a minor to be offered, the third largest language program risks losing students. Creating a minor will not only retain students currently enrolled, but should enhance recruitment of additional students to the program.

Study Abroad:
The following table shows the number of students who have studied abroad in the past seven years.

Students who have studied abroad in Japan by year	
Year	# of students
2011	1
2012	6
2013	0
2014	5
2015	5
2016	3

Four students are currently projected to study abroad during the 2017 school year.

Students who study abroad are at a more advanced language level than is offered at the school, and yet these students are the most dedicated learners who wish to continue their studies. Offering a minor would provide these students with higher level classes to continue their Japanese education.

Our third sister school, Okayama University, was recently added. As such, participation in study abroad is expected to increase.

Study Abroad as a program component:
It is hoped that the study abroad program can be incorporated into the minor itself as a requirement. Doing so would not only require students to have first-hand experience with the culture and immersion in the language, but it would also benefit the university as some of the higher language classes can be taught at the sister schools to students who are studying in Japan, which would prevent the need to hire a new full-time faculty member.

Currently, J300d is used to offer credit for students who are studying abroad. Specific courses will be determined to ensure that each student is meeting the same requirements.

By requiring students to study abroad, they will be able to receive credit for the higher levels of language offered in Japan while paying tuition to Wichita State, and also saving the university money for a new professor.

III.   Name of Minor: Minor in Japanese Language

Course Name and Number	Credit Hours
J101: Travel Japanese	3
J223: Intermediate Japanese I	3
J224: Intermediate Studies in Japanese Language	1-3
J224a: Intermediate Japanese II	1
J225: Japanese Conversation	2
J300: Special studies	1-3
J300a: Japanese Film	
J300d: Study abroad in Japan	
J398: Travel Seminar in Japan	
J565: Topics in Asian Philosophy, to be cross-listed with PHIL 565 (team-taught by Dr. R. Feleppa & Ms. Yumi Foster).	

IV.   Faculty resources:

A. Number of FTE faculty who teach in the major, including all concentrations: 1

B. Rank of faculty:
Instr.__1___; Asst. Prof._____; Assoc. Prof._____; Prof.___; GTAs_____.

C. Preparation of faculty;
Indicate level of degrees: Bach._____; Masters____1____; Doctors_____.

D. Explain other instructional responsibilities of faculty. (e.g. list service courses in school or for other schools/majors):

Professors:
The primary Instructor for Japanese language courses is Yumi Foster (1.0 FTE, benefits-eligible). In addition to her teaching duties, for the past four years she has organized the Japan Festival at WSU (spring semester) and also has served as faculty advisor for the Japanese Culture Club on campus. She also has implemented a weekly Japanese Conversation Time, open to anyone who would like to practice their Japanese language skills with native speakers and other students.

Jennifer Musaji has taken on a small role in teaching the Travel Japanese (J101) class offered at WSU South for the past two years. Ms. Musaji holds a master's degree in Educational Psychology with a specialist in second language acquisition from WSU and also teaches Beginning Japanese I and II at Butler Community College. She also worked for several years at WSU's Intensive English Language Center and currently teaches a First-Year Seminar on world cultures (WSUA 102E).

As part of the Asian Studies Certificate, Dr. Robert Feleppa, professor of Philosophy, has worked in tandem with Ms. Foster to teach certain classes such as Asian Thought in Japanese Cinema.

While having only one full-time Instructor for a minor program might appear difficult, by taking advantage of study abroad opportunities between WSU and our three sister schools in Japan, students can receive credit for classes taken at the sister schools together with team-taught upper-division classes, which allows a viable minor to be offered within the limits of existing resources.

As MCLL recruits and retains more students of Japanese through implementation of the proposed minor, a request for additional faculty may become justified in the long term.

I. Indicate major in which minor will be located: N/A. This is a new minor where a major does not exist.

II. Give the name and describe the purpose of the proposed minor:

Name: Business Analytics Minor

Description of Purpose:

Business Analytics is the use of tools and models to analyze past data, visualize it, predict future performance, and gain insight into developing business strategies for the future. A Business Analytics minor will give students an overview of descriptive, predictive, and prescriptive models using advanced Excel and other tools.

III. Provide curriculum for the major and indicate courses required for the minor:

Name of Major: N/A

Course Name & Number Credit Hours for Minor

Required Courses (9 credit hours)

DS350 Operations Management

FIN340 Financial Management I

DS 675 / FIN 675 Spreadsheet Modeling

Prerequisites for DS 675/FIN 675: DS 350 and FIN 340 each with a grade of *C+* (2.3) or better, junior standing, advanced standing.

Elective Courses (6 credit hours)

ECON 403 Business and Economics Forecasting

FIN 450 Applied Financial Analysis

ACCT 560 Accounting Information Systems

MIS 600 Database Management System

ECON 731 Applied Econometrics

MIS 750 Business Intelligence and Analytics

Total hours: 15

Note: By Board of Regents definition minors are established within existing programs and are:

1. 24 hours or less at the undergraduate level

2. 12 hours or less at the master's level

3. 18 hours or less at the doctoral level

IV. Faculty resources:

A. Number of FTE faculty who teach in the minor:

\#_____8.25_____

B. Rank of faculty:

Instr.____2____; Asst. Prof.___1_____; Assoc. Prof.____1____; Prof._____5___; GTAs____0____

C. Preparation of faculty;

Indicate level of degrees: Bach._____; Masters_____2___; Doctors___7_____

D. Explain other instructional responsibilities of faculty. (e.g. list service courses in school or for other schools/majors):

The faculty in this minor have primary teaching responsibilities the Barton School of Business as follows: two Professors in the ITMIS and MBA degree programs (MIS 395, MIS 610, MIS 874, MIS 884), two Professors in core business classes in decision sciences at the undergraduate and graduate level (DS 350, DS 400 and DS 850), one Professor in the Economics graduate and undergraduate programs (ECON 201, ECON 301 and ECON 801), one instructor and one Associate Professor in the Finance major (FIN 440) and one Assistant professor in the Accounting major (ACCT 840 and ACCT 860).

