

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

VIDEO CONFERENCE AGENDA

March 17, 2021

9:00 a.m. – 10:00 a.m.

or upon adjournment of SCOCAO

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

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|--|---------------------------|-------|
| I. Call to Order | Shirley Lefever, Chair | |
| A. Roll Call & Introduction | | |
| B. Approve Minutes from February 17, 2021 | | p. 3 |
| II. Requests | | |
| A. First Readings | | |
| 1. BS in Environmental Science – K-State | Chuck Taber | p. 5 |
| 2. MA in Organizational Communication – KU | Barbara Bichelmeyer | p. 21 |
| B. Other Requests | | |
| 1. Act on Request for Approval to consolidate the Department of Social Sciences and the Department of Sociology, Anthropology, and Crime & Delinquency Studies - ESU | David Cordle | p. 29 |
| 2. Act on Request for Approval for Name Change of Department of Physical Therapy and Rehabilitation Sciences to the Department of Physical Therapy, Rehabilitation Science, and Athletic Training – KUMC | Robert Klein | p. 30 |
| 3. Act on Request for Approval for Name Change of Master in Interior Architecture and Product Design to Master of Interior Architecture – KSU | Chuck Taber | p. 33 |
| 4. Act on Request for Approval for Name Change of BS in General Business to BS in Business Administration – KSU | Chuck Taber | p. 33 |
| 5. Act on Request for Approval for Name Change of Master in Apparel and Textiles to Master in Fashion Studies – KSU | Chuck Taber | p. 33 |
| 6. Act on Request for Approval for Name Change of BS in Molecular Biosciences to BS in Applied Biological Sciences – KU | Barbara Bichelmeyer | p. 34 |
| III. Council of Faculty Senate Presidents Update | Aleks Sternfeld-Dunn, WSU | |
| IV. Other Matters | | |
| A. Discuss Opportunities (new degree programs, partnerships, strategic initiatives, etc.) that Universities are Considering or Planning to Pursue in the Future | COCAO Members | |
| V. Next COCAO Meeting – April 14, 2021 | | |
| VI. Adjournment | | |
| A. UPK Board of Trustees meets at Noon | | |

COUNCIL OF CHIEF ACADEMIC OFFICERS

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

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

Council of Chief Academic Officers AY 2021 Meeting Schedule

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

**Council of Chief Academic Officers
MINUTES**

Wednesday, February 17, 2021

The February 17, 2021 meeting of the Council of Chief Academic Officers was called to order by Chair Shirley Lefever at 8:57 a.m.

In Attendance:

Members:	Shirley Lefever, WSU Chuck Taber, K-State Barbara Bichelmeyer, KU	Jill Arensdorf, FHSU David Cordle, ESU Howard Smith, PSU	Robert Klein, KUMC JuliAnn Mazachek, Washburn Daniel Archer, KBOR
Staff:	Sam Christy-Dangermond Karla Wiscombe	Amy Robinson Tara Lebar	April Henry Cindy Farrier
Others:	Erin Shaw, Highland CC Corey Isbell, NCK Tech Adam Borth, Fort Scott CC Brian Niehoff, K-State Heather Morgan, KACCT Jean Redeker, KU Linnea GlenMaye, WSU Monette DePew, Pratt CC	Jerry Pope, KCKCC Aron Potter, Coffeyville CC Cindy Hoss, Hutchinson CC Jennifer Ball, Washburn Kim Zant, Cloud County CC Mickey McCloud, JCCC Michelle Schoon, Cowley CC Shelly Gehrke, ESU Bryan Mann, KU	Sarah Robb, Neosho County CC Aleks Sternfeld-Dunn, WSU Elaine Simmons, Barton County CC Jane Holwerda, Dodge City CC Kim Morse, Washburn Kaye Monk-Morgan, WSU Luke Dowell, Seward County CC Scott Lucas, WSU Tech Lua Yuille, KU

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

Approval of Minutes

Howard Smith moved to approve the minutes of the January 20, 2021 meeting, and Chuck Taber seconded the motion. With no corrections, the motion passed.

2nd Readings

David Cordle provided a summary of the ESU request to approve a Master of Arts in Applied Sociology. He reminded the Council that the proposal intends to prepare students for work in the service sector and be offered through accelerated 7-week terms year-round.

Barbara Bichelmeyer moved to approve ESU's request for a Master of Arts in Applied Sociology, and Chuck Taber seconded the motion. With no further discussion, the motion passed unanimously through a roll call vote. This program will go to COPS for approval later in the day.

Other Requests

Barbara Bichelmeyer provided a summary of the KU request to approve a name change of their MSE in Social and Cultural Studies to MSE in Education and Social Policy. Barbara noted changing the title is to better reflect their current faculty's expertise, align with other institutions, and clarify career paths. Bryan Mann, Assistant Professor in the Department of Educational Leadership and Policy Studies, was available for questions.

Howard Smith moved to approve KU's request to approve a name change of MSE in Social and Cultural Studies to MSE in Education and Social Policy, and Chuck Taber seconded the motion. With no further discussion, the motion passed unanimously through a roll call vote. This program will go to Blake Flanders, KBOR CEO and

President, for final approval.

Council of Faculty Senate Presidents Update

Aleksander Sternfeld-Dunn, WSU Faculty Senate President, provided an update from the Council. Aleks stated the Council has continued to be concerned by the KBOR policy on termination of tenured and non-tenured faculty. He noted this issue received national attention, and they have sent documents to Blake Flanders, KBOR CEO and President, from various organizations and universities in opposition to the policy. The Council will continue to discuss this later in the day, and they are going to ask the Board to suspend the policy to allow additional review. The Council would like a new committee formed with a member from the Board Governance Committee, COFSP, COP, COCAO, Human Resources, and institutional staff. The goal is to look at this policy, and possibly other policies around budgets, to perhaps come up with a more robust, transparent approach that includes shared governance.

Other Matters

Barbara Bichelmeyer noted they would be placing an MA in Organizational Communication request on the March agenda.

Adjournment

Shirley Lefever reminded the Council members the University Press of Kansas Board of Trustees would meet at noon. The next COCAO meeting will be on March 17, 2021.

