

COUNCIL OF CHIEF ACADEMIC OFFICERS AGENDA

April 17, 2019
9:00 am – 9:50 am
or upon adjournment of SCOCAO
reconvene at noon

The Council of Chief Academic Officers will meet in the KU School of Business, Capitol Federal Hall, Room 1010, 1654 Naismith Drive, Lawrence, KS 66045.

I. Call To Order

A. *Approve minutes from March 20, 2019* Lynette Olson, Chair p. 2

II. Requests

A. Second Readings

- *Bachelor of Science in Applied Computing* WSU p. 5
- *Bachelor of Science and Bachelor of Arts in Ecology, Evolution, and Organismal Biology* KU p. 12
- *Bachelor of Science and Bachelor of Arts in Molecular, Cellular and Developmental Biology* KU p. 19
- *Bachelor of Arts and Bachelor of General Studies in American Sign Language and Deaf Studies* KU p. 27
- *Master of Arts in Leadership in Diversity and Inclusion* KU p. 36

B. First Readings

- *Bachelor of Arts in Environmental Geoscience* FHSU p. 44
- *Bachelor of Science in Environmental Engineering* KSU p. 50

C. Other Requests

- *Act on Request for Approval to Change the Name of the School of Education to School of Education and Human Sciences* KU p. 58
- *Act on Request for Approval to Merge the Departments of Health Policy & Management and Preventive Medicine & Public Health* KUMC p. 62

III. Council of Faculty Senate Presidents Update

Clifford Morris, PSU

IV. Other Matters

- A. *Discuss Proposed Changes to COCAO's Review of New Degree Programs* Jean Redeker, KBOR
- B. *Informational items that do not require COCAO approval* COCAO Members
- C. *Tilford Conference discussion* COCAO Members p. 64
- D. *University Press of Kansas Board of Trustees meeting on May 15th*

V. Adjournment

COCAO Academic Year 2019 Meeting Dates				
<i>Meeting Dates</i>	<i>Location</i>	<i>Lunch Rotation</i>	<i>Agenda Materials Due</i>	<i>New Program/Degree Requests</i>
May 15, 2019	Topeka	Washburn	April 26, 2019	April 3, 2019
June 19, 2019	Topeka	KSU	May 31, 2019	May 8, 2019
Tentative COCAO Academic Year 2020 Meeting Dates				
<i>Meeting Dates</i>	<i>Location</i>	<i>Lunch Rotation</i>	<i>Agenda Materials Due</i>	<i>New Program/Degree Requests</i>
September 18, 2019	Topeka	WSU	August 30, 2019	August 2, 2019

Council of Chief Academic Officers

MINUTES

Wednesday, March 20, 2019

The March 20, 2019, meeting of the Council of Chief Academic Officers was called to order by Chair Lynette Olson at 9:00 a.m. The meeting was held in the Suite 530 located in the Curtis State Office Building, 1000 S.W. Jackson, Topeka, KS.

In Attendance:

Members:	Lynette Olson, PSU	David Cordle, ESU	Jeff Briggs, FHSU
	Charles Taber, KSU	Carl Lejuez, KU	Rick Muma, WSU
	Mike Werle, KUMC	JuliAnn Mazachek, Washburn	Jean Redeker, KBOR
Staff:	Karla Wiscombe	Max Fridell	Sam Christy-Dangermond
	Cindy Farrier	Natalie Yoza	
Others:	Jon Marshall, Allen CC	Lori Winningham, Butler CC	Kim Krull, Butler CC
	Nancy Zenger-Beneda, Cloud CC	Aron Potter, Coffeyville CC	Michelle Schoon, Cowley CC
	Steve Loewen, FHTC	Adam Borth, Fort Scott CC	Erin Shaw, Highland CC
	Cindy Hoss, Hutchinson CC	Michael McCloud, JCCC	Rick Moehring, JCCC
	Brian Niehoff, KSU	Tim Davis, FHSU	Matt Pounds, NWKTC
	Cliff Morris, PSU	Linnea GlenMaye, WSU	Clayton Whitson, Fort Scott CC
	Spencer Wood, KSU	Jeff Jarman, WSU	Betty Smith-Campbell, WSU
	Gwen Ferdinand Jacob, KSU	Andrew Hippisley, WSU	John Buchwelter, KSU
	Dennis Livesay, WSU	Greg Murray, PSU	Tim Dawsy, PSU
	Michael Jorgansen, WSU	Gary Brooking, WSU	Steven Lovett, ESU
	Mike Calvert, Pratt CC	Brad Bennet, Colby CC	Michael Fitzpatrick, Pratt CC
	Ryan Ruda, Garden City CC	Stephani Johns-Hines, SATC	Todd Carter, Seward CC

Chair Lynette Olson welcomed everyone and started introductions.

Approval of Minutes

Rick Muma moved to approve the February 20th minutes. Following the second of Charles Taber, the motion carried.

Second Program Readings

- FHSU – Master of Social Work

Jeff Briggs presented the degree information, and the proposal is in response to a regional need for a full-time degree in the area. Tim Davis was introduced and available to answer questions.

Rick Muma moved to approve the Master of Social Work degree at FHSU, and Charles Taber seconded the motion. Carl Lejuez expressed concerns on the effect FHSU Master of Social Work degree will have on the degree partnership between FHSU and KU.

A vote was held, and the motion passed with one dissenting vote. This degree proposal will be presented to the Council of Presidents at its April meeting.

- KSU – Master of Science in Physician Assistant Studies

Charles Taber presented the degree information and background for the degree. John Buchwelter, Gwen Ferdinand Jacob, and Ronald Fees were introduced and available to answer questions. WSU and KUMC have expressed concerns in writing about the degree proposal. The concerns primarily related to the competition for and availability of clinical sites.

David Cordle moved to approve the Master of Science in Physician Assistant Studies degree at KSU. Jeff Briggs seconded the motion.

Discussion was held over various aspects of the degree proposal, including but not limited to:

- Availability of clinical sites and the distribution of available slots
- Payment to obtain clinical sites
- Lack of Physician Assistant degrees within Kansas
- Funding aspect does not appear to include all the future costs
- Additional expenses for students to obtain the required testing and immunizations

A vote was held, and the motion passed with two dissenting votes. This degree proposal will be presented to the Council of Presidents at its April meeting.

- PSU – Associate of Applied Science in Plastics Technology
Lynette Olson presented the degree program and introduced Tim Dawsey and Greg Murray.

Rick Muma moved to approve the Associate of Applied Science in Plastics Technology at PSU. Following the second of Carl Lejuez, the motion carried. This degree proposal will be presented to the Council of Presidents at its meeting today.

First Program Readings

- WSU – Doctor of Philosophy in Biomedical Engineering
Rick Muma presented the degree program and introduced Dennis Livesay. Dennis Livesay discussed the degree program and answered questions. If there are further comments or questions, please contact Rick Muma. This is a doctorate program first reading and no action is required.
- WSU – Bachelor of Science in Applied Computing
Rick Muma presented the degree program and introduce Dennis Livesay. Dennis Livesay discussed the degree program and answered questions. If there are further comments or questions, please contact Rick Muma prior to the April 17, 2019, meeting. This is a first reading and no action is required.
- KU - Bachelor of Science and Bachelor of Arts in Ecology, Evolution, and Organismal Biology and Bachelor of Science and Bachelor of Arts in Molecular, Cellular and Developmental Biology
Carl Lejuez presented the degree programs and the need to offer specific majors in these areas instead of current subplans within the biology degree. If there are further comments or questions, please contact Carl Lejuez prior to the April 17, 2019, meeting. This is a first reading and no action is required.
- KU - Bachelor of Arts and Bachelor of General Studies in American Sign Language and Deaf Studies
Carl Lejuez presented the degree program and the partnership with JCCC. If there are further comments or questions, please contact Carl Lejuez prior to the April 17, 2019, meeting. This is a first reading and no action is required.
- KU - Master of Arts in Leadership in Diversity and Inclusion
Carl Lejuez presented the degree program and answered questions. If there are further comments or questions, please contact Carl Lejuez prior to the April 17, 2019, meeting. This is a first reading and no action is required.

Other Requests

- KU - Request for Approval for Undergraduate Minor in Intelligence and National Security Studies
Carl Lejuez presented the information for the undergraduate minor listed above.

Charles Taber moved to approve the Undergraduate Minor in Intelligence and National Security Studies at KU. Following the second of David Cordle, motion carried.

- KUMC - Request to Change the Department of Biostatistics to the Department of Biostatistics and Data Science
Mike Werle presented the information for the department name change listed above.

Rick Muma moved to approve the request for the department name change listed above at KUMC. Following the second of David Cordle, motion carried.

- KSU - Request to Change Ph.D. Program name from Human Nutrition to Food, Nutrition, Dietetics and Health
Charles Taber presented the information for the program name change listed above. Carl Lejuez moved to approve the program name change listed above at KSU. Following the second of Rick Muma, motion carried.