WICHITA STATE UNIVERSITY
Academic Affairs

November 8, 2017

To: Jean Redeker
        Vice President for Academic Affairs
        Kansas Board of Regents

From: Rick Muma
        Senior AVP for Academic Affairs and Strategic Enrollment Management

Re: School Name Change

This is a request by the College of Liberal Arts and Sciences to change the name of its School of Community Affairs. Please place on the next available COCAO agenda. In advance of this memo we have made the request in program inventory.

Current
School Name: School of Community Affairs

Proposed
School Name: School of Criminal Justice

Rationale:
Although originally comprised of a number of loosely related programs, the School of Community Affairs has been transformed into a more coherent, connected set of degree programs, all criminal justice related. As a result, the name School of Community Affairs no longer truly defines the School. In fact, the current name has led to frustration on the part of prospective students and their parents, as well as, entities external to the University who have expressed confusion. In light of these reasons, we are respectfully requesting a name change from the School of Community Affairs to the School of Criminal Justice.

If you require further information, please contact me at the telephone number below or email me at richard.muma@wichita.edu.

Thank you.

WICHITA STATE UNIVERSITY | *Academic Affairs* | 1845 Fairmount Street | Wichita, Kansas 67260-0013
tele: (316) 978-3010 | web: www.wichita.edu/academicaffairs

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November 3, 2017

Stuart Day
Senior Vice Provost for Academic Affairs Office of the
Provost
University of Kansas Dear Stuart,

I am writing in support of the Department of Dance and the Department of Theatre's request to merge into a single Department of Theatre and Dance.

As indicated in their attached proposal, this merger allows for combined resources to support and strategically enhance the efforts of both units, while preserving the integrity of the existing programs.

It supports an interdisciplinary, collaborative approach to research and teaching, and provides opportunities for new program development.

The proposal has my full support.

Sincerely,

Carl Lejuez
Dean, College of Liberal Arts & Sciences

Office of the Dean
Strong Hall | 1450 Jayhawk Blvd., Room 200 | Lawrence, KS 66045-7535 | (785) 864-3661 | Fax (785) 864-5331 | www.clas.ku.edu

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PROPOSED NEW DEPARTMENT OF THEATRE AND DANCE—University of Kansas

Justification:

The Department of Dance and the Department of Theatre propose the merger of the two departments as a single Department of Theatre and Dance. Due to the similar size of the undergraduate BA programs, comparable needs for production support in the University Theatre and University Dance Company, positions left vacant by a wave of retirements followed by budget cuts in both departments, and reduced staff support in Dance, the chairs of the departments met to discuss how the larger administrative structure of Theatre might support Dance, and the resources used to outsource production and marketing in Dance might bolster positions in Theatre.

The proposed department preserves the integrity of existing programs, including undergraduate and graduate degrees in both areas. The merger supports an interdisciplinary, collaborative approach to research and teaching, and presents an opportunity for new program development. The changes to the administrative support structure create efficiencies that make this merger revenue-neutral. Benefits of the merger include:
- Combined resources to support performances by the University Theatre and University Dance Company, from technical production to marketing and communications.
- Increased funding for technical production (by combining the production budgets for both departments), which will aid in the recruitment of graduate students in Theatrical Design.
- Opportunities to house new works among students and faculty in the Elizabeth Sherbon Black Box Theatre as an incubator space.
- New opportunities to produce theatre works in venues associated with dance: Lawrence Arts Center and the Lied Center.
- Creation of a larger faculty body to share the service load for committees and leadership at the department, college and university level, freeing up faculty to focus on research and teaching.
- Increased opportunities to do theater works that incorporate dance (i.e. musicals), dance theatre, and experimental theatre that requires movement broadly conceived.
- Collaboration across the diverse curriculum to recruit students in undergraduate degree programs.
- Recruitment of undergraduates and graduate students who want to combine study in theatre and dance.

CHANGES TO ADMINISTRATIVE STRUCTURE
- The position of Artistic Director of University Theatre will convert to the position of Associate Chair of Theatre and Dance. The Associate Chair will oversee all creative productions (Dance and Theatre) as they interface with curriculum, diversity, and practical application.
- The production and communications responsibilities previously allocated to the Artistic Director will be assigned to the staff positions of Director, Technical Director and Assistant Director.
- The title of Managing Director will change to Director and the title of Box Office Manager will change to Assistant Director.
- The .5 position of Marketing and Communications will convert to a 1.0 FTE for University Theatre and University Dance Company.
- The position of Associate Chair in Dance will convert to a Director of Undergraduate Studies in Dance. This individual will report to the Associate Chair and Chair of Theatre and Dance.
- The .5 position of Administrative Associate in Dance will convert to 1.0 FTE. This individual will assist the Chair and Associate Chair with financial oversight of dance- specific funding, appointment of accompanists, communication about University Dance Company and Blackbox Theatre, marketing, recruiting, auditions, assessment, curriculum revision and scheduling, and facilities management.
- The position of Chair of Dance will be eliminated.
- The number of University Theatre performances will be reduced from 8 to 6 per year, resources will be allocated to increase support to individual performances and the inclusion of 2 University Dance productions in the Theatre/Dance Season.
- One University Dance Company performance will relocate to the Crafton Preyer Theatre every other year. Funds recuperated from the expenses previously allocated to other venues in production and marketing support will be reinvested in the production season. In turn, University Theatre productions may be located at the Lied or Lawrence Arts Center in opposite years.

