

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

**VIDEO CONFERENCE AGENDA**

**January 20, 2021**

**9:00 a.m. – 10:00 a.m.**

**or upon adjournment of SCOCAO**

The Council of Chief Academic Officers (COCAO) will meet by video conference. Questions can be emailed to [arobinson@ksbor.org](mailto:arobinson@ksbor.org).

- |   |                           |       |
|---|---------------------------|-------|
| <b>I. Call to Order</b>   | Shirley Lefever, Chair    |       |
| A. Roll Call & Introduction   |                           |       |
| B. Approve Minutes from December 16, 2020   |                           | p. 3  |
| <b>II. Requests</b>   |                           |       |
| A. First Readings   |                           |       |
| 1. MA in Applied Sociology – ESU  | David Cordle              | p. 5  |
| B. Second Readings  |                           |       |
| 1. BA in Interdisciplinary Entrepreneurship – ESU   | David Cordle              | p. 17 |
| 2. AAS in Career & Technical Education – PSU  | Howard Smith              | p. 29 |
| C. Other Requests (All from PSU)  | Howard Smith              | p. 36 |
| 1. Act on request for approval to consolidate the BSE with a major in Biology and the BS in Biology   |                           |       |
| 2. Act on request for approval to consolidate the BSE with a major in Communication and the BS in Communication   |                           |       |
| 3. Act on request for approval to consolidate the BSE with a major in Family & Consumer Science and the BS in Family & Consumer Science                         |                           |       |
| 4. Act on request for approval to consolidate the BME and the BM  |                           |       |
| 5. Act on request for approval to consolidate the BA with a major in Music and the BM   |                           |       |
| 6. Act on request for approval to consolidate the BSE with a major in History/Government and the BA in History<br><i>(resulting in a BS in History)</i>         |                           |       |
| <b>III. Council of Faculty Senate Presidents Update</b>   | Aleks Sternfeld-Dunn, WSU |       |
| <b>IV. Other Matters</b>  |                           |       |
| A. Discuss Opportunities (new degree programs, partnerships, strategic initiatives, etc.) that Universities are Considering or Planning to Pursue in the Future | COCAO Members             |       |
| <b>V. Next COCAO Meeting – February 17, 2021</b>  |                           |       |
| <b>VI. Adjournment</b>  |                           |       |

Date Reminders:

- Program Review Reports due Jan. 29 to Sam Christy-Dangermond ([schristy@ksbor.org](mailto:schristy@ksbor.org))
- Program Accreditation Reports due Feb. 12 to Sam Christy-Dangermond ([schristy@ksbor.org](mailto:schristy@ksbor.org))
- Virtual Capitol Graduate Research Summit will be live for 1 week starting Feb. 18<sup>th</sup>:  
<https://1tblogs.fhsu.edu/cgrs2021/>

## COUNCIL OF CHIEF ACADEMIC OFFICERS

The Council of Chief Academic Officers, established in 1969, is composed of the academic vice presidents of the state universities. The Board's Vice President for Academic Affairs serves as an ex officio member, and the member from the same institution as the chairperson of the Council of Presidents serves as chairperson of the Council of Chief Academic Officers. The chief academic officers of the University of Kansas Medical Center and Washburn University are authorized to participate as non-voting members when agenda items affecting those institutions are to be considered. The Council of Chief Academic Officers meets monthly and reports to the Council of Presidents. The Council of Chief Academic Officers works with the Board Academic Affairs Committee through the Vice President for Academic Affairs. Membership includes:

Shirley Lefever, Chair	WSU	Barbara Bichelmeyer	KU
Jill Arensdorf	FHSU	Robert Klein	KUMC
David Cordle	ESU	JuliAnn Mazachek	Washburn
Howard Smith	PSU	Daniel Archer	KBOR
Charles Taber	K-State		

### Council of Chief Academic Officers AY 2021 Meeting Schedule

Meeting Dates	Location	Lunch Rotation	Institution Materials Due	New Program Requests due
September 08, 2020 <small>*10:45am or upon adjournment of SCOCAO</small>	Video Conference		August 19, 2020	July 14, 2020
October 07, 2020 <small>*11:30am, UPK after</small>	<i>Conference Call for degree programs only</i>			August 12, 2020
November 18, 2020 <small>*UPK after BAASC</small>	Video Conference <small>*Originally at ESU</small>		October 28, 2020	September 23, 2020
December 16, 2020 <small>*UPK after BAASC</small>	Video Conference		November 24, 2020	October 21, 2020
January 20, 2021 <small>*UPK after BAASC</small>	Video Conference		December 30, 2020	November 18, 2020
February 17, 2021	Topeka		January 27, 2021	December 23, 2020
March 17, 2021	Topeka		February 24, 2021	January 20, 2021
April 14, 2021	FHSU		March 24, 2021	February 24, 2021
May 19, 2021 <small>*UPK after BAASC</small>	Topeka		April 28, 2021	March 24, 2021
June 16, 2021	Topeka		May 26, 2021	April 21, 2021

**Council of Chief Academic Officers  
MINUTES**

**Wednesday, December 16, 2020**

The December 16, 2020 meeting of the Council of Chief Academic Officers was called to order by Chair Shirley Lefever at 8:46 a.m.

**In Attendance:**

Members:	Shirley Lefever, WSU Charles Taber, K-State Barbara Bichelmeyer, KU	Jill Arensdorf, FHSU David Cordle, ESU Howard Smith, PSU	Robert Klein, KUMC JuliAnn Mazachek, Washburn Daniel Archer, KBOR
Staff:	Sam Christy-Dangermond Karla Wiscombe	Amy Robinson Tara Lebar	Marti Leisinger
Others:	Erin Shaw, Highland CC Corey Isbell, NCK Tech Adam Borth, Fort Scott CC Aleks Sternfeld-Dunn, WSU Elaine Simmons, Barton CC Kaye Monk-Morgan, WSU Jason Sharp, Labette CC Jennifer Ball, Washburn Melinda Roelfs, PSU Mickey McCloud, JCCC Andy Klenke, PSU Ed Bashaw, ESU	Jerry Pope, KCKCC Aron Potter, Coffeyville CC Brian Niehoff, K-State Heather Morgan, KACCT Jon Marshall, Allen CC Jean Redeker, KU Kim Morse, Washburn Linnea GlenMaye, WSU Monette Depew, Pratt CC Michelle Schoon, Cowley CC Greg Belcher, PSU	Sarah Robb, Neosho County CC Lori Winningham, Butler CC Cindy Hoss, Hutchinson CC Brad Bennett, Seward County CC Jane Holwerda, Dodge City CC Luke Dowell, Seward County CC Kim Zant, Cloud County CC Mark Allen, Independence CC Robert Klein, KUMC Kim Krull, Butler CC Carol Lucy, ESU

Shirley Lefever welcomed everyone. Roll call was taken for members and presenters.

**Approval of Minutes**

Howard Smith moved to approve the minutes of the October 7, 2020 meeting, and Jill Arensdorf seconded the motion. With no corrections, the motion passed.

**1<sup>st</sup> Readings**

- David Cordle presented the first reading for a Bachelor of Arts in Interdisciplinary Entrepreneurship. Ed Bashaw, Dean, School of Business, and Carol Lucy, Assistant Professor, Business Administration, presented a brief overview and stood for questions. Dean Bashaw noted they were able to make this BA a part of their Association to Advance Collegiate Schools of Business's (AACSB) accounting accreditation process, and it will extend to potential majors in the discipline. Professor Lucy stated this program will allow more students in the Midwest to have opportunities at cutting-edge entrepreneurship education. David stated the program could serve as a second major for students, particularly in arts and humanities when they look at creating a business venture that focuses on their specific areas of interest.

No questions were presented from the Council. This program will be up for a second reading at the next COCAO meeting.

- Howard Smith presented the first reading for an Associate of Applied Science in Career & Technical Education. Howard stated it comes from the Kansas Center for Career and Technical Education, established at the PSU Kansas Technology Center a few years ago. This program is a direct result of

workforce demand for academic credentials and/or specific skill sets. Howard stated this program fits within their academic structure and they do not need additional resources. Andy Klenke, Department Chair of Teaching and Workforce Development, and Greg Belcher, Director of the Kansas Center for Career and Technical Education, were available for questions. Director Belcher noted other universities have noticed when they created similar associate degree programs it helped their career and technical education bachelor degree completion rate.

No questions were presented from the Council. This program will be up for a second reading at the next COCAO meeting.

### **Council of Faculty Senate Presidents Update**

Aleksander Sternfeld-Dunn, WSU Faculty Senate President, provided an update. Aleks stated the Council is working on two items; 1) discussions with TAAC regarding transfer equivalencies and clarification on upper division transfer courses, and 2) finalizing a Council of Faculty Senate Presidents Freedom of Expression Statement to be read to the Board later in the day.

### **Adjournment**

Shirley reminded everyone updated admission policies are due to KBOR Academic Affairs by December 11, 2020.