Council of Faculty Senate Presidents (CoFSP) Update

Clifford Morris, PSU, stated CoFSP will discuss Open Educational Resources and Parental Leave at its meeting today.

OTHER MATTERS

- Undergraduate Research Day at Capital on March 20th
- University Press of Kansas Board of Trustees tentative May 15th meeting
- Tilford Conference discussion scheduled for April 17th

Rick Muma moved to adjourn the meeting. Following the second of Carl Lejuez, the motion carried. The meeting adjourned at 9:52 am.

Program Approval

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 to 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 programming 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 survey¹ 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.

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 Programming 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 Hours

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 Programming 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 (<i>other than instruction time</i>)			
Graduate Assistants			
Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)	\$ 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 (<i>other than instruction time</i>)	\$ 35,000	\$ 35,875	\$ 36,772
Graduate Assistants			
Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)	\$ 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 <i>(projected as appropriate)</i>	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 (+/-) <i>(Grand Total Funding minus Grand Total Costs)</i>		(\$ 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 (\$2,000, \$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>

Program Approval

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) 1 st 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) 2 nd 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) 3 rd 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) 4 th 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 Augusto	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 Augusto	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

	First FY	Second FY	Third FY
A. EXPENDITURES			
Personnel – Reassigned or Existing Positions			
Faculty	\$ 3,872,972	\$ 3,872,972	\$ 3,872,972
Administrators (<i>other than instruction time</i>)			
Graduate Assistants	\$ 343,899	\$ 343,899	\$ 343,899
Support Staff for Administration (<i>e.g., secretarial</i>)	\$ 43,008	\$ 43,008	\$ 43,008
Fringe Benefits (<i>total for all groups</i>)	\$ 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 (<i>other than instruction time</i>)			
Graduate Assistants			
Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)			
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 <i>(projected as appropriate)</i>	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 (+/-) <i>(Grand Total Funding minus Grand Total Costs)</i>		+ \$ 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

Expenditures and Funding Sources

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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- Kansas Department of Labor. (2017) 2017 Kansas Economic Report. Retrieved from <https://klic.dol.ks.gov/admin/gsipub/htmlarea/uploads/Economic%20Report%202017.pdf>
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- Williams L. (2019). Jobs and Careers. List of biology careers. Retrieved from: <https://jobs.lovetoknow.com/career-fields/list-biology-careers>

Program Approval

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 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 (<i>other than instruction time</i>)			
Graduate Assistants (tuition/fees/salary)	\$ 1,155,761	\$ 1,155,761	\$ 1,155,761
Support Staff for Administration (<i>e.g., secretarial</i>)	\$ 435,165	\$ 435,165	\$ 435,165
Fringe Benefits (<i>total for all groups</i>)	\$ 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 (<i>other than instruction time</i>)			
Graduate Assistants			
Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)			
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	\$ 7,944	\$ 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 <i>(projected as appropriate)</i>	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 <i>minus</i> 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

Expenditures and Funding Sources

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

- Academic Medicine. (2012, March). "Foreign language assessment and training in us medical education is a must" 87(3): 257.
- AAMC. (2018, November). Association of American Medical Colleges. Table a-17L MCAT and GPAs for applicants and matriculants to U.S. medical schools by primary undergraduate major, 2018-2019. Retrieved from: <https://www.aamc.org/download/321496/data/factstablea17.pdf>
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- Williams L. (2019). Jobs and Careers. List of biology careers. Retrieved from: <https://jobs.lovetoknow.com/career-fields/list-biology-careers>

Program Approval

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 Language 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 (<i>other than instruction time</i>)	\$ 10,000		
Graduate Assistants			
Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)	\$ 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 (<i>other than instruction time</i>)	\$ 32,000	\$ 32,640	\$ 33,292
Graduate Assistants		\$ 0	\$ 0
Support Staff for Administration (<i>e.g., secretarial</i>)	\$ 25,000	\$ 25,000	\$ 25,000
Fringe Benefits (<i>total for all groups</i>)	\$ 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 *(<i>projected as appropriate</i>)	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 <i>minus</i> 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 offered at the Edwards Campus.

X. References

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Program Approval

I. General Information

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

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
SCH...3 - 6

Year 1 Summer Semester

Course #	Course Name	SCH
LDST 700	Introduction to Graduate Studies in Leadership in Diversity and Inclusion <i>... this course is for provisionally admitted students only</i>	(3)
LDST 705	Professionalization Seminar in Leadership in Diversity and Inclusion ... <i>this course and all courses that follow are for both provisionally admitted students and fully admitted students</i>	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 (<i>other than instruction time</i>)	\$ 4,684	\$ 4,824	\$ 4,969
Graduate Assistants			
Support Staff for Administration (<i>e.g., secretarial</i>)	\$ 4,010	\$ 4,082	\$ 5,438
Fringe Benefits (<i>total for all groups</i>)	\$ 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 (<i>other than instruction time</i>)			
Graduate Assistants			
Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)			
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* <i>(projected as appropriate)</i>	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 <i>minus</i> 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)

X. References

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Program Approval

I. General Information

A. **Institution** Fort Hays State University

B. Program Identification

Degree Level:	Baccalaureate Program
Program Title:	Environmental Geoscience
Degree to be Offered:	Bachelor of Arts
Responsible Department or Unit:	Department of Geosciences
CIP Code:	40.0601
Modality:	Hybrid
Proposed Implementation Date:	Fall 2019

Total Number of Semester Credit Hours for the Degree: 120

II. Justification

Fort Hays State University is proposing a Bachelor of Arts in Environmental Geoscience degree. Geoscientists tackle some of society's most challenging problems (AGI), including:

- Predicting the behavior of earth systems and understanding global climate patterns;
- Locating, maintaining, and conserving quality water supplies and other natural resources;
- Exploring geographic controls on natural environments and habitats and predicting the impact of human activities on them; and
- Reducing human suffering and property loss from natural hazards, such as volcanic eruptions, earthquakes, floods, landslides, hurricanes, tornadoes, and tsunamis.

Geoscientists work to collect and interpret data about the Earth's soil, oceans, and atmosphere; educate others; provide essential information for resource management and governmental policies; and improve public health, safety, and welfare. This Geoscience program offers students multiple opportunities to employ important analytical, problem-solving, and critical thinking skills toward researching, evaluating statistical data, writing reports, and effectively communicating findings.

FHSU currently offers a hybrid (on-campus and online) Bachelor of Science in Geosciences degree, but the Geology emphasis of this degree requires several lab- and field-based courses that are not developed for online offering. Also, students must complete an intensive, three-week field camp during the summer session that often deters some students with disabilities or with personal/family obligations from being away for three weeks. The enrolled or potential geoscience students who have expressed interest in online options typically seek out programs elsewhere that are more conducive to their personal schedules and restrictions; hence, FHSU is losing students whom we could be serving. This degree program is designed to provide for this group of students who wish more flexibility in the academic delivery.

In addition to the online convenience of this B.A. program, a major distinction of this degree is the ten-semester credit hour requirement of a foreign-language component that serves to replace the field-camp experience in the B.S. degree. Geoscience graduates with an additional language will possess an invaluable skill that can prove beneficial in academia and in environmental fields.

III. Program Demand: Market Analysis

In a report completed in 2017, Hanover Research provided an overview of the potential market for environmental science/studies programs. Nationally, baccalaureate degree completions in environmental science/studies-related fields indicate growing student demand (Figure 1).

**Figure 1: Numbers of Bachelor’s Degree Completions
in Fields Related to Environmental Science/Studies (Nationally 2011-2015)**

FIELD	2011	2012	2013	2014	2015
Natural Resources/ Conservation, General	1,355	1,477	1,448	1,425	1,346
Environmental Studies	4,806	5,741	6,629	6,560	6,680
Environmental Science	3,808	4,533	5,373	5,734	5,928
Natural Resources Conservation Research	6	33	29	31	52
Combined	9,975	11,784	13,479	13,750	14,006

Source: IPEDS

Both *Environmental Studies* and *Environmental Science* experienced strong, steady growth from 2011 to 2015; these programs reported the highest number of completions among the identified fields.

All KBOR universities offer at least some courses in geology and/or environmental geosciences and some offer face-to-face degrees, but none of them offer online degrees in these areas. The only institutions offering online bachelor’s degrees in geosciences or geology are University of Florida, Southern New Hampshire University, and Chadron State College (Nebraska). Park University (Missouri) offers a minor in geosciences online. Due to the challenges of creating online labs and field courses, geosciences programs have been slow to move online. Even universities with large online offerings and well-known geosciences programs (e.g., Arizona State University, Penn State University, Purdue University) have yet to offer bachelor’s degrees online. Thus, there is a niche to fill regionally and nationally.