Barbara Bichelmeyer moved to adjourn the meeting, and Jill Arensdorf seconded the motion. With no further discussion, the meeting adjourned at 9:08 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. Kansas State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process.

March 17, 2021

I. General Information

A. Institution Kansas State University

B. Program Identification

Degree Level: Bachelor of Science
Program Title: Environmental Science
Degree to be Offered: Environmental Science
Responsible Department or Unit: College of Arts and Sciences
CIP Code: [03.0104]
Modality: Face-to-Face
Proposed Implementation Date: [August 2021]

Total Number of Semester Credit Hours for the Degree: 120

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

III. Justification

The addition of an environmental science program at Kansas State University would be a low-cost investment that has the potential to grow university enrollment at a time of need, not only for enrollments, but also because we currently face unprecedented environmental challenges with consequences for future economic growth in Kansas and beyond. As a land grant institution, it is central to our mission to provide training that will help the next generation meet those challenges. Threats from environmental challenges are increasing. Recent United Nations reports highlight global environmental challenges associated with climate change and loss of biodiversity, including the economic toll of those challenges (IPBES, 2019; IPCC, 2018).

Kansas is not immune from these global environmental issues. Climate change is increasing the risk of drought in the Central Plains (Cook, Ault, and Smerdon, 2015) at a time when groundwater availability is decreasing due to depletion and contamination in portions of the High Plains aquifer (Lane et al., 2020). Water availability directly influences biodiversity within Kansas ecosystems (Perkin et al. 2017), as well as rural Kansas economies via sustainable range management and food production (Kansas Water Vision, 2020). Water quality and quantity is also a concern of the Kansas oil and gas industry. The American Association of Petroleum Geologists lists environmental issues as one of its top challenges (AAPG Learn Blog, 2017).

Reflecting the gravity of these challenges, projected growth in the environmental workforce is high. Nationally, environmental science employment is expected to grow 8% from 2018-2028 (US Bureau of Labor Statistics Occupational Outlook Handbook, 2020). Similarly, growth in Kansas is expected to be 12.5% from 2016-2026 (Kansas Department of Labor 2026 Employment Projections, 2020). More details are provided in the Employment section below.

As workforce demand grows, awareness of environmental challenges is also growing. Younger generations are more aware of environmental challenges and more willing to act than older generations (Climate Note, 2019), potentially motivating them to seek environmental science programs (see Market Analysis). Moreover, we reason that, by providing a pathway for environmentally aware students to come to Kansas State University, the program also has the potential to help draw new students into the associated departments by rebranding their curricula and career opportunities. For example, geologists and geographers do not just collect rocks and make maps (Lemetti, 2019; Meola, 2017). They help contribute solutions to some of society's most pressing needs, including environmental challenges.

The interdisciplinary program we have defined represents a good investment for Kansas State University and for our potential students. Nearly all of the courses included in the proposed curriculum are courses that are already offered in the associated departments (see Curriculum section). Therefore, minimal university support will be required to initiate the program (see Budget section). Moreover, the proposed curriculum allows students to obtain dual majors without adding many additional courses – approximately one additional semester.

Lastly, an environmental science program will contribute to the goals of Kansas State University and the state of Kansas. The program will contribute to the K-State 2025 Visionary Plan by promoting interdisciplinary scholarly activities and collaborations (Theme 1 actions 2, 6, 10) and increasing interdisciplinary educational opportunities (Theme 2, actions 1, 4) and infrastructure (Theme 6, action 3) (K-State 2025 Visionary Plan, 2020). Moreover, the program will contribute the Kansas Water Vision by helping supply a future workforce prepared to meet challenges in water quantity and quality (Kansas Water Vision, 2020).

In summary, the addition of an environmental science program at K-State is a smart choice. It would be a timely, low-cost investment that is aligned with the goals of Kansas State University and the state of Kansas.

IV. Program Demand: Market Analysis

- **Workforce demand is high.** The employment section below details the strong workforce demand for students with environmental science training both nationally and within Kansas.
- **Awareness of environmental challenges is high among incoming students.** Recent United Nations reports highlight global environmental challenges associated with climate change and loss of biodiversity, including economic toll of those challenges (IPEBS, 2019; IPCC, 2018). As noted above, younger generations are more aware of these challenges and more willing to act than older generations (Climate Note, 2019). As a consequence of greater willingness to act, enrollment in environmental science majors is steadily increasing. For example, the Environmental Science major at Iowa State University had 49 enrolled students in 2003, 86 by 2009, and 207 by 2019 (Iowa State University Office of the Registrar, 2020). This trend is recognized nationwide.
- **There are no environmental science programs in Kansas.** The University of Kansas has an environmental studies program (166 majors and roughly 40 graduates/year; University of Kansas Environmental Studies Program, 2020). The program includes natural science as well as social science and humanities perspectives and little required math and natural science coursework. Thus, the program is less focused on quantitative natural science training than our proposed environmental science program at KSU. Our program will be unique for Kansas.
- **Reflecting high student demand, most major universities in surrounding states offer environmental science or studies degrees.** Environmental programs in adjacent states include (student numbers where available):
 - Nebraska - the University of Nebraska Lincoln and Omaha (229 students total), Doane University, Creighton
 - Oklahoma - Oklahoma State and the University of Oklahoma (64 graduates/year collectively), the University of Tulsa

- Iowa - Iowa State and the University of Iowa (336 students collectively), the University of Northern Iowa
- Missouri – the University of Missouri (Columbia and KC), Missouri State University, St Louis University, and St. Louis University
- Arkansas – the University of Arkansas Fayetteville (113 students), the University of Central Arkansas, and Arkansas State University
- Colorado – the University of Colorado Boulder (850 majors), Colorado Mesa University, and Western Colorado University

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

The table below shows the estimated number of new cohorts for each year. Thus, we estimate that the cumulative number of students in the program by year three will be 90. The estimated total number of credit hours is for the total number of students in the program each year and assumes 31 credit hours per student for year 1, 29 for year 2, and 30 for year 3, based on the example curriculum below.

