

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

**VIRTUAL MEETING AGENDA
Wednesday, May 17, 2023
9:00 a.m. – 10:00 a.m.
or upon adjournment of SCOCAO**

The Council of Chief Academic Officers (COCAO) will meet virtually via Zoom. An in-person option will be available at the Curtis State Office Building at 1000 SW Jackson, Suite 530, Topeka, Kansas, 66612. Meeting information will be sent to participants via email, or you may contact arobinson@ksbor.org.

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|---|----------------------------|-------|
| I. Call to Order | Barbara Bichelmeyer, Chair | |
| A. Roll Call & Introductions | | |
| B. Approve Minutes from April 19, 2023 | | p. 3 |
| II. Council of Faculty Senate Presidents Update | Nate Brunsell, KU | |
| III. First Reading | | |
| A. DNP in Leadership – PSU | Howard Smith | p. 6 |
| IV. Second Readings | | |
| A. MS in Global Strategic Leadership – FHSU | Jill Arensdorf | p. 15 |
| B. BAS in Applied Leadership – FHSU | Jill Arensdorf | p. 25 |
| C. BA/BS in Addiction Counseling – K-State | Chuck Taber | p. 40 |
| D. BS in Cybersecurity Engineering – KU | Barbara Bichelmeyer | p. 49 |
| E. AA in General Studies – PSU | Howard Smith | p. 59 |
| V. Other Requests | | |
| A. Request for Approval to Change Name of BA in Foreign Language to BA in Modern Language – FHSU | Jill Arensdorf | p. 69 |
| B. Request for Approval to Change Name of MS in Mathematical Foundations of Data Analysis to MS in Mathematical Data Science – WSU | Shirley Lefever | p. 71 |
| VI. Other Matters | | |
| A. Discuss Opportunities (new degree programs, partnerships, strategic initiatives, etc.) that Universities are Considering or Planning to Pursue in the Future | COCAO Members | |
| VII. Next COCAO Meeting – June 14, 2023 | | |
| A. New Program Approvals | | |
| VIII. Adjournment | | |

COUNCIL OF CHIEF ACADEMIC OFFICERS

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

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

Council of Chief Academic Officers AY 2023 Meeting Schedule

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

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

**Council of Chief Academic Officers
MINUTES**

Wednesday, April 19, 2023

The April 19, 2023, Council of Chief Academic Officers (COCAO) meeting was called to order by Chair Barbara Bichelmeyer at 9:08 a.m. The meeting was held at Pittsburg State University with a virtual option through Zoom.

In Attendance:

Members:	Barbara Bichelmeyer, KU Chuck Taber, K-State Brent Thomas, ES	Jill Arensdorf, FHSU Howard Smith, PSU Shirley Lefever, WSU	Robert Klein, KUMC Laura Stephenson, Washburn Daniel Archer, KBOR
Staff:	Amy Robinson Sam Christy-Dangermond Tara Lebar	Karla Wiscombe Cindy Farrier April Henry	Judd McCormack Marti Leisinger Charmine Chambers
Others:	Ashlie Jack, WSU Elaine Simmons, Barton CC Gary Brooking, WSU Jen Roberts, KU Karen Johnson, PSU Linnea GlenMaye, WSU Mickey McCloud, JCCC Nate Brunsell, KU Shawn Keough, ESU Tanya Gonzalez, K-State Amy Sage Webb-Baza, ESU Alysia Johnston, Fort Scott CC Brett Whitaker, FHSU	Andy Howe, ESU Erik Perrins, KU Jean Redeker, KU JoLanna Kord, ESU Kim Zant, Cloud County CC Michelle Schoon, Cowley CC Mario Medina, KU NWKTC Representatives Steven Skinner, WSU Tom Nevill, Butler CC Seth Kastle, FHSU Tara Lindahl, Washburn Tech	Aron Potter, Coffeyville CC Janice Stover, Cowley CC Jennifer Callis, SATC Jennifer Ball, Washburn Kristen Kremer, K-State Luke Dowell, Seward County CC Monette DePew, Pratt CC Rex Chever, Hutchinson CC Taylor Crawshaw, Independence CC Steve Loewen, FHTC Sarah Robb, Neosho County CC Heather Morgan, KACCT

Roll call was taken for members and presenters.

Approval of Minutes

Jill Arensdorf moved to approve March 22, 2023, meeting minutes, and Howard Smith seconded the motion. With no corrections, the motion passed.

Council of Faculty Senate Presidents (CoFSP) Update

Nate Brunsell, KU's faculty senate president and CoFSP Chair, provided the update. They met last week and discussed concerns with legislative efforts regarding DEI. They appreciate those asserting the importance of DEI. Nate encouraged institutions to contact faculty experts for assistance in these efforts.

First Readings

- Jill Arensdorf and Seth Kastle presented the first reading for an MS in Global Strategic Leadership at FHSU. This program is 36 hours, entirely online, and designed for students wanting to consider leadership in context and who are currently working in non-technical professional roles. It will have two concentration areas, Leadership in Health Administration and Information Technology Policy Administration.
- Jill Arensdorf, Seth Kastle, and Brett Whitaker presented the first reading for a BAS in Applied

Leadership at FHSU. This degree will be offered in-person and online and will create a new pathway for AAS graduates to complete their bachelor's degree in less than four years by maximizing military, technical, and vocational credits. This stackable credential is designed for military service members and community and technical college students with extensive work experience and/or an associate of applied science degree. FHSU received a letter outlining some concerns from WSU. They will address those concerns in writing and will update the proposal, including a change to the CIP code, before the second reading.

- Chuck Taber and Kristen Kremer presented the first reading for a BA/BS in Addiction Counseling at K-State. This program will serve an important need in the state and was identified by the rpk GROUP as having underserved workforce needs. It is designed to provide treatment for people who suffer from addiction and other mental and behavioral disorders. It's a clinical program that will make use of current clinical sites in the Social Work program. It will be delivered in a hybrid format for student flexibility and will use existing resources and faculty.
- Barbara Bichelmeyer, Erik Perrins, and Mario Medina presented the first reading for a BS in Cybersecurity Engineering at KU. This degree is distinct from other cybersecurity programs as it is engineering-based and is designed to meet ABET accreditation requirements. As such, KU is also requesting approval to seek accreditation, and due to accreditation requirements, the program exceeds the 120-credit hour threshold, so the university will be requesting an exception to the 120-hour requirement, as well. The program will require no new faculty resources.
- Howard Smith presented the first reading for an AA in General Studies at PSU. This proposal is an outgrowth of the National Institute of Student Success (NISS) discussions, and PSU has identified the creation of this degree as one of many strategies to improve student success, especially with persistence. This path will only be available for students pursuing a Bachelor's degree at PSU and will allow current students the opportunity to be awarded a degree that they have already earned and paid for. Howard noted that in the last three years, PSU had 570+ students with hours for such a degree. There are no additional resources or costs required, and students can opt-out. As a reminder, when a university wishes to offer an associate degree, per policy, 2-year colleges are allowed a 45-day comment period. For this proposal, this comment period ends on May 29th.

These programs will be up for a second reading and vote at the next COCAO meeting.

Other Requests

- Barbara Bichelmeyer presented a request to approve a Minor in Athletics Coaching at KU. This minor will be housed in the Department of Health, Sport, and Exercise Sciences and will utilize existing resources.

Shirley Lefever moved to approve the KU request as presented, and Chuck Taber seconded. The motion passed unanimously.

- Jill Arensdorf presented a request to approve changing the name of the Department of Computer Science and Information Science Engineering to the Department of Computer Science at FHSU. They no longer offer their Information Science Engineering program.

Howard Smith moved to approve the new minor as presented, and Brent Thomas seconded. The motion passed unanimously.

- Brent Thomas and Amy Sage Webb-Baza presented a request for approval to change the name of the

BA in Modern Languages to a BA in Languages, Literary Studies, & Writing at ESU. This title change reflects the major's specializations in English and Spanish and will familiarize students with the language, linguistics, cultures, and writing in the areas of English and Spanish literary arts.

Jill Arensdorf moved to approve the ESU name change as presented, and Shirley Lefever seconded. The motion passed unanimously.