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

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	5	5	150	75
Year 2	10	10	450	225
Year 3	20	20	1050	525

V. Employment

Heightened public interest in the hazards facing the environment, as well as increasing demands placed on the environment by population growth, are expected to spur demand for environmental scientists and specialists. Job projections for Environmental Engineers indicate faster than average job growth (Hanover). According to The Bureau of Labor Statistics, employment of geoscientists is projected to grow 14 percent from 2016 to 2026; the need for energy, environmental protection, and responsible land and resource management is projected to spur demand for geoscientists in the future.

According to the Kansas Department of Labor, the following occupations related to Environmental Geoscience are all expected to experience above-average growth through at least 2026:

- Environmental Scientists and Specialists: 13.0%
- Geoscientists, excluding hydrologists and geographers: 10.8%
- Geological and Petroleum Technicians: 15.7%
- Environmental Science and Protection Technicians: 11.8%

VI. Admission and Curriculum

A. Admission Criteria

Complete the Kansas Qualified Admissions Pre-College Curriculum with a minimum grade point average of 2.0 (2.5 for non-residents) on a 4.0 scale **AND** meet one of the following requirements:

- ACT composite score of 21 or above (SAT 980 or above) **OR**
- Rank in the top 1/3 of high school's graduating class

There are no additional admission standards for the program. Students accepted to Fort Hays State University will be eligible for the program.

B. Curriculum: B.A. Environmental Geoscience 120 Semester Credit Hours (SCH)

Freshman Year			
Fall Semester	SCH	Spring Semester	SCH
ENG 101 ... English Composition I	3	ENG 102 ... English Composition II	3
MATH 110 ... College Algebra	3	GSCI 100 ... Intro to Geology	3
PHSY 102 ... Physical Science	4	GSCI 102 ... Intro to Geology Lab	1
Foreign Language	5	MATH 331 ... Calculus Methods	3
		Foreign Language	5
Total	15	Total	15
Sophomore Year			
Fall Semester	SCH	Spring Semester	SCH
GSCI 240 ... Intro Geographic Info Syst	3	GSCI 360 ... Intermediate Geog Info Syst	3
INF 101 ... Intro to Computer Info Syst	3	HHP 200 ... Personal Wellness	3
GSCI 101 ... Physical Geography	3	COMM 100 ... Fund Oral Communication	3
ENG 125 ... World Literature	3	GSCI 110 ... World Geography	3
BIOL 200 Humans & Environment	3	CHEM 100 ... Chemist's View of the World	3
Total	15	Total	15
Junior Year			
Fall Semester	SCH	Spring Semester	SCH
AGRI 321 ... Agricultural Law & Policy	3	IDS 407 ... Global Challenges	3
GSCI 600 ... Kansas Geography	3	GSCI 330 ... Urban Geography	3
GSCI 635 ... Advanced Geog Info Syst	3	<i>Humanities Elective</i>	3
<i>Social Science Elective</i>	3	<i>Humanities Elective</i>	3
<i>Humanities Elective</i>	3	<i>Social Science Elective</i>	3
Total	15	Total	15
Senior Year			
Fall Semester	SCH	Spring Semester	SCH
GSCI 321 ... U.S. Geography	3	GSCI 340 ... Environmental Geology	3
GSCI 695 ... Internship in Geography	3	IDS 499 ... Global Environmental Issues	3
GSCI 330 ... Remote Sensing Concepts	3	GSCI 355 ... Field Trips in Geology	1
GSCI 350 ... Geologic Hazards	3	<i>Social Science Elective</i>	3
GSCI 630 ... Geostatistics	3	GSCI 674 ... Remote Sensing	3
GSCI 651 ... Field Study in Geography	1	GSCI 355 ... Field Trips in Geology	1
Total	16	Total	14

Note: All courses are either currently available online or will be developed for online instruction.

Total Number of Semester Credit Hours **120**

VII. Core Faculty

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

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Agbogun, Henry	Asst. Prof.	PhD	N	Geology	0.5
Ali, Hendratta	Assoc. Prof	PhD	Y	Geology	0.75
Bremer, Keith	Asst. Prof.	PhD	Y	Geography	0.25
Lisichenko, Richard	Professor	PhD	Y	Geography	0.5
Schafer, Thomas	Assoc. Prof	PhD	Y	Geography	0.25
Sumrall, Jonathon	Asst. Prof.	PhD	Y	Geology	0.5
Wilson, Laura	Assoc. Prof	PhD	Y	Geology	0.25

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

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	\$44,413	\$45,301	\$46,207
Administrators (<i>other than instruction time</i>)	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0
Support Staff for Administration (<i>e.g., secretarial</i>)	\$0	\$0	\$0
Fringe Benefits (<i>total for all groups</i>)	\$14,744	\$14,904	\$15,067
Other Personnel Costs	\$0	\$0	\$0
Total Existing Personnel Costs – Reassigned or Existing	\$59,157	\$60,205	\$61,274
Personnel – – New Positions			
Faculty			
Administrators (<i>other than instruction time</i>)			
Graduate Assistants			
Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)			
Other Personnel Costs			
Total Existing Personnel Costs – New Positions	\$0	\$0	\$0
Start-up Costs - - One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other	\$6,000*	\$6,000*	
Total Start-up Costs	\$6,000	\$6,000	\$0

Operating Costs – Recurring Expenses				
Supplies/Expenses				
Library/learning resources				
Equipment/Technology				
Travel				
Other				
Total Operating Costs		\$0	\$0	\$0
GRAND TOTAL COSTS		\$65,157	\$66,205	\$61,274
B. FUNDING SOURCES				
<i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	\$0	\$52,480	\$104,962	\$209,923
Student Fees	\$0	\$0	\$0	\$0
Other Sources	\$0	\$0	\$0	\$0
GRAND TOTAL FUNDING	\$0	\$52,480	\$104,962	\$209,923
C. Projected Surplus/Deficit (+/-)				
(Grand Total Funding <i>minus</i> Grand Total Costs)		(\$12,677)	\$38,757	\$148,649

IX. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

The proposed program utilizes existing personnel and existing courses. There are no new expenses realized per instructional faculty. If the proposed program were not delivered, there would be no cost savings to the institution. For the purpose of this proposal, personnel expenditures are based on the percentage of each faculty member's FTE commitment to the coursework (indicated in Section VII) included in the program and an estimate of the percentage of the already existing course that would be populated with new students. That percentage was established at 25% given that, based on enrollment estimations, the new students would make up approximately 25% of the total number of current majors. Annual changes in salary are based on a 2% increase.

Personnel – – New Positions

No new positions are necessary to support this proposal.

Start-up Costs – One-Time Expenses

One-time expenses will consist of the need to develop four courses for online delivery over a two-year period. Faculty who develop courses for online delivery are remunerated at a rate of \$3,000 for a 3 semester credit hour course. There will be an expense of \$6,000 in year one and \$6,000 in year two. This expense is already part of a budget for course development in Center for Teaching Innovation and Learning Technology.

Operating Costs – Recurring Expenses

No new operating costs or recurring expenses will be necessary to support this proposal.

B. Revenue: Funding Sources

The program will be supported by the base tuition generated. No other funding sources will be necessary. Tuition is based on the Virtual College tuition rate of \$218.67 per semester credit hour.

C. Projected Surplus/Deficit

As proposed, the program will realize a deficit of approximately \$13,000 in year one and then realize an increasing surplus as enrollment patterns mature. While a deficit is indicated in year one, there is no real revenue loss to the institution as the courses are already being offered as part of other academic programs and are budgeted for the academic year already.

X. References

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Program Approval

I. General Information

A. Institution	Kansas State University
B. Program Identification	
Degree Level:	Bachelor's Program
Program Title:	Environmental Engineering
Degree to be Offered:	Bachelor of Science in Environmental Engineering
Responsible Departments:	College of Engineering: Biological and Agricultural Engineering Department and Civil Engineering Department
Modality:	Face-to-Face
CIP Code:	14.1401
Proposed Implementation Date:	Fall 2019

Total Number of Semester Credit Hours for the Degree: 126

II. Justification

Environmental engineers use engineering and other scientific principles to solve complex environmental problems. They may be involved in recycling efforts, waste management, public health initiatives, water quality management, and pollution control work. As environmental problems continue to develop, environmental engineers are increasingly called upon to create innovative solutions to sustain our planet.

This program would provide an undergraduate degree for students interested in protecting the environment and developing sustainable engineered solutions for water, air, and soil resources. The program will prepare students to:

- apply mathematical and scientific principles to the design, development, and operational evaluation of systems for controlling contained living environments; and
- monitor and control factors in the external natural environment, including pollution, waste, hazardous materials, health and safety protections, and conservation.

Environmental engineers may work in a wide variety of fields, leading to multiple employment opportunities in government, consulting, and industry. Due to the breadth of this field, environmental engineers may be called to work on any number of projects impacting the environment from air pollution control to wastewater treatment to ecosystem restoration in the state of Kansas and around the globe.