MEDIATING THE ANTICIPATED IMPACT ON FACULTY AND STUDENTS

- Faculty appointments will remain consistent in the new department structure. Faculty have been consulted throughout the proposal process.
- Designated KUEA funding will support individual areas according to the letters of gift from donors. All theatre and dance scholarships will remain the same. Donors have been apprised of the proposal and have given positive feedback about the new developments.
- Courses will retain their THR or DANC prefix.
- All existing degrees (BA and BFA in Dance; BA and BGS in Performance; BA and BGS in Theatre Culture and Society; BFA in Theatre Design; MFA in Scenography; MA and PhD in Theatre Studies) and minors (Theatre, Dance) will remain.
- Logical and meaningful changes to degree requirements may be made in the future, such as the substitution of courses across disciplines in a given degree program, the development of minors, and new degree programs. However, no changes will be proposed during the first year of the transition to provide stability during the process.
- The Advising Specialist for students in both areas will remain the same, so students have a consistent advisor in both areas. Students have been consulted during the planning process.

October 27, 2017

To: Jean Redeker
        Vice President for Academic Affairs
        Kansas Board of Regents

From: Rick Muma
        Senior AVP for Academic Affairs and Strategic Enrollment Management

Re: Degree Title Change

This is a request by the College of Engineering for change in degree title. Please place on the next available COCAO agenda. We are changing the degree name for the M.S. in Electrical Engineering as outlined below. In advance of this memo we have made the request in program inventory.

Current
Degree: M.S. in Electrical Engineering
CIP: 14.1001
Program Code: MS_EEN

New
Degree: M.S. in Electrical and Computer Engineering
CIP: 14.1001
Program Code: MS_EEN

Under the current degree structure, computer engineering is a major concentration area. The name change will better reflect the current program structure, provide better visibility to the program, and attract more students interested in studying computer engineering at the graduate level.

If you require further information, please contact me at the telephone number below or email me at richard.muma@wichita.edu.

Thank you.

WICHITA STATE UNIVERSITY | Academic Affairs | 1845 Fairmount Street | Wichita, Kansas 67260-0013
tele: (316) 978-3010 | web: www.wichita.edu/academicaffairs

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WICHITA STATE
UNIVERSITY
Academic Affairs

November 2, 2017

To: Jean Redeker
        Vice President for Academic Affairs
        Kansas Board of Regents

From: Rick Muma
        Senior AVP for Academic Affairs and Strategic Enrollment Management

Re: Degree Title Change

This is a request by the College of Engineering for change in degree title. Please place on the next available COCAO agenda. We are changing the degree name for the B.S. in Manufacturing Engineering as outlined below. In advance of this memo we have made the request in program inventory.

Current
Degree: B.S. in Manufacturing Engineering
CIP: 14.3601
Program Code: BSMFE_MFEN

New
Degree: B.S in Product Design and Manufacturing Engineering
CIP: 14.3601
Program Code: BSMFE_MFEN

The curriculum of the BS in Manufacturing Engineering is being modified to address the University's strategic enrollment management plan, credit hour reduction goals, and feedback from the Department of Industrial, Systems, and Manufacturing constituents. This change is designed to address new trends in the industry (product design-based manufacturing instead of traditional manufacturing) and to meet the needs of employers and students. These changes will equip students with system-level design tools, while satisfying updated ABET accreditation requirements.

If you require further information, please contact me at the telephone number below or email me at richard.muma@wichita.edu.

Thank you.

WICHITA STATE UNIVERSITY | *Academic Affairs* | 1845 Fairmount Street | Wichita, Kansas 67260-0013
tele: (316) 978-3010 | web: www.wichita.edu/academicaffairs

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WICHITA STATE UNIVERSITY
Academic Affairs

November 2, 2017

To: Jean Redeker
        Vice President for Academic Affairs
        Kansas Board of Regents

From: Rick Muma
        Senior AVP for Academic Affairs and Strategic Enrollment Management
        Wichita State University

Re: Degree Title Change

This is a request for change in degree title. Please place on the next available COCAO agenda. We are requesting a change in the degree name for the BS in Health Services Management and Community Development as outlined below. In advance of this memo, we have made the request in program inventory on the KBOR Website.

Current
Degree: BS in Health Services Management and Community Development
CIP: 51.0701
Program Code: BS_HSMCD

New
Degree: BS in Health Management
CIP: 51.0701
Program Code: BS_HM

The name change is intended to more clearly define what the degree entails and will create an recognizable name that will better resonate with students, advisers, and employers.

During AY 2017, the Department of Public Health Sciences conducted a series of assessment activities to evaluate the program/curriculum. These assessments included student focus groups and input from faculty/staff and the department's advisory council. The program was also assessed by a consultant to determine the feasibility for accreditation. As a result of our assessment activities, it was determined that the program name should be shortened to Health Management. Other than reorganizing content and course offerings, the overall curriculum will remain the same.