- Shirley Lefever, Steven Skinner, and Gary Brooking presented a request for approval to change the name of the BS in Engineering Technology to a BS in Applied Engineering at WSU. The change is to align the degree with accreditation requirements, removing "Technology" from the title. This will also allow the program to be classified under a new CIP code for "Applied Engineering."

Howard Smith moved to approve the WSU name change as presented, and Chuck Taber seconded. The motion passed unanimously.

These requests will go to Dr. Blake Flanders for final approval.

Other Matters

Robert Klein stated that KUMC would have a Ph.D. in Clinical Investigation up for a first reading in June. Howard Smith stated that PSU is discussing a leadership emphasis in their nursing program. Barbara Bichelmeyer stated that KU is working on a BAS in Professional Performance and a Master's in Human Organizational Performance Effectiveness. KU may also have a Minor in Sports & Exercise Psychology if it passes internal approval.

Adjournment

The next COCAO meeting is scheduled virtually for May 17, 2023, at 9:00 a.m.

Chuck Taber moved to adjourn the meeting, and Jill Arensdorf seconded the motion. With no further discussion, the meeting adjourned at 9:43 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. 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.

May 17, 2023

I. General Information

A. Institution

Pittsburg State University

B. Program Identification

Degree Level: Doctoral Program
Program Title: Leadership
Degree to be Offered: Doctor of Nursing Practice
Emphases: Organizational Leadership or Educational Leadership
Responsible Department or Unit: Irene Ransom Bradley School of Nursing
CIP Code: 51.3838
Modality: Online
Proposed Implementation Date: Summer 2024

Total Number of Semester Credit Hours for the Degree: 34 hours

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

Over 100 clinical contracts and preceptor agreements are maintained with all major healthcare systems in the region, community facilities, schools, and other healthcare providers and sites. Contracts and preceptor agreements are added on a regular basis.

Education Emphasis students will be expected to set up a clinical agreement with a professor in a college/university nursing department/school or an education department in a healthcare organization to complete their TE 892 College Teaching Internship capstone course. The expected demand is highest in the Irene Ransom Bradley School of Nursing as the local available option. However, students could enroll in this program from across the United States and even into Canada. The demand from PSU students upon these agencies would be minimal, though they may collaborate with students from other universities. The Inter-Institutional Non-Binding Memorandum of Understanding for Clinical Affiliation Site Cooperation would not apply to this degree program.

III. Justification

Pittsburg State University currently offers a DNP degree with an emphasis in Advanced Practice Nursing. The Graduate Coordinator in the Irene Ransom Bradley School of Nursing receives an average of 2-3 unsolicited external inquiries per week from prospective students who are looking for a post-Master's DNP in Leadership. In the month of January 2023, there were 31 inquiring for this program. These inquiries come from Master's prepared registered nurses who are not advanced practice nurses, but desire the DNP degree to further their education and career. Additionally, a 2021 feasibility study demonstrated interest in this degree emphasis. A Leadership major with emphasis options in Organizational Leadership or Educational Leadership will prepare the nurse to lead in creating solutions for healthcare, paving the way for a healthier future for rural communities. Pittsburg State University is the leading micropolitan university with the mission of improving lives through

education. Adding the Leadership major under a DNP degree fits this mission at PSU and in the Irene Ransom Bradley School of Nursing.

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

A. Survey of Student Interest

A feasibility study was conducted in Spring 2021. The survey was made available to stakeholders through social media on the Irene Ransom Bradley School of Nursing Facebook account. It is impossible to determine how many people had access to the survey. Seventy percent of respondents were staff nurses in inpatient or community-based facilities. The remainder were in leadership positions, advanced practice nurses or retired.

Number of surveys administered:	<u>Unknown</u>
Number of completed surveys returned:	<u>79</u>
Percentage of students interested in program: ...	<u>53%</u>

B. Market Analysis

An analysis of colleges and universities in Kansas and the states bordering the southeast corner of the state (Missouri, Arkansas, Oklahoma) was conducted. The Leadership DNP is only available at the University of Kansas (Kansas City, KS), Barnes Jewish College (Saint Louis, MO), Graceland University (Independence, MO), the University of Missouri (Columbia, MO), and the University of Oklahoma (Oklahoma City, OK). Only two of these programs are in close proximity geographically (University of Kansas – 115 miles; Graceland University – 130 miles; University of Missouri – 168 miles). All other regional options are greater than 250 miles away.

Fort Hays State University, Wichita State University, and Washburn University all offer a post-Master’s DNP degree, but only for advanced practice nurses. They do not offer a DNP in Leadership for non-advanced practice nurses; therefore, the program Pittsburg State University is proposing would not compete with those existing programs.

Additionally, Pittsburg State University would offer a fiscal competitive advantage over these five universities. Please see the table below.

University	Total Program Tuition	Additional Fees
Pittsburg State University	Instate: \$17,816 (34 credits) No out of State Tuition	None
University of Kansas	Instate: \$ 21,288 (32 credits) No out of State Tuition	Campus fees - \$207/semester
Graceland University	\$31,350-34,500 (33 -36 credits) Private University – No Out of State Tuition	Clinical resource fees \$25/year Program Support Fee - \$18/course Research Fee - \$50/credit (11 credits)
University of Missouri	\$21,760 (33 credits) Out of State \$39,303	No additional fees.
Barnes Jewish College	\$28,805 (36 credits) Private College – No Out of State Tuition	Fees included in total tuition rate.
University of Oklahoma	Instate: \$15,475 – 18, 326 (38-45 credits) Out of State (\$40,470 – 48,925)	Fees included in tuition quotes.

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

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	0	6	0	78
Year 2	0	12	0	162
Year 3	0	18	0	204

VI. Employment

According to the American Association of Colleges of Nursing (AACN), in AY 2021-2022 U.S. nursing schools turned away 91,938 qualified applicants from baccalaureate and graduate nursing programs due to insufficient number of faculty, clinical sites, classroom space, clinical preceptors, and budget constraints (Nursing Faculty Shortage Fact Sheet, available at <https://www.aacnnursing.org/Portals/42/News/Factsheets/Faculty-Shortage-Factsheet.pdf>, p. 1). Additionally, in the same report 2,166 full-time faculty vacancies were identified and a need to create an additional 128 faculty positions to accommodate student demand. (p. 1). Compounding this issue is the fact that 1/3 of all current nursing faculty are expected to retire by 2025. This communicates the large potential for employment in the academic arena. According to the U.S. Bureau of Labor Statistics, the job outlook for 2021-31 for Health Education Specialists is 12% (much faster than average) (<https://www.bls.gov/ooh/community-and-social-service/health-educators.htm#tab-1>).

The overall job outlook for Medical and Health Services Managers (Nurse Leaders included but not encompassing) is 28% (much faster than average). (U.S. Bureau of Labor Statistics, <https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>)

Many of the prospective students for the proposed DNP in Leadership at PSU will already have one of these positions and will be adding to their educational qualifications to maintain those roles or advance in them.

VII. Admission and Curriculum

A. Admission Criteria

Doctor of Nursing Practice Admission Criteria:

- Admission to PSU Graduate College.
- GPA 3.5 or above cumulative GPA in graduate coursework.
- Three confidential letters of reference.
- Graduation from a nationally accredited nursing program.
- Documentation of RN licensure and current employment as a RN.
- Evidence of completion of separate graduate level nursing physical assessment, pharmacology, pathophysiology, and graduate level statistic courses.
- Applicants who are born outside of the U.S. must submit proof that they have passed the TOEFL or IELTS.
- Personal interview may be required.
- Proof of national certification is preferred but not required.
- Self-report of arrests, convictions, diversions, and/or current disciplinary action against all licenses, certifications and/or registrations or disciplinary action by a state board or a governmental agency.
- Signed Consent for Background Check Form.
- Applicants licensed and living in a state other than Kansas are required to complete Kansas Bureau of Investigation Background Check.
- Documentation of faculty-supervised practicum hours in the MSN.

B. Curriculum

Please see Attachment A for a list of Emphasis Core Courses.

