

**KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE
MEETING AGENDA
APRIL 16, 2025
11:00 a.m. – 12:00 p.m.**

The Board Academic Affairs Standing Committee (BAASC) will meet at the Pittsburg State University Campus, Overman Student Center, Meadowlark Room 220, 302 E Cleveland Ave, Pittsburg, KS 66762. To the extent possible, a virtual option will be provided to accommodate those who prefer not to attend in person.

- I. Call to Order** Regent Mendoza, Chair
 - A. Roll Call and Introductions
 - B. Approve Minutes from March 12, 2025, Meeting p. 3

- II. Board Consent Items**
 - A. PhD in Education & Behavioral Studies Monica Lounsbery, WSU p. 5
 - B. BS in Nutrition Barbara Bichelmeyer, KU P 30

- III. Board Discussion Agenda Items**
 - No items

- IV. Other Matters**
 - A. SARA Report Jennifer Armour
 - B. Academic Affairs Updates Rusty Monhollon

- V. Announcements**
 - Next BAASC Meeting – April 30, 2025 Virtual

- VI. Adjournment**

BOARD ACADEMIC AFFAIRS STANDING COMMITTEE

Four Regents serve on the Board Academic Affairs Standing Committee (BAASC), established in 2002. The Regents are appointed annually by the Chair and approved by the Board. BAASC meets virtually approximately two weeks before each Board meeting. The Committee also meets on the morning of the first day of the monthly Board meeting. Membership includes:

Diana Mendoza, Chair

Alysia Johnston

Neelima Parasker

Kathy Wolfe Moore

Board Academic Affairs Standing Committee

AY 2025 Meeting Schedule

| <i>BAASC Academic Year 2024- 2025 Meeting Dates</i> | | | |
|--|----------------------------|-------------|-----------------------------|
| Meeting Dates | Location | Time | Agenda Materials Due |
| September 4, 2024 | Virtual Meeting | 10:00 a.m. | August 14, 2024 |
| September 18, 2024 | Topeka | 11:00 a.m. | August 28, 2024 |
| November 6, 2024 | Virtual Meeting | 10:00 a.m. | October 16, 2024 |
| November 20, 2024 | Kansas State University | 11:00 a.m. | October 30, 2024 |
| December 4, 2024 | Virtual Meeting | 10:00 a.m. | November 13, 2024 |
| December 18, 2024 | Topeka | 11:00 a.m. | November 25, 2024 |
| January 2, 2025 | Virtual Meeting | 10:00 a.m. | December 11, 2024 |
| January 15, 2025 | Topeka | 11:00 a.m. | December 24, 2024 |
| January 29, 2025 | Topeka | 11:00 a.m. | January 8, 2025 |
| February 12, 2025 | Topeka | 11:00 a.m. | January 22, 2025 |
| February 26, 2025 | Virtual Meeting | 10:00 a.m. | February 5, 2025 |
| March 12, 2025 | Topeka | 11:00 a.m. | February 19, 2025 |
| April 2, 2025 | Virtual Meeting | 10:00 a.m. | March 12, 2025 |
| April 16, 2025 | Pittsburg State University | 11:00 a.m. | March 26, 2025 |
| April 30, 2025 | Virtual Meeting | 10:00 a.m. | April 9, 2025 |
| May 14, 2025 | Topeka | 11:00 a.m. | April 23, 2025 |
| May 28, 2025 | Virtual Meeting | 10:00 a.m. | May 7, 2025 |
| June 11, 2025 | Topeka | 11:00 a.m. | May 21, 2025 |

Please note that virtual meeting times are 10:00 a.m. and Board Day meetings are 11:00 a.m., unless otherwise noted.

**KANSAS BOARD OF REGENTS
BOARD ACADEMIC AFFAIRS STANDING COMMITTEE
MINUTES
MARCH 12, 2025**

Chair Diana Mendoza called the March 12, 2025, Board Academic Affairs Standing Committee meeting to order at 11:00 a.m. The meeting was held in the Kathy Rupp conference room, located in the Curtis State Office Building, 1000 S.W. Jackson, Suite 520, Topeka, KS 66612.

MEMBERS PRESENT: Regent Diana Mendoza, Chair
 Regent Alysia Johnston
 Regent Parasker
 Regent Kathy Wolfe Moore

APPROVAL OF MINUTES

Regent Johnston moved that the minutes of the February 26, 2025, meeting be approved. Following the second of Regent Parasker, the motion carried unanimously.

BOARD DISCUSSION AGENDA ITEMS

ACT ON KANSAS FREE APPLICATIONS DAY FOR AY 2025-2026

Associate Director of Academic Affairs Mistie Knox provided a reminder of the information and data presented at the February 12 BAASC Meeting, which included aggregate application and yield data from the 2023 Kansas Free Application Days. The data showed a 30 percent yield for applications submitted during the initiative. Provosts appreciated the initiative's spirit but noted it was not cost-neutral and posed administrative challenges, including duplicated applications. They suggested collaborating to streamline the application process and assess costs. Following these discussions, provosts and enrollment managers agreed with Associate Director Knox's recommendation that the Kansas Free Application Days occur on the same dates in 2025, aligning with the recommendations in the February meeting's agenda packet. Regent Parasker moved to approve the Kansas Free Application Days for October 6-8, 2025. Following the second of Regent Johnston, the motion carried unanimously.

OTHER MATTERS

NEXT THREE-YEAR CYCLE PERFORMANCE AGREEMENTS

Vice President for Academic Affairs Rusty Monhollon shared that the next three-year cycle of performance agreements will commence in the academic year 2027, approximately a year and a half from now. Staff would like everyone to start considering what these performance agreements should entail, including the required metrics, achievements, or milestones. Work on these agreements is anticipated to begin at the start of the new academic year.

REVERSE TRANSFER ANNUAL REPORT

Associate Director Mistie Knox presented a summary of the Reverse Transfer policy and procedures and the 2024 Annual Reverse Transfer Report. In 2024, there were 339 total institution reverse transfer student referrals and 102 reverse transfer associate degrees awarded. Additionally, the use of the National Student Clearinghouse as the free data exchange service for reverse transfer will begin in the fall of 2025.

LAUNCH YEARS INITIATIVE UPDATE

Director of Academic Affairs Sam Christy-Dangermond provided an update on the Dana Center Launch Years Initiative Annual convening, attended by Director of Academic Affairs Jenn Bonds-Raacke and four others. The Kansas education team, comprising members from technical colleges, community colleges, four-year institutions,

and K-12 partners, participated in a convening where they attended sessions on various topics, including reimagining high school math, STEM issues in higher education, state policy scans, and the role of advisors in implementing math pathways.

ANNOUNCEMENTS

Vice President Monhollon shared that he met with the University of Kansas Faculty Senate, where concerns were raised regarding the Systemwide General Education process. Board staff discussed the possibility of reviewing the current processes for potential revisions and will begin gathering information closer to the end of the academic year.

The next BAASC meeting will be held virtually on April 2.

ADJOURNMENT

Regent Parasker moved that the meeting be adjourned. Following the second of Regent Johnston, the motion carried. The meeting adjourned at 11:46 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. Wichita State University (WSU) has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. The University of Kansas communicated concerns about the program to WSU, included in Attachment B, and WSU responded to those concerns (Attachment C). Doctoral program proposals require an external review team, and that report is included in Attachment D. The review team concluded that WSU has the resources to successfully offer the program. A Program & Employment Analysis is included after the proposal. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

April 16, 2025

I. General Information

A. Institution

Wichita State University

B. Program Identification

| | |
|---------------------------------|---|
| Degree Level: | Doctoral Program |
| Program Title: | Education and Behavioral Studies |
| Degree to be Offered: | Ph.D. |
| Responsible Department or Unit: | College of Applied Studies |
| CIP Code: | 13.0601—Educational Evaluation and Research |
| Modality: | Hybrid |
| Proposed Implementation Date: | August 2025 |

Total Number of Semester Credit Hours for the Degree: 60

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

The Ph.D. Program in Education and Behavioral Studies will not require the use of external clinical sites. Although the Clinical Mental Health Counselor Education and Supervision concentration involves advanced clinical education, encompassing both hands-on clinical work and training in supervising master's level counseling students, the site for these experiences is the WISE¹ Counseling and Play Therapy Clinic, which is housed within the counseling program on the WSU campus.

III. Justification

The proposal for the establishment of a Ph.D. program in Education and Behavioral Studies with concentrations in both Educational Psychology and Clinical Mental Health Counselor Education emerges as a strategic response to the burgeoning demand for skilled professionals in these fields. The present proposal aims to address this pressing demand by offering a specialized Ph.D. program that not only responds to the current shortage of professionals but also ensures a comprehensive educational experience for aspiring scholars. This program is innovative and specifically addresses the university's aspiration to become an R1 institution.

The Ph.D. in Education and Behavioral Studies is designed to offer flexible delivery options (online, hybrid, and in-person instruction available) and an adaptable curriculum. The core courses across concentrations are

¹ WISE is the WSU Integrated Support and Empowerment Counseling and Play Therapy Clinic.

designed to ensure that all students, regardless of concentration, gain mastery in advanced research design, program evaluation, and higher education teaching. A distinctive feature of the proposed Ph.D. program is the emphasis on allowing students to meet their unique needs and interests as they develop the skills and knowledge of highly competent and committed professionals within their specialty area. The rationale for the selection of Educational Psychology and Clinical Mental Health Counselor Education as the focal concentration areas stems from the acute shortage of professionals in these domains, the demonstrated interest from prospective students, and the evolving needs of contemporary society both nationally and within the state of Kansas.

Educational Psychology Concentration - As Kansas moves to reshape P-12 curriculum, to integrate the Science of Reading, and to emphasize the need for specific training in how people think, learn, and are motivated, the Educational Psychology concentration allows students to shape learning environments that work for students and teachers. The program also prepares industry leaders for integrating practical state-of-the-art education, training, and motivation strategies within their organizations. The Educational Psychology concentration currently housed within the Ed.D. program includes students from such disparate fields as medicine, corrections, and law enforcement, military personnel, aerospace and engineering, P-12 educators, and higher education professionals. This program aims to produce graduates who are not only well-versed in foundational theories and research methodologies but also adept at applying their expertise in real-world contexts.

Clinical Mental Health Counselor Education Concentration - The demand and need for mental health practitioners has reached unprecedented levels. Schools, industries, and communities at large recognize the pivotal role of mental wellness in fostering resilience and productivity, making the need for highly trained professionals and educational leaders in Counseling more critical than ever. Recent faculty searches in counseling, for instance, have yielded only a limited pool of applicants, highlighting the national scarcity of qualified professionals. The implementation of a Ph.D. program is a proactive measure to replenish and fortify the pipeline of educators and practitioners who can address the multifaceted challenges of education and mental health in diverse settings.

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

A. Survey of Student Interest

| | |
|---|--------------|
| Number of surveys administered: | <u>150</u> |
| Number of completed surveys returned: | <u>118</u> |
| Percentage of students interested in program: ... | <u>95.65</u> |

Include a brief statement that provides additional information to explain the survey.