If you require further information, please contact me at the telephone number below or email me at richard.muma@wichita.edu.

Thank you.

WICHITA STATE UNIVERSITY | *Academic Affairs* | 1845 Fairmount Street | Wichita, Kansas 67260-0013
tele: (316) 978-3010 | web: www.wichita.edu/academicaffairs

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THE UNIVERSITY OF
KANSAS
College of Liberal Arts & Sciences

November 6, 2017

Stuart Day
Vice Provost for Academic Affairs Office of the Provost

Dear Stuart,

Many thanks for your assistance last spring in facilitating the changing the name of the Department of French and Italian to the Department of French, Francophone & Italian Studies. I would like to now endorse the department's request to change the names of degrees as listed below so that they can be listed in CIM:

- BA in French becomes **BA in French, Francophone & Italian Studies**
- MA in French becomes **MA in French and Francophone Studies**
- PhD in French becomes **PhD in French and Francophone Studies**

Sincerely,

Carl Lejuez Dean

cc: Rachel Schwien, Governance Associate, College Office of Graduate Affairs

Office of the Dean
Strong Hall | 1450 Jayhawk Blvd., Room 200 | Lawrence, KS 66045-7535 | (785) 864-3661 | Fax (785) 864-5331 | www.clas.ku.edu

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November 6, 2017

Dr. Redeker,

On behalf of the University of Kansas, I am writing to endorse the following requests for degree name changes:

- BA in French, Francophone and Italian Studies (from BA in French)
- MA in French and Francophone Studies (from MA in French)
- PhD in French and Francophone Studies (from PhD in French)

These degree name changes will better align with the recently changed name of the department to French, Francophone and Italian Studies, as approved by COCAO in the April 24, 2017, meeting. The name change represents an evolution in the field that encompasses the larger French-speaking population of the globe. It also reflects the growing expertise within the department in such areas as Haiti and Africa.

Thank you in advance for your consideration.

Sincerely,

Stuart Day

Senior Vice Provost for Academic Affairs
Office of the Provost
Professor of Spanish
The University of Kansas

Strong Hall | 1450 Jayhawk Blvd., Room 250 | Lawrence, KS 66045-7518 | USA
+1 (785) 864-4904 | Fax +1 (785) 864-4463 | provost@ku.edu | www.provost.ku.edu

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Draft Version of the New Program Proposal Form

As part of the approval process, Kansas universities seeking to implement new programs are required to submit a New Program Proposal form to the Kansas Board of Regents. To provide the most relevant information, the Program Proposal form is undergoing an update and transformation. Instead of requiring four documents with often repeated information, this streamlined, single form focuses on areas that are most pertinent, including the deletion of less important questions and the request for more financial data.

The new format is organized in five major categories: General Information, Justification and Program Demand, Curriculum, Core Faculty, and Expenditures and Revenue. Opportunities to provide written explanations necessary for the review process are included. What is presented today is a draft version that affords each institution the opportunity for discussion and feedback.

PROPOSAL FOR A NEW DEGREE PROGRAM

Please check one: ☐ Baccalaureate Program ☐ Master's Program ☐ Doctoral Program

A. General Information

1. Institution: ESU   FHSU   K-State   KU   KUMC   PSU   WSU
   (circle one)

3. Program Identification:

   Program Title: _____

   Degree to be Offered: _____

   Responsible Department or Unit: _____

   CIP Code: _____   Proposed Implementation Date: _____

   Total Number of Semester Credit Hours for the Degree: _____

B. Justification and Program Demand

1. Justification:
    In the space below, provide a brief description of the program and indicate why this program is important to your institution and to the state of Kansas.

2. Demand: Select one of the two options for indicating student demand:

   Option A. Survey of Student Interest
       Number of surveys administered: ………………   _____
       Number of completed surveys returned: ……….   _____   _____
       Percentage of students interested in program: …   _____

   Option B. Statistical and Degree Audit Analysis
       Attach a one-page analysis that reflects historical trends, changing student demographics, and curricular growth patterns to forecast student demand for this program. Please provide citations for your data sources.

3. Demand: Projected Enrollment for the Initial Three Years of the Program
   Indicate how many students/credit hours are projected in the charts below.

Year	Headcount		Sem Credit Hrs	
	Full-Time	Part-Time	Full-Time	Part-Time
Implementation				
Year 2				
Year 3				

4. Demand: Employment
   Based on your research on the employment market for graduates of this program, indicate the number of available job openings on the following chart. Limit your figures to current or projected job openings that would require a degree such as the one proposed. Provide a description of your findings in the space provided, which may include such sources are the Kansas labor market information from the KS Department of Labor and/or the US Department of Labor.

<div align="center">Numbers of Projected Job Openings</div>

	Year 1	Year 2	Year 3
State			
Nation			

Description of Specific Employment Opportunities for Graduates of this Program
(*please provide citations for sources*)

C. Curriculum

1. Admission/Requirements:
    In the space below, describe the admission standards for the program.

2. Courses:
    Attach a one-page semester-by-semester degree plan.

D. Core Faculty

1. Inventory
    Provide an inventory of core faculty directly involved with program. For each faculty member, provide the following information.
    If applicable, place an * next to the faculty member who will direct this program.
    Rank refers to *Adjunct, Instructor, Assistant Professor, Associate Professor, Professor*, etc.
    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

2. Identify the number of graduate assistantships who will be assigned to the program: _____

E. Expenditures and Revenue: Please complete the information below and provide explanations* as clearly-labeled attachments.