The next COCAO meeting will be on January 20, 2021. Barbara Bichelmeyer moved to adjourn the meeting, and Howard Smith seconded the motion. With no further discussion, the meeting adjourned at 8:58 a.m.

## **Program Approval**

### **Summary**

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

*January 20, 2021*

### **I. General Information**

**A. Institution** Emporia State University

### **B. Program Identification**

Degree Level: Master's  
Program Title: Applied Sociology  
Degree to be Offered: Master of Arts  
Responsible Department or Unit: Social Sciences  
CIP Code: 45.1102  
Modality: Online  
Proposed Implementation Date: Fall 2021

Total Number of Semester Credit Hours for the Degree: 30

**II. Clinical Sites:** This program will not require the use of clinical sites.

### **III. Justification**

Emporia State University proposes a new Master of Arts program in Applied Sociology, which will be a program type new to the Kansas Regents System and in alignment with Emporia State University's strategic plan. Through the department's research of over 14 institutions with specific applied sociology master's programs, the closest location to Kansas is in Dallas, TX. One institution in South Dakota offers a Ph.D. program. Of these institutions that offer this program at the master's level, only one offers the program completely online and only one is accredited by The Commission on the Accreditation of Programs in Applied and Clinical Sociology.

The proposed MA program will enable students to integrate sociological knowledge and skills needed to meet workforce demands in the service sector. Applied sociologists work as planners, program development specialists, policy analysts, community outreach coordinators, and data analysts in corporations, research organizations, community agencies, government bureaus and programs, school systems, medical facilities, courts, and private businesses.

According to the U.S. Bureau of Labor Statistics (2018), employment for applied sociologists is expected to grow faster than the average for all occupations in the foreseeable future. This increasing demand results from concerns about such issues as the competitive global economy, a shortage of trained evaluators, and an increased need for capacity building for communities and agencies. Job prospects are best for students with advanced degrees, and graduates from applied sociology programs are equipped to take advantage of the trend toward research, evaluation, and data analysis (Pike, et al., 2017; Spalter-Roth, Senter, Stone, and Wood, 2010).

The Commission on the Accreditation of Programs in Applied and Clinical Sociology (CAPACS), the accrediting body for applied sociology programs, establishes standards for applied sociology programs and monitors accredited programs to ensure they continue to meet the standards. According to CAPACS procedures, programs that apply for accreditation must have enrolled students for at least two years by the time of that application; therefore, after year 2 of this proposed program, we plan to submit the necessary application documents. Currently, only two graduate programs are listed as accredited by CAPACS: a Ph.D. program in New Jersey and a master’s program in South Dakota.

Basic CAPAC program standards include the following:

- Formal title including applied sociology
- Administrative structure for decision-making, planning, and goal setting
- Sufficient resources with well-qualified faculty and professional staff
- Mission statement, program goals and objectives
- Learning goals
- Maintain ongoing relationships with sociological practitioners and associates
- Faculty membership in the Association for Applied and Clinical sociology or American Sociological Association, or other relevant professional association
- 200 hours of practice experience for students supervised by an academic advisor and on-site agency employee
- Concentrations or specialization tracks

The proposed Master of Arts program in Applied Sociology will include:

- 15 hours in core courses,
- 9 hours in concentration courses, and
- 6 credit hours in community-based capstone.

This online accelerated program will admit students directly from a bachelor’s degree with a maximum of 10 credit hours transferred from a graduate program. An accelerated program provides courses on a rotating carousel in a compressed format (7-week sessions, six times per academic year). This accelerated and online approach allows students to complete the program more quickly, on their own schedule, and from their own location. Students will be able to enter the program at any of the 6 start dates (2 each semester) and motivated students can complete the degree in one year.

#### **IV. Program Demand**

##### **A. Survey of Student Interest**

Two surveys, one for current undergraduates majoring in sociology or crime & delinquency studies and one for graduates of the programs, were administered using Google Forms. Survey links were sent to 592 graduates and 136 current majors. Sixty-seven graduates and 30 current students responded. The surveys asked questions regarding their current plans after graduation or if they attended graduate school after graduating, as well as why they did not or would not apply to graduate school and what helped them decide on a graduate school. Both asked a hypothetical question regarding whether or not they would apply in the event ESU had a Master of Arts program in Applied Sociology.

Table 2: Survey of Interest Results

	Number	Percentage
Current Students		
Plan to attend graduate school	19	63%
Would apply to a MA in Applied Sociology at ESU	16	53%

Alums

Attended graduate school after bachelors	31	46%
Attended another institution for graduate school (N=31)	20	65%
Would apply to a MA in Applied Sociology at ESU	54	81%
<b>Total who would apply to a MA in Applied Sociology at ESU</b>	<b>70</b>	<b>72%</b>

Table one displays the response rate for each survey type and table two provides key feedback regarding student interest in the proposed program. One qualitative question asked was why alums chose not to go to graduate school. Of the 34 responses to this question, eight students indicated they were unable to continue their sociology education because Emporia State University did not offer a master level program and they were unable to travel elsewhere. Current students who planned to move into a career rather than go to graduate school also indicated they were unable to continue their education because Emporia State University did not offer a master’s program in sociology (4 of 10 respondents). Additionally, we currently have six students on a waiting list if the program is approved.

**B. Market Analysis**

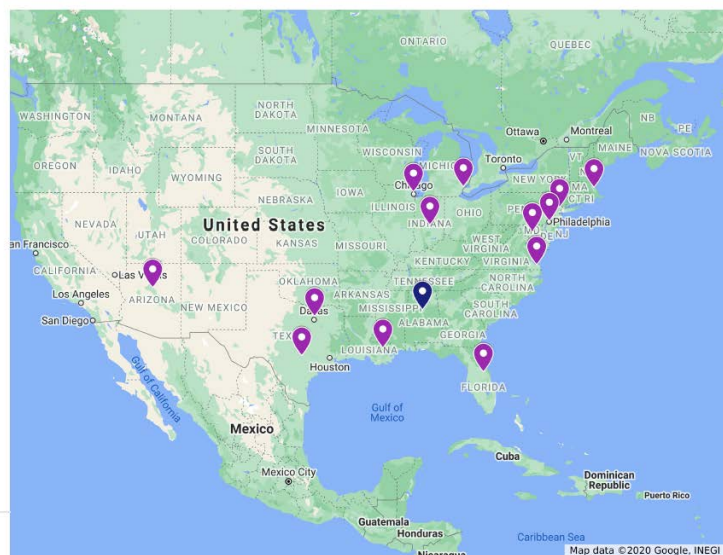
As stated in the justification, employment for applied sociologists is expected to grow faster than the average for all occupations in the foreseeable future. This increasing demand results from concerns about such issues as the competitive global economy, a shortage of trained evaluators, and an increased need for capacity building for communities and agencies. Job prospects are best for students with advanced degrees and graduates from applied sociology programs will be equipped to take advantage of the trend toward research, evaluation, and data analysis. Additionally, the Bureau of Labor Statistics (2018) projects employment of sociologists is projected to grow 9% from 2018-2028, faster than the average for all occupations.

The map below shows programs with traditional classes only (purple) and online classes (blue). The location closest to Emporia, KS is in Dallas, TX and only one other program nationwide offers their program fully online but not accelerated. Half of the publicized programs offer their program at 30 credit hours with the remaining programs offering between 32 and 36 hours.

**Applied Sociology Graduate Programs**

- Face to Face Program
  - University of Massachusetts Boston
  - Loyola University Chicago
  - Northern Arizona University
  - University of Central Florida
  - University of Maryland, Baltimore County
  - Southeastern Louisiana University
  - University of Indianapolis
  - William Paterson University
  - Texas State University
  - The University of Texas at Dallas
  - Temple University
  - Wayne State University
  - Old Dominion University

- Online Program
  - University of Alabama at Birmingham



All traditional Applied Sociology programs are small with flailing enrollment numbers. The one online program at the University of Alabama, Birmingham, however, had a 616% increase in enrollment numbers between 2014 (12) and 2019 (86). This drastic increase in a mere five years indicates there is a demand for a fully online program. The accelerated model (7-week terms, multiple entry points throughout the year) gives this proposed program an additional advantage by addressing the obstacles working adults face.

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

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	5	3	150	45
Year 2	15	15 (12 new)	450	225
Year 3	30	30 (15 new)	900	450

**VI. Employment**

According to the Bureau of Labor Statistics (2018), employment of sociologists is projected to grow 9% from 2018-2028, faster than the average for all occupations.