Year 1: Summer

SCH = Semester Credit Hours

Course #	Course Name	SCH
NURS 801	DNP Intensive Seminar	1
NURS 895	Interpreting Research for Evidence Based Practice	2
	Total Credits in the Semester	3

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH
NURS 808	Translation to Doctoral Leadership and Theory	3
NURS 889	Impact of Health Determinants	3
	Total Credits in the Semester	6

Year 1: Spring

Course #	Course Name	SCH
	Emphasis Core Course	3
NURS 920	Scholarly Project 1 – 48 practicum hours	1
	Total Credits in the Semester	4

Year 2: Summer

NURS 894	Epidemiology	2
	Possible Educational Emphasis Core Course (Some courses only offered in the summer)	3
	Total Credits in the Semester	2-5

Year 2: Fall

Course #	Course Name	SCH
NURS 911	Tools for Practice Scholarship	2
NURS 920	Scholarly Project 2 – 96 practicum hours	2
	Total Credits in the Semester	4

Year 2: Spring

Course #	Course Name	SCH
NURS 900	Quality and Safety	3
NURS 920	Scholarly Project – 96 practicum hours	2
	Emphasis Core Course	3
	Total Credits in the Semester	8

Year 3: Fall

Course #	Course Name	SCH
NURS 920	DNP Scholarly Project – 48 practicum hours	1
	Emphasis Core Course	3
	Total Credits in the Semester	4

Year 3: Spring

Course #	Course Name	SCH
TE 892	College Teaching Internship – 144 practicum hours (Education Emphasis)	3

OR HRD 858	OR Evidence Based Leadership Coaching	
Total Credits in the Semester		3

Total Number of Semester Credit Hours [34]

VIII. Core Faculty

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

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

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Cheryl Giefer	University Professor	PhD	Y	Health Education, Advanced Practice, Family	0
Barbara McClaskey	University Professor	PhD	Y	Advanced Practice, Family, Maternal-Child Health Nursing	5%
Janis Schiefelbein	Professor	PhD	Y	Nursing, with an emphasis in Health Promotion and Distance Education, Community Health Nursing	5%
Karen Johnson	Associate Professor	PhD	Y	Pharmacology, Advanced Practice, Family, Nursing Education	15%
Jennifer Harris	Associate Professor	PhD	Y	Advanced Practice, Family	15%
Amy Hite	Professor	DNP/EdS	Y	Advanced Practice, Family	0
Kristi Frisbee	Associate Professor	DNP	Y	Leadership, Educational Leadership, Community Health, Scholarly Project	20%
Gena Coomes	Assistant Professor	PhD	Y	Nursing, Nursing Education	5%
Trina Larery	Assistant Professor	DNP	Y	Advanced Practice, Family, Nursing Education	5%
Ashleigh Heter	Assistant Professor	DNP	Y	Advanced Practice, Family	5%
Mandi Alonzo	Assistant Professor	PhD	Y	Nursing, Advanced Practice, Psych/Mental Health, Nursing Education	20%
Tracy Stahl	Assistant Professor	DNP	Y	Advanced Practice, Family, Pediatrics	5%

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

IX. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
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
<i>Total Existing Personnel Costs – Reassigned or Existing</i>	0	0	0
Personnel – New Positions			
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
<i>Total Existing Personnel Costs – New Positions</i>	0	0	0
Start-up Costs - One-Time Expenses			
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Physical Facilities: Construction or Renovation	0	0	0
Other	0	0	0
<i>Total Start-up Costs</i>	0	0	0
Operating Costs – Recurring Expenses			
Supplies/Expenses	0	0	0
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Travel	0	0	0
Other	0	0	0
<i>Total Operating Costs</i>	0	0	0
<i>GRAND TOTAL COSTS</i>	0	0	0

B. FUNDING SOURCES <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$40,872	\$84,888	\$106,896
Student Fees				
Other Sources				
GRAND TOTAL FUNDING		\$40,872	\$84,888	\$106,896
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		\$40,872	\$84,888	\$106,896

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

Each of the courses in the plan of study are already being taught at PSU. This new program would only result in increased enrollment in existing courses. There will be no additional costs to begin this program.

Personnel – New Positions

No additional personnel will be required to support this program.

Start-up Costs – One-Time Expenses

No start-up costs will be incurred with this new program.

Operating Costs – Recurring Expenses

No recurring expenses will be incurred with this new program.

B. Revenue: Funding Sources

Tuition and Fees per credit hour for the Doctor of Nursing Practice Program: \$524. We anticipate 6 students enrolling in each cohort:

Year 1: $\$524 \times 6 \text{ students} \times 13 \text{ credit hours} = \$40,872$

Year 2: $\$524 \times 6 \text{ students} \times 14 \text{ credit hours} = \$44,016 + \$40,872 \text{ (for the 2}^{\text{nd}} \text{ cohort of Year 1)} = \$84,888$

Year 3: $\$524 \times 6 \text{ students} \times 7 \text{ credit hours} = \$22,008 + \$44,016 \text{ (for the 2}^{\text{nd}} \text{ cohort of Year 2)} + \$40,872 \text{ (for the 3}^{\text{rd}} \text{ cohort of Year 1)} = \$106,896$

C. Projected Surplus/Deficit: Starting with Year 3, if 6 students start and end in the projected time frame, the projected surplus would be \$106,896/year.

XI. References

- American Association of Colleges of Nursing. (2022). *Fact sheet: Nursing faculty shortage*. American Association of Colleges of Nursing. Retrieved November 7, 2022 from <https://www.aacnursing.org/Portals/42/News/Factsheets/Faculty-Shortage-Factsheet.pdf>
- Barnes Jewish College Goldfarb School of Nursing. (2022). *Doctor of Nursing Practice (DNP) – Post-MSN option: Estimated tuition and fees*. Barnes Jewish College. Retrieved November 7, 2022 from <https://www.barnesjewishcollege.edu/Portals/0/DNP%20Cost%20Sheets%202022.pdf>
- Graceland University. (2022). *Doctor of Nursing Practice*. Graceland University. Retrieved November 7, 2022 from <https://www.graceland.edu/programs/doctor-of-nursing-practice/>
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- Sinclair School of Nursing (2022). *Doctor of Nursing Practice (DNP) degree information*. University of Missouri. Retrieved November 7, 2022 from <https://nursing.missouri.edu/academic-programs/doctor-of-nursing-practice/>
- U.S. Bureau of Labor Statistics. (2022). Health education specialists and community health workers. *Occupational Outlook Handbook*. Retrieved November 7, 2022 from <https://www.bls.gov/ooh/community-and-social-service/health-educators.htm#tab-1>.
- U.S. Bureau of Labor Statistics. (2022). Medical and health services managers. *Occupational Outlook Handbook*. Retrieved November 7, 2022 from <https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>
- University of Kansas. (2022). *School of nursing tuition and fees guide*. KU Medical Center: The University of Kansas. Retrieved November 7, 2022 from <https://www.kumc.edu/academic-and-student-affairs/departments/registrars-office/tuition-and-fees/school-of-nursing-tuition-and-fees-guide.html>
- University of Oklahoma. (2022). *Tuition and fee estimate for College of Nursing – Doctor of Nursing Practice (DNP) program – full time*. University of Oklahoma Health Sciences Center. Retrieved November 7, 2022 from https://financialservices.ouhsc.edu/Portals/1354/assets/bursar/TF_AY2023/NURS-DNP.pdf?ver=2022-07-13-083036-360

Attachment A

Emphasis Core Courses (12 Hours):

Organizational Leadership	CR	Educational Leadership	CR
HRD 852 Organizational Development and Change (48 hours)	3	<i>In Collaboration with Advisor, Select 9 hours from:</i> TTED 750 Mentoring Principles for Professionals TTED 779 Instructional Methods TTED 832 Needs Assessment TTED 845 Instructional Planning and Curriculum Development TTED 893 Student Assessment Development in Career and Technical Education LDSP 870 Grant Writing and External Resources PSYCH 810 Advanced Educational Psychology	9
TTED 802 Adaptive Leadership	3		
TTED 832 Needs Assessment	3		
HRD 858 Evidence Based Leadership Coaching	3	TE 892 College Teaching Internship – 144 practicum hours	3
Total Emphasis Core Hours	12		12