I. EXPENDITURES	*List Amounts in Dollars*		
	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions* *(*Provide written explanations as necessary and attach to this document)*			
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			
Personnel – New Positions* *(*Provide written explanations as necessary and attach to this document)*			
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			
Start-up Costs – One-Time Expenses* *(*Provide written explanations as necessary and attach to this document)*			
Library/learning resources			
Equipment			
Physical Facilities: Construction or Renovation			
Other			
Total Start-up Costs			
Operating Costs – Recurring Expenses *(*Provide written explanations as necessary and attach to this document)*			
Supplies/Expenses			
Library/learning resources			
Equipment			
Travel			
Other			
Total Operating Costs			
GRAND TOTAL COSTS			

		List Amounts in Dollars		
II. FUNDING SOURCES *(projected as appropriate)* *(*Provide written explanations as necessary and attach to this document)*	Current	First FY	Second FY	Third FY
Tuition				
Student Fees				
State Funds				
Federal Funds				
Other Grants				
Other				
GRAND TOTAL FUNDING				
Projected Surplus/Deficit (+/-) (Grand Total FUNDING *minus* Grand Total Costs)				

Institutional Contact Person:

Name: _____   E-mail: _____

Date of Proposal Submission: _____

Proposed Amendments to the Accreditation Policy

> *Board policy states "the Vice President for Academic Affairs shall provide the Board with a report on the accreditation status of the state universities and their accredited programs each year." Staff is exploring the potential impacts of changing the reporting requirements, and is seeking COCAO's guidance. Any changes to the accreditation policy will require Board approval.*   *12/05/2017*

Background

Each year state universities report to the Board on the accreditation status of the institution and all accredited programs. Because there is little variance from year-to-year in these reports, staff is exploring the potential impacts of changing the reporting requirements. Guidance from the Chief Council of Academic Officers on this issue is critical. Following is the current Board accreditation policy and possible proposed amendments to that policy.

CHAPTER II: GOVERNANCE – STATE UNIVERSITIES

   A. ACADEMIC AFFAIRS
7. NEW ACADEMIC UNITS AND ACADEMIC PROGRAMS

. . .

l. Accreditation Policy

The Kansas Board of Regents believes that accreditation is an important indicator of institutional and program quality but that it must be balanced by considerations such as the relationship of accreditation to institutional mission, role, and aspiration, as well as the costs associated with accreditation visits and recommendations.

i. Board approval is required when any state university seeks accreditation for any program that it does not hold. Board approval shall be preceded by a formal proposal to the Board to seek accreditation. Where a program at any state university is unaccredited, Board approval must be obtained and granted prior to beginning the accreditation process. The proposal should include information on the accrediting agency and a table of costs associated with accreditation.

ii. ~~The Vice President for Academic Affairs shall provide the Board with a report on the accreditation status of the state universities and their accredited programs each year. The report shall include information on a) whether the institution or the program is accredited for the full term of accreditation and b) whether the institution or the program has received full accreditation status or is on probationary status.~~

<u>State universities shall maintain a list of accredited programs and a list of institutional accreditations. When a state university is notified of continued accreditation of the institution or program, the university chief executive officer shall report that out at the next regular Board meeting. Each state university shall promptly notify the Vice President for Academic Affairs in writing when the accreditation status of a program or the institution adversely changes.</u>

iii. Copies of all final accreditation reports shall be ~~mailed~~ <u>made available</u> to the Board office upon ~~their receipt from the accrediting agency~~ <u>request</u>.

Consider Amendments Clarifying Policy on Auditing Courses

Summary and Staff Recommendation

Due to confusion for aged 60 and older students seeking the tuition waiver afforded by the Board's course auditing policy, staff recommends Board approval of amendments to the policy to further clarify its scope and the authority of the state universities to 1) set admission standards for non-degree seeking students, including those who are auditing courses pursuant to this policy, 2) place additional admissions criteria on undergraduate programs for any student, including those seeking to audit courses pursuant to this policy, and 3) clarify graduate courses are exempt from auditing.

Background

As early as 1974, the Board of Regents has had a tuition waiver program that permits senior citizens to audit courses at state universities on a space available basis. Initially, the waiver was for persons aged 65 and older.

In 1978, at the request of then-Governor Robert Bennett, the age for participation was reduced from 65 to 60. In his written request for this change, expressed in a letter dated December 27, 1977, Governor Bennett describes what he believed the intent of the Board's course auditing program to be:

> "Our senior citizens have important needs for recreational and educational activity that the state should make every effort to meet. You have responded to this need by establishing a tuition waiver program that permits any Kansan over age 65 to enroll in courses for audit on a space available basis. By restricting the waiver to the auditing of a course, the student does not take examination nor receive grades yet benefits from the lectures and class discussions. Experience suggests that senior citizens are more interested in the activity of learning and less interested in receiving credit by taking examinations. I would like to request that you extend this opportunity to more older Kansans by lowering the minimum age of eligibility from 65 to 60."

That same year, this program and practice was adopted into Board policy:

> Any person 60 year of age or older upon the presentation of sufficient proof of age shall be permitted to audit courses at Regents institutions on a no fee, space available basis. All determinations as to the age of the applicant and the space available for the auditing of courses by such persons shall be made by the Regents institution involved.