Several national surveys of employers indicate the types of skills and experiences employers are looking for in college graduates (Chronicle of Higher Education 2012; Hart Research Associates 2015; National Association of Colleges and Employers 2015). The two major conclusions include skills that cut across majors and experience applying those skills. Applied sociologists are trained to collect and interpret factual data and assess the opinions and beliefs of people in the society. These skills assist the government and private sector in solving social problems. Applied sociologists work in many fields including government agencies, research firms, nonprofits, corporations, colleges, and universities. More so than ever, private and governmental funders require data-driven evidence-based practices before providing much needed funding in communities. A master’s degree in applied sociology enhances the employability and marketability of prospective and current social service professionals. Additionally, applied sociologists are qualified to be certified and serve as case managers in settings such as hospitals, schools, colleges and universities, law firms, hospice facilities, correctional facilities, foster care programs, etc.

The proposed Master of Arts program in Applied Sociology will prepare students to enter, or to be better prepared to work in, the service sector. The Department for Professional Employees (2011) and the International Trade Administration (2010) state that the service sector represents a major component in the U.S. economy. More than 80% of U.S. private sector employment is service jobs, which accounts for nearly 90 million jobs. Education services, health care, and social assistance services are expected to grow at an annual average rate that is over double the expected rate for the economy as a whole. Community and social service occupations will have a high demand in employment as more and more elderly seek services.

The expanding employment market in the service sector will require professionals equipped with effective social and interpersonal relation skills and decision-making skills. In addition, those in the field or getting ready to enter the social service sector will have to be or become proficient in data collection, processing, interpretation, and reporting.

**VII. Admission and Curriculum**

**A. Admission Criteria**

Admission to the Graduate College

General graduate admission requirements include all of the following:



- An official-transcript-verified bachelors from a regionally accredited institution or equivalent bachelors for students applying from outside the United States
- A grade point average minimum of 2.5 in the last 60 semester hours of study or an overall grade point average of 3.0 for a completed master's degree

### Admission to the Degree Program

Minimum admission requirements (NOTE: meeting these minimums does not guarantee admissions.)

- Acceptance to the graduate school
- Completion of a minimum of 15 undergraduate semester hours in sociology or a related field (applicants not meeting this requirement may be granted probationary admission at the discretion of the Graduate Committee)

Applicants for the MA program in Applied Sociology must submit to the Graduate School

- Graduate School application, which includes choice of concentration, and all documentation required by the Graduate School
- A 1-2-page letter of intent including career aspirations and goals with connections on how completion of this MA program in Applied Sociology will help in attaining those goals
- Three letters of recommendation, at least one of which is from a former professor addressing the applicant's aptitude for graduate study,
- Resume or curriculum vitae

Note: The GRE (Graduate Record Examination) is NOT required

### **B. Curriculum**

The curriculum includes 21 credit hours of core courses (5 courses at 3 credits each; 6 credit hours of capstone) and 9 credit hours (3 courses at 3 credit hours each) in either the Criminal Justice Concentration (CJC) or Community Leadership Concentration (CLC). Students may enter the program at the beginning of any of the six entry points. Fall and Spring courses will be 7-weeks and Summer courses will be 6-weeks. The total of 30 credit hours can be completed in 1 year (2 courses each 7-week session in Fall and Spring and two courses in the Summer) or 2 years. Courses can be taken at any point without prerequisites other than the two capstone courses to be taken at the end of all other coursework. A visual of the course rotation is provided in Figure 1.

### **Practicum Sites**

Six credit hours of capstone is required for this program. Capstone courses require students to obtain and maintain a practicum with a social service or law enforcement agency of their choosing. The department has many contacts for local agencies currently used for undergraduate practicums as well as connections in the Kansas City area; however, it is the responsibility of each student to research their hometown, or nearby location, and obtain the practicum. All six capstone hours are expected to be completed at one site, unless other arrangements are made in consultation with the graduate program director and the intern's supervisor.

### **Program Goals and Objectives**

The overall program goals and objectives of the Master's in Applied Sociology degree focus on knowledge, skills, practice experience, and professional orientation and ethics. By the end of the program, students will be able to:

- a. Articulate how and why social phenomena operate the way they do,
- b. Examine the nature of social phenomena in a systematic manner,
- c. Practice their knowledge in real world situations using the theories and methods of applied sociology,
- d. Articulate how social factors such as race, gender, sexuality, social class, and age interact to structure and culturally frame social interaction and perceptions at the local, national, and global levels.
- e. Evaluate social programs, and/or criminal justice institutions, and processes,

- f. Research, identify, apply for, and report on a variety of funding streams for program development and capacity building,
- g. Demonstrate the link between the practice experience and the concentration,
- h. Acquire and maintain a professional identity as a sociological and/or criminal justice practitioner,
- i. Analyze the social, ethical, and political constraints on sociological and/or criminological practice,
- j. Comply with the codes of ethics of the Association for Applied and Clinical Sociology, the American Sociological Association, and/or other relevant professional associations, and
- k. Demonstrate the ability to integrate sociological theories, methods, skills, and practice experience in a final product.

Each concentration has specific goals and objects specific to the subject matter. The two concentrations in the program include Community Leadership and Criminal Justice.

Students who complete the Community Leadership concentration will be able to:

- a. Evaluate social programs and processes,
- b. Incorporate leadership principles and competencies in social justice projects,
- c. Develop grassroots social justice projects, and
- d. Assess community assets and needs to build community capacity.

Students who complete the Criminal Justice concentration will be able to:

- a. Evaluate juvenile and adult crime and delinquency using theory,
- b. Develop prevention and intervention community strategies to decrease crime,
- c. Analyze social policies associated with crime and delinquency,
- d. Provide support and professional development of criminal justice staff, and
- e. Evaluate current trends in criminal behavior and methods of deterrence.

**Transfer Credit**

Transfer of up to 10 credit hours of graduate credit earned at another institution, or in another department at Emporia State University, or earned before admission to this program, must have prior work evaluated for transfer credit. Requests for transfer of credit must be approved by the Graduate Coordinator and the Chair of Social Sciences. Requests must be made in writing for each course and accompanied by an official transcript, catalog description, and syllabus or other supporting documentation. Special permission must be obtained to take courses elsewhere and then have them transferred back to Emporia State University as part of your plan of study. Transfer credit is rarely approved to assure the degree granted accurately reflects a student’s education at Emporia State University in Applied Sociology.

**Year 1: Fall**

**SCH = Semester Credit Hours**

Course #	Course Name	SCH....
SO710	Applied Sociological Theory	3
SO720	Qualitative Research methods	3
SO742	Crime, Causation, Prevention, and Control OR	
SO736	Community Building and Development	3
	FALL TOTAL	9

**Year 1: Spring**

Course #	Course Name	SCH....
SO740	Intersectionality & Identities	3
SO760	Program Evaluation & Performance Management	3
SO732	Leadership & Social Justice OR	
SO744	Criminal Justice Organization & Management	3
	SPRING TOTAL	9

**Year 1: Summer**

Course #	Course Name	SCH....
SO730	Grant Proposal Writing	3
SO738	Public Sociology OR	
SO746	Community Policing	3
SO790	Applied Sociology Capstone 1	3
SO791	Applied Sociology Capstone 2	3
	SUMMER TOTAL	12

**Total Number of Semester Credit Hours ..... 30**

**Course Rotation**



Figure 1

**VIII. Core Faculty**

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

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Rochelle Rowley*	Assoc. Professor	PhD	Y	Intimate Violence, Child Abuse, Domestic Violence, LGBTQ Studies	.6
Rebecca Rodriguez-Carey	Assistant Professor	PhD	Y	Criminology, Women and Crime, Corrections	.5
David Westfall	FT Instructor currently (position moving to Assistant Professor in Year One)	PhD	N currently Y in year one	Research Methods, Statistics, Population, Social Media, Deviance	.5
Jan Todd	Assistant Professor	PhD	Y	Family, Sociology of Religion, Popular Culture, Intimate Relations; Interdisciplinary Studies Instructor	.5
Susan Zuber-Chall	PT Instructor	PhD	N	Criminal Justice, Law Enforcement, Criminal Investigation, Ethics in Criminal Justice	0
Alfredo Montalvo	Associate Professor	PhD	Y	Criminology, Corrections, Sociological Theory, Criminal Justice	.125
Evandro Camara	Professor	PhD	Y	Sociological Theory, Slavery, Sociology of Religion, Race and Ethnic Relations	.125
TBD	Assistant Professor	PhD	Y	Applied Sociological Theory, Program Evaluation and Management, Intimate Relationships, LGBTQ+ Studies	1