Year	Headcount Per Year		Student Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	20		620	
Year 2	30		1510	
Year 3	40		2710	

VI. Employment

Data available from the U.S. Department of Labor, Bureau of Labor Statistics (BLS) demonstrate strong job prospects for environmental scientists:

- **Growth in environmental science jobs is projected to be high nationally and within Kansas.** BLS reported 85,000 environmental science jobs nationally in 2018 with projected workforce growth for 2018-2028 of 8% (faster than average) (US Bureau of Labor Statistics Occupational Outlook Handbook, 2020). In Kansas, state workforce projections (2016-2026) report 1,052 environmental science jobs in 2016 with a projected growth of 12.5% collectively (Kansas Department of Labor 2026 Employment Projections, 2020).
- **This growth reflects the critical services that environmental scientists provide.** Environmental scientists help protect human health and improve sustainability by cleaning up polluted sites, advising policymakers on the value of ecosystem services to Kansas residents, and working with industry to reduce environmental impacts. In 2018, most environmental scientists worked in state governments (24%), consulting firms (24%), local governments (12%), engineering services (8%), and federal government (6%) positions (US Bureau of Labor Statistics Occupational Outlook Handbook, 2020). Many people with environmental science training also become teachers (US Bureau of Labor Statistics Occupational Outlook Handbook, 2020). As human populations and the need for natural resources grow, the importance of the environmental science workforce also grows.
- **Salaries for environmental scientists are favorable.** Nationally, the median annual salary for environmental scientists and specialists was \$71,130 in 2018 (US Bureau of Labor Statistics Occupational Outlook Handbook, 2020). In Kansas, median annual salary for Environmental Science and Protection Technicians and Environmental Scientist and Specialists was \$45,700 and \$65,410, respectively (Kansas Labor Information Center, 2020).
- **An environmental science program can help stimulate growth in participating departments, which also have strong workforce projections.** The participating departments are Agronomy, Biology, Geography and Geospatial Sciences, and Geology. The occupations with the 10 highest projected

growth rates in Kansas (2016-2026) include Soil and Plant Scientists (21.5%), Biological Technicians (16.6%), Geological and Petroleum Technicians (15.7%), and Geoscientists (10.8%) in addition to the environmental science occupations listed above (Kansas Department of Labor 2026 Employment Projections, 2020).

VII. Admission and Curriculum

A. Admission Criteria

Our admission criteria are consistent with those of the College of Agriculture and the College of Arts & Sciences. Admission to K-State is test optional and requires achieving

- A high school GPA (weighted or unweighted) of 3.25 or higher **OR**
- ACT composite score of 21 **OR** an SAT ERW+M of 1060 or higher

AND, if applicable, achieve a 2.0 GPA or higher on all college credit taken in high school.

B. Curriculum

The proposed curriculum provides a balance between breadth and focus. A detailed description of the curriculum is available in **Appendix A**. Briefly, students will complete core math and science courses that ensure breadth and provide a strong foundation for careers in environmental science. They will also complete elective course work primarily within a specialization area of their choosing. The curriculum structure not only ensures that the students will develop a disciplinary strength but also lowers the coursework load for a double major. For example, a student who specializes in Earth Systems within the Environmental Sciences program would be able to simultaneously complete most of the course requirements for a Geology BS.

All courses in the proposed curriculum already exist, except for the Environmental Sciences Orientation (ENSCI 101) and Environmental Sciences Internship (ENSCI 410). ENSCI 101 is a one credit course that will create a common beginning that sparks community development. As such, it is a low-cost investment that can add great value to the program. ENSCI 410 is a three-credit hour elective that can satisfy an individual experiential learning requirement within the curriculum.

An example course selection follows below. This curriculum would be appropriate for a student who selects Water Resources for their specialization area (Part D in the curriculum). Please note that this example represents one path out of numerous possibilities in our flexible curriculum (see full curriculum in Appendix A).

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH 16
ENGL 100	Expository Writing I	3
COMM 105	Public Speaking IA	2
PHILO 100	Intro to Philosophical Problems (Philosophy elective)	3
MATH 205	General Calculus and Linear Algebra	3
PHYS 101	The Physical World	3
PHYS 103	The Physical World laboratory	1
ENSCI 101	Introduction to Environmental Science	1

Year 1: Spring

Course #	Course Name	SCH 15
ENGL 200	Expository Writing II	3
DANCE 120	Modern Dance I (Fine Arts elective)	2

STAT 325	Introduction to Statistics	3
CHEM 110	General Chemistry	3
CHEM 111	General Chemistry laboratory	1
ENGL 285	Introduction to American Ethnic Literature (US Multicultural Overlay elective)	3

Year 2: Fall

Course #	Course Name	SCH 14
GEOG 121	Introduction Physical Geography: Earth System Science	3
GEOG 122	Introduction Physical Geography: Earth System Science (lab)	1
GEOG 302	Cartography and thematic mapping (Specialization Area, Analytical and Geospatial Methods)	3
COMM 320	Theories in Human Communication (Literary or rhetorical arts elective)	3
GEOG 508	Geographic Information Systems I	4

Year 2: Spring

Course #	Course Name	SCH 15
GEOL 115	Environmental Geology (or GEOL100, Earth in Action)	3
GEOL 103	Geology Laboratory	1
AGRON 305	Soils	4
BIOL 198	Principles of Biology	4
LAR 322	Ethics and Environmental Dilemmas (Humans and the Environment Ethics elective)	3

Year 3: Fall

Course #	Course Name	SCH 15
HIST 151	History of the United States to 1877 (Western Heritage elective)	3
ECON 110	Principles of Macroeconomy (or ECON120, Microeconomics)	3
ANTH 310	Environmental Anthropology: living with change in the Anthropocene (Humans and the Environment Human-Environment elective #1)	3
ATM 661	Watershed Assessment and Management (Natural Environmental Systems Hydrosphere elective)	3
GEOL 502	Mineralogy (Natural Environmental Systems Geosphere elective)	3

Year 3: Spring

Course #	Course Name	SCH 15
SOCIO 363	Global Problems	3
GEOL 540	Geological Record of Climate Change (Natural Environmental Systems Atmosphere elective)	3
GEOL 605	Introduction to Geochemistry (Specialization Area, Water Resources elective)	3
AGRON 645	Soil Microbiology (Natural Environmental Systems Biosphere elective)	3
GEOL 125	Natural Disasters (Humans and the Environment Human-Environment elective #2)	3