The current Educational Psychology track within the Ed.D. Educational Leadership program at WSU originated due to the demand for doctoral level candidates trained in educational psychology. In 2018, the Dean of Graduate Studies tasked the CLES (now ISLE) Department to launch the new track as a pilot to gauge interest. Demand was high, and the program grew from 26 in 2019 to 82 students currently in the Ed.D. program. We have since conducted a survey of current and potential students to gauge interest and attitudes toward having a Ph.D rather than an Ed.D. The purpose of this survey was to assess perceptions about the differences between an Ed.D. and Ph.D. in the field of Education and Behavioral Studies and Educational Psychology. This survey was distributed to potential and current students, professionals, and retirees who worked in the Educational Psychology field or related fields (ex. special education, counseling, educational leadership, K-12 education etc).

Survey questions included Likert-type scale items that ranged from strongly disagree to strongly agree. The following list is a sample of the items in which respondents’ answers ranged from agree to strongly agree:

- I would be more likely to apply to a Ph.D. Program than an Ed.D. program
- In my field of study/profession, a Ph.D. is more readily recognized as the terminal degree as opposed to an Ed.D
- A search committee will be more likely to hire an Educational Psychologist if they have a Ph.D. (rather than an Ed.D.)
- The program described is appealing to me

B. Market Analysis

Per Hanover, labor demand nationally and specifically in the Great Plains region for professionals with doctoral degrees in Educational Evaluation and Research is considered “high growth.” Hanover (2024) also reports that monthly average national online search volume for graduate programs in “clinical, counseling and applied psychology,” including Educational Psychology and Counseling, is 46,405, an increase of 23.1% year over year. Within that broad category, Counseling is the most frequently searched program. National labor demand for professionals with doctoral degrees in Counselor Education/School Counseling and Guidance Services is deemed “high growth,” while demand in the Great Plains region is “established.” It is important to note that there is not a specific CIP code that pertains to Clinical Mental Health Counseling, while demand for these counselor educators has grown exponentially. At the 2024 Association for Counselor Education and Supervision national conference, there were job talks for 81 universities looking to recruit counselor educators. As the demand for licensed mental health professionals has grown, counseling programs have grown as well. Wichita State’s M.Ed. in Counseling has grown from 61 students in 2015 to 247 in 2023. Counseling is now the largest graduate program at our university and the demand continues to grow.

In 2022, the U.S. employed over 388,200 substance abuse, behavioral disorder, and mental health counselors (U.S. Bureau of Labor Statistics, 2023). This number is projected to rise to 459,600, marking an increase of 18% in new positions by 2032. Further, consider:

1. Of the 105 Kansas counties, 99 are designated as Mental Health Professional Shortage Areas (Kansas Health Institute, 2022).
2. Compared to the national average of one provider for every 350 individuals, Kansas had only one provider for every 470 people. This shortfall is especially severe in rural areas. (Mental Health America, 2023).
3. According to Mental Health America (2023), Kansas is ranked 51st overall out of all U.S. states and the District of Columbia while looking at the prevalence of mental illness and access to care.
4. Employment of substance abuse, behavioral disorder, and mental health counselors is expected to increase by 18.4%, adding approximately 71,500 new positions from 2022 to 2032 (US Department of Labor, 2023).
5. Currently, the distribution of counseling degrees in Kansas is imbalanced, with a ratio of 23 non-doctoral degrees to one doctoral degree, suggesting a bottleneck in the training pipeline for mental health professionals due to a lack of individuals with the necessary academic credentials to teach in accredited counseling preparation programs.

This new Ph.D program is clearly an important response to market needs.

Kansas State University houses the only other Counselor Education and Supervision Ph.D. program in the state. The proposed WSU program’s emphasis is in Clinical Mental Health Counseling and is designed to address the shortage in Wichita as new mental health facilities are opening. The KSU program is transitioning to 100% online delivery. The WSU program is hybrid.

The University of Kansas houses a Ph.D. program in Educational Psychology and Research with a focus on development and learning or research, evaluation, measurement and statistics. The proposed WSU program

differs from KU's program because the focus is on specialization tailored to the student's interest with nine hours of electives to facilitate student customization. For example, if a student wishes to marry the content within the educational psychology track with machine learning, they can take courses in computer engineering. A second differentiator is that the proposed program does not include a residency requirement. The WSU Ph.D. program is designed for students from traditional and non-traditional paths.

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 | 8 | 16 | 192 | 240 |
| Year 2 | 11 | 21 | 264 | 315 |
| Year 3 | 13 | 27 | 312 | 405 |

We expect significant enrollment in Year 1 of the new program based on our anticipation that a number of students currently enrolled in the Ed.D. Educational Leadership program will switch to the new Ph.D. Of the 82 current Ed.D. students, 46 are in the Educational Psychology track. Our Graduate School has confirmed that students currently in the Ed.D. program may apply credits to the Ph.D program, assuming compliance with other academic requirements (e.g., time limit). Once the new Ph.D. program begins, we will close the Educational Psychology track in the Ed.D. program. We will, of course, enable Educational Psychology students who do not want to shift to the Ph.D. to complete their Ed.D. However, we will not admit new students to Educational Psychology track in the Ed.D. The Educational Psychology track in the Ph.D. program will be the doctoral option available to prospective students. In addition to the proposed Ph.D. program, the Ed.D. program in Educational Leadership will remain viable as it currently has 36 students enrolled in the traditional Educational Leadership track.

VI. Employment

The U.S. Bureau of Labor Statistics (BLS) anticipates an 18% growth in mental health related jobs nationally over the next decade. Additionally, the job outlook for post-secondary educators is listed at 8% growth and rated to grow at higher than average pace from 2022-32 (BLS, 2023). Growth in these two areas is strong evidence of increasing opportunities for employment for graduates with a terminal degree within fields in which demand is already high.

This growth will also have implications for Counselor Education programs, which will require more faculty members to teach, supervise, and produce an increasing number of competent and highly qualified mental health professionals. Mental health service agencies will need doctoral-level leadership professionals to guide their teams, and communities will have an increasing need to conduct applied research to understand the impact of counselor education programs and counseling services on community well-being.

Doctoral graduates in clinical mental health counseling programs are highly likely to find employment in higher education. Furthermore, doctoral-level candidates are eligible for multiple clinical non-tenure-track professorships, opportunities not accounted for in BLS calculations. Specifically in Kansas, counseling graduates will have the opportunity to teach in 23 counseling-related degree programs across various colleges and universities. This underscores the vast potential and opportunities in this field within our state.

Doctoral graduates in educational psychology programs are likely to find employment opportunities in multiple positions, including higher education. Top positions in the field include faculty positions and psychometrician

(Hanover, 2023). A recent JobsEQ search revealed 1,113 employers for related occupations. The BLS reports the median salary for all psychologists, including educational psychologists was \$81,040 in 2021.

VII. Admission and Curriculum

A. Admission Criteria

- Master's degree with a minimum of 3.0 GPA in any field for Educational Psychology track, Master's degree in Counseling from a CACREP accredited program for the Clinical Mental Health Counselor Education track
- Current resume or CV of educational and professional experience
- Sample of academic writing
- 2 letters of recommendation from supervisors and/or professional peers that attest to the applicant's potential for success
- Statement of Professional Goals
- Optional Interview

B. Curriculum

The Ph.D. program in Education and Behavioral Studies is a 60-credit hour program. It includes a common core (30 credit hours) featuring courses in advanced research design, program evaluation, and higher education teaching, as well as the required dissertation. Program concentrations are 30 credit hours. Six masters-level credits may transfer into the Education and Behavioral Studies doctoral program and a maximum of 12 equivalent course credits may be transferred into this program from previous doctoral-level coursework at the discretion of program faculty.

Common Core courses for all concentrations:

| Course # | Course Name | SCH |
|-------------------------|---|-----------|
| CESP 704 | Advanced Educational Statistics | 3 |
| CLES 801 | Introduction to Educational Research | 3 |
| CLES 750AT | Introduction to Higher Education Teaching | 3 |
| CLES 924 or CLES 925 | Doctoral Internship: Teaching Doctoral Internship: Teaching in Counselor Education (150 hours) | 3 |
| CLES 901 | Proseminar I | 3 |
| CLES 905 | Quantitative Research Methods & Statistical Analysis | 3 |
| CLES 906 | Qualitative Research Methods & Data Analysis | 3 |
| CLES 909 | Dissertation | 9 minimum |

Semester-by-semester program plans for both concentrations follow:

Concentration 1: Clinical Mental Health Counselor Education

Year 1: Fall

| Course # | Course Name | SCH |
|----------|---|-----|
| CESP 704 | Advanced Educational Statistics | 3 |
| CLES 923 | Doctoral Seminar: Advanced and Modern Counseling Theories | 3 |
| CLES 922 | Doctoral Clinical Practicum (100 clinical hours) | 3 |

Year 1: Spring

| Course # | Course Name | SCH |
|----------|-------------|-----|
|----------|-------------|-----|

| | | |
|------------|--|---|
| CLES 801 | Introduction to Educational Research | 3 |
| CLES 921 | Doctoral Seminar: Advanced Consultation, Diversity, Social Justice, Leadership, & Advocacy | 3 |
| CLES 750AT | Introduction to Higher Education Teaching | 3 |

Year 1: Summer

| Course # | Course Name | SCH |
|-----------------|--|------------|
| | Elective | 3 |
| CLES 925 | Doctoral Internship: Teaching in Counselor Education (150 hours) | 3 |

Year 2: Fall

| Course # | Course Name | SCH |
|-----------------|--|------------|
| CLES 905 | Quantitative Research Methods & Statistical Analysis | 3 |
| CLES 926 | Doctoral Internship: Theory & Practice of Supervision – (75 hours) | 1.5 |
| CLES 901 | Proseminar I | 3 |

Year 2: Spring

| Course # | Course Name | SCH |
|-----------------|--|------------|
| CLES 906 | Qualitative Research Methods & Data Analysis | 3 |
| CLES 927 | Doctoral Internship: Theory & Practice of Group Counseling (100 hours) | 3 |
| CLES 926 | Doctoral Internship: Theory & Practice of Supervision – (75 hours) | 1.5 |
| | Doctoral Qualifying Examination | |

Year 2: Summer

| Course # | Course Name | SCH |
|-----------------|--------------------|------------|
| | Elective | 3 |
| | Elective | 3 |

Year 3: Fall

| Course # | Course Name | SCH |
|-----------------|---|------------|
| CLES 909 | Dissertation | 3 |
| | Elective | 3 |
| CLES 928 | Doctoral Internship: Research (100 hours) | 3 |

Year 3: Spring

| Course # | Course Name | SCH |
|-----------------|--------------------|------------|
| CLES 909 | Dissertation | 6 |

Total Number of Semester Credit Hours [60]

Concentration 2: Educational Psychology

Year 1: Fall

| Course # | Course Name | SCH |
|-----------------|--|------------|
| CESP 704 | Advanced Educational Statistics | 3 |
| CLES 901 | Proseminar I | 3 |
| CLES 902 | Psychology of Leadership, Persuasion and Influence | 3 |

Year 1: Spring

| Course # | Course Name | SCH |
|------------|---|-----|
| CLES 801 | Introduction to Educational Research | 3 |
| CLES 904 | Psychology of Discourse Processes | 3 |
| CLES 750AT | Introduction to Higher Education Teaching | 3 |

Year 1: Summer

| Course # | Course Name | SCH |
|----------|--|-----|
| CLES 903 | Beliefs about Knowledge and Learning and Instruction | 3 |
| | Elective | 3 |