In 1982 then Governor John Carlin was asked by a private citizen to provide for older citizens to be allowed to study for degrees at state universities without the payment of required tuition and fees. This individual had received an associate degree from Johnson County Community College pursuant to a program at JCCC that allowed persons 60 years of age or older to attend classes for credit at no charge and she wanted to pursue a four-year degree from one of the state universities, also for no charge (other than for books). In a letter responding to this individual's request, Governor Carlin explained that the Board's policy at that time provided only for course auditing for no credit on a space available basis, and that the universities were required to "provide a substantial portion of their operating expenses from student fee income. Because of these requirements, and because of fiscal problems resulting from a tight economic picture nationally and within the state, it has not been feasible for the Regents universities to waive tuition for any of their students, with the exception of the small number of graduate teaching assistants who perform classroom duties as part of their graduate training." Governor Carlin also noted that he would nevertheless forward the request to the Board, as that was the entity with authority to act on her request. The Council of Chief Academic Officers (COCAO) was asked to explore the impact and desirability of allowing senior citizens to audit courses for credit on a no-fee, space available basis. The Council noted "that the current program permitting persons over 60 years of age to audit courses on a no fee, space available basis was working well" and concluded "since there has been no large degree of interest registered at any of the campuses on behalf of waiving tuition for elder citizens; in light of financial stringencies being placed on institutions and state budgets at this time; and, the precedent that would be set by establishing fee waivers for special interest groups of various sorts, that the proposed policy should not be favorably recommended." The Council of Presidents (COPs) accepted the report of COCAO and no change was made to the Board's policy in response to this citizen's request.

In 1986, the auditing of courses policy was moved into the Board's Admissions policy. No other change was made to the auditing policy at that time.

Amendments were made to the course auditing policy in 1991 to clarify that the waiver only pertained to Kansas residents and that determination of residency was to be made by the state university involved, and in 1995 it was again amended to clarify that the waiver was of tuition and fees required of every student as a condition of enrollment, but that any specific academic fees were to be paid by the student.

In 2007 the Board (with the favorable recommendations of COCAO and COPs) amended all three subsections of the Admissions policy to reflect the adoption of the Board's updated qualified admissions regulations. At the time, language was added to the course auditing provision of Board policy stating that such auditors were to be considered non-degree seeking students (continuing the rule that qualified admission standards are inapplicable to these auditors). However, the requirement that the courses be taken not-for-credit was already in place, as evidenced by the discussions in 1977 and 1982. The 2007 amendments also clarified that state universities could set admissions standards for non-degree seeking students, and place additional restrictions on admission to undergraduate special programs and graduate programs as appropriate, as long as those standards and restrictions were compliant with the Board's regulations. Again, the authority of the institutions over their admissions, even for students only auditing not-for-credit, pre-existed these amendments, the amendments being clarifying in nature as provisions dealing with the new qualified admissions rules were being woven in.

Finally, in 2012, when the Board was conducting a comprehensive review of the entire policy manual, the course auditing policy was again amended, this time to reflect that more changes had been made to the Board's qualified admission regulations; senior citizen students auditing courses pursuant to the Board's policy continued to be considered non-degree seeking and thus not subject to qualified admission requirements.

Currently, the policy reads as follows:

> c   Auditing Courses
>
> Any Kansas resident 60 years of age or older upon the presentation of sufficient proof of age shall be permitted to audit courses at state universities on a space available basis with no requirement for payment of tuition and fees required of every student as a condition of enrollment. A person meeting these requirements shall be considered a non-degree seeking student for purposes of K.A.R. Articles 88-29, 29a and 29b. Special academic fees shall be paid by the student. All determinations as to residency, the age of the applicant and the space available for the auditing of courses by such persons shall be made by the state university involved.

Universities and the Board office continue to field questions about the Board's course auditing policy, whether the Board would consider opening it up to senior citizens who are degree-seeking or otherwise wish to earn credit for the courses they audit, and whether state universities have the ability to place restrictions on the type or number of courses that students may audit under this policy.

Staff Recommendation: Clearly, located as it is in the student admissions section of the policy manual, it has long been at least implicit that the auditing of courses policy assumes that students seeking to audit courses under its provisions (tuition-free and space available) would have to be admitted to the university, as well as into any program having additional admission requirements. Just as clearly, the policy requires that the courses being audited by these students be non-credit bearing. Nevertheless, there apparently remains confusion for students aged 60 and older seeking the tuition waiver afforded by this provision. Therefore, staff recommends Board approval of amendments to the Board's course auditing policy to further clarify its scope and the authority of the state universities to 1) set admission standards for non-degree seeking students, including those who are auditing courses pursuant to this policy, 2) place additional admissions criteria on undergraduate programs for any student, including those seeking to audit courses pursuant to this policy, and 3) clarify graduate courses are exempt from auditing. The Admissions policy, including the proposed changes, is set forth below:

1. ADMISSION

a. Admission of Undergraduate Students to State Universities

Admission of all undergraduate degree-seeking students to state universities shall be in compliance with the Board's Qualified Admission Regulations, K.A.R. Articles 88-29, 29a and 29b, as applicable. State universities may set admission requirements for undergraduate non-degree seeking students~~, as long as those requirements do not conflict with K.A.R. Articles 88-29, 29a, 29b and paragraph c. below~~.