Year 4: Fall

Course #	Course Name	SCH 15
AGEC 525	Natural Resource and Environmental Economics (Humans and the Environment Social Systems elective #1)	3

GEOL 599	Senior Thesis (Individual Experiential Learning elective)	3
AGRON 335	Environmental Quality (Specialization Area, Agroecosystems elective)	3
GEOG 740	Fluvial Geomorphology (Specialization Area, Water Resources elective)	3
AGRON 635	Soil and Water Conservation (Specialization Area, Water Resources elective)	3

Year 4: Spring

Course #	Course Name	SCH 15
NRES 582	Interdisciplinary Environmental Research	3
AGCOM 712	Environmental Communications (Humans and the Environment Social Systems elective #2)	3
GEOL 611	Hydrogeology (Specialization Area, Water Resources elective)	3
AGRON 515	Soil Genesis and Classification (Specialization Area, Agroecosystems elective)	3
BAE 669	Watershed Modeling (Specialization Area, Water Resources elective)	3

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
Program Director* (TBD)	TBD	MSc / PhD	N	TBD	1.0
Walter Dodds	University Distinguished Professor	PhD	Y	Biology	0.1
Ganga Hettiarachchi	Professor	PhD	Y	Agronomy	0.1
Shawn Hutchinson	Professor	PhD	Y	Geography and Geospatial Sciences	0.1
Pamela Kempton	Professor	PhD	Y	Geology	0.1
Nathan Nelson	Professor	PhD	Y	Agronomy	0.1
Jesse Nippert	Professor	PhD	Y	Biology	0.1
Matthew Kirk	Associate Professor	PhD	Y	Geology	0.1
Arnaud Temme	Associate Professor	PhD	Y	Geography and Geospatial Sciences	0.1
Colby Moorberg	Assistant Professor	PhD	Y	Agronomy	0.1

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

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty			
Administrators (other than instruction time)			
Graduate Assistants			
Support Staff for Administration (e.g., secretarial)			
Fringe Benefits (total for all groups)			
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing			
Personnel – New Positions			
Faculty			
Administrators (other than instruction time)	\$90,000	\$90,900	\$91,809
Student Assistants (UG)	\$18,000	\$18,180	\$18,362
Support Staff for Administration (e.g., secretarial)			
Fringe Benefits (total for all groups)	\$27,180	\$27,452	\$27,726
Other Personnel Costs			
Total New Personnel Costs – New Positions	\$135,180	\$136,532	\$137,897
Start-up Costs - One-Time Expenses			
Library/learning resources			
Equipment/Technology	\$5,000		
Physical Facilities: Construction or Renovation	\$10,000		
Other			
Total Start-up Costs	\$15,000		
Operating Costs – Recurring Expenses			
Supplies/Expenses	\$10,000	\$10,000	\$10,000
Library/learning resources			
Equipment/Technology		\$2,500	\$2,500
Travel			
Other			
Total Operating Costs	\$10,000	\$12,500	\$12,500
GRAND TOTAL COSTS	\$160,180	\$149,032	\$150,397

B. FUNDING SOURCES <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$193,750	\$471,875	\$846,875
Student Fees		\$13,349	\$32,503	\$58,333
Other Sources				
GRAND TOTAL FUNDING		\$207,096	\$504,378	\$905,208
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		+\$46,916	+\$355,346	+\$754,811

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

Through the array of core courses and degree specialization courses listed in the Curriculum (Sections C and D; see full curriculum in the Appendix), over 50 faculty members have the potential to contribute to the delivery of the Environmental Science (Env Sci) program. All faculty teaching core and specialization courses are employed by Kansas State University in the College of Arts & Sciences or the College of Agriculture. Therefore, course offerings, aside from ENSCI101 and 410, are offered as part of current appointments. Percent time dedication varies with faculty member roles. Most faculty have an average teaching assignment of 40% FTE (i.e. four courses per academic year). Assuming one core course contributed by a participating faculty member per academic year (i.e. 0.1 FTE per year), and assuming approximately 25% of the students in their class will be Env Sci majors, each faculty member teaching an Env Sci core or specialist course would contribute ~0.025 FTE to the program. Core faculty listed above are those who have contributed significantly to the design of the new program and who we anticipate will continue to contribute substantially to the establishment and delivery of the program over at least its first three years. The Env Sci Program Director will have an assignment of 1 FTE, which includes teaching, advising, and program management. It is anticipated that Env Sci Advisory Board members will contribute ~0.1 FTE to program management and teaching over its first three years.

Personnel – New Positions

We requested funds to establish an Env Sci Program Director and a support position. The Director will be responsible for programmatic oversight of Env Sci courses and make recommendations on administration and student outcomes to the Env Sci Advisory Board. The Director will also (i) teach the Introduction to Environmental Science program orientation course (ENSCI101), (ii) coordinate the ENSCI410 (Internship) courses, (iii) advise all program majors (until such time as the number of majors exceeds 40), and (iv) undertake marketing and promotional activities in order to grow and expand the program as quickly as possible. The support staff will consist of undergraduate hourly employees, who will be responsible for assisting the Program Director with general administrative support and help facilitate events. For both positions, the budget includes a modest 1% raise each year after the first fiscal year.

Start-up Costs – One-Time Expenses

The proposed program requires start-up funds to purchase computers and other office technology and equipment (estimated cost \$5,000). Funds are also required to develop an Env Sci Program office, where we can conduct

student advising and recruiting (estimated cost \$10,000).

Operating Costs – Recurring Expenses

Office computers and technology will periodically require upgrades starting in year two (estimated cost \$2,500/yr). We also require funds for supplies/expenses associated with office materials, instruction, IT support, and promotion and marketing activities (\$10,000/yr).

B. Revenue: Funding Sources

The budget model will flow all credit-hour-generated revenue to the college in which the course is assigned. Our budget projection in the table below is based on student credit hours (SCH) per year from the example curriculum and assumes that 75% of the student credit hours are generated in the College of Arts & Sciences and 25% are from the College of Agriculture. These values will ultimately depend on the course selections of the Env Sci majors (see MOU). Furthermore, some of the course options available to students are taught in the College of Engineering. Revenue generation by those courses is not factored in the analysis.