III. Program Demand: Market Analysis

The College of Engineering commissioned a market analysis by Hanover Research (2016) to assess the potential of an environmental engineering program. Key findings from the report include:

- **Trends indicate sufficient demand to support a Bachelor of Science in environmental engineering program at Kansas State University.** Strong degree completions, favorable occupational projections, and low competitor saturation in the region point to a promising environment for such a degree. No environmental engineering bachelor's programs are currently offered in Kansas.
- **Multiple indicators suggest growing student demand for bachelor's degree programs in environmental engineering.** In the last five years, national demand for environmental engineering degrees increased over 16 percent at an annualized rate, and regional demand by 18 percent at an annualized rate.
- **Environmental engineering graduates have promising job prospects over the next decade, nationally, regionally, and in Kansas.** Occupational projections forecast 6 percent employment growth for environmental engineering professions nationally and nearly 15 percent in Kansas. Furthermore,

environmental issues facing the region are likely to contribute to greater demand for environmental engineers.

- **Regional competitive saturation for bachelor’s degree programs in environmental engineering is low.** Thirteen institutions, many located in Colorado, offer this bachelor’s program. Also, the Missouri University of Science and Technology and the University of Oklahoma both offer a B.S. degree in Environmental Engineering.
- **Several partnership opportunities with local schools, organizations, and programs exist for KSU to build community recognition for the proposed environmental engineering program.** Programs such as Project Lead the Way, the National Science Foundation, and Kansas City STEM Alliance present opportunities to interact with local K-12 students, families, and teachers to increase interest in environmental engineering and create potential pathways to enrollment at K-State.

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

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time NEW	Part- Time NEW	Full- Time	Part- Time
Implementation	24	---	768	---
Year 2	30	---	1,728	---
Year 3	40	---	3,308	---

V. Employment

The U.S. Department of Labor, Bureau of Labor Statistics reported 53,800 environmental engineering jobs in 2016 (BLS). As of May 2017, the average annual salary for environmental engineers was \$91,180 (BLS), up from \$82,890 in 2012 (Environmental Science). The Bureau of Labor Statistics also reports a projected growth of 8% (4,500 jobs) between 2016 and 2026. Expected growth is related to state and local governments’ concerns regarding water availability and quality, both issues of significance in Kansas. Environmental engineering graduates would play a significant role in assisting Kansas realize the Kansas Water Vision, a 50-year framework developed to manage, secure, and protect the Kansas water supply (Kansas Water Office).

Since 2012, 28% of environmental engineers work in architectural, engineering, and related services; 26% work in some level of government; 21% are employed in scientific and technical services (Environmental Science).

VI. Admission and Curriculum

D. Admission Criteria

Students who are admitted to Kansas State University and who indicate a College of Engineering degree program as their primary program choice are then evaluated by the College of Engineering Office of Student Services for entry to one of the colleges degree programs. The basic criteria for the College of Engineering requires that prospective students must have

- an ACT score of 21 (or an SAT of 980), plus
- a high school GPA of 3.00 or higher.

Note: Students who have been admitted to K-State and who do not meet these criteria are advised to enroll in “Open Option” through the College of Arts and Sciences and to follow a suggested pre-engineering pathway.

E. Curriculum**Year 1: Fall****SCH = Semester Credit Hours**

Course #	Course Name	SCH 15
MATH 220	Analytic Geometry and Calculus I	4
CHM 210	Chemistry I	4
ECON 110	Principles of Macroeconomics	3
ENVE 101	Introduction to Environmental Engineering	1
ENGL 100	Expository Writing I	3

Year 1: Spring

Course #	Course Name	SCH 17
BIOL 198	Principles of Biology	4
CHM 230	Chemistry II	4
COMM 105	Public Speaking 1A	2
MATH 221	Analytic Geometry and Calculus II	4
Elective	Humanities and Social Sciences Elective	3

Year 2: Fall

Course #	Course Name	SCH 15
CHM 350	General Organic Chemistry	3
MATH 222	Analytic Geometry and Calculus III	4
PHYS 213	Engineering Physics I	5
Elective	Earth Science Elective	3

Year 2: Spring

Course #	Course Name	SCH 17
BAE 345	Biological Materials	2
BAE 346	Biological Materials Lab	1
CE 530	Statics and Dynamics	3
IMSE 530	Engineering Economics Analysis	2
MATH 240	Elementary Differential Equations	4
PHYS 214	Engineering Physics II	5

Year 3: Fall

Course #	Course Name	SCH 15
STAT 510	Introduction to Probability and Statistics	3
BAE 445 OR CE 563 OR CHE 320	Biological Engineering Fundamentals Environmental Engineering Fundamentals Chem Process Analysis	3
ME 513 OR CHE 520	Thermodynamics Chemical Engineering Thermodynamics I	3
ME 571 OR CHE 530	Fluid Mechanics Transport Phenomena I	3
CE 202 OR GEOG 508	Civil Engineering Graphics Geographic Information Systems I	3

Year 3: Spring

Course #	Course Name	SCH 17
ENVE 331	Professional Practice in Environmental Engineering	1
BAE 645 OR CHE 550	Bio-Environmental Reaction Engineering Chemical Reaction Engineering	3
EECE 519	Electrical Circuits and Control	4
BAE 663	Environmental and Ecological Risk Assessment	3
BAE 560 OR CE 550	Hydrology for Biological Systems Water Resources Engineering	3
Elective	Biological Science Elective	3

Year 4: Fall

Course #	Course Name	SCH 15
ENVE 536	Senior Design	3
BAE 643	Life Cycle Assessment	3
ENGL 415	Written Communication for Engineers	3
BAE 660 OR CE 552	Hydraulic Transport in Biological Systems Hydraulic Engineering	3
Elective	Technical Elective	3

Year 4: Spring

Course #	Course Name	SCH 15
Elective	Restricted Environmental Engineering Elective	3
Elective	Restricted Environmental Engineering Elective	3
Electives	Technical Electives	6
Elective	Humanities and Social Science Elective	3

Total Number of Semester Credit Hours **126**

VII. Core Faculty

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

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Hutchinson, Stacy <i>Program Director</i>	Professor	Ph.D.	Y	Ecolog Engr/Water Res Engr	0.5
Im, Jeongdae	Asst. Professor	Ph.D.	Y	Environmental Biotechnology	0.1
Maghirang, Ronaldo	Professor	Ph.D.	Y	Air Quality	0.125
Marsten, Landon	Asst. Prof.	Ph.D.	Y	Water Resources	0.125
Moore, Trisha	Asst. Prof.	Ph.D.	Y	Ecological Engineering	0.125
Parameswaran, Prathap	Asst. Prof.	Ph.D.	Y	Environmental Engineering	0.125
Sheshukov, Aleksey	Assoc. Prof.	Ph.D.	Y	Water Resources	0.125
Wilken, Lisa	Assoc. Prof.	Ph.D.	Y	Biological Engineering	0.375
Brokesh, Edwin	Instructor	Ph.D.	N	Agricultural Engineering	0.25

Number of graduate assistants assigned to this program **3**

VIII. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	\$ 60,771	\$ 130,202	\$ 162,045
Administrators (<i>other than instruction time</i>)	\$ 28,399	\$ 28,967	\$ 29,535
Graduate Assistants	\$ 19,500	\$ 39,967	\$ 60,840
Support Staff for Administration (<i>e.g., secretarial</i>)	\$ 12,000	\$ 12,240	\$ 12,480
Fringe Benefits (<i>total for all groups</i>)	\$ 33,184	\$ 58,077	\$ 72,847
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	\$ 153,854	\$ 269,453	\$ 337,747
Personnel – – New Positions			
Faculty			
Administrators (<i>other than instruction time</i>)			
Graduate Assistants			
Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)			
Other Personnel Costs			
Total Existing Personnel Costs – New Positions	\$ 0	\$ 0	\$ 0
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation	\$ 400,000		
Other			
Total Start-up Costs	\$ 400,000		
Operating Costs – Recurring Expenses			
Supplies/Expenses	\$ 3,840	\$ 8,812	\$ 15,641
Library/learning resources			
Equipment/Technology	\$ 7,680	\$ 17,625	\$ 31,283
Travel			
Other			
Total Operating Costs	\$ 11,520	\$ 26,437	\$ 46,924
GRAND TOTAL COSTS	\$ 565,374	\$ 295,890	\$ 384,671

B. FUNDING SOURCES (<i>projected as appropriate</i>)	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$ 240,000	\$ 550,800	\$ 977,600
Student Fees		\$ 71,424	\$ 163,918	\$ 290,933
Other Sources				
GRAND TOTAL FUNDING		\$ 311,424	\$ 714,718	\$ 1,268,533
F. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total)		(-\$ 253,950)	\$ 418,828	\$ 883,862

IX. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

All faculty are currently employed in the College of Engineering. The percent time dedicated to the program varies by faculty and the courses taught each year. A modest pay increase was included for each year. Administrator: Dr. Stacy Hutchinson is also the director/administrator for the program, which is a .25 appointment. Thus, 25% of her pay is shown in the Administrator line under Personnel – Reassigned or Existing Positions.