Program Approval

Summary

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

May 17, 2023

I. General Information

A. Institution

Fort Hays State University

B. Program Identification

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

Total Number of Semester Credit Hours for the Degree: 36

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

III. Justification

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

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

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

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

IV. Program Demand: Market Analysis

National Distinction

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

High Workforce Demand

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

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

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part-Time	Full- Time	Part-Time
Implementation	2	5	36	60
Year 2	3	8	54	96
Year 3	4	16	72	192

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

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

VI. Employment

The aim of this program is to produce transdisciplinary leaders out of those currently in the workforce so they may facilitate the flow of knowledge and its practical application within their given fields (Reme et al., 2015). Today, researchers are being called upon more frequently to work in collaborative environments that require

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

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

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

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

VII. Admission and Curriculum

A. Admission Criteria

All applicants must submit:

1. Official transcript of all previous college work showing a minimum 3.0 GPA on the last 60 hours of undergraduate coursework and/or a minimum 3.0 on all previous graduate coursework;

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

B. Curriculum

Leadership in Health Administration Curriculum

Year 1: Fall

SCH = Semester Credit Hours

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

Year 1: Spring

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

Year 1: Summer

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

Year 2: Fall

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

Year 2: Spring

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

Total Number of Semester Credit Hours 36

Information Technology Policy Administration Curriculum

Year 1: Fall

SCH = Semester Credit Hours

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

Year 1: Spring

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

Year 1: Summer

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

Year 2: Fall

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

Year 2: Spring

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

Total Number of Semester Credit Hours 36

VIII. Core Faculty

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

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

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Brent Goertzen – Department of Leadership Studies	Professor	Ph.D.	Y	Organizational Leadership	.2
Kaley Klaus – Department of Leadership Studies	Assistant Professor	Ed.D.	N	Organizational Leadership	.1
Tim Feagan – Department of Leadership Studies	Assistant Professor	Ph.D.	N	Applied Leadership in Industry	.2
Justin Greenleaf – Department of Leadership Studies	Associate Professor	Ph.D.	Y	Community Psychology	.1

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

Number of graduate assistants assigned to this program **11**

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	\$44,856	\$44,856	\$44,856
Administrators (<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
Total Existing Personnel Costs – Reassigned or Existing	\$44,856	\$44,856	\$44,856
Personnel – New Positions			
Faculty	0	0	0
Administrators (<i>other than instruction time</i>)	0	0	0
Graduate Assistants	\$10,000	\$10,000	\$10,000
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	\$6,000	\$9,000	\$12,000
Total Existing Personnel Costs – New Positions	\$16,000	\$19,000	\$22,000

Start-up Costs - One-Time Expenses			
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Physical Facilities: Construction or Renovation	0	0	0
Other	0	0	0
Total Start-up Costs	0	0	0
Operating Costs – Recurring Expenses			
Supplies/Expenses	0	0	0
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Travel	0	0	0
Other (marketing and recruitment expenses)	\$1,500	\$1,500	\$2,500
Total Operating Costs	1,500	1,500	1,500
GRAND TOTAL COSTS			
	\$62,356	\$65,356	\$69,356

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

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

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

instructional capacity beyond what was already deployed in service of other programs.

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

Personnel – New Positions

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

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

Start-up Costs – One-Time Expenses

N/A

Operating Costs – Recurring Expenses

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

B. Revenue: Funding Sources

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

C. Projected Surplus/Deficit

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

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Program Approval

Summary

*Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Fort Hays State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Wichita State University submitted a letter of concern, and Fort Hays State updated the proposal (*changes are noted in blue font*) and has responded to the letter. The letters can be found in Attachment A.*

May 17, 2023

I. General Information

A. Institution

Fort Hays State University

B. Program Identification

Degree Level: Bachelor's
Program Title: Applied Leadership
Degree to be Offered: Bachelor of Applied Science
Responsible Department or Unit: Department of Leadership Studies
CIP Code: 52.0213 Organizational Leadership
Modality: Face-to-Face and Online
Proposed Implementation Date: Fall 2023

Total Number of Semester Credit Hours for the Degree: 120

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

III. Justification

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

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

When compared to the Bachelors of General Studies (BGS) with a concentration in Organizational Leadership or the BA/BS in Organizational Leadership, the BAS in Leadership Studies is more generous in how it gives credit for the applied learning that has accrued through military training and experience, or has taken place at a technical school. Service members and transfer students are able to maximize the credit they receive for their military training and experience or through technical education. The BAS in Applied Leadership is additionally

a stackable credential. Students can come to FHSU and move directly into the BAS in Applied Leadership program after completion of the AAS in Technology and Leadership and the Certificate in Leadership Studies. If students didn't receive their AAS from FHSU they can still complete the BAS in Applied Leadership. The BAS in Applied Leadership additionally has a stronger name recognition than the BGS in Organizational Leadership for graduates entering the workforce. The BGS by design is general in nature, while the BAS program is structured to apply the vocational type learning that takes place during military service and at technical schools. The BAS additionally requires 30 credit hours of Leadership Studies coursework while the BGS only requires 21 hours. This increase in hours will further equip graduates of the program to be effective leaders in their organizations after graduation.

The BAS in Applied Leadership at FHSU can build directly from the AAS program that has been developed specifically for current and former members of the U.S. Armed Services. Because of a Memorandum of Agreement (MOA) with the U.S. Army Command and General Staff College, common core military leadership training at the lower enlisted level can be transferred to FHSU as specific Leadership Studies coursework. An MOA of this type is in the final stages of approval with Marine Corps University to provide this same opportunity for junior enlisted marines. Mid-grade non-commissioned officers in the United States Air Force are also allowed to transfer their professional military education to FHSU for Leadership Studies courses through a similar process.

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

It is additionally important to address any duplication within the Kansas Board of Regents (KBOR) system to which this program may contribute. According to the KBOR program database, there are only eight other Bachelor of Applied Science Programs in the KBOR system, and only two of these programs have any similarities to the proposed program. The BAS in Technology Administration at Washburn University is largely focused on technology with a small portion of the curriculum devoted to administration and has no classes in the leadership studies discipline. The proposed FHSU BAS in Applied Leadership does have some similarities to the BAS in Organizational Leadership and Learning (OLL) at Wichita State University (WSU). [While the names of the degree programs do appear similar, the curricula are different.](#) The proposed BAS in Applied Leadership at FHSU will focus all 30 of the required concentration hours on classes taught in the leadership studies discipline through the Department of Leadership Studies. [These courses are all part of the existing BA/BS in Organizational Leadership at FHSU.](#) The existing FHSU partnerships with military organizations (i.e. US Army Command and General Staff College and US Marine Corps University) as well as the quantity of existing students coming from our newly proposed affiliated institutions (Northwest Technical College and North Central Kansas Technical College (pending accreditation approval)) make the proposed FHSU BAS in Applied Leadership program a seamless fit for service members and transfer students [from the FHSU Associate of Applied Science \(AAS\) in Technology and Leadership Program.](#) As the military experience and vocational and technical education is rife with applied learning, service members and transfer students can directly utilize the training, experience, and education they have attained, and leverage their applied learning to earn a bachelor's degree.

IV. Program Demand Market Analysis

The Defense Manpower Data Center (2022) list over 30,000 service members in Kansas alone that have technical education credit on their Joint Service Transcript. This technical credit from military training and experience could be applied to the FHSU AAS program and transition into the BAS in Applied Leadership program. As 100% of the classes in the BAS will be offered on campus AND online the market for military service members is much larger than the representation of solely Kansas based service members.

A report completed in 2020 by Hanover Research commissioned by FHSU provided an overview of the potential market for Bachelor of Applied Science programs. This report specifically highlighted degree conferral trends at regional “feeder” community colleges, technical schools, and military installations. The top five associate’s degree producers in Kansas are listed below.