		<u>Program year 1</u>		<u>Program year 2</u>		<u>Program year 3</u>	
Cohort #1		Year 1 (31 SCH)		Year 2 (29 SCH)		Year 3 (30 SCH)	
	Cost/SCH	SCH	Subtotals	SCH	Subtotals	SCH	Subtotals
In-state on-campus tuition	\$ 312.50	620	\$ 193,750	580	\$ 181,250	600	\$ 187,500
COAS fees	\$ 16.70	465	\$ 7,766	435	\$ 7,265	450	\$ 7,515
COA fees	\$ 20.00	155	\$ 3,100	145	\$ 2,900	150	\$ 3,000
Academic enhancement fee	\$ 4.00	620	\$ 2,480	580	\$ 2,320	600	\$ 2,400
Total revenue			\$ 207,096		\$ 193,735		\$ 200,415
Cohort #2		Year 1 (31 SCH)		Year 2 (29 SCH)			
	Cost/SCH			SCH	Subtotals	SCH	Subtotals
In-state on-campus tuition	\$ 312.50			930	\$ 290,625	870	\$ 271,875
COAS fees	\$ 16.70			697.5	\$ 11,648	652.5	\$ 10,897
COA fees	\$ 20.00			232.5	\$ 4,650	217.5	\$ 4,350
Academic enhancement fee	\$ 4.00			930	\$ 3,720	870	\$ 3,480
Total revenue					\$ 310,643		\$ 290,602
Cohort #3		Year 1 (31 SCH)				Year 1 (31 SCH)	
	Cost/SCH					SCH	Subtotals
In-state on-campus tuition	\$ 312.50					1240	\$ 387,500
COAS fees	\$ 16.70					930	\$ 15,531
COA fees	\$ 20.00					310	\$ 6,200
Academic enhancement fee	\$ 4.00					1240	\$ 4,960
Total revenue							\$ 414,191
Totals		tot SHC	totals	tot SCH	totals	tot SCH	totals
In-state on-campus tuition		620	\$ 193,750	1510	\$ 471,875	2710	\$ 846,875

COAS fees	465	\$ 7,766	1132.5	\$ 18,913	2033	\$ 33,943
COA fees	155	\$ 3,100	377.5	\$ 7,550	678	\$ 13,550
Academic enhancement fee	620	\$ 2,480	1510	\$ 6,040	2710	\$ 10,840
Total revenue		\$ 207,096		\$ 504,378		\$ 905,208

C. Projected Surplus/Deficit

Our budget estimate projects revenue generation early as year one.

XI. References

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Appendix A: Curriculum

Bachelor of Science in Environmental Science – 120 hours

OVERVIEW

This proposed **interdisciplinary undergraduate major** in Environmental Science represents a multidisciplinary collaboration between the Department of Agronomy, Division of Biology, Department of Geography and Geospatial Sciences, and Department of Geology and allied units across the Kansas State University campus. We envision this new bachelor’s degree to be a **science-intensive** alternative to environmental studies options at other universities that places programmatic emphases on:

- Developing an understanding the Earth as an integrated system and an appreciation for how humans and social systems shape our environment.
- Providing impactful experiential learning opportunities to include undergraduate research and internships as well as laboratory, computer-based, and field methods.
- Creating opportunities for students to add focused depth to their learning to target specific career fields with strong workforce demand and societal need or to prepare for graduate-level studies in Environmental Science or allied disciplines.

The coursework for this 120 credit hour degree is organized into 4 distinct categories that meet both institutional requirements and program needs:

- K-State 8 and College of Arts & Sciences Requirements – Many requirements are addressed with specific course recommendations in other program categories (see below) to increase the relevance of these mandated electives for the major.
- Basic Math and Science Requirements – provides for appropriate foundational exposure to a variety of biological and physical sciences, mathematics and statistics, and social sciences to meet prerequisite requirements of the program core.
- Environmental Sciences Core – designed to build an environmental science learning community and a foundation for understanding natural systems and human-environment interactions by providing majors with a common start and end to the program and a selection of key **entry- to mid-level courses**.
- Specialization Areas – a collection of **mid- to upper-level courses** organized by thematic and/or methodological content around major contemporary environmental science approaches and issues that adds depth to student knowledge and skills. Where possible, specializations also enable students to **earn additional academic credentials** (e.g., minors, certificates).

SUMMARY OF CREDIT HOUR REQUIREMENTS

Program Element	Total Hours	Percent of Curriculum
College Requirements	22	18%
Basic Math, Science, and Social Sciences	40	28%
Environmental Science Core	34	26%
Environmental Science Specialization	24	28%
Total	120	

A. COLLEGE OF ARTS & SCIENCES REQUIREMENTS (22 hours) – lined out requirements met by (B) Basic Math, Science, and Social Sciences and/or (C) Environmental Sciences and Humanities Core

- ENGL 100 Expository Writing I (3 hours)
- ENGL 200 Expository Writing II (3 hours)
- COMM 105 Public Speaking IA (2 hours)
- Fine Arts (2 hours)
- Philosophy (3 hours)
- Western Heritage (3 hours)
- Literary or Rhetorical Arts (3 hours)
- ~~Social Sciences (four courses, 12 hours minimum from three disciplines) met in B and C~~
- U.S. Multicultural Overlay (3 hours)
- ~~International Overlay (3 hours) met in B~~
- ~~Natural Sciences (four courses and 14 hours minimum) met in B~~
- ~~Quantitative and Abstract Formal Reasoning (9 hours) met in B~~

ENVIRONMENTAL SCIENCES MAJOR REQUIREMENTS:

B. BASIC MATH, SCIENCE AND SOCIAL SCIENCE COURSES (40 hours). * means that the class meets one college-level requirement, ** means that the class meets two college-level requirements.

Fundamental science and math (14 hours). Students may substitute higher level equivalents (e.g., CHM 210 for CHM 110) that equal or exceed listed credit hours.