Also, Dr. Im will not be teaching any required classes for the program. He has assisted with the design of the program and will serve as an advisor for students in the program. Therefore, he is listed as 0.1 FTE for the first three years. Those faculty teaching courses in the program are shown as .125 FTE per course taught.

Regarding the total FTE of 1.85: the majority of the courses in the new program are existing courses taught in engineering or in one of the two home departments - - Civil Engineering and Agricultural and Biological Engineering. The eight faculty members who will teach major and elective courses for the program are also teaching in their home departments, thus only the portion of their teaching assignment relative to the Environmental Engineering program is shown above.

Personnel – – New Positions

No new positions are projected to begin the program.

Start-up Costs – One-Time Expenses

We are requesting a one-time cost for laboratory upgrades to develop the Bio-Environmental Systems Teaching (BEST) Learning Center. Transformation in engineering education seeks new ways to improve experiential learning through active learning and/or hands-on laboratory exercises. The BEST Learning Center will enhance the department of Biological and Agricultural Engineering's educational programs through creation of an innovative learning-centered environment with eight fully equipped teaching laboratory workstations and an active learning studio for collaborative work and team-based projects. The space will feature modern laboratory equipment and flexible classroom seating. Total estimated cost: \$400,000.

Operating Costs – Recurring Expenses

Operating costs for supplies and equipment/technology are based on student credit hours at the rates of \$5.00/sch for supplies/expenses and \$10.00/sch for equipment/technology.

B. Revenue: Funding Sources

30 SCH/YR	Tuition/SCH	YR 1	Sub-totals	YR 2	Sub-totals	YR 3	Sub-totals
In-state	\$ 313	768	\$ 240,000	1728	\$ 550,800	3008	\$ 977,600
COE Fees*	\$ 93	728	\$ 71,424	1728	\$ 163,918.08	3008	\$ 290933.76
Total Revenue			\$ 311,424		\$ 714,918.08		\$ 1,268,533.76

*COE Fees explanation: The College of Engineering has a general fee of \$80 per credit hour, and a technology fee of \$19 per credit hour, on all engineering classes. All funds generated from the general fee (\$80 per credit hour) for courses taught in the program will be used by the College to fund the program. For the technology fee (\$19), 70% or \$13.30 per credit hour, is retained by the department and thus will be used to fund the program. The other 30% (\$5.70 per credit hour) is retained by the College for general technology needs across the college. Therefore, only the 70% split to the department will be supporting the BS program.

D. Projected Surplus/Deficit

The costs of the BEST Learning Center will be recovered after the first year, with projections that the program will generate funds beginning in year 2.

X. References

- BLS. (2018, April). The U.S. Department of Labor, Bureau of Labor Statistics. Occupational outlook handbook: Environmental Engineers. Retrieved from: <https://www.bls.gov/ooh/architecture-and-engineering/environmental-engineers.htm>).
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New Program Proposal for BS in Environmental Engineering

Justification for 126 hours

The proposed Environmental Engineering degree program has 126 credit hours. Justification to be above 120 hours is presented below.

1. The Environmental Engineering degree program is a professional degree program that is also accredited by an international accreditation agency and process (ABET). This process includes a strong general educational component, a strong foundation in mathematics and the sciences, a strong technical competency core, and program specific educational requirements. It should be noted that the K-State program is still nine hours below the national average for Environmental Engineering programs.
2. The ABET Engineering Accreditation Commission (EAC) requires at least one year of mathematics and basic science topics. The Environmental Engineering degree program has 44 hours of math and basic sciences to fulfill the ABET General Criteria as well as the Environmental Engineering degree program related criteria. It should also be noted, that due to its content, environmental engineering is much heavier in science requirements than most other engineering programs.
3. The ABET EAC requires at least 1.5 years of engineering topics to meet the minimum technical competency associated with the General Criteria. The Environmental Engineering degree program has 47 hours of engineering topics to fulfill the ABET General Criteria as well as the Environmental Engineering degree program related criteria. Some of these courses include restricted electives to allow students to focus their expertise.
4. The Environmental Engineering degree program has 17 hours that make up our General Education requirements. Many of these courses are external to the College of Engineering and are used to meet the K-State 8 general education requirements.
5. The Environmental Engineering degree program has a robust set of Student Outcomes that are linked between our national accreditation agency (ABET) and the KSU campus Student Outcomes. The various courses of the Environmental Engineering curriculum are linked to these Student Outcomes and many are used to assess and document student achievement of these outcomes.



March 19, 2019

Max Fridell, Director
Academic Affairs
Kansas Board of Regents
Delivered via email

Dear Max,

I would like to add my endorsement to the request from Dean Rick Ginsberg (attached) to change the name of the University of Kansas **School of Education** to the University of Kansas **School of Education and Human Sciences**.

Dean Ginsberg makes a strong case that the new name is more inclusive of the totality of the departments under the School. The department of Health Sport & Exercise Science produce 44% of the total credit hours in the School. The department of Counseling Psychology has a more natural fit under the name of Education and Human Sciences.

The School has received support from faculty, staff, students, alumni, and departmental leadership as well as from the deans of the other schools at KU.

On behalf of the University of Kansas, I would like to formally request permission from the Kansas Board of Regents for approval to change the name of the School of Education to the School of Education and Human Sciences. The School would like to implement the change of name for the 2020-2021 academic year, effective August 2020.

Sincerely,

A handwritten signature in blue ink that reads "Carl W. Lejuez".

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

Memorandum

TO: Carl Lejuez, Interim Provost
FROM: Rick Ginsberg, Dean
RE: Proposed Name Change for the School of Education
DATE: January 15, 2019

Request

The *School of Education* (SOE) is requesting a name change that more adequately reflects the makeup of its academic units and more inclusively reflects the School's balance in student numbers and credit hour production. The proposed new name is **School of Education and Human Sciences**.

History

For a significant number of years, the KU SOE has housed the Department of Health, Sport & Exercise Science (HSES) without any reflection of this department in the SOE name other than the Department's physical education program (now one of the smallest programs in HSES and SOE). HSES is the former department of Physical Education (PE). Across the country, PE departments have evolved into more scientific fields, in our case including programs in: Exercise Science (exercise physiology), Community Health, Sports Management, Athletic Training (which is moving to the KU Medical School in 2021), and PE. The PE program represents just a very small component of what HSES does.

In the 2018 fall semester, the HSES Department (one of five in the SOE) produced 44% of the total SOE student credit hours. Broken down by level, they produced 62.5% of the total undergraduate and 8% of the total graduate student credit hours. Several departments in the SOE are largely graduate in orientation, and a number of the graduate programs in these other departments also fit better in a School named Education and Human Sciences (e.g. Counseling Psychology).

In analyzing other Schools/Colleges of Education around the country, we discovered that many Education Schools/Colleges have been expanding their academic offerings and concomitantly changing their names to reflect the changes and be more inclusive. Through conversations beginning in late 2017, the SOE decided to consider a name that would more adequately represent HSES and other students and programs. The HSES Department proposed the name *School of Education & Human Sciences*, which all five SOE department chairs embraced as appropriate for their programs.

Process

Data concerning the name change and its potential impact have been collected from a variety of sources. These include: (1) Polling KU Deans on their reaction to the proposed name change (March, 2018); (2) Reviewing peer institutions around the country to determine if there are consistencies in the naming convention; (3) Presenting the idea to our National Advisory Board meeting, fall, 2018 for feedback; and, (4) Surveying current SOE students (242 responses), SOE alumni (1,654 responses), current SOE faculty (51 responses) and staff (15 responses).

Results:

- 1) The polling of KU Deans resulted in no negative feedback
- 2) The following is a partial list of land-grant and flagship universities (many AAU institutions) and the name of their respective “School/College of Education.”

AAU	University Name	New School of Education Title
	Louisiana State University	College of Human Sciences and Education
Yes	Ohio State University	College of Education & Human Ecology
	University of Nebraska	College of Education & Human Sciences
Yes	Texas A&M University	College of Education and Human Development
Yes	University of California - LA	Graduate School of Education and Information Studies
Yes	New York University	Steinhardt School of Culture, Education, & Human Development
	University of Tennessee	College of Education, Health, and Human Sciences
	University of Arkansas	College of Education and Health Professions
Yes	Northwestern University	School of Education and Social Policy
Yes	Vanderbilt University	Peabody College of Education and Human Development

- 3) Discussion with National Advisory Board at fall, 2018 meeting – unanimously supportive of the name change.
- 4) Through a survey of our students, alumni, faculty, and staff we found that a significant majority were in favor of the suggested name. The surveys contained two primary questions:
 - a. Whether or not they “were in favor” of the new name
 - b. Why?