b. Admission to Undergraduate ~~Special~~ Programs and Graduate Programs

State universities ~~are permitted to~~ may restrict admission to undergraduate ~~special~~ programs and graduate programs where conditions warrant. ~~, so long as those restrictions do~~ Any such restrictions shall not conflict with K.A.R. Articles 88-29, 29a, and 29b, as applicable. ~~Universities shall notify the Board's President and Chief Executive Officer, or designee, of such restrictions prior to implementation.~~

c. Auditing Undergraduate and Graduate Courses

Any Kansas resident 60 years of age or older ~~upon the presentation of sufficient proof of age~~ shall be permitted to audit eligible courses ~~at~~ offered by a state ~~universities on a space available basis~~ university with no requirement for payment of tuition and fees ordinarily required of every student as a condition of enrollment. ~~A person meeting these requirements shall be considered a non-degree seeking student for purposes of K.A.R. Articles 88-29, 29a and 29b. Special academic fees shall be paid by the student. All determinations as to residency, the age of the applicant, and the space available for the auditing of courses by such persons shall be made by the state university involved.~~ under the following conditions:

  i.   Any person interested in auditing an undergraduate or graduate course pursuant to this provision shall present sufficient proof of age and residency to the state university prior to enrollment;

  ii. any qualifying person interested in auditing an undergraduate course pursuant to this provision shall be admitted to the state university as a non-degree seeking student for purposes of K.A.R. Articles 88-29, 29a and 29b, and subject to all other university policies related to non-degree seeking students enrolled in such undergraduate courses including, if any, limits on the number of credit hours that may be taken per semester;

  iii. any qualifying person interested in auditing a graduate course pursuant to this provision shall meet the university and program conditions for admission as a non-degree seeking graduate student, and shall be subject to all other university policies related to non-degree seeking students enrolled in

such graduate courses including, if any, limits on the number of credit hours that may be taken per semester;

iv.   the state university may restrict the enrollment of any otherwise qualifying person interested in auditing undergraduate or graduate courses that meet the Board's definition of distance education courses, or that are part of an undergraduate program with program-specific admissions requirements;

v.   a qualifying person may audit eligible undergraduate or graduate courses only on a space-available basis; and

vi.   a qualifying person may be required to pay any special fees associated with the course being audited. All determinations as to residency, age, admission restrictions on non-degree seeking students, the designation of undergraduate and graduate courses and programs eligible for auditing, and the space available for the auditing of courses pursuant to this provision shall be made by the state university involved.

WSU Bachelor Degrees		*SAMPLE Format*						
Institution	Degree Title	Award	Required Hours	Proposed Required Hours	Completed (Enter Date)	Expected Completion Date (Enter Date)	Rationale > 120 hours
Wichita State University	ACCOUNTING	Bachelor Degree - BBA	124	120	11/30/2017		
Wichita State University	AEROSPACE ENGINEERING	Bachelor Degree - BSASE	135	129		11/30/2018	Accreditation
Wichita State University	ANTHROPOLOGY	Bachelor Degree - BA	124	120	11/30/2017		
Wichita State University	ART	Bachelor Degree - BA	124	120	11/30/2017		
Wichita State University	ASSOCIATE OF ARTS	Associate Degree - AA	65	60		11/30/2018	Shocker pathway revision
Wichita State University	ATHLETIC TRAINING	Bachelor Degree - BAAT	126	120	11/30/2017		
Wichita State University	BACHELOR OF APPLIED ARTS IN MEDIA ARTS	Bachelor Degree - BAA	120	120	11/30/2017		
Wichita State University	BIOLOGICAL SCIENCES	Bachelor Degree - BA	124	120	11/30/2017		
Wichita State University	BIOLOGICAL SCIENCES	Bachelor Degree - BS	124	120	11/30/2017		
Wichita State University	BIOMEDICAL ENGINEERING	Bachelor Degree - BSBE	137	129		11/30/2018	Accreditation
Wichita State University	CHEMISTRY	Bachelor Degree - BA	124	120	11/30/2017		
Wichita State University	CHEMISTRY	Bachelor Degree - BS	124	120	11/30/2017		
Wichita State University	COMMUNICATION SCIENCES AND DISORDERS	Bachelor Degree - BA	124	120	11/30/2017		
Wichita State University	COMMUNICATIONS	Bachelor Degree - BA	124	120	11/30/2017		
Wichita State University	COMPUTER ENGINEERING	Bachelor Degree - BSCPE	128	124		11/30/2018	Accreditation
Wichita State University	COMPUTER SCIENCE	Bachelor Degree - BS	124	124		11/30/2018	Accreditation
Wichita State University	CRIMINAL JUSTICE	Bachelor Degree - BS	124	120	11/30/2017		
Wichita State University	DENTAL HYGIENE - THIS IS A BS NOT BSDH (entry-level)	Bachelor Degree - BS	120	120		11/30/2018	Accreditation
Wichita State University	ECONOMICS	Bachelor Degree - BBA	124	120	11/30/2017		
Wichita State University	EDUCATION-PREK-12-PHYSICAL EDUCATION	Bachelor Degree - BAED	124	120	11/30/2017		