- MATH 205 General Calculus and Linear Algebra (3 hours) **
- PHYS 101 (3 hours) with
- PHYS 103 The Physical World Laboratory (1 hour)
- STAT 325 Introduction to Statistics (3 hours) **
- CHM 110 General Chemistry (3 hours) with
- CHM 111 General Chemistry Laboratory (1 hour) *

Environmental foundations (16 hours).

- BIOL 198 Principles of Biology (4 hours)
- GEOG 121 Introductory Physical Geography: Earth Systems Science (3 hours) with GEOG 122 Earth Systems Science Laboratory (1 hour)
- GEOL 100 Earth in Action (3 hours) OR GEOL 115 (Environmental Geology, 3 hours) with
GEOL 103 Geology Laboratory (1 hour)
- AGRON 305 Soils (4 hours)

Social systems and techniques (10 hours)

- ECON 110 or ECON 120 or AGECE 120 (3 hours) *
- GEOG 508 Geographic Information Systems I (4 hours) **
- SOCIO 363 Global Problems (3 hours) *

C. ENVIRONMENTAL SCIENCES CORE (34 hours)

Environmental Sciences Orientation (1 hours)

- ENSCI101 Introduction to Environmental Science (NEW CLASS)

Natural Environmental Systems (minimum of 12 hours) – Choose one course from each group

- Atmosphere (minimum of 3 hours)
 - AGRON 700 Agricultural Meteorology (needs Phys113).
 - GEOG 535 Fundamentals of climatology
 - GEOL 540 Geological Record of Climate Change
- Biosphere (minimum of 3 hours)
 - AGRON 645 Soil Microbiology
 - BIOL 529 Ecology (3 hrs)
 - BIOL 687 Microbial Ecology
 - GEOG 445 Biogeography (3 hrs)
 - GEOL 650 Geomicrobiology (3 hrs)
- Geosphere (minimum of 3 hours)
 - AGRON 515 Soil Genesis and Classification (3 hrs)
 - GEOG 440 Spatial Analysis of Surface Water Hydrology (3 hrs)
 - GEOL 502 Mineralogy (3 hrs)
- Hydrosphere (minimum of 3 hours)
 - BIOL 612 Freshwater Ecology (4 hrs)
 - GEOL 611 Hydrogeology (3 hrs)
 - ATM 661 Watershed Assessment and Management (3 hrs)
 - ATM 558 Hydrology and Soil Erosion Management (3 hrs)

Humans and the Environment (minimum of 18 hours)

- Social Systems (6 hrs)
 - AGCOM 712 Environmental Communications (3 hrs)
 - AGECE 525 Natural Resource and Environmental Economics (3 hrs)
 - AT/ID 350 Our Sustainable World: Current Challenges and Future Opportunities (3 hrs)
 - ECON 527 Environmental Economics (3 hrs)
 - GEOG 360 Sustainability Concepts & Issues (3 hrs)
 - GEOG 770 Perception of the Environment (3 hrs)
 - POLSC 250 Environmental Political Thought (3 hrs)
 - PMC 635 Methods of Environmental Interpretation (3 hrs)
- Ethics (3 hrs)
 - LAR 322 Ethics and Environmental Dilemmas (3 hrs) OR
 - PHILO 595 Environmental Ethics (3 hrs)*
- Human-Environment Interactions (6 hrs)
 - AGRON 335 Environmental Quality (3 hrs)
 - AGRON 635 Soil and Water Conservation (3 hrs)
 - AGRON 695 Climate Change and Agriculture (3 hrs)
 - ANTH 310 Environmental Anthropology: Living with Change in the Anthropocene (3 hrs)
 - BIOL 303 Ecology of Environmental Problems (3 hrs)
 - BIOL 433 Introduction to Fisheries, Wildlife, and Conservation Biology (3 hrs)
 - CHM 315 Environmental Science: A chemistry perspective (3 hrs)
 - GEOG 340 Natural Resources (3 hrs)
 - GEOG 460 Human Dimensions of Global Change (3 hrs)

- GEOG 761 Human Impact on the Environment (3 hrs)
- GEOL 105 Oceanography (3 hrs) OR GEOL 125 Natural Disasters (3 hrs)
- PMC 275 Introduction to Natural Resource Management (3 hrs)

Individual Experiential Learning (3 hrs). Choose one option.

- Internship Course:
 - AGRON 405 Agronomy Internship
 - BIOL 695 Internship in Biology
 - ENSCI 410 Environmental Sciences Internship
 - GEOG 610 Geography Internship
- Lab or Field Research Course:
 - AGRON 598 Undergraduate Research in Agronomy
 - BIOL 698 Research in Biology
 - GENAG 396 Research Topic and Proposal Development
 - GENAG 515 Honors/Scholars Project
 - GEOG 497 Undergraduate Research in Geography
 - GEOG 709 Geography Field Research Techniques
 - GEOL 599 Senior Thesis
 - GEOL 680 Field Geology

Environmental Sciences Capstone (3 hours)

- NRES 582 Interdisciplinary Environmental Research (3 hrs)

D. SPECIALIZATION AREAS: A minimum of 24 hours and at least 15 hours from one specialization.

Courses taken to satisfy the core (part C), cannot count again here.

Water Resources - Gain a foundation in the science of water above and below the surface of the Earth and the role of humans play in water quantity and quality issues.

- AGRON 635 Soil and Water Conservation (3 hrs)
- ATM 558 Hydrology and Soil Erosion Management (3 hrs)
- ATM 661 Watershed Assessment and Modeling (3 hrs)
- BAE 669 Watershed Modeling (3 hrs)
- BIOL 612 Freshwater Ecology (4 hrs)
- GEOG 440 Spatial Analysis of Surface Water Hydrology (3 hrs)
- GEOG 535 Fundamentals of climatology
- GEOG 707 Remote Sensing of Water (3 hrs)
- GEOG 725 Geography of Water Resources (3 hrs)
- GEOG 740 Fluvial Geomorphology (3 hrs)
- GEOG 742 Digital Geomorphology (3 hrs)
- GEOL 520 Geomorphology (3 hrs)
- GEOL 605 Introduction to Geochemistry (3 hrs)
- GEOL 611 Hydrogeology (3 hrs)
- GEOL 640 Introduction to Geophysics (3 hrs)
- GEOL 650 Geomicrobiology (3 hrs)
- GEOL 711 Water Resources Geochemistry (3 hrs)
- GEOL 760 Geochemical and Biogeochemical Modeling (3 hrs)

Earth Systems - Deepen and synthesize knowledge of the atmosphere, lithosphere, geosphere, and hydrosphere to better understand the Earth as an integrated system to solve environmental problems.