**Note:** These numbers represent the program when it is fully operational.

Number of graduate assistants assigned to this program ..... 1

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

<b>A. EXPENDITURES</b>	First FY	Second FY	Third FY
<b>Personnel – Reassigned or Existing Positions</b>			
Faculty	\$107,628	\$122,530	\$124,981
Administrators ( <i>other than instruction time</i> )	\$5,600	\$5,712	\$5,826
Graduate Assistants			
Support Staff for Administration ( <i>e.g., secretarial</i> )			
Fringe Benefits ( <i>total for all groups</i> )	\$20,754	\$23,507	\$23,977
Other Personnel Costs			
<b>Total Existing Personnel Costs – Reassigned or Existing</b>	\$133,982	\$151,749	\$154,784
<b>Personnel – – New Positions</b>			
Faculty			\$50,000
Administrators ( <i>other than instruction time</i> )			
Graduate Assistants			\$9,547
Support Staff for Administration ( <i>e.g., secretarial</i> )			
Fringe Benefits ( <i>total for all groups</i> )			\$9,268
Other Personnel Costs			
<b>Total Existing Personnel Costs – New Positions</b>			\$68,815
<b>Start-up Costs - - One-Time Expenses</b>			
Library/learning resources			
Equipment/Technology			\$1,157
Physical Facilities: Construction or Renovation			
Other - Accreditation			\$2,300
<b>Total Start-up Costs</b>			\$3,457
<b>Operating Costs – Recurring Expenses</b>			
Supplies/Expenses			
Library/learning resources			
Equipment/Technology			
Travel		\$1,400	\$1,400
Other			
<b>Total Operating Costs</b>	0	\$1,400	\$1,400
<b>GRAND TOTAL COSTS</b>	\$133,982	\$153,149	\$228,456

<b>B. FUNDING SOURCES</b> (projected as appropriate)	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	\$272/ch	\$53,040	\$189,000	\$388,800
Student Fees	\$93/ch	\$18,135	\$62,755	\$125,550
Other Sources				
<b>GRAND TOTAL FUNDING</b>		\$71,175	\$251,775	\$514,350
<b>C. Projected Surplus/Deficit (+/-)</b> (Grand Total Funding <i>minus</i> Grand Total Costs)		-\$62,807	+\$98,626	+\$285,894

## X. Expenditures and Funding Sources Explanations

### A. Expenditures

#### Personnel – Reassigned or Existing Positions

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Rochelle Rowley*	0.5	0.5	0.5
Jan Todd	0.375	0.5	0.5
Rebecca Rodriguez-Carey	0.5	0.5	0.5
David Westfall	0.375	0.5	0.5
Alfredo Montalvo	0.125	0.125	0.125
Evandro Camara	0.125	0.125	0.125

\*Additionally, a current faculty member will serve as graduate director resulting in additional time other than instruction time for administration. Therefore, 10% of the FTEs in the core faculty chart are represented on the line for administrator (other than instruction time).

#### Year One

- Salaries are multiplied by the FTEs in the chart above
- Fringe is calculated based on current ESU fringe rates

#### Years Two and Three

- All costs are increased by an estimated 2% cost of living raise from the previous year

#### Personnel – – New Positions

##### Years One and Two

- The estimated enrollment can be managed by existing resources. No new faculty.

##### Year Three

- Estimated enrollment will require an additional faculty member. The cost is at 100% of the new faculty salary.
- The increased enrollment also requires a new GTA position.

## Start-up Costs – One-Time Expenses

### Years One and Two

- Current resources sufficient

### Year Three

- Computer equipment for one new faculty
- Accreditation fees after the first two years of operation. If all standards are met, this expense will be incurred every 5-7 years.

## Operating Costs – Recurring Expenses

The online nature of the proposed program eliminates the need for additional operating expenses other than a small allocation for travel.

### B. Revenue: Funding Sources

The addition of a graduate level degree and subsequent tuition and fee dollars is the funding source for the proposed program. Year 1 tuition rate is \$272/ch and fee rate is \$93/ch. Tuition rates are calculated with a 2.8% increase in years two (\$280/ch) and three (\$288/ch).

#### Tuition:

Year 1:  $(\$8,160 * 5 \text{ students}) + (\$8,160 * 3 \text{ students} * .5 \text{ part-time}) = \$53,040$

Year 2:  $(\$8,400 * 15 \text{ students}) + (\$8,400 * 15 \text{ students} * .5 \text{ part-time}) = \$189,000$

Year 3:  $(\$8,640 * 30 \text{ students}) + (\$8,640 * 30 \text{ students} * .5 \text{ part-time}) = \$388,800$

#### Fees:

Year 1:  $(\$2,790 * 5 \text{ students}) + (\$2,790 * 3 \text{ students} * .5 \text{ part-time}) = \$18,135$

Year 2:  $(\$2,790 * 15 \text{ students}) + (\$2,790 * 15 \text{ students} * .5 \text{ part-time}) = \$62,775$

Year 3:  $(\$2,790 * 30 \text{ students}) + (\$2,790 * 30 \text{ students} * .5 \text{ part-time}) = \$125,550$

### C. Projected Surplus/Deficit

- Year one results in a deficit of \$62,804 with years two and three providing a surplus.
- Projections for enrollment numbers in the degree is very conservative and based on traditional degrees at other institutions and their enrollment numbers. However, if enrollment in this proposed program matches the similar program at Alabama, our revenue will increase drastically.
- After implementation and marketing strategies, it is projected our numbers will more than supplement costs of the program.

## XI. References

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## **Program Approval**

### **Summary**

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

*January 20, 2021*

### **I. General Information**

**A. Institution** Emporia State University

### **B. Program Identification**

Degree Level: Bachelor's  
Program Title: Bachelor of Arts in Interdisciplinary Entrepreneurship

Degree to be Offered: Bachelor of Arts  
Responsible Department or Unit: School of Business  
CIP Code: 52.0701  
Modality: Face-to-Face  
Proposed Implementation Date: August 2021

Total Number of Semester Credit Hours for the Degree: 120 hours

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

### **III. Justification**

#### **A. National Justification:**

In a society where self-employment is becoming more desirable and the Gig economy is becoming increasingly more prevalent, students are looking for the opportunity to turn their greatest interests into lifelong pursuits. These lifelong pursuits must support their lifestyle while allowing them to contribute in meaningful ways and maintain a healthy work-life balance. Entrepreneurs are quickly becoming a critical intervention for struggling economies, providing necessary opportunities for individuals with entrepreneurial propensity who find themselves unemployed during difficult economic times (Nicholls-Nixon, 2005). Entrepreneurship is defined as the process of recognizing and exploiting new business opportunities usually through new business ventures (Aldrich & Cliff, 2003; Davidsson & Wiklund, 2001; Shane & Venkataraman, 2000).

Individuals around the world are finding entrepreneurship as an avenue to create wealth, stimulate economies, and fulfill self-employment dreams. Entrepreneurship and entrepreneurial education are on the rise in the United States. Currently, one out of every eight adults engages in launching a business (Fairlie, 2014). The Kauffman Foundation suggests that entrepreneurs launch 476,000 businesses each month in the United States (Fairlie, 2014). According to the Kauffman Foundation, sixty-four million people are millennials who show high levels of interest in entrepreneurship (Weber, 2017). The millennials represent a significant proportion of the U.S. employment spectrum for the next five decades. Universities across the United States are recognizing the importance of entrepreneurial education as noted by the increase of entrepreneurship majors. This recognition is evidenced by the fact that in 1970 only 16 colleges and universities offered entrepreneurship or small business classes; today these courses are offered by more than 2,300 colleges and universities across the United States.

Sadly, entrepreneurial educators are beginning to recognize that traditional entrepreneurial educational programs are failing to produce the successful entrepreneurial business launches anticipated. Some reasons for this failure is a low development of entrepreneurial mindset and a failure to launch ventures due to an education entrenched in predominantly traditional business pedagogy that does not develop the necessary entrepreneurship qualities that allow students to be confident that they are ready to launch and successfully run a business. Heavy commitments of time and money invested in these programs prevent them from having the flexibility to correct the problems that are being identified.

Interdisciplinary entrepreneurship will allow students to connect their interests and passions with the needed entrepreneurial mindset and necessary business skills to launch and manage a successful business. When Florida Gulf Coast University (FGCU) announced it was starting their bachelor's degree program in 2017, they hoped the program would attract up to 25 students the first year and up to 140 students by the fifth year. They are beginning the 2020 fall semester with 336 students. Dr. Sandra Kauanui, Director of FGCU's Institute of Entrepreneurship, states, "Because of the interdisciplinary approach to this (program), we are getting kids from all over"(Bland, 2018).

ESU's Bachelor of Arts in Interdisciplinary Entrepreneurship will educate the entrepreneurs of tomorrow. Students will acquire a comprehensive set of skills that will prepare them to establish their own start-up or assist larger corporations to be more innovative. During their four years at ESU, students will have an opportunity to develop an idea for a start-up and launch that start-up during their time in Emporia. The coursework is designed to allow them to work and develop their business from ideation to launch within their coursework. Upon graduation, these students will be prepared to manage and grow their businesses full time.