WSU Bachelor Degrees		SAMPLE Format						
Institution	Degree Title	Award	Required Hours	Proposed Required Hours	Completed (Enter Date)	Expected Completion Date (Enter Date)	Rationale > 120 hours
Wichita State University	ELECTRICAL ENGINEERING	Bachelor Degree - BSEE	128	124		11/30/2018	Accreditation
Wichita State University	ELEMENTARY EDUCATION	Bachelor Degree - BAED	124	TBD		11/30/2018	Curriculum revision
Wichita State University	ENGINEERING TECHNOLOGY	Bachelor Degree - BS	128	120	11/30/2017		
Wichita State University	ENGLISH LANGUAGE AND LITERATURE	Bachelor Degree - BA	124	120	11/30/2017		
Wichita State University	ENTREPRENEURSHIP	Bachelor Degree - BBA	124	120	11/30/2017		
Wichita State University	EXERCISE SCIENCE	Bachelor Degree - BAES	124	120	11/30/2017		
Wichita State University	FINANCE	Bachelor Degree - BBA	124	120	11/30/2017		
Wichita State University	FINE ARTS, GENERAL	Bachelor Degree - BFA	127	TBD		11/30/2018	Curriculum revision
Wichita State University	FORENSIC SCIENCE	Bachelor Degree - BS	124	120	11/30/2017		
Wichita State University	GENERAL BUSINESS	Bachelor Degree - BBA	124	120	11/30/2017		
Wichita State University	GENERAL STUDIES	Bachelor Degree - BGS	124	120	11/30/2017		
Wichita State University	GEOLOGY	Bachelor Degree - BA	124	120	11/30/2017		
Wichita State University	GEOLOGY	Bachelor Degree - BS	124	120	11/30/2017		
Wichita State University	GRAPHIC DESIGN	Bachelor Degree - BFA	127	TBD		11/30/2018	Curriculum revision
Wichita State University	HEALTH SCIENCE	Bachelor Degree - BS	120	120	11/30/2017		
Wichita State University	HEALTH SERV MGT AND COMMUN DEV	Bachelor Degree - BS	124	120	11/30/2017		
Wichita State University	HISTORY	Bachelor Degree - BA	124	120	11/30/2017		
Wichita State University	HONORS BACCALAUREATE	Bachelor Degree - HB	120	120	11/30/2017		
Wichita State University	HUMAN RESOURCE MANAGEMENT	Bachelor Degree - BBA	124	120	11/30/2017		
Wichita State University	INDUSTRIAL ENGINEERING	Bachelor Degree - BSIE	128	125		11/30/2018	Accreditation
Wichita State University	INTERDISCIPLINARY	Bachelor Degree - BA	124	120	11/30/2017		
Wichita State University	INTERNATIONAL BUSINESS	Bachelor Degree - BBA	124	120	11/30/2017		
Wichita State University	MANAGEMENT	Bachelor Degree - BBA	124	120	11/30/2017		

WSU Bachelor Degrees		*SAMPLE Format*					
Institution	Degree Title	Award	Required Hours	Proposed Required Hours	Completed (Enter Date)	Expected Completion Date (Enter Date)	Rationale > 120 hours
Wichita State University	INFORMATION TECHNOLOGY & MANAGEMENT INFORMATION SYSTEMS	Bachelor Degree - BBA	124	120	11/30/2017		
Wichita State University	MANUFACTURING ENGINEERING	Bachelor Degree - BS	129	128		11/30/2018	Accreditation
Wichita State University	MARKETING	Bachelor Degree - BBA	124	120	11/30/2017		
Wichita State University	MATHEMATICS	Bachelor Degree - BA	124	120	11/30/2017		
Wichita State University	MATHEMATICS	Bachelor Degree - BS	124	120	11/30/2017		
Wichita State University	MECHANICAL ENGINEERING	Bachelor Degree - BSME	134	128		11/30/2018	Accreditation
Wichita State University	MEDICAL LABORATORY SCIENCES	Bachelor Degree - BS	131	120	11/30/2017		
Wichita State University	MODERN AND CLASSICAL LANGUAGES & LITERATURE	Bachelor Degree - BA	124	120	11/30/2017		
Wichita State University	MUSIC	Bachelor Degree - BA	146	TBD		11/30/2018	Curriculum revision
Wichita State University	MUSIC	Bachelor Degree - BM	124	TBD		11/30/2018	Curriculum revision
Wichita State University	MUSIC EDUCATION	Bachelor Degree - BME	124	TBD		11/30/2018	Curriculum revision
Wichita State University	NURSING	Bachelor Degree - BSN	124	120		11/30/2018	Accreditation
Wichita State University	PERFORMING ARTS	Bachelor Degree - BA	120	120	11/30/2017		
Wichita State University	PERFORMING ARTS	Bachelor Degree - BFA	124	TBD		11/30/2018	Curriculum revision
Wichita State University	PHILOSOPHY	Bachelor Degree - BA	124	120	11/30/2017		
Wichita State University	PHYSICS	Bachelor Degree - BA	124	120	11/30/2017		
Wichita State University	PHYSICS	Bachelor Degree - BS	124	120	11/30/2017		
Wichita State University	POLITICAL SCIENCE	Bachelor Degree - BA	124	120	11/30/2017		
Wichita State University	PSYCHOLOGY	Bachelor Degree - BA	124	120	11/30/2017		

WSU Bachelor Degrees		*SAMPLE Format*						
Institution	Degree Title	Award	Required Hours	Proposed Required Hours	Completed (Enter Date)	Expected Completion Date (Enter Date)	Rationale > 120 hours
Wichita State University	SECONDARY EDUCATION	Bachelor Degree - BAED	124	TBD		11/30/2018	Curriculum revision
Wichita State University	SOCIAL WORK	Bachelor Degree - BA	120	120	11/30/2017		
Wichita State University	SOCIOLOGY	Bachelor Degree - BA	124	120	11/30/2017		
Wichita State University	SPORTS ADMINISTRATION should be SPORT MANAGEMENT	Bachelor Degree - BASM	124	120	11/30/2017		
Wichita State University	WOMENS STUDIES	Bachelor Degree - BA	124	120	11/30/2017		