Percentage of positive responses (“Strongly Agree” + “Agree”):

Students:	66%
Alumni:	69.7%
Faculty:	78%
Staff:	80%

The majority of open-ended responses were positive and argued that the new name better represents all the units across the current SOE. Those who were not supportive either felt that Education should be the only name or weren’t exactly sure what “Human Sciences” means. The following is a representative list of the types of comments we received:

Supportive:

- “Though I consider myself more of a traditionalist, the name is more reflective of your courses and programs.”
- “I think it elegantly explains the full scope of what we do in the school of ed.”
- “For me, I knew I was headed to graduate school to obtain an advanced degree in Physical Therapy. My diploma says Bachelor's of Science in Education but that is a bit deceptive. People hear or read that and they think "teacher." I love the idea of the name change because I think it more correctly identifies a greater number of students represented in that school.”

- “As the programs offered at KU and taught within the School of Education change, it makes sense that the name could change as well. I applaud your thinking and willingness to evolve. Thank you for seeking feedback from graduates.”
- “As a graduate of the HSES program many years ago, I'm in favor of a name that actually reflects that part of the school.”
- “This name (School of Education) does not truly encompass the range of HSES majors and could be reckless knowing that our peer institutions use this Human Sciences designation....”
- “It sounds like you have done your research & are propelling the school into the next generations.”
- “I was always confused as to why HSES programs were in the School of Education. I think this will clarify the types of programs this school entails. Strongly in favor of this name change.”

Negative:

- “It is unnecessary.”
- “Not needed. Education should be the main focus.”
- “I didn't feel that it made sense to me. It didn't make me understand what "human science" is.
- “Unsure. Not clear to me what “Human Sciences” encompasses.”

Conclusion

Based on the current programs encompassed within the School, the research we did regarding other Schools/Colleges of Education, and constituent feedback, we are requesting approval to change the name of the *School of Education* to *School of Education & Human Sciences* with an implementation date of August, 2020 (2020-21 academic year).



March 31, 2019

Max Fridell, PhD
Director of Academic Affairs
Kansas Board of Regents
1000 SW Jackson Street, #520
Topeka, KS 66612

Dear Dr. Fridell,

The KU School of Medicine requests Board approval for the merger of the faculty, staff and students of our current KUSOM-Kansas City departments of Health Policy and Management and Preventive Medicine and Public Health into a Department of Population Health.

The concepts for this new department grew from discussions with the chairs and institutional leadership and, in many ways, are a natural extension of our earlier discussions for a School of Public Health.

The Department of Population Health will work to bridge the spheres of modern medicine, public, and population health by leading educational and research activities to improve the health of populations in Kansas, the Midwest region, and the nation. The Department will educate future leaders in healthcare delivery, health policy, preventive medicine, and public health.

There have been innovative medical advances in medical treatment through our healthcare system, however, escalating costs of healthcare, health inequities, and changing health insurance and payment models demand that we bridge the knowledge and expertise of medicine and public health. The proposed Department of Population Health will merge the expertise of these two fields.

During the merger process, Glendon Cox, M.D. will be the Interim Chair of the Department of Health Policy and Management. Executive Dean, Robert Simari has asked Ed Ellerbeck, M.D., M.P.H. current Chair of Preventive Medicine and Public Health, to be the founding Chair of the new department. The expectation is that within two years there will be an external search for a chair of the new department.

Drs. Ellerbeck and Cox will lead a combined faculty committee to formalize the structure and function of the new department. We anticipate forming a single department at the beginning of FY 2020, with the goal of facilitating and expanding our education, research and outreach missions.

The current courses and degrees will remain intact in the new department structure and are listed below.

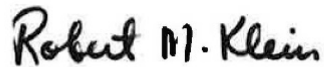
Department of Health Policy and Management offers the following degrees:

Master of Health Services Administration
Doctor of Philosophy in Health Policy and Management

The Department of Preventive Medicine and Public Health offers the following degrees:

Master of Public Health
Master of Science in Clinical Research
Graduate Certificate in Community-Based Participatory Research

Sincerely,



Robert M. Klein, PhD, FAAA
Vice Chancellor of Academic and Student Affairs
Chancellor's Club Professor

CC: Robert Simari, MD
Glendon G. Cox, MD, MBA, MHSA
Edward Ellerbeck, MD, MPH

To: Regents Chief Academic Officers (Delivered via Dr. Jean Redeker)
From: Carl W. Lejuez, Interim Provost at the University of Kansas
Re: Summary of Documents Provided from the Council of Chief Diversity Officers (CCDO; See List Below)
Date: Jan 28, 2019
For: Discussion by CAOs via email (through Dr. Redeker) and at Lunch at the February KBOR meeting

Document #1: Proposal for the Vision and Purpose of the Michael Tilford Conference on Diversity & Multiculturalism

- The goal of this document is the exploration of the purpose and strengths of the Michael Tilford Conference on Diversity and Multiculturalism
 - Placement of its role as a central effort of the **CCDO**
 - Consideration of how its best organization and plan for sustainability and evaluation
 - Plan to optimize to best align with priorities outlined in Foresight 2020: A 10-Year Strategic Agenda for the State’s Public Higher Education System
 - In this way, there is a need for the reconceptualization and clarification of the vision and purpose of the Tilford Conference
 - There needs to be plans to organize, plan, and collect data (based on appropriate metrics) for the annual Tilford Conference
 - Attendees has varied but tends to be around 200 individuals with attendees primarily from the host institution (hosted by same institution for two consecutive years followed by rotation across
- See document for a useful history of the Conference (some highlights listed below):
 - In 1988, KBOR created a statewide committee to begin working on issues related to diversity and multiculturalism
 - In 1994 this morphed into a conference (named after MT in 1996)
 - Theme has varies across the years with focus shifting from students, faculty/staff
- Current focus and goals as outlined on the [website](#) is somewhat diffuse. All reasonable goals, but lacking overarching focus. There is a theme of impacting culturally competent teaching in both the focus and goals.
- Proposed focus by CCDO
 - Emphasize the intersections of diversity, equity, and inclusion in higher education to best meet the reality of shifting demographics;
 - Provide the basis for innovative thinking, technology, and research; and
 - Meet the demands of employers who are increasingly seeking graduates prepared for 21st century global **citizenry**.
- Elements to accomplish the proposed **focus** (more detail for each appears in the document)
 - Professional development opportunities focused on working with students;
 - Share theoretical, empirical, and applied research;
 - Offer annual professional development specific to student as well as faculty /staff recruitment and retention;
 - Identify existing and developing expertise on DEI in Kansas;
 - Identify and articulate shared problems, visions, and goals;

Commented [LCW1]: I understand why they may not have gotten into this but a section on funding (amount, how will it be raised including budget from KBOR institutions vs other funds raised and/or revenue

Commented [LCW2]: I know we have some confusion remaining about reporting to CAOs vs CEOs but their doesn’t seem to be a role here for either.

Commented [LCW3]: Is this *enough* and is it very different than before?

Commented [LCW4]: Some of the elements provided include offerings at the Conference while others provide larger vision and goals of the conference and we may want to ask for some revision to address this.

- Deliver collaborative approaches to professional development for faculty, staff, and administrators; and
- Make Kansas a national leader in DEI
- Planning of the Tilford Conference
 - Figure 1 outlines the approach
 - Figure 2 outlines the host rotation (seems consistent with how its been done before but it does seem to extrapolate the full rotation which allows the next 12+ years to be pictured here and all further hosting assignments easy enough to calculate.

Commented [LCW5]: Im not sure I fully follow the Figure which is reproduced below.

Figure 1

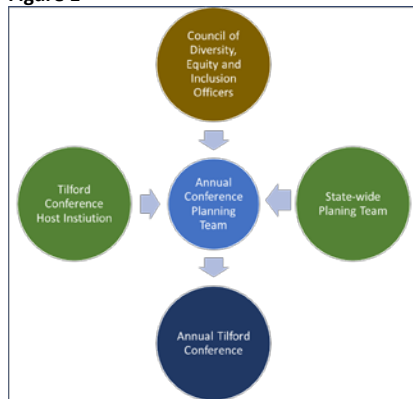
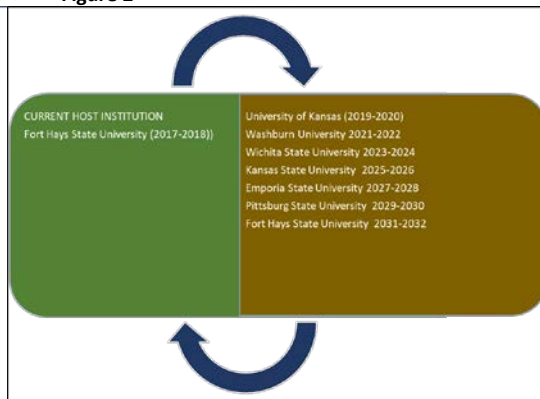


Figure 2



- Who will do the planning
 - Led **CCDOs**
 - State-wide team will nominate potential speakers and encouraging their stakeholders to attend the **conference**
 - The host institution, assisted by the state-wide **planning team**, will be responsible for operationalizing the Tilford Conference. It will work within **CCDO** parameters to develop the call for submissions for proposed papers and panels, workshops, and other activities as appropriate; distribute and receive all submissions; and work with the state-wide team to review and evaluate all proposals.
 - The host institution will also lead the **logistical planning** and utilization of facilities and institutional resources, create the agendas, plan all meals, and other conference related activities.
 - The host institution will organize the **conference agenda** and make final decisions on activities related to the conference implementation and work to insure the Tilford Competencies are incorporated into programs, strategies, and initiatives of their respective campuses.
- Who will be invited:
 - All state of Kansas public institutions of higher education
 - k-12 employees in Kansas

Commented [LCW6]: Not clear who they report to and the relationship in their reporting of the CAOs and CEOs. Should be clarified.