- Johnson County Community College
 - Tracks in Liberal Arts and Sciences, Nursing/RN, Business Administration and Management, Graphic Design, and Computer System Networking
 - 1,714 Completions in 2018

- Butler Community College
 - Tracks in Liberal Arts and Sciences, Nursing/RN, Education, Health Services/Allied Health, and Business/Commerce
 - 1,230 Completions in 2018

- Hutchinson Community College
 - Tracks in Liberal Arts and Sciences, Nursing/RN, Health Information/Medical Records Technology/Technician, Fire Science/Fire Fighting, and Physical Therapist Assistant
 - 769 Completions in 2018

- Grantham University
 - Tracks in Business Administration and Management, Medical Insurance Coding, Criminal Justice/Law Enforcement Administration, Computer Science, and Interdisciplinary Studies
 - 663 Completions in 2018

- Barton County Community College
 - Tracks in Liberal Arts and Sciences, General Studies, Nursing/RN, Clinical/Medical Laboratory Technician, Business Administration and Management
 - 539 Completions in 2018

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

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	5	0	120	0

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

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

VI. Employment

National Perspective

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

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

State / Regional Perspective

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

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

VII. Admission and Curriculum

Students pursuing this program will need to [apply](#) and be admitted to FHSU.

A. Curriculum

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

The curriculum assumes 56 hours of credit articulating from the Joint Service Transcript (JST), including all

current and future credit articulations or as transfer credit from a vocational / technical institution for classes applied in nature. All other courses / credit will be evaluated on a case by case basis.

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

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

4-year hours in the proposed curriculum	36
<u>4-year hours in AAS program</u>	<u>24</u>
Total 4-year hours	60
Upper division hours in AAS program	9
<u>Upper division hours in proposed curriculum</u>	<u>36</u>
Total upper division hours	45

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

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

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

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

General Education Hours	34 (+ 3 HHP 200 = 37)
Leadership Studies Concentration Hours	30
<u>ACE / Military CPL / Applied Learning Hours</u>	<u>56</u>
Total	120

*Denotes upper division course credit

Transfer Credit

SCH = Semester Credit Hours

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

Year 1: Fall

Course #	Course Name	SCH
ENG101	English Composition I - (English)	3
COMM100	Fundamentals of Oral Communication – (Communication)	3

LDRS300*	Introduction to Leadership Concepts	3
LDRS302*	Introduction to Leadership Behaviors	3

Year 1: Spring

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

Award Associate of Applied Science *and* Certificate in Leadership Studies

Transfer Credit

Course #	Course Name	SCH
	Transfer coursework Technical Education from Joint Service Transcript	15
	Free Electives Transfer from Joint Service Transcript	11

Year 2: Fall

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

Year 2: Spring

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

Total Number of Semester Credit Hours [120]

VIII. Core Faculty

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

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

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

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Whitaker, Brett	Assoc. Prof.	PhD	Y	Leadership Studies	.5
Goertzen, Brent	Prof.	PhD	Y	Leadership Studies	.5
Greenleaf, Justin	Assoc. Prof	PhD	Y	Leadership Studies	.75
Kastle, Seth*	Asst. Prof.	EdD	Y	Leadership Studies	.5
Kniffin, Lori	Assoc. Prof	PhD	Y	Leadership Studies	.75
Klaus, Kaley	Asst. Prof	EdD	N	Leadership Studies	.25
Noble, Donnette	Asst. Prof.	PhD	Y	Leadership Studies	.25
Tim Fagan	Asst. Prof	PhD	N	Leadership Studies	.25

Number of graduate assistants assigned to this program **101**

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty			
Administrators (<i>other than instruction time</i>)	\$5,000	\$5,000	\$5,000
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	\$5,000	\$5,000	\$5,000
Personnel – New Positions			
Faculty		\$9,000	\$15,000
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		\$9,000	\$15,000
Start-up Costs - One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other			

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

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

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

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

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

Personnel – New Positions

No new positions are necessary to support this proposal.

Start-up Costs – One-Time Expenses

\$2,000 Director of Military Program Innovation Salary (percentage of stipend) year prior to program launch (included in year 1 expenses (Other))

Operating Costs – Recurring Expenses

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

B. Revenue: Funding Sources

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

C. Projected Surplus/Deficit

Project Surplus

Year 1 \$15,225.60

Year 2 \$35,451.20

Year 3 \$51,231.68

Total \$101,908.50

XI. References

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ACADEMIC AFFAIRS



MEMORANDUM

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

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

DATE: April 12, 2023

SUBJECT: Response to FHSU in Applied Leadership

Thank you for the opportunity to discuss Fort Hays State University's (FHSU) proposed [Bachelor of Applied Science \(BAS\) in Applied Leadership](#). The following narrative describes where/how the proposed FHSU degree overlaps with WSU's BAS in Organizational Leadership and Learning (OLL).

Summary of WSU's Organizational Leadership and Learning:

WSU's [BAS in OLL](#) is a flexible degree program approved in late 2018¹ that includes a concentration or technical specialty area (36-credit hours), applied learning (21-credit hours), and leadership core competencies (21-credit hours in foundations of leadership, leadership communication, inclusive excellence, and creativity and development²). To better serve students, the OLL degree program includes both an online and in-person option and there are multiple concentrations for students to choose from including Emergency and Public Services Leadership, Education and Innovation, Hospitality Management, Digital Transformation, and Corporate and Organizational Wellness. Concentrations were created in partnership with community college and technical/vocational education partners and based upon industry needs. Credit for Prior Learning (CPL) from AAS degrees, military training, or other certified training and development is awarded in several areas of the degree including concentrations (36-credit hours), core competencies (as appropriate), for electives, and/or applied learning (as appropriate). The total amount of CPL for each student varies based upon education, training, and experience.

The OLL degree program utilizes a rigorous assessment plan that includes direct and indirect assessments of student learning outcomes and operational effectiveness goals. In particular, OLL assesses not only traditional courses and competencies, but also assesses applied learning courses through regular assessments (e.g., weekly logs), cumulative projects connecting core concepts to workforce productivity/participation, and in partnership with site supervisors (e.g., final site supervisor evaluations). Indeed, since 2019, 55 separate WSU-approved Affiliation Agreements

¹ The BAS in OLL was originally approved by KBOR as the BAS in Workforce Leadership and Applied Learning. The degree program was renamed in 2021 to better align with industry and discipline best-practices.

² BAS in OLL is a 120-credit hour Bachelor of Applied Science that conforms to the general education program here at WSU, including 6-credit hours of electives for OLL students.

have been formalized connecting students, workforce practitioners, and the OLL degree program.

Regarding partnerships, the OLL degree has transfer articulations with several community college (e.g., Butler Community College) and technical education (e.g., WSU Tech) partners spanning multiple industries, such as construction and automotive sciences, hospitality and culinary arts, early childhood education, digital and cyber technologies, fire sciences/EMT/paramedic, and manufacturing and/or maintenance-related jobs, occupations, and careers. OLL has formalized 19 military occupational specialties (MOS) for all branches of the military as part of the KBOR Lumina grant to provide active-duty service personnel and military veterans with affordable and accessible educational opportunities. Finally, OLL is a key partner in WSU and College of Applied Studies partnerships with various industries/occupations.

Concerns and Clarification:

To address degree duplication within the KBOR system, the overlapping areas and/or similarities between WSU's OLL degree program and FHSU's proposed Applied Leadership degree are outlined below. And, where appropriate, clarification regarding WSU's OLL components, classes, or expectations are provided, which were misinterpreted within FHSU's proposal.

- Usage of CPL:
 - The BAS in OLL at WSU is a flexible degree program providing students with opportunity to further connect their work/life experiences, professional certification or trainings, and Applied Associate of Science degree programs with a bachelor's degree in an accelerated timeframe. The FHSU proposal referenced OLL students being allowed only the use of 36-credit hours of Credit for Prior Learning (CPL). Indeed, students are limited to 36-credit hours of CPL for their concentration because the concentration is only 36-credit hours. As appropriate, students may receive additional CPL within other OLL controlled credits, which include an additional 21-credit hours for core competencies, 6-credit hours for electives, and 21-credit hours for applied learning. As evidenced by current students and the approved KBOR Lumina Grant military articulations, students can receive substantially more than 36-credit hours in CPL based upon training and education transcript evaluations.
- Target markets/audiences:
 - It is important to note that WSU's OLL degree program includes both an online degree code and in-person opportunities for students, thus making it a Bachelor of Applied Science leadership degree available to multiple audiences; and, with previously established partnerships with technical and vocational educational partners (e.g., 2+2 articulation agreements), OLL currently integrates with a number of industries/occupations identified in the FHSU proposal, including firefighters, EMTs/paramedics, active-duty service personnel, and military veterans.
 - Students may pursue the OLL degree program entirely online, entirely in-person, or a flexible combination that works best for them, similar to FHSU's proposal.
- The BAS in OLL from WSU is a model for not only flexibility, but also workforce integration. For example, the [NIAR Get to WERX](#) program is an "earn while you learn" program involving the hiring of employees for [NIAR WERX](#) that are simultaneously educated and enrolled in the [AMT program](#) at [WSU Tech](#) and the OLL degree program here at WSU. That is, students are hired to work full time, earn their AAS in AMT from WSU Tech and are simultaneously working towards their BAS in OLL at WSU.