**B. State Justification:**

Currently in the state of Kansas, three universities provide a traditional major in entrepreneurship (Kansas State, Wichita State, and Washburn), four KBOR universities provide a minor in entrepreneurship (Kansas State, Wichita State, Washburn, and Fort Hays State), two of the KBOR universities provide certificate programs (University of Kansas and Washburn), one provides a concentration (University of Kansas), and one KBOR university provides none of the previous mentioned entrepreneurial education opportunities (Pittsburg State). Emporia State University is proposing the only entrepreneurship major that would permit students of all interests to develop the necessary entrepreneurial skills to pursue a business venture after graduation. The Bachelor of Arts in Interdisciplinary Entrepreneurship provides a new and innovative opportunity for students in the Midwest to pursue their entrepreneurial interests.

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

**A. Survey of Student Interest**

Three surveys were administered to gauge student interest in the program. Surveys were sent to ESU students, Flint Hills Technical College (FHTC) students, and some high school students, as well.

After a brief description of the program proposed, ESU students were asked three questions:

- 1) Class standing for Fall 2020 (Freshman, Sophomore, Junior, Senior)
- 2) Major area of study
- 3) Interest level in the program (only students who marked interested or very interested were classified as interested in the program)

Number of ESU surveys administered: ..... 2,960  
Number of ESU completed surveys returned: ..... 142  
Percentage of ESU students interested in program: ... 45.07 %

After a brief description of the program proposed, Flint Hills Technical College (FHTC) students were asked three questions:

- 1) Class standing for Fall 2020 (Freshman, Sophomore, Junior, Senior)
- 2) Major area of study
- 3) Interest level in the program (only students who marked interested or very interested were classified as interested in the program)

Number of FHTC surveys administered: .....	400
Number of FHTC completed surveys returned: .....	15
Percentage of FHTC students interested in program: ...	100%

The survey was distributed to high school students through the Kansas Business Education Board and the Mountain-Plains Business Education (13 board members). After a brief description of the program proposed, high school students were asked four questions:

- 1) Zip Code (Due to the large geographic range surveyed, this was captured to assist with potential future marketing efforts.)
- 2) Class standing for Fall 2020 (Freshman, Sophomore, Junior, Senior)
- 3) Major area of study
- 4) Interest level in the program (only students who marked interested or very interested were classified as interested in the program)

Number of high school surveys administered: .....	unknown
Number of high school completed surveys returned: .....	122
Percentage of high school students interested in program: .....	37%

## **B. Market Analysis**

### **Market Segmentation, Market Size, and Market Trends**

The Bachelor of Arts in Interdisciplinary Entrepreneurship will have the opportunity to draw from four market segments: ESU students, technical college/community college students, high school graduates, and adults within the community. Three of these market segments were surveyed and found to be highly interested in the new major.

#### ***ESU Students:***

Recent undergraduate enrollment at Emporia State University was 3,405 students were surveyed to discover their interest. Of the 142 students that responded (COVID-19 and forced online delivery method accounted for the low response rate), 45% were very interested in the program. One graduating senior commented, “I know of several art colleagues who would be interested and benefit from this choice for major.”

Faculty from majors in departments all over the ESU campus are keenly interested in offering this option to their students. One liberal arts faculty recently commented, “I have been excited by the possibility of the development of this major for some time. Many art students intend to start their own business upon graduating from ESU. Many of the faculty in the Department of Art are unfamiliar with all that entails starting a business and are unable to share the appropriate information with interested students. This program is especially catered to drawing creative minds into entrepreneurship, and the Department of Art has the type of ‘out of the box’ thinkers needed for the next generation of entrepreneurs. For these reasons, I am especially supportive of this new program offering at ESU and look forward to encouraging students to enroll in the near future.” Summer entrepreneurship camps and high school involvement in ESU entrepreneurial pitch contests will be used as recruiting events.

### ***Technical and Community College Students:***

According to the 2020 Kansas Board of Regents Enrollment Report, in Academic Year 2019, community colleges in Kansas enrolled 45,375 FTEs (full-time equivalents) and technical colleges enrolled 7,522 students. ESU would work diligently to provide dual enrollment programs and 2 + 2 agreements with regional community and technical colleges. An administrator from one of the schools in Kansas stated, “Many students come into our program to learn a trade and possess desire to open their own business. They do not have the opportunity in our program to gain that business background. This is not an area we can cover within our existing programs. With the positive reputation of the School of Business at Emporia State University, this entrepreneurship major would hold special interest to our students.” Of the students surveyed at one of the technical schools in Kansas, 100% of the students responded that they would be interested in pursuing a BA in Interdisciplinary Entrepreneurship at Emporia State University.

### ***High School Students:***

There were 34,450 seniors in public high schools in Kansas in the 2019–2020 academic year. Next year that number is projected to grow to 34,982 and by 2023 projected to be 35,686 (<http://ipsr.ku.edu/ksdata/ksah/education/6ed1b.pdf>). As described in the justification of this proposal, high school students are becoming increasingly interested in entrepreneurial education to address the employment concerns evident in our regional communities. The BA in Interdisciplinary Entrepreneurship is a unique program that connects the high school student’s educational interests with a potential venture start-up. There is only one other program (FGCU) in the United States that offers a similar program. This program is drawing students from all over the nation and growing exponentially. Providing a program in the Midwest would attract students that desire this type of education at a much more reasonable cost. The BA in Interdisciplinary Entrepreneurship would be marketed to high school students in Kansas, Missouri, Nebraska, Colorado, Texas, Arkansas, and Oklahoma. When surveyed, 37% of these students would be interested in pursuing a BA in Interdisciplinary Entrepreneurship at Emporia State University.

### ***Adults in Community:***

Many adults in the Emporia area have commented on the possibility of broadening their educational marketability by taking advantage of this type of major. Although this population was not surveyed, recent economic challenges have provided motivation for adults in the region to expand their skills to allow them to become more marketable in challenging economic times. Current business owners have suggested that this degree would be helpful to attract and keep locally educated students. Stopping the brain drain from rural Kansas and promoting successful entrepreneurial startups in rural communities with community support and mentorship will only be an economic and educational boost for the state of Kansas.

## **SWOT Analysis**

### ***Strengths***

The potential strengths that an ESU BA in Interdisciplinary Entrepreneurship would offer would include:

- increased admissions
- more educational opportunity for ESU students
- development of stronger soft skills for graduates
- increased state revenue
- positive economic impact on regional communities around ESU
- increased business start-ups
- expansion of entrepreneurial ecosystem for the state of Kansas

### ***Weaknesses***

The weakness associated with a BA in Interdisciplinary Entrepreneurship at ESU might include:

- the popularity of this program in upcoming years may negatively impact enrollments in entrepreneurship at other KBOR universities
- available places to host future entrepreneurial incubators and accelerators are somewhat limited in the Emporia area
- current faculty load could not sustain exponential growth of this major and new faculty lines would be needed
- the popularity of this degree could cannibalize other degrees currently offered

**Opportunities**

The opportunities associated with a BA in Interdisciplinary Entrepreneurship at ESU would include:

- increased marketing reach for future enrollment
- collaboration with other entrepreneurship programs nationally and within the state of Kansas
- fluid cooperative educational experiences between ESU, community colleges, and technical schools
- increased alumni involvement to mentor and support student entrepreneurs

**Threats**

The threats that could be experienced by providing a BA in Interdisciplinary Entrepreneurship at ESU might include:

- increase in interdisciplinary entrepreneurship programs nationally
- increased demand for complete online delivery teaching methods
- loss of revenue to support higher education on a national level

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

Year	Headcount Per Year (cumulative)		Sem Credit Hrs Per Year (cumulative)	
	Full-Time	Part-Time	Full-Time	Part-Time
Implementation	25	5	750	60
Year 2	50	35	1,500	420
Year 3	75	60	2,250	720

\*Part-time enrollment numbers based on actual enrollments from FGCU.

**VI. Employment**

The ultimate goal of the BA in Interdisciplinary Entrepreneurship is to prepare students to launch a business in their area of interest (i.e., self-employment). To this end, professors will be mentoring students in years three and four specifically toward these goals and helping them evaluate the necessary resources, including start-up capital. Mentors in the students’ areas of interest will be provided to assist them in the decision-making process. If the mentor is planning on exiting their business in the next few years, arrangements will be provided to allow the entrepreneurship student to acquire the existing business if desired. This will provide acceptable exit strategies for businesses throughout the state of Kansas and allow students to transition into business ownership with continued oversight and assistance from the previous owner, if desired.

However, for students who do not desire to open their enterprise immediately or take over the operation of an existing business, their education will provide them with the skill set to achieve employment in numerous areas. As stated by Michalowicz (2011), entrepreneurship education allows students to develop the business skills to work in numerous areas of employment including mid-level management, business consulting, sales, research and development, nonprofit fundraising, and corporate recruiting to name a few.

According to the National Association of Colleges and Employers 2020 job outlook survey, employers are looking for employees with problem-solving skills, verbal communications skills, leadership, strong work ethic, and team-working skills. Throughout the BA in Interdisciplinary Entrepreneurship, students will be taught these critical skills through collaboration exercises, pitch contests, ideation experiences, and entrepreneurial competitions. The students within this program will develop the creativity and innovation to problem solve and communicate ideas that will make them ideal candidates for future employment.