- AGRON 515 Soil Genesis and Classification (3 hrs)
- AGRON 605 Soil and Environmental Chemistry (3 hrs)
- GEOG 740 Fluvial Geomorphology (3 hrs)
- GEOG 742 Digital Geomorphology (3 hrs)
- GEOG 765 Geography of Natural Hazards (3 hrs)
- GEOL 502 Mineralogy (3 hrs)
- GEOL 503 Petrology (3 hrs)
- GEOL 520 Geomorphology (3 hrs)
- GEOL 530 Structural Geology (3 hrs)
- GEOL 540 Geological Record of Climate Change (3 hrs)
- GEOL 605 Introduction to Geochemistry (3 hrs)
- GEOL 630 Sedimentology and Stratigraphy (3 hrs)
- GEOL 640 Introduction to Geophysics (3 hrs)
- GEOL 642 Field Geophysics (3 hrs)
- GEOL 702 Economic Geology (3 hrs)
- GEOL 730 Petroleum Geology (3 hrs)

Conservation and sustainability - Solve environmental questions using applied ecological science, including field and geographic methods for collecting and measuring environmental data on ecological change at various scales. Develop an understanding of scientific sustainability, ecological processes, and methods of conservation.

- AGRON 501 Range Management (3 hrs)
- AGRON 635 Soil and Water Conservation (3 hrs)
- AGRON 681 Range Ecology (3 hrs)
- BIOL 433 Introduction to Fisheries, Wildlife, and Conservation Biology (3 hrs)
- BIOL 500 Plant Physiology (3 hrs)
- BIOL 504 Plant Ecology (3 hrs)
- BIOL 513 Physiological Adaptations of Animals (3 hrs)
- BIOL 520 Evolution (3 hrs)
- BIOL 529 Ecology (3 hrs)
- BIOL 542 Ichthyology (3 hrs)
- BIOL 543 Ornithology (3 hrs)
- BIOL 544 Mammalogy (3 hrs)
- BIOL 551 Taxonomy of Flowering Plants (3 hrs)
- BIOL 612 Freshwater Ecology (4 hrs)
- BIOL 632 Ecology Laboratory (1 hr)
- BIOL 640 Population Biology (3 hrs)
- BIOL 642 Principles of Conservation Biology (3 hrs)
- BIOL 682 Fish Ecology (3 hrs)
- BIOL 684 Wildlife Management & Techniques (3 hrs)
- BIOL 687 Microbial Ecology (3 hrs)
- BIOL 696 Fisheries Management & Techniques (3 hrs)
- GEOL 650 Geomicrobiology (3 hrs)
- GEOG 445 Biogeography

Analytical and Geospatial Methods - Apply geospatial, statistical, computer-based, and laboratory analysis methods to study environmental problems.

- ATM 661 Watershed Assessment and Management (3 hrs)

- BAE 669 Watershed Modeling (3 hrs)
- GEOG 302 Cartography & Thematic Mapping (3 hrs)
- GEOG 602 Computer Mapping & Geographic Visualization (3 hrs)
- GEOG 605 Remote Sensing of the Environment (3 hrs)
- GEOG 608 Geographic Information Systems II (3 hrs)
- GEOG 705 Thematic Remote Sensing (3 hrs)
- GEOG 706 Biophysical Remote Sensing (3 hrs)
- GEOG 707 Remote Sensing of Water (3 hrs)
- GEOG 712 Internet GIS & Distributed Geographic Information Services (3 hrs)
- GEOG 728 Programming for Geographic Analysis (3 hrs)
- GEOL 560 Field Methods (3 hrs)
- GEOL 625 Engineering Geology (3 hrs)
- GEOL 640 Introduction to Geophysics (3 hrs)
- GEOL 642 Field Geophysics (3 hrs)
- GEOL 747 Numerical Modeling (3 hrs)
- GEOL 760 Geochemical and Biogeochemical Modeling (3 hrs)

Agroecosystems - Understand and propose solutions for environmental problems and opportunities relating to soil and agriculture

- AGRON 220 Crop Science (4 hours)
- AGRON 335 Environmental Quality (3 hrs)
- AGRON 375 Soil Fertility (3 hrs)
- AGRON 385 Soil Fertility Lab (2 hrs)
- AGRON 415 Soils Judging (1 hr)
- AGRON 501 Range Management (3 hrs)
- AGRON 515 Soil Genesis and Classification (3 hrs)
- AGRON 605 Soil and Environmental Chemistry (3 hrs)
- AGRON 625 Applications of Nutrient Management (3 hrs)
- AGRON 635 Soil and Water Conservation (3 hrs)
- AGRON 640 Cropping Systems (3 hrs)
- AGRON 645 Soil Microbiology (3 hrs)
- AGRON 646 Soil Microbiology Lab (1 hr)
- AGRON 655 Site Specific Agriculture (3 hrs)
- AGRON 681 Range Ecology (3 hrs)
- AGRON 695 Climate Change and Agriculture (3 hrs)
- AGRON 700 Agricultural Meteorology (3 hrs)
- AGRON 746 Environmental Soil Physics (3 hrs)
- GEOG 742 Soil Mapping (3 hrs)

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.

March 17, 2021

I. General Information

A. Institution

University of Kansas

B. Program Identification

Degree Level: Master's
Program Title: Organizational Communication
Degree to be Offered: Master of Arts in Organizational Communication
Responsible Department or Unit: School of Professional Studies at the KU Edwards Campus
CIP Code: 09.0901
Modality: Online
Proposed Implementation Date: Summer 2021

Total Number of Semester Credit Hours for the Degree: 30

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

III. Justification

The Master of Arts in Organizational Communication is an online degree that focuses on helping mid-career professionals refine an advanced set of communication competencies related to understanding and managing organizational culture, team productivity and their personal career growth. The degree is applicable to a wide range of professions, including human resources, communications, or engineering – especially as one advances into management and leadership positions.