- The FHSU proposal stated on page 2: “The WSU BAS OLL with a concentration in Public Service Leadership program has a menu of concentration classes that can be taken through the education department, only four of which have leadership in the title.”
 - OLL courses are not taught in an education department; they are taught by faculty in the Organizational Leadership and Learning degree program. Course prefixes (e.g., EDUC 310: Principles of Leadership) are EDUC, which are not specifically aligned with our School of Education in the College of Applied Studies. Of the 34 non-applied learning courses offered by the OLL program, over 88% (30/34) have leader, leadership, workplace, or organization in the title. Focusing on their claim of simply leadership (or leader) in course titles, almost 70% (23/34) of OLL have the words leader or leadership in course titles listed in the Undergraduate Course Catalog. Indeed, for a list of all OLL-related courses, click [HERE](#) or see Appendix 1 for course prefixes, titles, credit hours, and descriptions.
- CIP Code:
 - The CIP code provided in the FHSU proposal was 45.0101, which is listed as [Social Sciences, General](#) and not explicitly related to leadership education. According to the NCES, this code describes a program “that focuses on the general study of human social behavior and social institutions using any of the methodologies common to the social sciences and/or history, or an undifferentiated program of study in the social sciences.”
 - Since the FHSU proposal references teaching leadership classes, developing leadership skills, and not focused on history, sociology, or other social scientific disciplines, it would seem the CIP Code of [52.0213](#) is more appropriate, which “focuses on leadership skills that can be applied to a business, government, non-profit, or educational setting. Includes instruction in organizational planning, dynamics of leadership, finance, team building, conflict resolution and mediation, communication and other management skills.”
 - The 52.0213 CIP code would better connect with the industries and educational partnerships discussed in the FHSU proposal and is the foundational reasoning for why the OLL degree program utilizes a leadership-related instructional code (52.0213, Organizational Leadership). If 45.0101 is preferred, then a “social sciences” instructional program would not seem to be centered on leadership, as explicitly articulated by leadership-centric educational programs, including the proposed degree name/title.
- FTE and Faculty:
 - The FHSU proposal notes no new FTE or reallocations of faculty in the first two years. The OLL degree program has not added any new FTEs in the first four years of the degree program; thus, providing a substantial cost savings. Additionally, FHSU’s faculty include a mixture of EdD and PhD faculty that do not appear substantially differentiated in leadership education expertise to warrant an additional leadership degree within the KBOR system.

According to KBOR policies (7.d.i.2.), the Board President and Chief Executive Officer (or designee) review the similarities of proposal program. If the similarities do exist, then additional reviews consider “the ability/inability to offer the program collaboratively, the level of student interest in the program, existing and future labor market demand, and availability of clinical sites, if applicable.” ([Approval of New Academic Programs](#), ND). WSU’s BAS in OLL is a degree program built to meet the needs of both students and business/industry for Kansas’ workforce. The FHSU proposed BAS degree in Applied Leadership is not clearly differentiated from the currently existing BAS in OLL degree program at WSU and does not distinctly articulate how additional market needs

demands another similar leadership degree within the KBOR system.

Since the OLL degree program is already in existence and KBOR is committed to ensuring “the six KBOR bachelors-granting institutions are offering academic programs that align with Kansas’ goals for the State’s higher education enterprise, meet student expectations for programs centered on student success and increasing their employability, and efficiently deliver faculty and staff resources across each institution, division, and department, ([Academic Portfolio and Workload Review](#), ND), we have reservations about adding another degree program that is so similar in content, approach, articulated target markets/audiences, and has the potential to negatively impact program enrollment at WSU.



FORT HAYS STATE UNIVERSITY

Forward thinking. World ready.

April 27, 2023

OFFICE OF THE PROVOST

Dr. Shirley Lefever
Executive Vice President and Provost Wichita
State University

Dear Provost Lefever,

I hope things are going well for you as we enter this exceptionally busy time of the year. Before our institutions break for the summer I wanted to respond to your letter regarding our proposed BAS in Applied Leadership.

In this letter I address the pertinent concerns and requests for clarification that you raised in your letter. Justifications and clarification for your points of concern are listed below.

1) Inaccuracies in the portrayal of the WSU BAS in OLL program

Any inaccuracies that portrayed the WSU BAS in OLL program inaccurately were not purposeful. All statements made were based on the analysis of content available on the WSU website (i.e., CPL limits and courses offered with an EDUC prefix). To assist in clarification of portrayal of the WSU BAS in OLL program, all mention of the individual graduation requirements of the WSU program have been removed from the FHSU proposal. Our edited proposal simply states those requirements of the FHSU program in lieu of contrasting requirements with the WSU program.

2) Duplication within the Kansas Board of Regents system

The core difference between the WSU BAS in OLL program and the proposed BAS in Applied Leadership program is that the FHSU program has 30 hours of required Leadership Studies Concentration hours. Every student will take this number of hours in the leadership studies discipline. In the FHSU program, the menu of concentration course options is entirely comprised of leadership classes. These concentration course options are all courses currently in our existing BA/BS in Organizational Leadership, which we have offered for over twenty years at FHSU.

Dr. Shirley Lefever Page 2
April 27, 2023

3) CIP Code

Based on the feedback from WSU, coupled with internal meetings at FHSU and conversation with KBOR staff, the originally proposed CIP code will be changed from 45.0101 Social Sciences, General to 52.0213 Organizational Leadership. This CIP Code will be a better fit for the FHSU BAS in Applied Leadership, and will couple it nicely with our already existing BS/BA in Organizational Leadership.

Given the need for service members to attain their degree as a part of post-military service transition, and the large number of students that have extensive vocational and technical education who could benefit from a four-year degree, we believe the need for this program is strong. I want to thank you for reaching out, and I look forward to continued collaboration between our institutions.

Sincerely,

A handwritten signature in black ink that reads "Jill Arensdorf". The signature is written in a cursive, flowing style.

Jill Arensdorf, Ph.D.
Provost and Vice President for Academic Affairs

Program Approval

Summary

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

May 17, 2023

I. General Information

A. Institution

Kansas State University

B. Program Identification

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

Total Number of Semester Credit Hours for the Degree: 120

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

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

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

Expected demand. Completion of 10-hours of clinical education is required for the Addiction Counseling degree. Students must complete all other course requirements prior to their clinical work wherein clinical education will consist of the final semester of student’s degree requirements. As such, our expected demand for clinical sites will be equivalent to the number of students who enroll in the degree each semester.

III. Justification

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

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

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

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

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

Market Analysis

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

Student characteristics. Our target market for a bachelor's in Addiction Counseling includes individuals from Kansas and surrounding states who are interested in becoming Licensed Addiction Counselors. Based on prior research, we anticipate students will be primarily female and White (Rieckmann et al., 2011). Given that a bachelor's degree is required to become a Licensed Addiction Counselor in the state of Kansas, we will target undergraduate students, including new students to the university and those transferring from two-year

community colleges. Community colleges represent a ripe area for recruiting potential students, as several Kansas community colleges, including Kansas City Kansas Community College, offer coursework in Addictions or Substance Abuse Counseling. Students completing degrees at these institutions looking to become a Licensed Addiction Counselor could complete necessary coursework at Kansas State University to obtain a bachelor’s degree and meet licensure requirements.