Figure 1. Employment Opportunities

Five of the top recruiting resources for graduates were evaluated in September, 2020 to compile the resource below (<https://www.indeed.com/>; <https://hiring.monster.com/>; <https://www.glassdoor.com/>; <https://www.ziprecruiter.com/>; <https://www.linkedin.com/>).

Job Description	Indeed	Monster	Glassdoor	ZipRecruiter	LinkedIn
Mid-level Management	20,916	12,597	601	31,225+	3,234
Consultant	140,087	16,248	37,397	387,041+	497,868
Sales	367,223	644,823	124,372	1,162,240+	922,033
R & D	182,771	24,673	52,884	254,786+	196,115
NFP Fundraising	3,357	9,474	203	2,379+	752
Recruiter	7,771	292,108	8,773	690,698+	206,295

## VII. Admission and Curriculum

### A. Admission Criteria

Students applying for acceptance in the BA in Interdisciplinary Entrepreneurship will meet ESU’s requirements for admission as an undergraduate, including:

Graduate from an accredited high school **AND** achieve one of the following:

1. A cumulative high school (unweighted) GPA of 2.25 or above
2. An ACT composite score of 21 or higher **OR** a new SAT (after Feb. 2016) composite score of 1060 or higher

*If you do not meet either of the guaranteed requirements, you are still encouraged to apply. Your application will be reviewed individually.*

### HIGH SCHOOL EQUIVALENCY/GED STUDENTS

*Students who took the GED test on or after January 1, 2014 must meet the following:*

- Achieve an overall score of 680 points or higher
- Achieve a score of 150 points or higher on each subset

*Students who took the GED test between January 1, 2002, and December 31, 2013, must meet the following:*

- Achieve an overall score of 2,550 points or higher
- Achieve a score of 510 points or higher on each subset

*Students who took the High School Equivalency Test (hiSET) must meet the following:*

- Achieve an overall score of 75 points or higher
- Achieve a score of 8 points or higher on each subset

## B. Curriculum

### Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH
EG 101	Composition I	3
IS110/113	Intro to Micro Application	3
EC101	Basic Economics (Social & Behavioral Gen Ed)	3
MA110	College Algebra	3
SP101	Public Speaking	3

### Year 1: Spring

Course #	Course Name	SCH
EG102	Composition II	3
IS213	Management Information Systems (Pre-Req for IS253 & 343)	3
GB100/101	Gen Biology/Lab	4
Select One	Creative Arts Gen Ed (AR101/AR105/MU226/MU326/TH105)	2
BU260	Introduction to Entrepreneurship (Social & Behavioral Gen Ed)	3

### Year 2: Fall

Course #	Course Name	SCH
AC223	Financial Accounting	3
BU255	Business Statistics	3
XX110	Modern Language Course (Multicultural Perspectives Gen Ed)	5
PE100	Active Living (Personal and Social Well Being Gen Ed)	1
EP350	Entrepreneurial Start-Up	3

### Year 2: Spring

Course #	Course Name	SCH
	*Second Program of Study Course	3
Select One	Humanities Gen Ed (HI101/102/111/112/302/EG207/JO200/PI225/301/325/AR225/235/MU328/329)	3
Select One	Creative Arts Gen Ed (AR101/AR105/MU226/MU326/TH105)	2
Select one & lab	Physical Science Gen Ed (CH110&111/CH123&124/ES110&111/PH110&111/PH140&141/PH190&191)	5
	Free Elective	3

### Year 3: Fall

Course #	Course Name	SCH
MG301	Principles of Management	3
EP360	Social Entrepreneurship	3
MK301	Principles of Marketing (Pre-Req for MK510)	3
XX210	Modern Language Course (Multicultural Perspectives Gen Ed)	5

### Year 3: Spring

Course #	Course Name	SCH
IS343	Web-Based Business Application	3
EP370	Entrepreneurial Growth and Sustainability	3
IS253/ MK510	Introduction to Decision Analysis or Marketing Analytics	3

Select One	Humanities Gen Ed (HI101/102/111/112/302/EG207/JO200/PI225/301/325/AR225/235/MU328/329)	3
	Free Elective	3

**Year 3: Summer**

Course #	Course Name	SCH
	Internship (Recommended but not required)	

**Year 4: Fall**

Course #	Course Name	SCH
EP450	New Entrepreneurship Venture Experience	3
MG553	Entrepreneurial Management	3
Select One	Multicultural Perspectives Gen Ed (AN210/ID301/GE101/GE454/MU324/PO330)	3
Select One	Personal and Social WellBeing Gen Ed (BU241/BU393/HL150/SO261/CW111)	3
	Free Elective	3

**Year 4: Spring**

Course #	Course Name	SCH
	*Second Program of Study Course	3
	*Second Program of Study Course	3
	*Second Program of Study Course	3
	Free Elective	3
	Free Elective	3

\* Second program of study provides the student the flexibility to select a specific area of focus to complement their entrepreneurship interest. The student will acquire proficiency in the second program of study by completing a minimum of twelve hours of specialized courses. These hours, combined with the required entrepreneurship courses, will provide the necessary skills to pursue a business venture in their area of specialization.

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

**VIII. Core Faculty**

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

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	1st Year FTE to Proposed Program	2nd Year FTE to Proposed Program	3rd Year FTE to Proposed Program
Carol Lucy*	Assistant Professor	PhD	Y	Entrepreneurship/Organizational Behavior	0.50	0.67	0.67
Will Phillips	Assistant Professor	PhD	Y	Entrepreneurship/Organizational Behavior	0.00	0.33	0.33
Jeffrey Muldoon	Associate Professor	PhD	Y	Management	0.17	0.17	0.17
Liz Diers	Associate Professor	PhD	Y	Accounting	0.00	0.17	0.17



Will Senn	Assistant Professor	PhD	Y	Information Systems	0.00	0.33	0.33
Doug Smith	Assistant Professor	PhD	Y	Information Systems	0.00	0.17	0.33
New Director	Assistant Professor	PhD	Y	Entrepreneurship/Organizational Behavior	0.00	0.50	1.00

Number of graduate assistants assigned to this program ..... **1-2**

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

<b>A. EXPENDITURES</b>	First FY	Second FY	Third FY
<b>Personnel – Reassigned or Existing Positions</b>			
Faculty	\$66,318	\$174,808	\$187,690
Administrators (other than instruction time)			
Graduate Assistants		\$7,500	\$15,000
Support Staff for Administration (e.g., secretarial)			
Fringe Benefits (total for all groups)	\$12,110	\$31,920	\$34,272
Other Personnel Costs			
<b>Total Existing Personnel Costs – Reassigned or Existing</b>	\$78,428	\$214,228	\$236,962
<b>Personnel – New Positions</b>			
Faculty		\$50,000	\$100,000
Administrators (other than instruction time)			
Graduate Assistants			
Support Staff for Administration (e.g., secretarial)			
Fringe Benefits (total for all groups)		\$9,130	\$18,260
Other Personnel Costs			
<b>Total Existing Personnel Costs – New Positions</b>	0	\$59,130	\$118,260
<b>Start-up Costs – One-Time Expenses</b>			
Library/learning resources			
Equipment/Technology	0	\$10,000	\$15,000
Physical Facilities: Construction or Renovation			
Other			
<b>Total Start-Up Costs</b>	0	\$10,000	\$15,000
<b>Operating Costs – Recurring Expenses</b>			
Supplies/Expenses			
Library/learning resources			
Equipment/Technology			
Faculty Education & Travel	\$2,500	\$2,500	\$5,000

Student Travel	\$1,000	\$5,000	\$5,000
Other (Incubator Site Lease (\$2200*12 month))			\$26,400
<b>Total Operating Costs</b>	\$3,500	\$7,500	\$36,400
<b>GRAND TOTAL COSTS</b>	\$81,927	\$290,858	\$406,622
<b>B. FUNDING SOURCES</b> (projected as appropriate)	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	\$187,000	\$459,000	\$714,000
Student Fees	\$64,482	\$158,275	\$246,204
Other Sources (SofB Fees @ 12%)	\$22,440	\$55,080	\$85,680
<b>GRAND TOTAL FUNDING</b>	\$273,922	\$672,355	\$1,045,884
<b>C. Projected Surplus/Deficit (+/-)</b> (Grand Total Funding <i>minus</i> Grand Total Costs)	\$191,995	\$381,497	\$639,262

## X. Expenditures and Funding Sources Explanations

### A. Expenditures

#### Personnel – Reassigned or Existing Positions

Students will be taking general education courses in years 1 and 2. Current faculty members will absorb new students in existing courses in years 1 and 2, without the need to increase course offerings. Based on enrollment projections, seven new courses will be offered in year 3. The proposed course rotation shows 21 credit hours (1.167 FTE) to be taught by existing faculty.

One graduate assistant will be requested for year 2, and two will be requested for year 3.