Year 2: Fall

| Course # | Course Name | SCH |
|----------|--|-----|
| CLES 905 | Quantitative Research Methods & Statistical Analysis | 3 |
| CLES 906 | Qualitative Research Methods & Data Analysis | 3 |
| CLES 924 | Doctoral Internship: Teaching | 3 |

Year 2: Spring

| Course # | Course Name | SCH |
|----------|-------------------------|-----|
| CLES 907 | Cognition & Instruction | 3 |
| CLES 908 | Proseminar II | 5 |
| | Elective | 3 |

Year 2: Summer

| Course # | Course Name | SCH |
|----------|--------------|-----|
| CLES 909 | Dissertation | 6 |

Year 3: Fall

| Course # | Course Name | SCH |
|----------|--------------|-----|
| CLES 909 | Dissertation | 5 |

Year 3: Spring

| Course # | Course Name | SCH |
|----------|--------------|-----|
| CLES 909 | Dissertation | 5 |

Total Number of Semester Credit Hours [60]

Clinical Mental Health Counselor Education Track - Request for Accreditation

The department intends to seek accreditation for this new doctoral program track from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Accordingly, the curriculum for the Clinical Mental Health Counselor Education track is designed in alignment with 2024 CACREP doctoral standards for Counselor Education and Supervision. CACREP accreditation for doctoral programs are predicated on the accreditation of at least one entry-level (master's) program. WSU currently houses two master's level CACREP accredited programs in Clinical Mental Health and School Counseling. These programs are currently accredited through October, 2029 and will require the submission for reaccreditation approximately 18 months prior to the October end date. This is in alignment with the typical accreditation timeline for new or additional programs of 16-18 months. By initiating the doctoral program in Fall 2025 and aligning its accreditation process with the master's programs' accreditation timeline, the program can streamline resource allocation and administrative efforts as well as facilitate a unified approach to program evaluation and continuous improvement.

Related costs are discussed below under Start Up Costs – One Time Expenses.

Educational Psychology Track

The Educational Psychology track in this new program incorporates a number of courses currently being offered in the Ed.D. program's Educational Psychology track. However, the Ph.D program is 60 credits compared to the Ed.D's 55, and the Ph.D. includes additional coursework in research and teaching competencies.

Program Assessment

Program assessment will be structured to support both quality assurance and continuous improvement. Common student learning outcomes (SLOs) pertaining to the research core will be specified for all students with additional SLOs unique to each concentration. Key assessments will be identified and administered for each SLO such that the program's effectiveness in preparing students can be documented and evaluated. Other assessment mechanisms will supplement the key program assessments of student performance, as well as evaluate operational effectiveness. These will include completer surveys, alumni surveys and employer surveys. The new program will, in alignment with other College of Applied Studies (CAS) programs, produce an annual assessment report. This report will be shared with a program advisory council comprised of students, practitioner partners, alumni, and program faculty, and it will result in the identification of key actions toward program improvement, as well as benchmarks to track progress toward goal attainment in those areas. The effectiveness of the program's assessment plan will be monitored and evaluated and evaluated by the CAS Assessment Committee, which includes as a member an associate dean in CAS.

VIII. Core Faculty

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

Note: **Dissertation Chairing Responsibilities

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 |
|---------------------|-------------|-----------------------|-------------------------|---|--------------------------------|
| Jason Herron* | Associate | Ph.D. | Yes | Educational Psychology | .80 |
| Beatrice Latavietz | Associate | Ph.D. | Yes | Educational Psychology | .80 |
| New Faculty Line* | Open | Ph.D. | Yes | Clinical Mental Health Counseling Education and Supervision | .75 |
| New Faculty Line | Open | Ph.D. | Yes | Clinical Mental Health Counseling Education and Supervision | .75 |
| Susan Bray** | Associate | Ph.D. | Yes | Clinical Mental Health Counseling Education and Supervision | .05 |
| Jody Fiorini** | Professor | Ph.D. | Yes | Clinical Mental Health Counseling Education and Supervision | .10 |
| Claire Gregory** | Assistant | Ph.D. | Yes | Clinical Mental Health Counseling Education and Supervision | .05 |
| Jason Li** | Associate | Ph.D. | Yes | Clinical Mental Health Counseling Education and Supervision | .05 |

| | | | | | |
|----------------------|-----------|-------|-----|---|-----|
| Mahsa Maghsoudi** | Assistant | Ph.D. | Yes | Clinical Mental Health Counseling Education and Supervision | .05 |
| Philip Mullins** | Associate | Ph.D. | Yes | Clinical Mental Health Counseling Education and Supervision | .05 |
| Valerie Thompson** | Assistant | Ph.D. | Yes | Educational Psychology | .05 |
| Edil Torres Rivera** | Professor | Ph.D. | Yes | Clinical Mental Health Counseling Education and Supervision | .05 |

Number of graduate assistants assigned to this program[0 existing, project to 6 new]

IX. Expenditure and Funding Sources

| A. EXPENDITURES | First FY | Second FY | Third FY |
|---|-----------------|------------------|-----------------|
| Personnel – Reassigned or Existing Positions | | | |
| Faculty (2.05 FTE total and based on current salaries) | \$143,554 | \$146,426 | \$149,354 |
| Administrators (<i>other than instruction time</i>)(Chair at 0.1) | \$11,750 | \$11,985 | \$12,225 |
| Graduate Assistants | 0 | 0 | 0 |
| Support Staff for Administration (<i>e.g., secretarial</i>) (0.1) | \$3,702 | \$3,776 | \$3,852 |
| Fringe Benefits (<i>total for all groups</i>) | \$46,961 | \$47,901 | \$48,859 |
| Other Personnel Costs – Summer Stipends | \$10,000 | \$10,200 | \$10,404 |
| Total Existing Personnel Costs – Reassigned or Existing | \$215,967 | \$220,288 | \$224,694 |
| | | | |
| Personnel – New Positions | | | |
| Faculty (2 @ .75 FTE each @ \$65,000) | \$97,500 | \$99,450 | \$101,439 |
| Administrators (<i>other than instruction time</i>) | 0 | 0 | 0 |
| Graduate Assistants | \$80,000 | \$100,000 | \$120,000 |
| Support Staff for Administration (<i>e.g., secretarial</i>) | 0 | \$0 | \$0 |
| Fringe Benefits (<i>total for all groups</i>) | \$30,050 | \$30,835 | \$31,632 |
| Other Personnel Costs – Summer Stipends | \$10,000 | \$10,200 | \$10,404 |
| Total Existing Personnel Costs – New Positions | \$217,550 | \$240,485 | \$263,475 |
| | | | |
| Start-up Costs - One-Time Expenses | | | |
| Library/learning resources | 0 | 0 | 0 |
| Equipment/Technology | \$6,000 | 0 | 0 |
| Physical Facilities: Construction or Renovation | 0 | 0 | 0 |
| CACREP fees | | | \$5,750 |
| Other | 0 | 0 | 0 |
| Total Start-up Costs | \$6,000 | 0 | \$5,750 |
| | | | |
| Operating Costs – Recurring Expenses | | | |

| | | | |
|------------------------------|-----------|-----------|-----------|
| Supplies/Expenses | 0 | 0 | 0 |
| Library/learning resources | 0 | 0 | 0 |
| Equipment/Technology | 0 | 0 | 0 |
| Travel | \$3,000 | \$3,000 | \$3,000 |
| Other | 0 | 0 | \$0 |
| Total Operating Costs | \$3,000 | \$3,000 | \$3,000 |
| | | | |
| GRAND TOTAL COSTS | \$442,517 | \$463,773 | \$496,919 |

| B. FUNDING SOURCES (projected as appropriate) | | First FY (New) | Second FY (New) | Third FY (New) |
|---|--|-------------------|--------------------|-------------------|
| Tuition / State Funds | | \$188,784 | \$253,023 | \$313,329 |
| Student Fees | | \$58,440 | \$78,216 | \$97,104 |
| Other Sources – Applied Learning Support | | \$48,000 | \$64,000 | \$80,000 |
| Other Sources – Grant Funding | | 0 | \$25,000 | \$50,000 |
| GRAND TOTAL FUNDING | | \$295,224 | \$420,239 | \$540,433 |
| | | | | |
| C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs) | | (\$147,293) | (\$43,534) | \$43,514 |

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

Two members of the Educational Psychology faculty will be reassigned to this program at .8 FTE of their load. An additional eight faculty members will have .05 - .1 FTE of their load reassigned to the new program for the purpose of dissertation chairing. With the establishment of this new Ph.D., the demand from Educational Psychology students who are currently enrolling in our Ed.D program will shift to the new program. Further, since six credits of the Ph.D.'s program requirements overlap with the M.Ed.-Educational Psychology program (CESP 704 & CLES 801) and elective courses can be taken from existing offerings, some portion of the faculty costs assigned to the new program is shared with an existing one. Salaries assume a 2% increase each year.

Personnel – New Positions

The department intends to seek accreditation for this new program in clinical mental health counseling from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). WSU's master's program in Counseling is currently CACREP accredited in Clinical Mental Counseling and School Counseling. Upon approval of this program, including the Clinical Mental Health Counseling concentration, the department will hire two new counseling faculty members who will each be assigned at .75 FTE to the Ph.D program (the other .25 to the growing M.Ed.-Counseling program). These hires will support compliance with CACREP faculty minima. Estimated salary for each is \$65,000. Salaries assume a 2% increase each year. Finally, the proposed program budget includes the hiring of additional graduate research assistants at \$20,000 per year. Year 1 will result in the hire of four graduate assistants, Year 2 five graduate assistants, and Year 3 six graduate

assistants. The number of graduate assistants may vary based on available applied learning and/or grant support.

Start-up Costs – One-Time Expenses

These costs are minimal given existing facilities and internal clinical placement opportunities. Start-up costs are anticipated to be limited to (1) technology for new faculty hires and (2) CACREP accreditation fees.

Specifically, the anticipated expense covers the CACREP self-study report fee, plus the doctoral program's share (along with the existing master's programs) of the site visit fee. Following accreditation for Year 4 and going forward, the doctoral program will share in the institution's CACREP annual maintenance fee.

Operating Costs – Recurring Expenses

This is also minimal given existing department infrastructure. Annual allocations for new faculty travel are assigned in alignment with the department's current level of faculty travel support.

B. Revenue: Funding Sources

Revenue calculations assume 33% of students in the program will be full-time and that 80% will be residential. Credit hour calculations were based on 24 credits per year for full-time students, 15 per year for part-time students. Given current tuition rates of \$339 per credit hour for residents and \$832 for non-residents, a \$437 tuition rate was applied to the tuition calculation. Several sets of fees were also applied. Mandatory university-level fees are calculated at a semester rate of \$619 per full-time student and \$413 per part-time student. The ISLE department has a standard program fee of \$150 per student each semester. The department also has course fees and experiential learning fees. To simplify calculations a rate of \$30 per credit hour was utilized. The Student Fees line under B. Funding Sources in the table above reflects the sum of the projected university, program and course fees.

Applied learning support projections are based on several sources of revenue currently being received and anticipated in future years. The Counseling program is currently receiving \$150,000 in applied learning support from the Kansas Behavioral Health Center of Excellence (KSBHCoE) to support students in mental health training programs. We anticipate this support will continue and possibly even double next year. WSU's Center for Research Evaluation and Services (CRES) is projecting up to \$30,000 in applied learning funds to be available for Educational Psychology students in future years. And finally, we are hopeful that the State of Kansas Applied Learning Fund will continue to be a source of revenue in future years. Considering these sources, and others that will likely emerge in future years, we conservatively projected \$48,000 to \$80,000 in yearly revenue available to students in the Ph.D. program.