Commented [LCW7]: Should others be charged with building attendance, esp in light of the point that attendance seems to be largely only from hosting institution.

Commented [LCW8]: This is a bit confusing to me.
 a) What is meant by operationalizing?
 b) What are CCDO parameters?
 c) Should the host institution have this much control over what is presented or the CCDOs overall?

Commented [LCW9]: This makes sense to me.

Commented [LCW10]: This seems to be a bit overlapping with the previous point. I suspect the two bullets can be combined.

- Others outside of the state of Kansas (nominal fee will be utilized for external participants to offset costs)

- Measurement

- What are the metrics to measure success of a *new* Tilford Conference (all across the categories of students, faculty, staff, administrators, and K-12?)
 - Participants in professional development sessions
 - Number of scholarly submissions/number of accepted submissions: Overall and specific to Kansas experience
 - Evaluation of usefulness of conference activities
 - Application of conference activities to participants' home institutions
 - Application of conference activities at home institutions by participants
 - Number of research-based applications that inform CCDO priorities
 - Number of collaborative or cross KBOR institution activities that are fostered by Tilford-related activities

Commented [LCW11]: Not sure I understand these including how will be done and the difference between the two

Commented [LCW12]: I appreciate there is some effort to get at impact after the conference but we might want more of that both short term and long term.

- Assessment of efficiency and operational success
 - Number of submissions
 - Acceptance rate
 - Attendance and participation by targeted constituencies/ and per KBOR institution
 - Duration of the submission and submission review stage
 - Participation of KBOR institutions
 - Number of call for papers distributed and forum through which they were distributed
 - Total costs per attendee/per KBOR institution
 - Application of conference learning to KBOR home institutions
 - Number of visitors to website
 - Conversion rate i.e. number of visitors who registered and/or submitted a paper

Commented [LCW13]: Not entirely clear why these are a separate category of measurement

Commented [LCW14]: We may want more detail here

Commented [LCW15]: There are a few different types here (e.g., some are a measure of interest from others, some are about how well the processes are executed, barriers etc)- Might be good to build out categories

1) Statewide Planning Committee Roles and Responsibilities

- Members are asked to serve a two-year renewable term and their appointment is determined by their host institution. Members are expected to engage in the following activities
 - Regularly participate in committee conference planning meetings (e.g. nomination of potential speakers, review of paper and panel submissions, etc.). These meetings are typically once or twice per semester for one hour each, though subcommittee meetings may choose to meet with greater frequency. Meetings are on-line (i.e. skype or zoom) and by conference call.
 - Attend the Annual Conference
 - Support the efforts of the committee chair and carry out agreed upon individual assignments.
 - Encourage Conference participation and attendance among their home institution.

Commented [LCW16]: Other things that might be useful to know include time spent by organizers, more subjective feedback from participants (quantitative and qualitative)

Commented [LCW17]: May be useful to have a designated debrief after with CCDOs and CAOs and/or CEOs

Commented [LCW18]: I think we may want more detail in this document about these individuals including how they get this role and their role in the conference planning as noted but not detailed in one of the bullets.

Note: The document has other more general material on Tilford that appears elsewhere so I just focused on the new part specific to the SPC.

*Chief Diversity Officers Contributing to the Items Outlined Above

- Deatrea Rose, Chair, Pittsburg State University
- Dr. Jennifer Hamer, University of Kansas
- Dr. Bryan Samuel, Kansas State University
- Lynn Hobson, Emporia State University
- Dr. Taylor Kriley, Fort Hays State University
- Dr. Marche Flemming-Randle, Wichita State University
- Dr. Jennifer Keeton, University of Kansas Medical Center

PROPOSAL FOR THE VISION AND PURPOSE OF THE MICHAEL TILFORD CONFERENCE ON DIVERSITY AND MULTICULTURALISM REPORT

Council of Chief Diversity Officers:

Deatrea Rose, Chair, Pittsburg State University

Dr. Jennifer Hamer, University of Kansas

Dr. Bryan Samuel, Kansas State University

Lynn Hobson, Emporia State University

Dr. Taylor Kriley, Fort Hays State University

Dr. Marche Flemming-Randle, Wichita State University

Dr. Jennifer Keeton, University of Kansas Medical Center

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Introduction

Inequity in higher education access, retention, and academic outcomes are a historical and persistent problem across the U.S. Disparities exist between groups by race and ethnicity, gender, disabilities, veteran status, income, and other social differences that provide greater benefit to some relative to others. Despite best intentions, institutions of public higher education have yet to create a system where students have equitable opportunity for success despite social differences. Yet the need for equity grows greater each year as demographics and employer needs change. Public higher education constituencies are becoming more diverse and students must be prepared for leadership and careers in an increasingly global workforce and society.

In 1988, with Kansas Board of Regent’s (KBOR) establishment of an annual conference dedicated to diversity and multiculturalism, Kansas established itself as a national leader in this area. In this past year, KBOR took an additional step to heighten attention to diversity equity and inclusion in public higher education. It created the Council of Chief Diversity Officers (CCDO) to more purposely address diversity, equity, and inclusion concerns. Specifically, the mission of the CCDO is to better define the collective diversity, equity, and inclusion goals of KBOR institutions, provide strategic vision and guidance for policies and practices related to these goals, and serve as the primary resource on diversity, equity, and inclusion in higher education for the state of Kansas.

This document represents the first step of the CCDO to build a stronger and dynamic foundation for leadership on matters of diversity, equity, and inclusion in higher education in the state of Kansas. Specifically, this includes an exploration of the purpose and strengths of the Michael Tilford Conference on Diversity and Multiculturalism and consideration of how it can be optimized to best align with priorities outlined in [Foresight 2020: A 10-Year Strategic Agenda for the State’s Public Higher Education System](#).

In this document, the CCDO offers the following:

1. Reconceptualization and clarification of the vision and purpose of the Tilford Conference
2. Organization, planning, and metrics for the annual Tilford Conference

About the Michael Tilford Conference: A Snapshot

In 1988, the Kansas Board of Regents created a statewide committee to begin looking into the relationship between diversity and the recruitment and retention of students, with the goal of building greater diversity into the curriculum. Beginning in 1994, KBOR and its Diversity and Multiculturalism Committee offered a KBOR Conference on diversity. The conference became an annual event and, beginning in 1996, was titled the Michael Tilford Conference on Diversity and Multiculturalism. The theme of the annual conference has varied with host institutions and has ranged from recruitment and retention of underrepresented racial/ethnic minority faculty, improving the pipeline for URM graduate students, and best practices of recruitment and retention of URM students and a call for a focus on professional degrees. Criteria for attendance has also varied over time, from academic chairs only; faculty, staff, and administrators; to the inclusion of graduate teaching assistants. Regardless of the specific participants, the conferences have generally included KBOR institutions, with the invitation extended to Kansas community colleges in 2009. The conference has historically attracted approximately 200 participants annually and, from our view, has enabled attendees to engage in the activities listed above. Currently the conference is held annually and rotates every two years among KBOR institutions.

Current Focus

According to the [current website](#), the Michael Tilford Conference provides an opportunity for faculty, staff, and administrators at Kansas Board of Regents institutions to approach diversity in higher education by examining the challenges and opportunities in Kansas including:

- Inspire awareness of multiple dimensions of diversity, related practices of inclusion, and the transformation of higher education in Kansas.
- Participate in workshops to learn about challenges and strategies for teaching diverse populations on Kansas campuses.
- Share your passion for teaching and interacting with students from all backgrounds.

Goals of the conference include:

- Listening to visionary leaders who will inspire you to promote equity and awareness at your institution.
- Participating in workshops to learn about challenges teaching diverse populations on Kansas campuses.
- Sharing your passion for teaching and interacting with students regardless of race, gender, religion, and national origin.