#### Personnel – New Positions

A director will be needed beginning Spring of Year 2. The director will have teaching responsibilities in addition to administrative duties of this program. The director will phase into teaching responsibilities.

#### Start-Up Costs – One-Time Expenses

Technology costs will be incurred for software needed for this program (i.e., site licensing).

#### Operating Costs – Recurring Expenses

An off-campus incubator site will be essential for this program. Several Emporia locations have been identified as prospects for the incubator site. Lease costs are approximated at \$2,200 per month.

As this program grows, faculty will require specialized continuing education. A possible venue will be Babson College; tuition and travel expenses will increase over time as more faculty are involved.

Student travel expenditures will allow students to travel to some venture capitalist events and a field trip annually to Kaufman.

## **B. Revenue: Funding Sources**

### **Tuition:**

Year 1:  $(6800 * 25 \text{ students}) + (6800 * 5 \text{ students} * .5 \text{ part-time}) = \$187,000$

Year 2:  $(6800 * 50 \text{ students}) + (6800 * 35 \text{ students} * .5 \text{ part-time}) = \$459,000$

Year 3:  $(6800 * 75 \text{ students}) + (6800 * 60 \text{ students} * .5 \text{ part-time}) = \$714,000$

### **Student Fees:**

Year 1:  $\$187,000 \text{ (Year 1 Tuition)} * 34.48\% = \$64,482$

Year 2:  $\$459,000 \text{ (Year 2 Tuition)} * 34.48\% = \$158,275$

Year 3:  $\$714,000 \text{ (Year 3 Tuition)} * 34.48\% = \$246,204$

### **School of Business Fees (including planned increase):**

Year 1:  $\$187,000 \text{ (Year 1 Tuition)} * 12\% = \$22,440$

Year 2:  $\$459,000 \text{ (Year 2 Tuition)} * 12\% = \$55,080$

Year 3:  $\$714,000 \text{ (Year 3 Tuition)} * 12\% = \$85,680$

We believe that grant funding is possible and alumni/community support (financial and in-kind) is anticipated.

## **C. Projected Surplus/Deficit**

Based on projections, all years in the three-year budget generate a revenue surplus. It is expected that the surplus revenue from this program will be shared across all schools and many of the departments at ESU due to the interdisciplinary nature of this program.

## **XI. References**

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## **Program Approval**

### **Summary**

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

*January 20, 2021*

### **I. General Information**

#### **A. Institution**

Pittsburg State University

#### **B. Program Identification**

Degree Level: Associate of Applied Science  
Program Title: Career and Technical Education  
Degree to be Offered: Associate of Applied Science in Career and Technical Education  
Responsible Department or Unit: Technology and Workforce Learning  
CIP Code: 13.1309  
Modality: Online and Hybrid Zoom  
Proposed Implementation Date: Fall, 2021

Total Number of Semester Credit Hours for the Degree: [60 semester credit hours for AAS Degree]

**II. Clinical Sites:** Does this program require the use of Clinical Sites? No it does not

### **III. Justification**

Since moving Career and Technical Education (CTE) to an online and hybrid Zoom format, CTE teachers from other states have expressed interest in our coursework and degrees. Several states, as a part of their certification process, need to have an associate degree as a checkpoint to meet their certification requirements. The addition of an AAS in CTE, would provide a recruitment tool for out-of-state individuals who are enrolling in the PSU CTE program.

Additionally, the administrators and instructors at community and technical colleges in Kansas have expressed the need to provide such a degree. Most all of their CTE faculty come from business and industry and have a great deal of work experience, but not an academic credential. This would provide these teachers with access to their first academic credential as they work toward a bachelor degree.

### **IV. Program Demand:**

#### **A. Market Analysis**

The institution (Oklahoma State University) in Oklahoma providing CTE teacher education courses so that CTE instructors can meet certification and degree requirements has determined that they can no longer offer these courses. Currently, the administrators at comprehensive high schools and technology centers are looking at other institutions who can fill this void. The Bachelor of Science in Career and Technical Education offered at PSU is quite similar to the one that was in place at Oklahoma State University. Recently, Oklahoma moved from requiring a bachelor degree to an associate degree for teachers to obtain the full CTE certification. If these out-of-state teachers are going to take coursework through PSU, there is a need for these individuals to obtain an

associate degree (for their first level of CTE certification). Other states are facing CTE certification issues similar to Oklahoma, and despite CTE teachers being in high demand, other state universities are phasing out their CTE teacher education programs.

Some states, such as Colorado and Missouri, require that their teachers to pursue a bachelor degree in CTE to obtain their full certification, for which an associate degree in CTE would be a great checkpoint for them working toward a bachelor degree.

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

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation		10		90-180*
Year 2		20		270-540*
Year 3		40		630-1260*

\*estimates based on students taking 3-6 credit hours per semester (fall, spring and summer)

#### VI. Employment

Most all of the individuals who would be pursuing this degree are currently teaching full time in a CTE program/pathway at a technology center, comprehensive high school, community or technical college. The primary focus is to first meet their state's certification requirements (for which some require an associate degree).

#### VII. Admission and Curriculum

##### A. Admission Criteria

Students admitted into this AAS for CTE would have to meet the admission requirements of Pittsburg State University, either as a new or transfer student. Transfer students are defined as students who have 24 or more transferable college credits completed after high school graduation.

##### B. Curriculum (see attached Proposed AAS in CTE Degree Sheet)

###### General Education Courses:

All general education and technical electives could be taken at a local accredited community/technical college and transferred to Pittsburg State University. A total of 15 hours of general education courses would be required for this degree. The technical education faculty have a long history of working with advisees who are off campus to ensure the correct selection of and transferability of general education courses they would take at the local community/technical college.

###### General Education Courses needed for the AAS in Career and Technical Education

Course #	Course Name	SCH...
ENGL 101	English Composition	3
COMM 207	Speech Communications	3
PSYCH 155	General Psychology	3
Mathematics/ Science	MATH 113 College Algebra or Chemistry, Biology or Physics Class	3
Humanities Elective	Any course that falls in the following content area: Art, Foreign Language, History, Literature, Music, Philosophy or Theatre	3
Total General Education Credit Hours		15

**Content Specific Technical Courses:**

All content-specific technical courses could be taken at a local accredited community/technical college and transferred to Pittsburg State University. A total of 18 hours of content specific technical courses would be required. The technical education faculty have a long history of working with advisees who are off campus to ensure the correct selection of and transferability of content-specific technical courses they would take at the local community/technical college.

**Content Specific Technical Courses (Example provided is for Automotive but would be different for each Content Specific area)**

Course #	Course Name	SCH...
AUTO 142	Suspension and Steering	3
AUTO 152	Brakes	3
AUTO 163	Electrical 1	3
AUTO 213	Engine Repair	3
AUTO 272	Heating and Air Conditioning	3
AUTO 222	Transmission and Driveline	3
Total Content Specific Technical Courses		18

**Career and Technical Education Courses:**

Career and technical education courses would be taken through Pittsburg State University. A total of 27 hours would be required. Following are the courses students could select from each semester. Most students who would be in this program would be employed fulltime, so they would take only 3-6 hours a semester. The Technical Education unit currently uses a five-year tentative plan of courses. With the use of this plan, we can advise students from Kansas and other states to enable these students to meet their CTE certification requirements that are in place for the state in which they are teaching.

**Year 1: Fall 2021****SCH = Semester Credit Hours**

Course #	Course Name	SCH....
TTED 445	Development of a Unit Study Guide	3
ENGL 101	English Composition	3

**Year 1: Spring 2022**

Course #	Course Name	SCH....
TTED 391	Student Assessment Development in CTE	3
COMM 207	Speech Communications	3

**Year 1: Summer 2022**

Course #	Course Name	SCH....
TTED 780	Classroom Management in CTE	3
Technical Course	These would be content specific courses that would differ for each student	3

**Year 2: Fall 2022**

Course #	Course Name	SCH....
TTED 308	Laboratory and Shop Safety	3
PSYCH 155	General Psychology	3

**Year 2: Spring 2023**

Course #	Course Name	SCH....
TTED 479	Techniques for Teaching CTE	3

Mathematics/ Science	MATH 113 College Algebra or Chemistry, Biology or Physics Class	3
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**Year 2: Summer 2023**

Course #	Course Name	SCH....
TTED 697	Identification and Instruction of Students with Special Needs	3
Technical Course	These would be content specific courses that would differ for each student	3

**Year 3: Fall 2023**

Course #	Course Name	SCH....
TTED 694	Foundation of CTE	3
Humanities Elective	Any course that falls in the following content area: Art, Foreign Language, History, Literature, Music, Philosophy or Theatre	3

**Year 3: Spring 2024**

Course #	Course Name	SCH....
TTED 695	Using Technology as an Instructional Tool	3
Technical Courses	These would be content specific courses that would differ for each student	3