Year one enrollment projections are based in part on expectations that numerous students currently enrolled in the Ed.D. in Educational Leadership track in Educational Psychology will move into the new Ph.D. program. Current enrollments in the EdD program are very high and continue to grow. Enrollments in the Ed.D. were: Fall 22 – 78, Fall 23 – 82, and Fall 24 – 88 (projected from 12 new admits and 6 graduating students). Conservative estimates for external funding are offered in Years 2 and 3. The new program possesses significant potential in this area. And since this new program will be the first Ph.D. program in the College of Applied Studies, it is anticipated to be a major factor in the college's future grant productivity.

C. Projected Surplus/Deficit

As indicated in section IX, the new program is anticipated to operate at a loss in Years 1 and 2, and generate surplus in Year 3. By Year 4, the program will be firmly established as a revenue generator. The Counseling program will also see savings with graduate assistants assuming some of the teaching and supervision responsibilities in master's programs previously assigned to the full-time faculty. This will result in additional cost offsets estimated at \$165,000 or more, but those offsets are not reflected in the tables above. Additional revenue from funded research and paid applied learning partnerships further enhance the program's positive financial impact.

XI. References

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Projected Enrollment by Year

| Year | Total Headcount Per Year | | Total Sem Credit Hrs Per Year | | |
|----------------|--------------------------|------------|-------------------------------|-------------------------|-------|
| | Full- Time | Part- Time | Full- Time ¹ | Part- Time ² | Total |
| Implementation | 8 | 16 | 192 | 240 | 432 |
| Year 2 | 11 | 21 | 264 | 315 | 579 |
| Year 3 | 13 | 27 | 312 | 405 | 717 |

1 – Based on 24 credits per year

2 – Based on 12 credits per year

Revenue Rates

| Source | Amount | Note |
|----------------|-----------------------------------|--|
| Tuition | \$437 | 80% of students residential (\$339), 20% non-residential (\$823) |
| University Fee | \$619 (7 hrs+) \$413 (4-7 hrs) | Adjusted rate to account for two semesters at Fall/Spring rates and one at Summer rates |
| Program Fee | \$150 | Per semester fee |
| Course Fees | \$30 | Estimated rate per credit. All courses have a \$25 fee. Applied learning courses have an additional \$100 supervision fee. |

Revenue Calculations – Year 1 (Implementation)

| Source | FT Student | PT Students | Total |
|------------------------------|--------------|---------------|---------------|
| Tuition | \$ 83,904.00 | \$ 104,880.00 | \$ 188,784.00 |
| Total Fees ¹ | \$ 24,216.00 | \$ 34,224.00 | \$ 58,440.00 |
| -University Fee ² | \$ 14,856.00 | \$ 19,824.00 | |
| -Program Fee ³ | \$ 3,600.00 | \$ 7,200.00 | |
| -Course Fees ⁴ | \$ 5,760.00 | \$ 7,200.00 | |
| Other Sources ⁵ | -- | -- | \$ 48,000.00 |
| Grant Funding | -- | -- | 0 |
| Total ⁶ | | | \$ 295,224.00 |

Notes:

1 – Sum of University, Program and Course fees. This is the figure reported for Student Fees within the proposal.

2 - Based on head count. FT students @ 7 hrs+ rate. PT @ 4-7 hrs rate. Three semesters each.

3 – Based on head count. Three semesters @ \$150 each.

4 – Based on SCH. \$30 per credit.

5 – Applied learning support via KSBHCoE, CRES, the State of Kansas, and other sources

6 – Sum of Tuition, Total Fees, Other Sources and Grant Funding

Revenue Calculations – Year 2

| Source | FT Student | PT Students | Total |
|------------------------------|-------------------|--------------------|---------------|
| Tuition | \$ 115,368.00 | \$ 137,655.00 | \$ 253,023.00 |
| Total Fees ¹ | \$ 33,297.00 | \$ 44,919.00 | \$ 78,216.00 |
| -University Fee ² | \$ 20,427.00 | \$ 26,019.00 | |
| -Program Fee ³ | \$ 4,950.00 | \$ 9,450.00 | |
| -Course Fees ⁴ | \$ 7,920.00 | \$ 9,450.00 | |
| Other Sources ⁵ | -- | -- | \$ 64,000.00 |
| Grant Funding | -- | -- | \$ 25,000.00 |
| Total ⁶ | | | \$ 420,239.00 |

Notes:

1 – Sum of University, Program and Course fees. This is the figure reported for Student Fees within the proposal.

2 - Based on head count. FT students @ 7 hrs+ rate. PT @ 4-7 hrs rate. Three semesters.

3 – Based on head count. Three semesters @ \$150 each.

4 – Based on SCH. Three semesters @ \$30 per credit.

5 – Applied learning support via KSBHCoE, CRES, the State of Kansas, and other sources.

6 – Sum of Tuition, Total Fees, Other Sources and Grant Funding

Revenue Calculations – Year 3

| Source | FT Student | PT Students | Total |
|------------------------------|-------------------|--------------------|---------------|
| Tuition | \$ 136,344.00 | \$ 176,985.00 | \$ 313,329.00 |
| Total Fees ¹ | \$ 39,351.00 | \$ 57,753.00 | \$ 97,104.00 |
| -University Fee ² | \$ 24,141.00 | \$ 33,453.00 | |
| -Program Fee ³ | \$ 5,850.00 | \$ 12,150.00 | |
| -Course Fees ⁴ | \$ 9,360.00 | \$ 12,150.00 | |
| Other Sources ⁵ | -- | -- | \$ 80,000.00 |
| Grant Funding | -- | -- | \$ 50,000.00 |
| Total ⁶ | | | \$ 540,433.00 |

Notes:

1 – Sum of University, Program and Course fees. This is the figure reported for Student Fees within the proposal.

2 - Based on head count. FT students @ 7 hrs+ rate. PT @ 4-7 hrs rate. Three semesters.

3 – Based on head count. Three semesters @ \$150 each.

4 – Based on SCH. Three semesters @ \$30 per credit.

5 – Applied learning support via KSBHCoE, CRES, the State of Kansas, and other sources.

6 – Sum of Tuition, Total Fees, Other Sources and Grant Funding

From: Wolf-Wendel, Lisa Ellen <lwolf@ku.edu>

Date: Thursday, December 19, 2024 at 2:08 PM

To: Redeker, Jean Marie <jredeker@ku.edu>, Glenmayer, Linnea <linnea.glenmayer@wichita.edu>, Lefever, Shirley <Shirley.Lefever@wichita.edu>

Cc: Bichelmeyer, Barbara Anne <bichelmeyer@ku.edu>, Roberts, Jennifer A <jroberts@ku.edu>, Hansen, David M <dhansen1@ku.edu>

Subject: RE: KU inquiry about WSU PhD in Education and Behavioral Studies

Greetings Provost Lefever and colleagues from WSU.

I was asked to convey some questions and thoughts from the faculty in KU's School of Education and Human Sciences about your proposed Ph.D. in Education and Behavioral Sciences. We have a department of Educational Psychology (EPSY) here in the school that offers Ph.D.'s with concentrations in Counseling Psychology, School Psychology, Research and Measurement, Development and Learning. I asked the faculty in this department if they had any specific concerns with your proposed program – as the proposed degree program would overlap with them most directly. Below is a summary of what they said.

The faculty in the Counseling Psychology concentration in EPSY expressed some concerns with the degree. First, they noted that the new program is using an accreditation by CACREP as part of their licensure program. This accreditation is in competition with our accreditors – MPCAC. As such, our counseling psychology master's graduates would be unable to meet the pre-requisites for the WSU Ph.D. The faculty also noted that the use of CACREP as the accreditor was an "odd choice" because it would really limit who could enter the program. They noted that the degree is quite broad and that it is not fully clear what the WSU degree prepares students to do. They also noted it seemed "light" – as it was a single program that was combining two separate areas – clinical psychology and educational psychology and thus didn't provide sufficient depth in either area.

In general, the faculty in the other 3 EPSY concentrations didn't have concerns. Specifically, the School psychology faculty noted that the WSU degree would not make graduates eligible for a school psychology license – thus they are not in competition. Further, the faculty in Research Methods and Development and Learning Concentrations said that even though there were courses that overlapped, the degrees were sufficiently different.

Please know that I am merely the bearer of this information – so any details about concerns with the accreditor are likely best addressed between the counseling psychology faculty here and your faculty there. I can certainly facilitate an introduction. I have also cc'd Dave Hansen on this email – he is the department chair for EPSY at KU.

I know this degree will be housed in your school of education – so please share with Dean Friend – who has been a great colleague of ours.

I appreciate the opportunity you allowed us to weigh in on your curricular decisions – we don't take this invitation lightly. If we can be of any assistance to you all – please do not hesitate to reach out.

Happy holidays and have a restful and joyous break.

Lisa

Lisa Wolf-Wendel, Ph.D.

Associate Dean for Research and Graduate Studies

Roy A. Roberts University Distinguished Professor

School of Education and Human Sciences

The University of Kansas

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ACADEMIC AFFAIRS



February 19, 2025

Barbara Bichelmeyer, Ph.D
Provost & Executive Vice Chancellor
University of Kansas
1450 Jayhawk Blvd.
Lawrence, KS 66045

Re: KU inquiry regarding PhD in Education and Behavioral Studies

Dear Dr. Bichelmeyer,

Thank you for your thoughtful comments regarding Wichita State's proposed Ph.D-Education and Behavioral Studies program. As you know we are currently in the process of completing the external reviewer's report, and your comments have been helpful. Please see below our response to your inquiry.

1. First, they noted that the new program is using an accreditation by CACREP as part of their licensure program. This accreditation is in competition with our accreditors – MPCAC. As such, our counseling psychology master's graduates would be unable to meet the pre-requisites for the WSU Ph.D.

The proposed Ph.D. program's Educational Psychology track is open to students from all disciplines and backgrounds as it does not need to adhere to CACREP regulations. Students from Counseling Psychology programs are welcome to apply for this track where they will be encouraged to take electives of their choice.

2. The faculty also noted that the use of CACREP as the accreditor was an "odd choice" because it would really limit who could enter the program.

The Counselor Education track is a clinical training program that requires that Ph.D. students be licensed to supervise master's level students. Licensure requires having graduated from a CACREP-accredited master's program. WSU's MEd-Counseling program is already CACREP-accredited for Clinical Mental Health Counseling and School Counseling, and we welcome applicants from other CACREP-accredited master's programs.

3. They noted that the degree is quite broad and that it is not fully clear what the WSU degree prepares students to do.

The Education and Behavioral Studies program comprises two distinct areas: Counselor Education and Educational Psychology. Both tracks share common core research courses but allow for specialization in their respective fields.

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wichita.edu

February 19, 2025
Page 2 of 2

The scope of the Educational Psychology track is to focus on core competencies in educational psychology, including measurement, research methodology, human development, learning theory, cognition, and program evaluation, with a specialization in leadership and language discourse. This specialization differentiates our program from other educational psychology programs. The scope of the Counselor Education track is to focus on counseling methods, theories, supervision, advocacy, cultural competencies, and research methods.