Proposal for the Vision and Purpose of the Tilford Conference Here Forward

The Council of Chief Diversity Officers recommends the Tilford Conference be revised to emphasize the intersections of diversity, equity, and inclusion in higher education to best meet the reality of shifting demographics; provide the basis for innovative thinking, technology, and research; and meet the demands of employers who are increasingly seeking graduates prepared for 21st century global citizenry. The core of our ability to accomplish all of the above rests upon this collective vision and our willingness and ability to share knowledge and expertise that directly impacts how we operationalize policies and programs toward our goals. The Tilford Conference will serve as the primary vehicle for this necessary work. Beginning in Fall 2019, the Tilford Conference will serve to accomplish the following:

1. Offer annual professional development opportunities for faculty, staff, and administrators engaged in working with our undergraduate and graduate populations that can be applied to home institution learning and living spaces;
2. Share theoretical, empirical, and applied research on diversity, equity, and inclusion in higher education subject areas with particular emphasis on the Kansas and the US experience;
3. Offer annual professional development on the recruitment, retention, and advancement of a diverse workforce in higher education, including tangible strategies and initiatives that can be applied to campus environments.
4. Identify existing and developing expertise in the state of Kansas on complex matters of diversity, equity, and inclusion in Kansas higher education;
5. Identify and articulate shared problems, visions, and goals;
6. Deliver collaborative approaches to professional development for faculty, staff, administrators, and teaching assistants so that campuses better support student experiences and outcomes; and
7. Center the state of Kansas as a national diversity, equity, and inclusion public higher education resource and model for 21st century demographic and economic realities.

The Tilford Conference will support the ability of the Council of Chief Diversity Officers to facilitate greater diversity and equity within and across Kansas higher education institutions; identify and foster the implementation of shared professional standards of equity and inclusion in higher education work and learning spaces; and establishing metrics that maintain accountability within and across institutions.

Organization, Planning, Rotation and Assessment of the Annual Tilford Conference

Planning and implementation of the annual Tilford Conference will be organized as a collaborative effort founded in vision and mission set forth by the Council of Chief Diversity Officers (see Figure 1).

Organization and Planning

The Council of Chief Diversity Officers will lead the planning and realization of Tilford Conference by identifying themes, topical issues, diversity, and inclusion matters to be addressed during the conference. The conference will provide a forum for discussion, critical dialogue, exchange of information, and skill development that can be applied to respective institutions. The revised Tilford Conference will be open to all state of Kansas public institutions of higher education and provide opportunity for k-12 engagement, especially as it relates to preparation for and transition from high school to secondary education. Conference activities will also be open to others outside of the state of Kansas. A nominal fee will be utilized for external participants to offset costs.

The state-wide team will support the conference by nominating potential speakers and encouraging participation from their respective constituencies, neighboring institutions, and varying networks.

The host institution, assisted by the state-wide planning team, will be responsible for operationalizing the Tilford Conference. It will work within CCDO parameters to develop the call for submissions for proposed papers and panels, workshops, and other activities as appropriate; distribute and receive all submissions; and

work with the state-wide team to review and evaluate all proposals. The host institution will also lead the logistical planning and utilization of facilities and institutional resources, create the agendas, plan all meals, and other conference related activities.

The host institution will organize the conference agenda and make final decisions on activities related to the conference implementation and work to insure the Tilford Competencies are incorporated into programs, strategies, and initiatives of their respective campuses.

Institutional Host Rotation

The annual event will continue a two-year rotation from one KBOR institution to another. The last institution to host the conference will fall to the bottom of the rotation order (see Figure 2). Fort Hays State University, for example, hosted the conference in 2017 and 2018. This means that Fort Hays State now falls to the bottom of the rotation order. The University of Kansas will host the conference in 2019 and 2020.

Assessment of Conference Goals

1. Number of registrants that participate in Tilford Conference sponsored professional development opportunities by the following categories: students, faculty, staff, administrators, k-12
2. Number of scholarly submissions/number of accepted submissions
3. Number of scholarly submission/number of accepted submissions that focus on the Kansas experience
4. Number of scholarly/research-based submissions by the following categories: students, faculty, staff, k-12
5. Evaluation of usefulness of professional development opportunities, panels, and other conference activities by participants
6. Application of conference activities to participants' home institutions
7. Application of conference activities at home institutions by participants
8. Number of research-based applications that inform CCDO priorities
9. Number of collaborative or cross KBOR institution activities that are fostered by Tilford-related activities

Assessment of Efficiency and Operational Success

1. Number of submissions
2. Acceptance rate
3. Attendance and participation by targeted constituencies/ and per KBOR institution
4. Duration of the submission and submission review stage
5. Participation of KBOR institutions
6. Number of call for papers distributed and forum through which they were distributed
7. Total costs per attendee/per KBOR institution
8. Application of conference learning to KBOR home institutions
9. Number of visitors to website
10. Conversion rate i.e. number of visitors who registered and/or submitted a paper

FIGURE 1

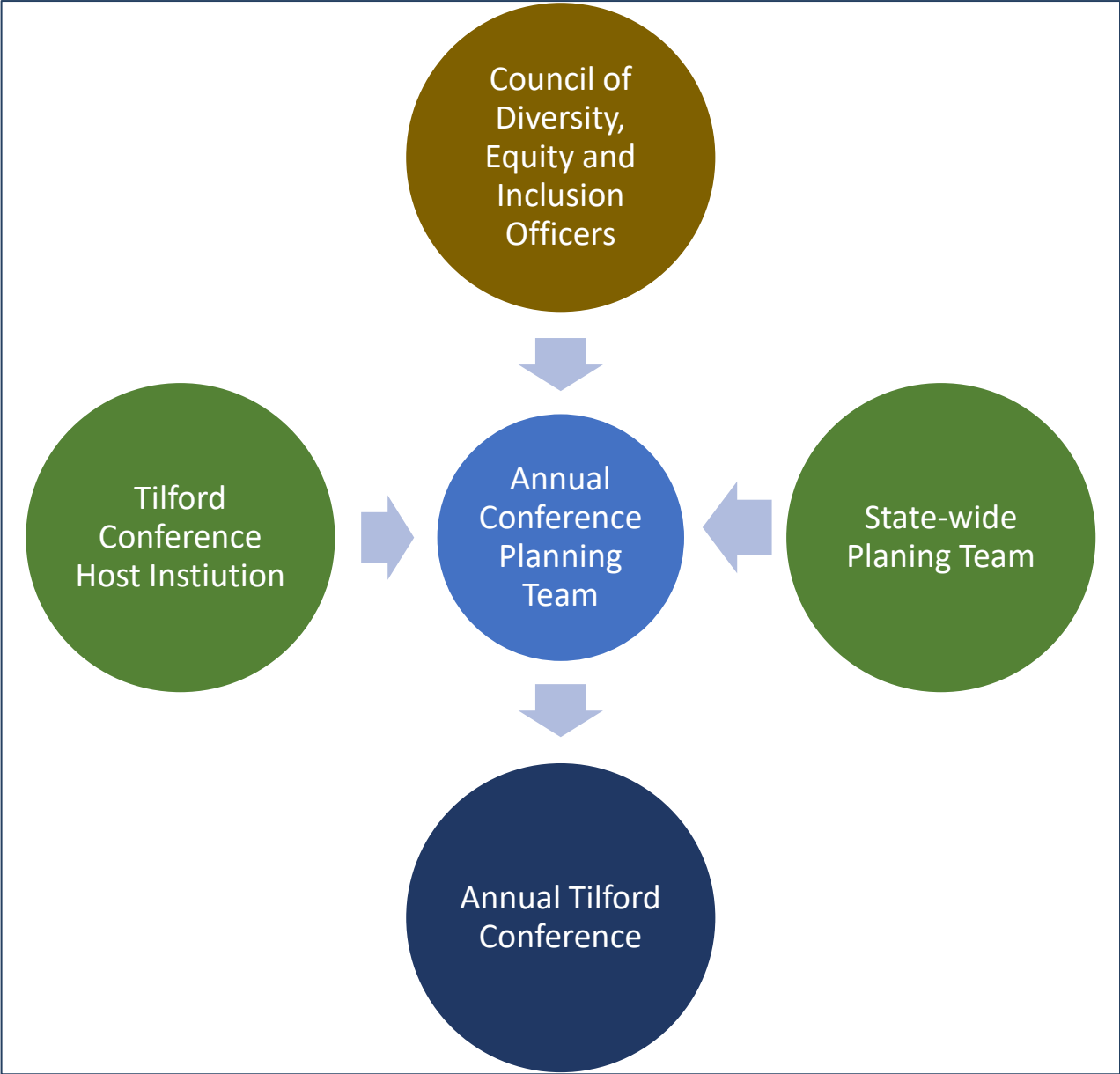


FIGURE 2