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

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

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

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

VI. Employment

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

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

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

VII. Admission and Curriculum

A. Admission Criteria

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

B. Curriculum

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

Year 1: Fall

SCH = Semester Credit Hours

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

Year 1: Spring

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

Year 1: Summer

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

Year 2: Fall

Course #	Course Name	SCH....
COMM 105	Public Speaking	2
BIOL 198	General Biology and a Lab	4
SOCWK 510	Social Welfare	3

SOCWK 350	Social Work with Criminal Offenders & Victims	3
		12

Year 2: Spring

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

Year 2: Summer

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

Year 3: Fall

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

Year 3: Spring

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

Year 3: Summer

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

Year 4: Fall

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

Year 4: Spring

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

Total Number of Semester Credit Hours **[120]**

VIII. Core Faculty

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

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

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Cheryl Calhoun	Teaching Assistant Professor	Masters	No	Addiction Counseling and Social Work	1.00
Jung Sim Jun	Associate Professor	PhD	Yes	Social Work	0.10
Kristen Kremer	Associate Professor	PhD	Yes	Social Work	0.10
Don Kurtz	Professor	PhD	Yes	Social Work	0.10
Lorenza Lockett	Teaching Assistant Professor	PhD	No	Social Work	0.10
Charles Pickens	Associate Professor	PhD	Yes	Psychology	0.10

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

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

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

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

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

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

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

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

Personnel – New Positions

No new faculty will be hired.

Start-up Costs – One-Time Expenses

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

Operating Costs – Recurring Expenses

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

B. Revenue: Funding Sources

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

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

C. Projected Surplus/Deficit

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

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

XI. References

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Program Approval

Summary

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

May 17, 2023

I. General Information

A. Institution University of Kansas

B. Program Identification

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

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

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

III. Justification

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

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

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

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

receive CAE-CD designation (2009).

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

IV. Program Demand

Market Analysis & Request for Accreditation

The following universities offer Cybersecurity programs in Kansas, and none are accredited:

- Rasmussen University – Overland Park, Topeka (for-profit private university): BS in Cybersecurity
- National American University – Overland Park, Wichita East, Wichita West (for-profit private university): emphasis in Cybersecurity and Forensics in BS in Information Technology
- Fort Hays State University: cybersecurity concentration in BA/BS in Information Networking & Telecommunications
- Kansas State University: BS in Cybersecurity
- Wichita State University: BS in Cybersecurity
- University of Kansas, School of Professional Studies: BAS in Applied Cybersecurity

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

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

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

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

CAE-R designations, and the only institution in the central plains that would have a cybersecurity engineering degree that meets standards set by CAE-CD, CAE-R, and ABET's Engineering Commission.

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

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

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

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

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

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

VI. Employment

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

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

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

VII. Admission and Curriculum

A. Admission Criteria

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

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

Transfer Student Admissions:

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

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

B. Curriculum

Year 1: Fall

SCH = Semester Credit Hours

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

Year 1: Spring

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

Year 2: Fall

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

Year 2: Spring

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

Year 3: Fall

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

Year 3: Spring

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

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

Year 4: Fall

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

Year 4: Spring

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

Total Number of Semester Credit Hours 126

C. Request to Exceed 120 Hours

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

VIII. Core Faculty

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

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

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Perry Alexander	Distinguished Professor	PhD	Y	Formal verification and synthesis, trusted systems, and programming language semantics.	.10
Alexandru Bardas	Assistant Professor	PhD	Y	Cybersecurity from a systems perspective, moving target defenses, enterprise network security.	.30

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

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

IX. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty (1.5 Existing FTE)	\$180,213	\$185,619	\$191,187
Administrators (<i>other than instruction time</i>)	\$6,037	\$6,218	\$6,404
Graduate Assistants	\$40,000	\$41,200	\$42,436
Support Staff for Administration (<i>e.g., secretarial</i>)	\$9,200	\$9,476	\$9,760
Fringe Benefits (<i>total for all groups</i>)	\$73,207	\$75,403	\$77,665
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – Reassigned or Existing	\$308,657	\$317,916	\$327,452
Personnel – New Positions			
Faculty	0	0	0
Administrators (<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

Total Existing Personnel Costs – New Positions	0	0	0
Start-up Costs - One-Time Expenses			
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Physical Facilities: Construction or Renovation	0	0	0
ABET Initial Accreditation	0	\$3,350	0
Total Start-up Costs	0	\$3,350	0
Operating Costs – Recurring Expenses			
Supplies/Expenses	0	0	0
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Travel	0	0	0
Other – Annual ABET fee	0	0	\$715
Total Operating Costs	0	0	\$715
GRAND TOTAL COSTS	\$308,657	\$321,266	\$328,167

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

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

The current EECS Undergraduate Program Director (0.05 FTE faculty) and Undergraduate Program Coordinator (0.2 FTE staff) will administer this degree program, along with the four other existing undergraduate degree programs in EECS.

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

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

Personnel – New Positions

No new positions are required for instruction or to administer this degree program.

Start-up Costs – One-Time Expenses

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

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

Operating Costs – Recurring Expenses

ABET charges an annual fee of \$715 per program.

B. Revenue: Funding Sources

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

C. Projected Surplus/Deficit

Our budget estimate indicates the degree program will run a surplus beginning in Year 2.

XI. References

Bureau of Labor Statistics. U.S. Department of Labor. *Occupational Outlook Handbook*, Information Security Analysts, Retrieved April 3, 2023, from <https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm>.

Centers of Academic Excellence in Cybersecurity Community. *CAE institution map*. Retrieved April 3, 2023, from <https://www.caecommunity.org/cae-map>.

Dorrian, B. (2021, December 7). *Former Google, Uber exec joins maker of Pokémon Go – and he’s building a team of developers in Lawrence*. Startland News. Retrieved from <https://www.startlandnews.com/2021/12/brian-mcclendon-niantic/>.

National Institute of Standards and Technology. U.S. Department of Commerce. *Cybersecurity workforce demand*: Retrieved April 3, 2023, from https://www.nist.gov/system/files/documents/2022/07/06/NICE%20FactSheet_Workforce%20Demand_Final_20211202.pdf

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 is responding to all of the requirements of the program approval process. The Kansas Association of Community Colleges has submitted a letter of concern, which can be found in Attachment B.

May 17, 2023

I. General Information

A. Institution

Pittsburg State University

B. Program Identification

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

Total Number of Semester Credit Hours for the Degree: 60

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

III. Justification

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

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

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

- Implementing Oracle’s Student Financial Planning and beginning the pre-implementation of Oracle’s Student Management System.

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

IV. Program Demand:

A. Survey of Student Interest

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

B. Market Analysis

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

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

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	Does not apply			
Year 2				
Year 3				

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

VI. Employment

According to the 2022 Report on the Condition of Education from the National Institute of Education Sciences, the median annual earnings in 2020 for workers with an Associate degree was \$44,100 which was \$4,200 higher than for workers with some college but no degree. In addition, research done by the National Student Clearinghouse shows that completion of an Associate degree provides a valuable stepping stone to the

completion of a Bachelor degree. These factors alone provide a strong basis for the creation of the Associate of Arts; however, it should also be noted that many students stop out without being awarded a degree that they have already earned and paid for.