Regardless of the track, each student will be trained to be competent, independent consumers and creators of research, as well as competent post-secondary level instructors. We believe that the plans of study for the respective tracks reflect two unique but substantial options within the single Ph.D. program.

4. They also noted it seem “light” – as it was a single program that was combining two separate areas – clinical psychology and educational psychology and thus didn’t provide sufficient depth in either area.

First, a clarification: The two tracks are counselor education and educational psychology. Second, we respectfully disagree that the program does not provide sufficient depth.

We have mapped the curricula for both tracks in relation to peer programs and CACREP standards and are confident the program provides sufficient breadth and depth to effectively prepare students.

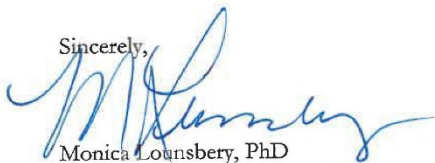
5. In general, the faculty in the other 3 EPSY concentrations didn’t have concerns. Specifically, the School psychology faculty noted that the WSU degree would not make graduates eligible for a school psychology license – thus they are not in competition.

We agree. The proposed program is not designed for School Psychology students seeking licensure.

6. Further, the faculty in Research Methods and Development and Learning Concentrations said that even though three were courses that overlapped, the degrees were sufficiently different.

Thank you for your review and response.

Sincerely,



Monica Lounsbery, PhD
Senior Executive Vice President & Provost



February 24, 2025

From: Nilufer Guler, Associate Dean, College of Education and Professional Studies, Jacksonville State University.

Heather Trepal, Associate Dean for Academic Programs and Student Success, Professor, Counseling, University of Texas at San Antonio

Loyce Caruthers, Professor and Coordinator of the Ed.D. Program in Pk-12 Education Administration, School of Education, Social Work and Psychological Sciences, University of Missouri – Kansas City

To: Samantha Christy-Dangermond, Director of Academic Affairs

RE: Review of the Proposed Program for Ph.D. program in Education and Behavioral Studies with concentrations in Clinical Mental Health Counseling and Educational Psychology for Wichita State University

On February 6, 2025, our External Review Panel (Panel) conducted a remote site visit for the proposed Ph.D. program in Education and Behavioral Studies at Wichita State University, focusing on Clinical Mental Health Counselor Education and Supervision and Educational Psychology. During the visit, the Panel engaged with the program's faculty, administrators, and other stakeholders who will be involved in or affected by the new Ph.D. program.

The Panel expresses its sincere appreciation to the organizers, faculty, and staff for their involvement in the review process. The remote site visit was very well coordinated, and the schedule allowed sufficient time for interaction with each group, facilitating meaningful discussions and contributions. Overall, the Panel demonstrated significant enthusiasm for the proposal, emphasizing numerous strengths and benefits associated with establishing the new degree program.

Program Justification

Both the faculty and the external stakeholders stated the importance of and the need for the program in the area. The only other program that has a similar focus as the proposed Ph.D. program is almost a three-hours driving distance to Wichita University. One of the attendees

stated that she is completing an online Ph.D. program even though she preferred a hybrid or on-campus program because no program was offered anywhere close to the Wichita area.

During the external stakeholders meeting, we met with Gil Alvarez, Deputy Superintendent, Wichita Public Schools; Diane Gjerstad, Member of the KS Behavioral Health Center of Excellence Advisory Board; Chad Harmon, Substance Abuse Center of Kansas; Teresa Paterson Barch, Kansas Counseling Association Past President, Interim Executive Director; Dr. Carolyn Speer, Director of the Office of Instructional Resources at WSU; and Joan Tammany, LMLP, Executive Director, COMCARE of Sedgwick County. All of these community members took the time to explain the importance of this proposed Ph.D. program to develop expertise in the field. They stated that there is a shortage in the field, which puts a lot of pressure on the approved clinical counselors and they needed some support for the clinical supervision.

In addition, WSU conducted a student survey and market analysis, both of which revealed a high need for the program in the area.

Curriculum

The Ph.D. in Education and Behavioral Studies consists of a flexible delivery of online, hybrid and in-person delivery options. The 60 credit hours of the degree program comprises two tracks: Clinical Mental Health Counselor Education and Educational Psychology. The strength of the program resides in a common core of 30 credit hours of core courses to ensure that all students acquire mastery in advanced research design, program evaluation, and higher education teaching. Program concentrations are 30 credit hours, and students can transfer six masters-level credits into the program. Students currently in the Ed.D. program's Educational Psychology track will have a one-time opportunity to transfer their credits into the new Ph.D program. Beyond that, a maximum of 20 equivalent course credits (i.e., one-third of coursework hours required) may be used for previous doctoral-level work at the discretion of the program faculty. A number of courses from the Ed.D. program's Educational Psychology track are aligned with the Educational Psychology track of the program. The new Ph.D. program's 60 credit hours, compared to the Ed.D.'s 55 credit hours, consist of additional coursework in research and teaching competencies. Both tracks have multiple credit hours of electives, which allow students to specialize and shape the program according to their needs—the Ph.D. Program in Education and Behavioral Studies will not need external clinical sites. However, the Clinical Mental Health Counselor Education and Supervision track will require advanced clinical education for engaging students in hands-on clinical work and training in supervising master's level counseling students. The WISE Counseling and Play Therapy Clinic of the counseling program on the WSU campus will meet this need.

Community stakeholders give feedback to the faculty through an annual assessment. The needs of the community were taken into consideration for curriculum planning. Interviews with community stakeholders expressed a desire for quality mental health professionals who evaluate practices for better-informed families, investigate the benefits of learning for students, address complex trauma, and understand substance abuse and other challenges. With these areas in mind, accreditation for the Clinical Mental Health Counselor Education Track will be sought from the

Council for Accreditation of Counseling and Related Educational Programs (CACREP). The curriculum for this track was designed with the input from this accrediting body. Moreover, students value an accredited program to support future career options.

Program Faculty

The proposed program already has some assigned core faculty members (the definition of core faculty members is used in the same way as used in CACREP) and the department will hire two new faculty members. During the interviews, the faculty members were confident that they could provide the support and supervision that Ph.D. students may require. Faculty will receive course releases for the dissertation supervision. Two members of the Educational Psychology faculty will be reassigned to this program at .8 FTE of their load. An additional eight faculty members will have .05 - .1 FTE of their load reassigned to the new program for the purpose of dissertation chairing.

Further, since six credits of the Ph.D.'s program requirements overlap with the M.Ed.-Educational Psychology program (CESP 704 & CLES 801) and elective courses can be taken from existing offerings, some portion of the faculty costs assigned to the new program is shared with an existing one.

During the interviews with the faculty members, Dr. Fiorini, ISLE Department Co-Chair & Professor-Counseling, stated that some of the faculty members in the department are world-renowned researchers. In addition, the diversity in the expertise of the faculty, such as Dr. Latavietz's focus on linguistics and counseling, will help students design research projects on a wide range of topics.

CACREP requires a student-to-faculty ratio not to exceed 12:1. WSU's student enrollment and faculty projections show that this ratio will not be exceeded.

In addition to core faculty, WSU has a budget for graduate assistantships, which will be helpful for students, but also will support faculty with teaching and research.

Academic Support

WSU's ISLE Department already has a strong academic support team, which includes graduate and undergraduate advising teams, administrative assistants, and program directors. The advising team members are excited to have Ph.D. students, and they stated that they were receiving a lot of inquiries about a Ph.D. program. They confirmed that they constantly receive professional development in their areas.

In addition, WSU has a strong library which has a counselor library liaison.

Facilities

During the interviews with the faculty and academic support staff, they confirmed that the ISLE Department has facilities (rooms, labs, internship sites, etc.) for the proposed Ph.D. program.

The counseling department has a campus clinic where students can complete their field experiences. They also have a Kansas Behavioral Health Center grant, which will support students and facilities.

Program Assessment:

We noted that the proposal provided a comprehensive plan for program review. Internally, an appropriate structure is described for ongoing program assessment review. The new program will produce an annual assessment report in alignment with the other programs in the college. The College of Applied Studies (CAS) has an established Assessment Committee which monitors and evaluates the program's assessment plans. The report is shared with an advisory council including students, community/practitioner partners, alumni, and employers. The department reports that assessment is a strength. They recently unanimously passed their 5-year review without revisions.

The proposal outlines a plan for the annual measurement of student learning outcomes, as well as an assessment of both implicit and explicit curriculum. Common student learning outcomes (SLOs) pertaining to the research core will be specified for all students, with additional SLOs unique to each concentration. In addition, student performance and operations will also be evaluated through feedback from students, alumni, and employers. As an additional layer of program assessment, the proposal indicates a plan to seek accreditation by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) for the Clinical Mental Health Counselor Education track as soon as feasible. There is a committee and a plan already in place to monitor the ongoing CACREP assessment cycle in the master's level programs, and this will be expanded to the doctoral CES track.

Accreditation:

The college currently houses two CACREP-accredited master's programs in clinical mental health counseling and school counseling. Drs. Fiorini and Mullins, ISLE Department Co-Chairs, reported that they sought consultation with CACREP when they designed the Clinical Mental Health Counselor Education degree track. We recommend that they stay in close contact with CACREP during the accreditation process for the program. We also met with alumni from the WSU counseling master's program who stated that they specifically would only seek out a doctoral program that was CACREP accredited due to their confidence in the degree that meets those standards. One-time start-up costs related to seeking CACREP accreditation for the track have been included in the proposal, as well as information on proposed new faculty hires and graduate assistants to support the new program and adhere to accreditation standards.

In Summary

The Panel is strongly supportive of the creation of the proposed Program for Ph.D. program in Education and Behavioral Studies with concentrations in Clinical Mental Health Counselor Education and Educational Psychology for Wichita State University. WSU has the resources to make this a very successful program that will be nationally attractive.

Nilufer Guler, Associate Dean, College of Education and Professional

Studies, Jacksonville State University. (Panel Chair

Heather Trepal, Associate Dean for Academic Programs and Student Success, Professor, Counseling, University of Texas at San Antonio

Loyce Caruthers, Professor and Coordinator of the Ed.D. program in Pk-12 Education Administration, School of Education, Social Work and Psychological Sciences, University of Missouri-Kansas City.

Wichita State University PhD in Education & Behavioral Studies Program & Employment Analysis – Provided by Board Staff

1. Market Share Figures

There are no other programs in the state that share the same Classification of Instructional Program code (13.0601) as this proposed program.

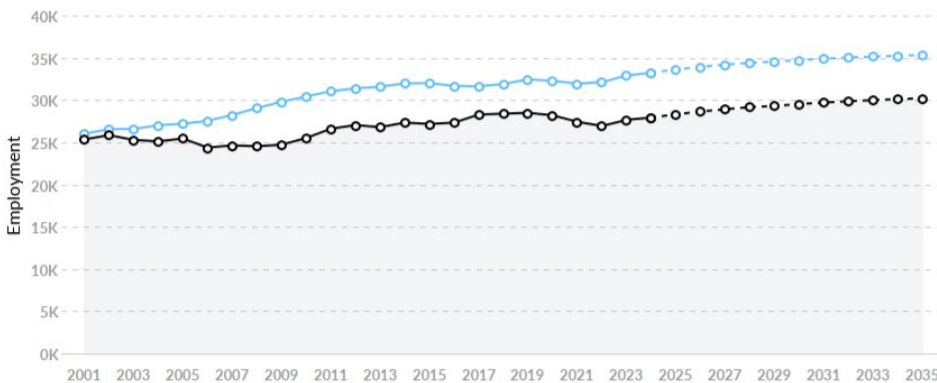
There are several “target occupations” as identified by Lightcast for this program of study; the top 9 are:

1. Postsecondary Teachers
2. Management Analysts
3. Education Administrators, Kindergarten through Secondary
4. Education Administrators, Postsecondary
5. Education & Childcare Administrators, Preschool & Daycare
6. Educational Instruction & Library Workers, All Other
7. Social Scientists & Related Workers, All Other
8. Survey Researchers
9. Statisticians

2. State & National Projections for Employment Linked to the Proposed Degree Program

Regional Employment Is Lower Than the National Average

An average area of this size typically has 32,912* jobs, while there are 27,665 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.