**Year 4: Summer 2024**

Course #	Course Name	SCH....
TTED 731	Adult Learners	3
Technical Courses	These would be content specific courses that would differ for each student	3

**Year 4: Fall 2024**

Course #	Course Name	SCH....
Technical Courses	These would be content specific courses that would differ for each student	6

**Total Number of Semester Credit Hours ..... [60 ]**

**VIII. Core Faculty**

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

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Dr. Jon Jones	Associate Professor	Ed.D	Y	Adult Learning and CTE Teacher Education	.66 FTE
Dr. Kevin Elliott	Associate Professor	Ed.D	Y	Leadership and CTE Teacher Education	.66 FTE
Dr. Julie Dainty	Professor	Ed.D	Y	Adult Learning and CTE Teacher Education	.66 FTE
*Dr. Greg Belcher	Professor	Ph.D	Y	Comprehensive Vocational Education	.33 FTE

**All of the CTE faculty and graduate assistants needed for the AAS are already teaching in the BS program.**  
Number of graduate assistants assigned to this program ..... [2]



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

<b>A. EXPENDITURES</b>	First FY	Second FY	Third FY
<b>Personnel – Reassigned or Existing Positions</b>			
Faculty	Existing	Existing	Existing
Administrators ( <i>other than instruction time</i> )	Existing	Existing	Existing
Graduate Assistants	Existing	Existing	Existing
Support Staff for Administration ( <i>e.g., secretarial</i> )	Existing	Existing	Existing
Fringe Benefits ( <i>total for all groups</i> )	Existing	Existing	Existing
Other Personnel Costs	Existing	Existing	Existing
<b>Total Existing Personnel Costs – Reassigned or Existing</b>	Existing	Existing	Existing
<b>Personnel – New Positions</b>			
Faculty	0	0	0
Administrators ( <i>other than instruction time</i> )	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration ( <i>e.g., secretarial</i> )	0	0	0
Fringe Benefits ( <i>total for all groups</i> )	0	0	0
Other Personnel Costs	0	0	0
<b>Total Existing Personnel Costs – New Positions</b>	0	0	0
<b>Start-up Costs - One-Time Expenses</b>			
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Physical Facilities: Construction or Renovation	0	0	0
Other	0	0	0
<b>Total Start-up Costs</b>	0	0	0
<b>Operating Costs – Recurring Expenses</b>			
Supplies/Expenses	0	0	0
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Travel	0	0	0
Other	0	0	0
<b>Total Operating Costs</b>	0	0	0
<b>GRAND TOTAL COSTS</b>	0	0	0

<b>B. FUNDING SOURCES</b> (projected as appropriate)	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	\$274 per credit hour	\$24,660 – \$49,320	\$73,980 – \$147,960	\$172,620 - \$345,240
Student Fees	\$36 per credit hour	\$3240 - \$6,480	\$9,720 - \$19,440	\$22,680 - \$45,360
Other Sources				

<b>GRAND TOTAL FUNDING</b>		\$27,900 - \$55,800	\$83,700 - \$167,400	\$195,300 - \$390,600
<b>C. Projected Surplus/Deficit (+/-)</b> (Grand Total Funding <i>minus</i> Grand Total Costs)		\$27,900 - \$55,800	\$83,700 - \$167,400	\$195,300 - \$390,600

**X. Expenditures and Funding Sources Explanations**

**A. Expenditures**

No additional costs would be incurred with the addition of this associate degree. All of the CTE coursework included with this degree is already being taught as a part of the Bachelor of Science in Career and Technical Education degree or coursework that is being used to help CTE teachers meet state certification requirements. Additionally, the implementation of this degree would ensure a perfect match for those AAS in CTE graduates who plan to pursue their Bachelor of Science in CTE.

**Personnel – Reassigned or Existing Positions**

Current faculty would be used to advise and teach courses for this degree.

**Personnel – New Positions**

No new positions would be added to support this degree.

**Start-up Costs – One-Time Expenses**

There would not be any start-up cost to implement this degree.

**Operating Costs – Recurring Expenses**

There would not be any new or additional recurring expenses. The faculty that teach courses for the Technical Education are already in place and teaching these courses.

**B. Revenue: Funding Sources**

Two types of revenue would be generated through this degree. The first would be tuition dollars (\$274 per credit hour) and the second would be the distance fee (\$36.00 per credit hour) that is currently be charged for all mediated and Zoom Hybrid coursework.

**C. Projected Surplus/Deficit**

This AAS degree would nicely dovetail into the Bachelor of Science in Career and Technical Education. Additionally, the cost of this degree is already covered since all the courses are already being taught as a part of the BSCTE. This would allow more effective and efficient use of the resources that are currently being used on the BSCTE.

**Attachment**

**Proposed Associate of Applied Science in Career and Technical Education**

<b>Credit Hour Requirements for Associates of Applied Science in Career and Technical Education</b>	
Content Specific Technical Courses (Taken at any accredited post-secondary institution)	18 hours
General Education Courses (Taken at any accredited post-secondary institution)	15 hours
Career and Technical Education Courses (Taken from PSU)	27 hours
<b>Total Hours for an AAS degree in CTE</b>	<b>60 hours</b>
<b>Recommended General Education Courses for the AAS in CTE</b>	
Pittsburg State University Equivalent	Credit Hours
COMMUNICATIONS (6 hours) ENGL-101 English Composition (3 hours) COMM-207 Speech Communications (3 hours)	6
SOCIAL AND BEHAVIOR SCIENCE (3 hours) PSYCH-155 General Psychology (3 hours)	3
MATHEMATICS AND SCIENCE (3 hours) MATH 113-College Algebra (3 hours) or Chemistry, Biology, or Physics class	3
HUMANITIES (3 hours) Art, Foreign Language, History, Literature, Music, Philosophy or Theatre (3 hours)	3
<b>Total General Education Hours</b>	<b>15</b>
<b>Technical Education Courses from PSU</b>	Credit Hours
27 hours from the following courses	27
TTED 193 Workshop for Beginning CTE Teachers (3 credit hours) TTED 308 Laboratory and Shop Safety (3 credit hours) TTED 445 Development of a Unit Study Guide (3 credit hours) TTED 697 Identification and Instruction of Students with Special Needs (3 credit hours) TTED 479 Techniques for Teaching CTE (3 credit hours) TTED 694 Foundations of CTE (3 credit hours) TTED 780 Classroom Management in CTE (3 credit hours) TTED 391 Student Assessment Development in CTE (3 credit hours) TTED 695 Using Technology as an Instructional Tool (3 credit hours) TTED 698 Leadership and Professionalism in CTE (3 credit hours) TTED 607 Student Leadership Development in CTE (3 credit hours) TTED 608 Components of Work-based Learning in CTE (3 credit hours) TTED 720 Project Based Learning in CTE (3 credit hours) TTED 731 Adult Learners (3 credit hours) TTED 201 Occupational Work Experience (12 credit hours)	
<b>Total Technical Education Hours</b>	<b>27</b>
<b>CTE Specific Courses from Community or Technical College</b>	Credit Hours
CTE or Occupational Specific Courses (Taken at any accredited post-secondary institution)	18
<b>Total Content Specific Hours</b>	<b>18</b>



Pittsburg State University  
OFFICE OF ACADEMIC AFFAIRS

December 17, 2020

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

Dear Dr. Archer:

Pittsburg State University has legislated several changes to majors.

BSE major deletions with a merge to a BS with Education emphasis

1. Elimination of the BSE with a major in Biology (CIP:13.1322). The degree will be merged into our existing BS degree as an Education emphasis (CIP:26.0101).
2. Elimination of the BSE with a major in Communication (CIP:13.1399). The degree will be merged into our existing BS degree as an Education emphasis (CIP:09.0101).
3. Elimination of the BSE with a major in Family & Consumer Science (CIP:13.1308). The degree will be merged into our existing BS degree as an Education emphasis (CIP:19.0101).
4. Elimination of the BME with a major Music (CIP:13.1312). The degree will be merged into our existing BM degree as an Education emphasis (CIP:150.0903).
5. Elimination of the BSE with a major in History-Government (CIP:13.1328). The degree will be merged into our new BS degree as an Education emphasis or no emphasis (CIP:54.0101).

BA major deletion with a merge to a BM with new emphasis

6. Elimination of the BA with a major in Music (CIP:50.0903) The degree will be merged into our existing BM degree as an Elective Studies in an Outside Field emphasis (CIP:50.0903).

Major deletions

7. Elimination of the Bachelor of Arts with a major in History (CIP:54.0101).
8. Elimination of the Bachelor of Science in Education with a major in Early Childhood Unified Birth-3<sup>rd</sup> (CIP:13.1202).

These program changes have been fully legislated and approved at PSU. Please let me know if you have questions or need additional information.

Sincerely,

A handwritten signature in cursive script that reads "Howard W. Smith".

Howard W. Smith, Ph.D.  
Provost and Vice President for Academic Affairs