VII. Admission and Curriculum

A. Admission Criteria

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

B. Curriculum

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

The requirements will include the following:

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

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

Year 1: Fall

SCH = Semester Credit Hours

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

Year 1: Spring

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

	Elective	3
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Year 2: Fall

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

Year 2: Spring

Course #	Course Name	SCH
	Human Systems course	3
	Electives	11

Total Number of Semester Credit Hours **60**

VIII. Core Faculty

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

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

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

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

IX. Expenditure and Funding Sources

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	0	0	0
Administrators (<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

Total Existing Personnel Costs – Reassigned or Existing			
Personnel – New Positions			
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
Total Existing Personnel Costs – New Positions			
Start-up Costs - One-Time Expenses			
Library/learning resources		0	0
Equipment/Technology		0	0
Physical Facilities: Construction or Renovation	0	0	0
Other	0	0	0
Total Start-up Costs			
Operating Costs – Recurring Expenses			
Supplies/Expenses	0	0	0
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Travel	0	0	0
Other	0	0	0
Total Operating Costs			
GRAND TOTAL COSTS			

B. FUNDING SOURCES <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	0	0	0	0
Student Fees	0	0	0	0
Other Sources	0	0	0	0
GRAND TOTAL FUNDING	0	0	0	0

C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)				
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X. Expenditures and Funding Sources Explanations

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

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

XI. References

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

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

Attachment A

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

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

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

Kansas Association of Community Colleges

May 3rd, 2023

Dr. Blake Flanders
President and CEO
Kansas Board of Regents
1000 SW Jackson St Ste 520,
Topeka, KS 66612

Dear Dr. Flanders,

The 19 Kansas community colleges thank you for the opportunity to comment on the proposed Pittsburg State University (PSU) offering of an Associate of Arts in General Studies. The awarding of the Associate Degree is the purview of Kansas community colleges and has been for decades. As the two-year sector funding model relies upon Tiered, Non-Tiered, and SB 155 monies, it is imperative that as PSU ventures further into awarding the Associate Degree, these funding avenues are not accessible to PSU. While we appreciate that PSU has articulated that a student will not be allowed to enroll in the Associates of Arts in General Studies program as proposed, we are concerned about how this will be monitored to ensure the intent stays the same. Before considering approval, we urge a policy to ensure PSU would not be allowed to recruit or enroll students into this program in perpetuity.

While we appreciate PSU wanting to “recognize” the academic achievement of students in the pursuit of the Bachelor’s degree, current Kansas Board of Regents (KBOR) policy and nationwide best practices would direct non-native PSU students who have transferred from a Kansas Community College with 15 or more hours should receive an Associate’s degree from a Kansas community college, not Pittsburg State University through reverse transfer.

Automatic reverse transfer has been something that should have been occurring for several years. Administrative barriers were erected in registrars’ offices and by using FERPA as an excuse not to have this occur. We believe that to achieve the results that Pittsburg State claims they are seeking, which is to award students Associate Degrees when they reach 60 hours, the systemwide reverse transfer is the best way to achieve this goal.

If KBOR mandated a form be filled out upon enrollment at any public institution of higher education in Kansas where the student signed a form saying the student authorized the sharing of transcript information between Kansas public higher education institutions, then a standard reverse transfer process could occur once the student reached 60 credit hours total on their transcript at ANY regents institution. We recommend that registrars be required to pursue automatic reverse transfer if the student has reached 60 hours, and if the student had at least 15 hours of transfer credit from any community college, the reverse transfer be automatically processed, and an Associate Degree be awarded from the community college. This would maintain the role of the community colleges as the primary Associate Degree-granting institutions while allowing FAR more students to benefit from the awarding of an Associate degree which PSU says is critical to student success. Reverse transfer is currently an “opt-in” for students and has not achieved what students need due to ineffective communication flow from our four-year partners.

As a compromise to also allow PSU to achieve the goal with students who may have less than 15 hours in community college transfer credit, we would suggest the following:

The student has earned a total of 60 hours and is enrolled at Pittsburg State:

- If a Pittsburg State student has 15 or more credits from one or more Kansas community colleges on their transcript, when they reach 60 credit hours, the hours earned at the regent's institution would be required per the systemwide reverse transfer to automatically send the reverse transfer credits to the community college from which the student received the most of their transfer credit hours. Then the community college would grant the most appropriate Associate degree.
- When a Pittsburg State student entered PSU with no credit hours in transfer and earned at least 60 hours from PSU, the Associates of Arts in General Studies could be granted.
- When a Pittsburg State student entered PSU with 14 or fewer credit hours in transfer, not from a Kansas public higher education institution, and has earned at least 60 hours from PSU, the Associates of Arts in General Studies could be granted.

The idea of creating an opt-out (students would not sign the information sharing form) rather than an opt-in, when the majority of the students will sign the form, creates an artificial and unnecessary barrier for students to obtain an Associate Degree. As KBOR has clearly stated that the system must focus on students. The additional work that this may require in registrar's offices across both the regent universities and community colleges will need to be embraced and current practices adjusted to meet this systemwide goal.

In closing, from a community college perspective, we believe it is important for PSU to be transparent in articulating the purpose and intent of a student having the option to be awarded an Associate Degree in General Studies at their institution. Many of our students who may have taken less than 15 hours could easily be confused about what the PSU Associate Degree means. For first-generation students who now have a degree in hand from PSU, they may tell their friends and family they have a PSU degree and are done with higher education, and are going to enter the workforce. The difference between a PSU Associate degree in General Studies and a PSU Bachelor's degree is immense. We need not take for granted how this "recognition" could be confused for students who are not accustomed to different types of degrees or higher education systems. We want to ensure that students who receive the "recognition" do not interpret it as a sign that they can end their education at that point, which is most likely not in their best interest, especially with just an Associate degree in General Studies.

We stand ready to partner with the Kansas Board of Regents to develop the reverse transfer document and process described above and to implement the procedure before the fall of FY 23 on the same timeline PSU proposed for their Associate of Arts Degree in General Studies. Thank you for helping all Kansas students achieve an Associate Degree in a much more efficient manner than has occurred for decades.

Sincerely on behalf of Kansas Community College Presidents and Trustees,

A handwritten signature in black ink, appearing to read 'HM', with a circular flourish above the letters.

Heather Morgan
Executive Director
Kansas Association of Community Colleges
785-221-2828
hmorgan@kacct.org



FORT HAYS STATE UNIVERSITY

OFFICE OF THE PROVOST

April 20, 2023

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

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

RE: Request to rename program

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

1. Request that programs under Foreign Language be changed to Modern Language. This change reflects the current portfolio of programs within the department. Using the expression "foreign" to describe language programs in the United States has become dated, and descriptors such as "modern," "world," or simply languages without a descriptor are more current options in the field. Additionally, a large percentage of our students are of Latinx heritage or are native speakers of Spanish, so the language is not foreign or even a second language for many of them. This change is supported by current faculty teaching in the program.

This change would reflect on the following programs under the Program Code 108-1101:

Foreign Language (French)- BA
Foreign Language (German)- BA
Foreign Language (Spanish for Specific Purposes)- BA
Foreign Language (Spanish)- BA
Foreign Language - BA
Foreign Language Minor

Change to:

Modern Language (French)- BA
Modern Language (German)- BA
Modern Language (Spanish for Specific Purposes)- BA
Modern Language (Spanish)- BA
Modern Language - BA
Modern Language Minor

Dr. Daniel Archer
Page 2
April 20, 2023

2. Request that Foreign Language (Spanish) be changed to Modern Language (Spanish Teaching Concentration). Our program replaced the non-teaching option under "Foreign Language: Spanish" with the Spanish for Specific Purposes concentration. As a result of this non-teaching option replacement, the current name of the concentration for teaching is unclear and nondescript, leading to confusion for students and other entities on campus. Renaming this program would be helpful for marketing and promotion to help reach prospective teachers more easily and, thereby, more swiftly respond to the teacher shortage in Kansas and beyond.

No new resources are needed for this change.

April 27, 2023

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

From: Dr. Shirley Lefever, Executive Vice President and Provost

Date: April 27, 2023

Re: Request for name change for MS in Mathematical Foundations of Data Analysis to *MS in Mathematical Data Science*

This is a request from the Department of Mathematics, Statistics, and Physics at Wichita State University to approve a name change for the Master of Science (MS) in Mathematical Foundations of Data Analysis to *Master of Science (MS) in Mathematical Data Science*. The new name will more accurately reflect the degree offerings and requirements.

Rationale: The new name of the degree is proposed for two reasons.

1. The previous name "Data Analysis" does not accurately reflect the true nature of the program, as data scientists in the industry suggest. "Data Science" is a better name for the program so as not to confuse students on the content of the degree offerings.
2. The department is dropping the word "foundations" from the degree name, because it gives the impression that this is a theoretical math program. The degree program's course work is applied. The MS in Mathematical Data Science will target a wider range of students, not only math students, but also engineering students who want to learn data science in connection with mathematics. The department believes the name change will help to increase enrollment in our program.

No additional state resources are requested for this program name change.