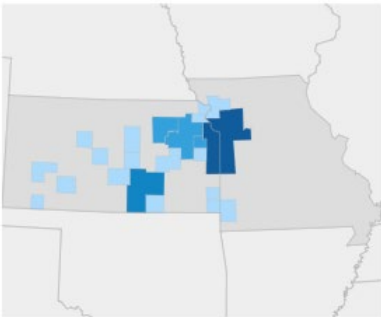


| Region | 2023 Jobs | 2024 Jobs | Change | % Change |
|--------------------|-----------|-----------|--------|----------|
| ● Kansas | 27,665 | 27,934 | 269 | 1.0% |
| ● National Average | 32,912 | 33,242 | 330 | 1.0% |

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and Kansas. In other words, the values represent the national average adjusted for region size.

3. Kansas Geographical Information on Projected Employment Linked to the Degree Program Proposal

Regional Breakdown

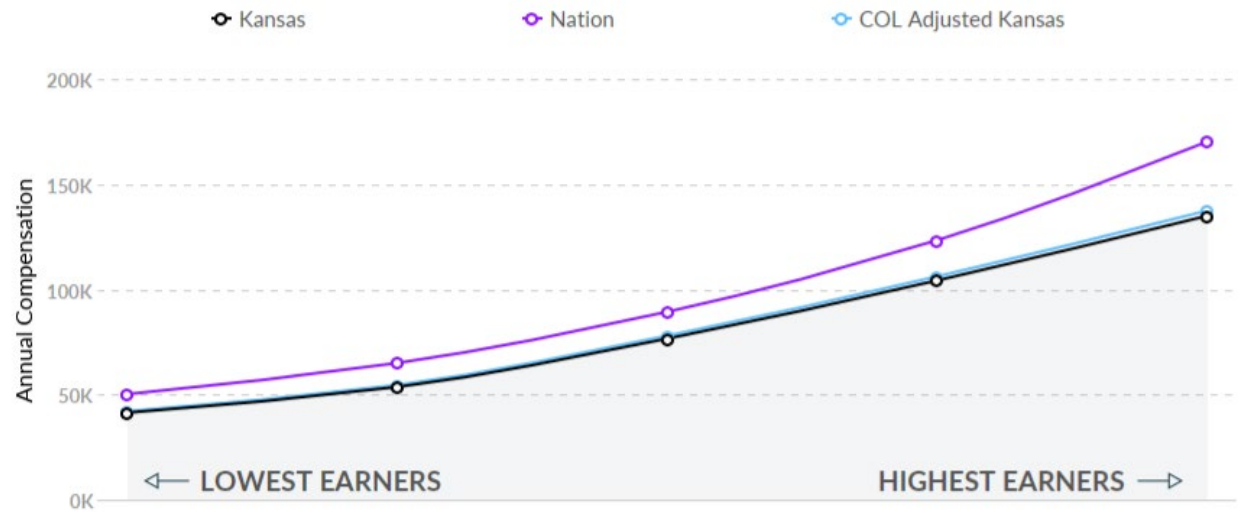


| MSA | 2023 Jobs |
|--------------------|-----------|
| Kansas City, MO-KS | 15,175 |
| Wichita, KS | 4,783 |
| Manhattan, KS | 2,862 |
| Lawrence, KS | 2,781 |
| Topeka, KS | 2,224 |

4. 2023 Regional & National Employment Wage Information Linked to the Degree Program Proposal

Regional Compensation Is 14% Lower Than National Compensation

For your occupations, the 2023 median wage in Kansas is \$76,550, while the national median wage is \$89,292.



5. Minimum Education Breakdown for Jobs Posted Feb. 2024 – Feb. 2025

Minimum Education Breakdown

| Minimum Education Level | Unique Postings (minimum) | Unique Postings (max advertised) | % of Total (minimum) |
|------------------------------|---------------------------|----------------------------------|----------------------|
| High school or GED | 602 | 0 | 11% |
| Associate's degree | 306 | 46 | 5% |
| Bachelor's degree | 1,974 | 314 | 35% |
| Master's degree | 677 | 617 | 12% |
| Ph.D. or professional degree | 391 | 623 | 7% |

6. References

- Lightcast. (n.d.). *Program Overview*. Retrieved March 10, 2025, from https://analyst.lightcast.io/analyst/?t=4n3gl#h=2_dGSjaN.13TyY38xZKIyj_DALL&page=program_mark_et_demand&vertical=standard&nation=us
- Lightcast. (n.d.). *Occupation Overview*. Retrieved March 10, 2025, from https://analyst.lightcast.io/analyst/?t=4n3gl#h=1A0DtwVIQy5bO1LwzLc4kk5spu_&page=occupation_snapshot&vertical=standard&nation=us
- Lightcast. (n.d.). *Job Posting Analytics*. Retrieved March 10, 2025, from https://analyst.lightcast.io/analyst/?t=4n3gl#h=3rV62pDlB3qaIL_5NctE9hlk3Yu&page=postings_report&vertical=standard&nation=us

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. Please note, the University is also seeking a special tuition rate to ensure affordability for all students in the metropolitan area; this special rate will be included in KU's tuition proposal in May. A Program & Employment Analysis provided by KBOR staff is included after the program proposal. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

April 16, 2025

I. General Information

A. Institution

University of Kansas

B. Program Identification

| | |
|---------------------------------|--------------------------------|
| Degree Level: | Bachelor's |
| Program Title: | Nutrition |
| Degree to be Offered: | Bachelor of Science |
| Responsible Department or Unit: | School of Professional Studies |
| CIP Code: | 30.1901 |
| Modality: | Hybrid |
| Proposed Implementation Date: | Fall 2026 |

Total Number of Semester Credit Hours for the Degree: 120

II. Clinical Sites: No

III. Justification

Diet-related diseases are the leading cause of death in the United States today (Matthews and Kurnat-Thoma, 2024). These include heart disease, cancer, stroke, diabetes, kidney disease, chronic lung diseases, liver disease, hypertension, and nutritional deficiencies. Within the U.S., poor nutrition is attributed to six of the leading causes of death. The developmental, economic, social, and medical impacts of the global burden of malnutrition are serious and lasting for individuals and their families, for communities, and for countries.

The proposed BS in Nutrition offers a comprehensive understanding of how food and nutrition impact health, providing students with the foundational knowledge to pursue careers as nutritionists, dietitians, or related roles in the health field. Graduates of this program can work as health educators in the community; in federal programs such as USDA Food and Nutrition programs; in community food programs such as food banks, food pantries, and farmers markets; as corporate wellness coordinators; in food marketing and sales; or as health and nutrition writers. Additionally, with the strong foundation in science and research provided in this program, graduates are well prepared for admission to other graduate and professional programs (e.g., medical school, clinical lab sciences, biomedical science, Physical/Occupational Therapy).

Student interests and market needs, particularly in the Eastern part of the State, are well aligned with this program. Additionally, this proposal intentionally builds on the popular existing minor in Nutrition (with 114

students enrolled in Fall 2024) and establishes a bridge to the Master of Science in Dietetics and Nutrition graduate program at the University of Kansas Medical Center. Offering a Bachelor of Science will support retention and degree completion rates of KU students seeking a profession in this field and expand KU's portfolio of science-based health-related degrees.

The proposed program is developed with transfer students in mind and will be offered through the School of Professional Studies at the Edwards Campus in Overland Park. The Edwards Campus does not offer lower-division courses, but students are likely to fulfill those requirements at a community college. While this program is offered through the School of Professional Studies, incoming Lawrence-based students interested in pursuing the Nutrition degree are able to begin program requirements in their freshman year, which positions them to complete the degree program entirely at KU.

Though there are substantial foundational science requirements, as outlined in Appendix A, the program intentionally holds space for electives for students who may not have maximized the overlap between the Systemwide General Education requirements and the degree requirements. Students who have more available electives upon entering their junior year will be encouraged to consider a minor. Examples of complementary minors include, but are not limited to Public and Population Health, Environmental Health, Psychology, and Sociology. The proposed degree supports students' future success in a broad spectrum of roles in nutrition, health, and wellness fields while also fulfilling many pre-requisite requirements for graduate programs in health-related areas.

IV. Program Demand

Market Analysis

Only one public institution in Kansas offers programs with the same CIP Code. Kansas State University offers a Bachelor of Science in Nutrition and Health, an online BS completion program in Dietetics, and Nutrition and Health, and a BS in Sports Nutrition.

Two public universities in the Kansas City metro area offer nutrition degrees but only at the graduate level:

- University of Kansas Medical Center (KUMC) offers a Master of Science in Dietetics and Nutrition. This program is designed for students who want to become registered dietitians (RDs). RDs are qualified healthcare professionals who assess, diagnose, and treat nutritional problems. The KUMC program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).
- University of Central Missouri (UCM) offers a Master of Science in Nutrition with a Clinical Nutrition option. This program is designed for students who want to work in a clinical setting, such as a hospital or clinic. The UCM program is also accredited by ACEND.

Other Regional Nutrition programs at comparable 4-year public universities:

- Iowa State University offers a Bachelor of Science in Food Science and Human Nutrition program. This program combines the study of food science with nutrition, preparing students for careers in areas such as food product development, food safety, and clinical nutrition.
- University of Missouri-Columbia offers a BS in Nutrition and Exercise Science which is also part of the accelerated MS in Dietetics, and also a BS in Food science and Nutrition. This program provides a strong foundation in the science of nutrition and prepares students for a variety of careers in the field.
- University of Nebraska-Lincoln offers a Bachelor of Science in Nutrition and Dietetics program. This program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) and prepares students for careers as registered dietitians.
- Colorado:

- Colorado State University offers a BS in Nutrition, with three concentrations in Sport Nutrition, Dietetics and Nutrition Management, and Pre-Health Nutrition.
- Metropolitan State University (Denver, CO) has three undergraduate degrees, in Nutrition Science, Nutrition Studies, and Dietetics and Nutrition.
- University of Northern Colorado has a BS in Nutrition and a BS in Dietetics, as well as a MS in Dietetics.
- Oklahoma:
 - Oklahoma State University offers a BS in Nutrition Science, with four specialty options in Public Health Nutrition, Human Nutrition/Pre-Medical Sciences, Allied Health, and Dietetics.
 - University of Central Oklahoma offers a BS in Nutrition, Dietetics and Food Management.

The field of Nutrition is growing and complex and warrants a variety of pathways for students to study this discipline. With this in mind, this proposal capitalizes on the School of Professional Studies' strong relationships with Kansas City metro-area community colleges, well-established transfer pathways focused on workforce needs and a close relationship with the University of Kansas Medical Center. This proposed program will provide a variety of academic on-ramps for students to enter this field and a variety of academic and career pathways upon graduation. Examples of the pathways for graduates are in three distinct areas: 1) pursuing a Master of Science in Dietetics and Nutrition to become a Registered Dietitian (the curriculum for the BS in Nutrition is intentionally and collaboratively designed with the KU Medical Center as the Commission on Dietetics Registration (CDR) requires a minimum of a masters' degree to be eligible to take the credentialing exam to become a Registered Dietitian), 2) pursuing other graduate and professional programs (e.g., medical school, clinical lab sciences, biomedical science, Physical/Occupational Therapy), and 3) direct entry into the workplace in fields such as public health, health policy and education, and sports/wellness nutrition.

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 | 5 | 450 | 60 |
| Year 2 | 30 | 10 | 900 | 120 |
| Year 3 | 40 | 15 | 1,200 | 180 |

VI. Employment

Bureau of Labor Statistics data support the development of an undergraduate Bachelor of Science in nutrition in the metro area. Nationally, employment of dietitians and nutritionists is projected to grow seven percent from 2022 to 2032, faster than the average for all occupations. This growth is driven by an increasing awareness of the importance of diet and nutrition in preventing and managing certain diseases and a growing interest in promoting health and wellness. The national median annual wage for dietitians and nutritionists was \$69,680 in May 2023, with outpatient care centers and hospitals paying 10-15% above the median. BLS data indicate that the Kansas City metro area, in particular, employs a higher-than-expected number of dietitians and nutritionists, likely due in part to the concentration of hospitals and medical facilities in the metro area, and the number of clinical research organizations.

There are many career opportunities for BS-Nutrition graduates to find employment in the nutrition, health, and wellness sectors to serve the public in the state of Kansas and the nation. Sports nutrition, nutrition education, and public health nutrition are three in-demand specialties within the domain of nutrition that the KU program is particularly suited to address. Undergraduate students completing the proposed program may work as nutrition

and health coaches in the nutrition, health and wellness industry, while students interested in pursuing additional education and licensure through graduate programs may become registered dietitian nutritionists. Furthermore, the robust and scientific-based curriculum of the proposed program ensures that program alumni are competitive for graduate and professional degrees in medical and healthcare fields.

VII. Admission and Curriculum

A. Admission Criteria

This program intends to follow the institution's Qualified Admission criteria.

B. Curriculum

Appendix A provides a list of specific course requirements as organized by curricular categories (e.g., foundational science and nutrition core).

Year 1: Fall

SCH = Semester Credit Hours

| Course # | Course Name | SCH |
|----------|---|--------|
| BIOL 150 | Principles of Molecular and Cellular Biology | 3 |
| BIOL 154 | Introductory Biology Lab for STEM Majors | 2 |
| MATH 101 | KBOR Mathematics & Statistics Discipline Area - College Algebra | 3 |
| A&H | KBOR Arts & Humanities Discipline Area | 3 |
| ENGL | KBOR English Discipline Area | 3 |
| | | Tot:14 |

Year 1: Spring

| Course # | Course Name | SCH |
|----------|--|--------|
| BIOL 240 | Fundamentals of Human Anatomy | 3 |
| CHEM 130 | General Chemistry I | 5 |
| A&H | KBOR Arts & Humanities Discipline Area | 3 |
| ENGL | KBOR English Discipline Area | 3 |
| S&BS | KBOR Social & Behavioral Science Discipline Area | 3 |
| | | Tot:17 |

Year 2: Fall

| Course # | Course Name | SCH |
|----------|--|--------|
| CHEM 135 | General Chemistry II | 5 |
| HSCI 320 | Principles of Nutrition | 3 |
| COMS | KBOR Communications Discipline Area | 3 |
| S&BS | KBOR Social & Behavioral Science Discipline Area | 3 |
| | | Tot:14 |

Year 2: Spring

| Course # | Course Name | SCH |
|----------|---|--------|
| BIOL 246 | Principles of Human Physiology | 3 |
| CHEM 330 | Organic Chemistry I | 3 |
| CHEM 331 | Organic Chemistry I Lab | 2 |
| | KBOR Natural & Physical Science Designated Area | 4 |
| | KBOR Institutional Designated Area | 3 |
| | | Tot:15 |

Year 3: Fall

| Course # | Course Name | SCH |
|----------------------|------------------------------------|--------|
| BIOL 200 or BSCI 400 | Microbiology | 3 |
| HSCI 316 | Career Exploration in Nutrition | 3 |
| HSCI 421 | Public Health Nutrition | 3 |
| HSCI 422 | Nutrition Assessment | 3 |
| | KBOR Institutional Designated Area | 3 |
| | | Tot:15 |

Year 3: Spring

| Course # | Course Name | SCH |
|----------------------|----------------------------------|--------|
| BIOL 600 or BSCI 600 | Biochemistry | 3 |
| HSCI 420 | Nutrition Through the Life Cycle | 3 |
| HSCI 425 | Nutrition Education | 3 |
| MATH 365 | Statistics | 3 |
| | Elective | 3 |
| | | Tot:15 |

Year 4: Fall

| Course # | Course Name | SCH |
|----------|---------------------------------|--------|
| HSCI 521 | Advanced Nutrition & Metabolism | 3 |
| HSCI 525 | Nutrition Research Methods | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | | Tot:15 |

Year 4: Spring

| Course # | Course Name | SCH |
|----------|---|--------|
| HSCI 523 | Nutrition in Disease Treatment and Prevention | 3 |
| HSCI 598 | Capstone in Nutrition | 3 |
| | Nutrition Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | | Tot:15 |

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 |
|--------------|--------------------------|----------------|------------------|---------------------------------|-------------------------|
| TBH* | Full/Associate/Assistant | PhD | N | Medical Nutrition | 1.0 |

| | | | | | |
|-------------------|-------------------------------------|----------------------------|---|---|-----|
| | Teaching Professor and Program Lead | | | Science, Public Health Nutrition | |
| Jessica Provost | Assistant Teaching Professor | PhD | N | Medical Nutrition Science, Sports Nutrition | .75 |
| Austin Sullivan | Assistant Teaching Professor | PhD (expected Dec 2024) | N | Medical Nutrition Science | .75 |
| Mark Jakubauskas | Teaching Professor | PhD | N | Health Sciences | .13 |
| Brendan Mattingly | Associate Teaching Professor | PhD | N | Molecular Bioscience | .13 |
| Sonia Thomas | Assistant Professor of the Practice | PhD | N | Molecular Bioscience | .13 |
| TBH Year 2 | Assistant Teaching Professor | PhD | N | Medical Nutrition Science and/or Public Health Nutrition | .75 |

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 | \$197,091 | \$203,004 | \$209,094 |
| Administrators (<i>other than instruction time</i>) | \$- | \$- | \$- |
| Graduate Assistants | \$- | \$- | \$- |
| Support Staff for Administration (<i>e.g., secretarial</i>) | \$4,590 | \$4,728 | \$4,870 |
| Fringe Benefits (<i>total for all groups</i>) | \$61,595 | \$62,805 | \$64,051 |
| Other Personnel Costs | \$50,000 | \$50,000 | \$50,000 |
| Total Existing Personnel Costs – Reassigned or Existing | \$313,276 | \$320,537 | \$328,015 |
| | | | |
| Personnel – New Positions | | | |
| Faculty | \$42,000 | \$110,760 | \$114,083 |
| Administrators (<i>other than instruction time</i>) | \$63,000 | \$64,890 | \$66,837 |
| Graduate Assistants | \$- | \$- | \$- |
| Support Staff for Administration (<i>e.g., secretarial</i>) | \$- | \$- | \$- |
| Fringe Benefits (<i>total for all groups</i>) | \$31,123 | \$52,845 | \$53,899 |
| Other Personnel Costs | \$- | \$- | \$- |
| Total Existing Personnel Costs – New Positions | \$136,123 | \$228,495 | \$234,819 |

| Start-up Costs - One-Time Expenses | | | |
|---|-----------|-----------|-----------|
| Library/learning resources | \$15,000 | \$15,000 | \$- |
| Equipment/Technology | \$1,375 | \$1,375 | \$- |
| Physical Facilities: Construction or Renovation | \$- | \$- | \$- |
| Other | \$15,000 | \$15,000 | \$- |
| Total Start-up Costs | \$31,375 | \$31,375 | \$- |
| | | | |
| Operating Costs – Recurring Expenses | | | |
| Supplies/Expenses | \$225 | \$281 | \$281 |
| Library/learning resources | \$- | \$- | \$- |
| Equipment/Technology | \$- | \$- | \$- |
| Travel | \$442 | \$442 | \$442 |
| Other – marketing/recruiting, faculty professional development, instructional resources | \$17,200 | \$18,250 | \$18,250 |
| Total Operating Costs | \$17,867 | \$18,973 | \$18,973 |
| | | | |
| GRAND TOTAL COSTS | \$498,641 | \$599,380 | \$581,807 |

| B. FUNDING SOURCES (projected as appropriate) | Current | First FY (New) | Second FY (New) | Third FY (New) |
|---|---------|-------------------|--------------------|-------------------|
| Tuition / State Funds | \$ 0 | \$ 252,450 | \$ 504,900 | \$ 683,100 |
| Student Fees | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| Other Sources (JCERT) | \$ 0 | \$ 246,191 | \$ 94,480 | \$ 0 |
| GRAND TOTAL FUNDING | \$ 0 | \$ 498,641 | \$ 599,380 | \$ 683,100 |
| | | | | |
| C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs) | | \$ 0 | \$ 0 | \$101,293 |

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

The BS in Nutrition program will utilize some existing courses and faculty that are currently offered at KU as part of the School of Professional Studies curriculum.

Five current faculty will have portions of their workloads redistributed to meet the needs of this new program; the proportions of the combined teaching loads are equivalent to 2.0 FTE and is budgeted for \$197,091 in salary for year one. Additionally, the existing Administrative Associate that supports academic programs within the

School of Professional Studies will be budgeted at .1 FTE, which is \$4,590 in year one salary expenses. Fringe for these totals \$61,595 in year one. The budget anticipates a 3% increase for these expenses in years two and three. The budget also includes \$50,000/year for advising and navigator support for prospective and current students. This support model is intentionally designed to introduce and familiarize transfer students with the unique program and institutional structures for Nutrition. This wage is budgeted to be flat year over year until the program exceeds 150 enrolled students.

Personnel – New Positions

Upon approval of this proposal, a new person will be hired to fill the role of program director for the BS in Nutrition. The person's time will be split with 40% designated to teaching and 60% designated to administration.

The Nutrition program will hire one new faculty member at \$90,000/year with an emphasis in Medical Nutrition Science and Public Health Nutrition or a related field in year two of the program. This hire will have .75FTE allocated to teaching courses within the Nutrition degree and .25FTE to other areas (such as Health Sciences). A 3% increase is budgeted for these new positions in years two and three.

Start-up Costs – One-Time Expenses

To ensure a successful launch of the program, we have designated \$30,000/year during the first two years for course development and library resources. Estimated costs will be evenly split between investing in additional library collections and course development. Years one and two also budget for new laptops and other equipment to support new hires.

Operating Costs – Recurring Expenses

Operating costs include supplies and travel/mileage (10 round trips to and from the Lawrence and Edwards Campus per year: 66 miles * \$.67/mile for faculty driving between campuses). Other operating expenses include instructional resources, recruitment efforts, and marketing efforts. Program faculty members will also receive \$1,400 each year for professional development.

B. Revenue: Funding Sources and Special Tuition Rate Request

The BS in Nutrition program has been approved for funding by the Johnson County Education and Research Triangle² (JCERT) Board. The program will be fully funded through JCERT funds and tuition revenue. No state funds will be utilized. JCERT funds will be used to help fund the program during the implementation year until the program is revenue generating and sustainable on tuition funds alone. **Due to the unique location of the Edwards Campus, the BS in Nutrition program is seeking a non-standard tuition rate of \$495 per credit hour to ensure that the program is affordable and accessible to all students throughout the Kansas City metropolitan area and those who recently relocated to the area.**

C. Projected Surplus/Deficit

Given the anticipated costs and revenue, the program is expected to be self-sustaining in year three. JCERT funds will be used to help fund the program during the implementation until the program is revenue generating and sustainable on tuition funds alone.

² The Johnson County Education Research Triangle (JCERT) is a unique partnership between Johnson County, the University of Kansas, and Kansas State University. Its goal is to create economic stimulus and a higher quality of life through new facilities for research and educational opportunities. In November 2008, Johnson County voters invested in the county's future by voting for a 1/8-cent sales tax to fund JCERT initiatives, including development of the National Food and Animal Health Institute at K-State Olathe; the KU Clinical Research Center in Fairway, Kansas; and here at KU Edwards, the BEST Building with several degree and certificate offerings in business, engineering, science, and technology.

As enrollment for the program scales, surplus revenue will be utilized to help improve the overall student experience, provide additional funding to support services, and hire additional faculty, as needed.

XI. References

- Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Dietitians and Nutritionists, at <https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm> (visited December 10, 2024).
- Matthews ED and Kurnat-Thoma EL (2024). U.S. food policy to address diet-related chronic disease. *Front. Public Health*. 12:1339859. doi: 10.3389/fpubh.2024.1339859

Appendix A: Required Courses for the BS in Nutrition

- **Kanas Systemwide General Education: 34-35 credit hours**
 - o English Discipline – 6 credit hours
 - o Communications Discipline – 3 credit hours
 - o Social & Behavioral Science Discipline Area – 6 credit hours
 - o Mathematics and Statistics Discipline Area – 3 credit hours
 - MATH 101 College Algebra
 - o Natural & Physical Science Discipline Area – 4-5 credit hours
 - o Arts & Humanities Discipline Area – 6 credit hours
 - o Institutionally Designated Area – 6 credit hours
- **Foundational Science: 38 credit hours**
 - o BIOL 150: Principles of Molecular and Cellular Biology – 3 credits hours
 - o BIOL 154: Introductory Biology Lab for STEM Majors – 2 credits hours
 - o BIOL 200: Basic Microbiology or BSCI 400: Microbiology – 3 credits hours
 - o BIOL 240: Fundamentals of Human Anatomy – 3 credits hours
 - o BIOL 246: Principles of Human Physiology – 3 credits hours
 - o BIOL 600: Introductory Biochemistry or BSCI 600: Biochemistry – 3 credits hours
 - o CHEM 130: General Chemistry I – 5 credits hours
 - o CHEM 135: General Chemistry II – 5 credits hours
 - o CHEM 330: Organic Chemistry I – 3 credits hours
 - o CHEM 331: Organic Chemistry I Laboratory – 2 credits hours
 - o MATH 365: Elementary Statistics – 3 credits hours
- **Nutrition Core: 27 credit hours**
 - o HSCI 316: Exploring Careers in Nutrition – 3 credits hours
 - o HSCI 320: Principles of Nutrition – 3 credits hours
 - o HSCI 420: Nutrition Through the Life Cycle – 3 credits hours
 - o HSCI 421: Public Health Nutrition – 3 credits hours
 - o HSCI 422: Nutrition Assessment – 3 credits hours
 - o HSCI 425: Nutrition Education – 3 credits hours
 - o HSCI 521: Advanced Nutrition and Metabolism – 3 credits hours
 - o HSCI 523: Nutrition in Disease Treatment and Prevention – 3 credits hours
 - o HSCI 525: Nutrition Research Methods – 3 credits hours
- **Nutrition Capstone: 3 credit hours**
 - o HSCI 598 Nutrition Capstone – 3 credits hours

University of Kansas BS in Nutrition Program & Employment Analysis – Provided by Board Staff

1. Market Share Figures

| Number of Bachelor's Degree in Nutrition Completers by Year Kansas Public and Private Universities with Market-Share (MS) Percentage | | | | | | | |
|---|------|------|------|------|------|-------|---------|
| Institution | 2019 | 2020 | 2021 | 2022 | 2023 | Total | 4-Yr MS |
| Kansas State University | 56 | 98 | 101 | 163 | 138 | 556 | 100% |

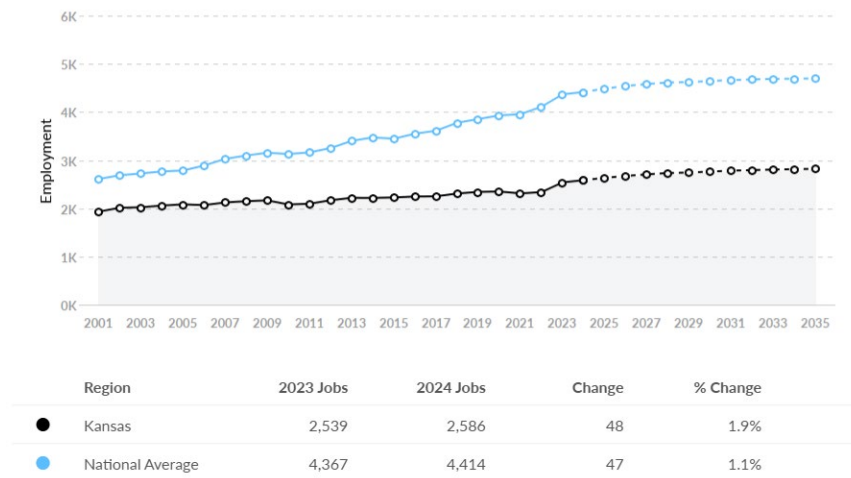
There are several “target occupations” as identified by Lightcast for this program of study; the top 8 are:

10. Dietitians & Nutritionists
11. Education Administrators, All Other
12. Health Education Specialists
13. Biological Scientists, All Other
14. Natural Sciences Managers
15. Community Health Workers
16. Dietetic Technicians
17. Life Scientists, All Other

2. State & National Projections for Employment Linked to the Proposed Degree Program 2024-2026

Regional Employment Is Lower Than the National Average

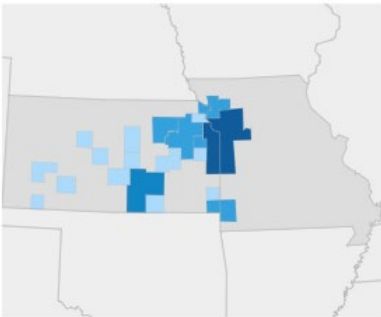
An average area of this size typically has 4,367* jobs, while there are 2,539 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.



*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and Kansas. In other words, the values represent the national average adjusted for region size.

3. Kansas Geographical Information on Projected Employment Linked to the Degree Program Proposal

Regional Breakdown

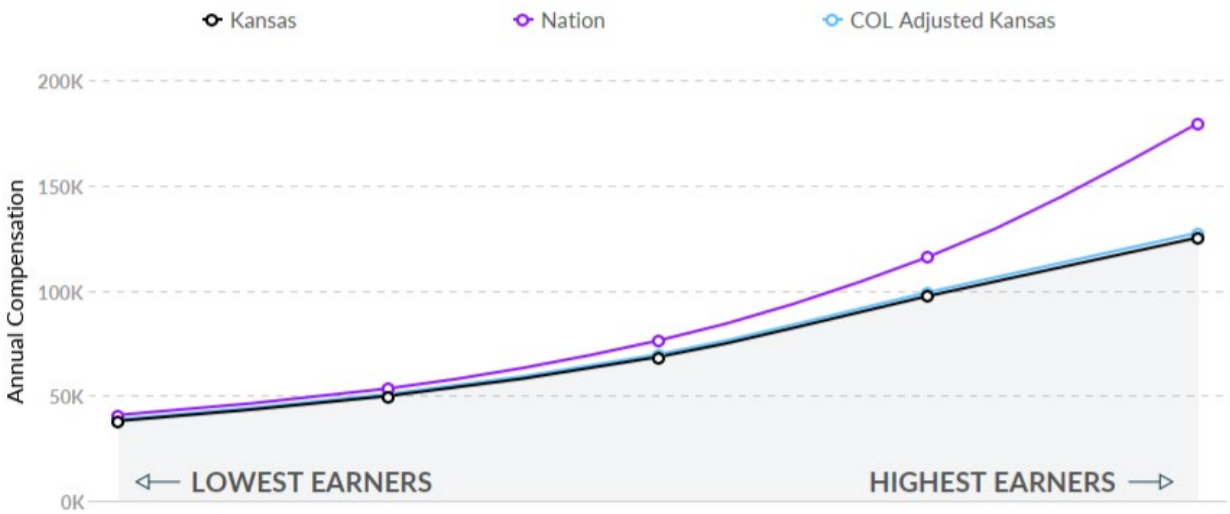


| MSA | 2023 Jobs |
|--------------------|-----------|
| Kansas City, MO-KS | 2,483 |
| Wichita, KS | 526 |
| St. Joseph, MO-KS | 258 |
| Joplin, MO-KS | 235 |
| Topeka, KS | 191 |

4. 2023 Regional & National Employment Wage Information Linked to the Degree Program Proposal

Regional Compensation Is 10% Lower Than National Compensation

For your occupations, the 2023 median wage in Kansas is \$68,324, while the national median wage is \$76,100.



5. Minimum Education Breakdown for Jobs Posted Sept. 2022 – Sept. 2023

Minimum Education Breakdown

| Minimum Education Level | Unique Postings (minimum) | Unique Postings (max advertised) | % of Total (minimum) |
|------------------------------|---------------------------|----------------------------------|----------------------|
| High school or GED | 453 | 0 | 19% |
| Associate's degree | 174 | 20 | 7% |
| Bachelor's degree | 652 | 167 | 27% |
| Master's degree | 49 | 222 | 2% |
| Ph.D. or professional degree | 60 | 77 | 3% |

6. References

- Lightcast. (n.d.). *Program Overview*. Retrieved March 10, 2025, from https://analyst.lightcast.io/analyst/?t=4n3gl#h=6h~1DAsNyyQs7wmB7eTSBvF8mCw&page=program_market_demand&vertical=standard&nation=us
- Lightcast. (n.d.). *Occupation Overview*. Retrieved March 10, 2025, from https://analyst.lightcast.io/analyst/?t=4n3gl#h=2NlksFEtskipWDe_chK4QLAo.CA&page=occupation_snapshot&vertical=standard&nation=us
- Lightcast. (n.d.). *Job Posting Analytics*. Retrieved March 10, 2025, from https://analyst.lightcast.io/analyst/?t=4n3gl#h=3rV62pDlB3qaIL_5NctE9hlk3Yu&page=postings_report&vertical=standard&nation=us