Professionals in every field today must be skilled at communicating across boundaries and uniting people around big new ideas and business imperatives. The MA in Organizational Communication provides students research-based insights helpful in clarifying, connecting, and inspiring diverse groups of employees and customers through communication. This differentiating communication skillset will help graduates become a trusted advisor for peers, company leaders and clients. Whether planning for a role change, looking to transition back into the workforce after taking care of family, or simply looking to effectively share expertise with others, advanced communication knowledge helps professionals transition within and across multiple industries and professions over the long term.

The program focuses on key facets of communication within organizations such as,

- Effectively building trust, prevent conflict across diverse teams and departments
- Identifying the management communication issues driving low employee engagement
- Leading a global team on a complex organizational change project
- Increasing retention of a diverse workforce with inclusive team communication practices
- Building effective onboarding programs for new hires and promotions

- Distilling survey findings into a presentation or report to address the concerns of multiple stakeholders or audiences, from marketing to finance and manufacturing
- Leveraging the power of social networks to successfully launch new internal initiatives, products

An MA in Communication Studies with a concentration in organizational communication is currently offered at the Edwards Campus by the Communication Studies Department. The Department has decided to move the organizational communication concentration of the MA degree from the department to the School of Professional Studies and limit the MA in Communication Studies to the Lawrence campus. To support this move, the School of Professional Studies is transitioning the organizational communication concentration of the MA in Communication Studies to an MA in Organizational Communication degree.

The current MA in Communication Studies that focuses on organizational communication is popular and received over 109 student inquiries in the last 3 years. In addition, the School of Professional Studies offers a Graduate Certificate in Professional Workplace Communication and a majority of students who began the Edwards campus graduate certificate by pursuing the four-course certificate choose to continue on to pursue the full master's degree.

More recently, with the announcement of the launch of the School of Professional Studies in March 2020, all MA in Communication Studies students in the organizational communication concentration at the Edwards campus expressed their excitement about transitioning to a new MA in Organizational Communication if it were launched within the School of Professional Studies. Though enrollment in the current organizational communication concentration is under 10 students, it is anticipated that new courses on virtual teams, interpersonal communication skills in the workplace and others aligned to the market analysis below will attract meaningful numbers of new working professional students.

IV. Program Demand:

Market Analysis

National surveys of CEOs and hiring managers identify communication as central and critical to their operations and report that many otherwise qualified individuals are deficient in communication skills and interpersonal communication competence. More recent anecdotal data indicates that employers are needing employees with skills in leading and managing remote teams, and as noted above, improving the interpersonal skills of supervisors, managers and leaders supporting diverse teams through times of rapid change and potential conflict with various internal and external stakeholders.

Furthermore, in a 2018 *Forbes* article, LinkedIn CEO Jeff Weiner stated, “interpersonal skills are where we're seeing the biggest imbalance. Communications is the number one skills gap.” This was echoed by the 2018 LinkedIn Workforce report, which found that the “four most in-demand soft skills are within leadership, communication, collaboration, and time management.” This corresponds to what the current Edwards Campus program advisory boards continue to tell us - that interpersonal and conflict management skills, persuasion through data, and leadership communication skills are essential communication competencies needing additional development in their existing workforce and in the graduates of our degrees. This proposed MA fills the skill gap identified by industry.

Additionally, demand for skills related to organizing and engaging remote teams, managing across boundaries, and engaging an increasingly diverse (race, age, culture, geography) workforce will likely be in high demand by employers as a result of the recent pandemic. Program marketing and community outreach efforts will help educate employers and potential students regarding how the master's in organizational communication delivers this advanced-level communication skillset for working professionals.

Comparative Advantage

The School of Professional Studies faculty assigned to the program hold PhDs in the field of communication studies and a mix of professional industry experience, extensive social science research and publication experience, and extensive connections to the Kansas City-area business community. Our faculty's professional experiences in the fields of corporate communication, advertising, employee training and development, and health care help faculty blend theory and practice, something students value as a differentiator in their learning experience.

Additionally, working professional students at the Edwards Campus express preferring an online or hybrid format. This flexibility helps them to balance work, family and their educational goals. The 8-week format of classes is also popular with students, as they can choose which 8-week session best aligns with professional obligations and family care needs, rather than needing to be in class for a full 16-week session.

In the greater Kansas City region and online, there are a few similar programs including:

- Avila: Masters in Organizational Development
- Rockhurst: Organizational Development Certificate
- Online MA in Organizational Communication
 - John Hopkins- MA in COMS with Concentration in Corporate Communication
 - Arizona State University- MA in Communication
 - Maryville University- Masters in Strategic Communication and Leadership

Although similar in title, the corporate communication and strategic communication offerings are not direct competitors and more closely align with the learning outcomes of KU's Integrated Marketing Communication program. The MA in Organizational Communication is certainly applicable to those professions, but the focus is much more on understanding the hidden communication dynamics of communication within and across organizations, which is helpful for specialists and managers in all professions. The main direct competitors for the online Organizational Communication program would include:

- Park University: Masters in Communication & Leadership
- Purdue University: MS in Communication with Concentration in Communication and Leadership
- Washburn University: MA in Communication and Leadership

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

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	2	8	60	120
Year 2	3	11	90	285
Year 3	4	13	120	360

VI. Employment

According to the Bureau of Labor Statistics, by 2026, communication occupations are projected to grow six percent, resulting in 43,200 new jobs. However, a degree in Organizational Communication helps prepare working professionals for a much broader range of careers, including human resources, community relations, marketing, corporate communications, consulting, and organizational development. Human resource related occupations are projected to 5 percent, with median pay in 2019 of \$62,000.

In addition, the Bureau of Labor states that training and development managers are projected to increase by eight percent, with a median pay of \$113,350 and employment of media and communication occupations is projected to grow 4 percent from 2018 to 2028, which will result in about 27,600 new jobs. Demand for media and communication occupations is expected to arise from the need to create, edit, translate, and disseminate

information through a variety of different platforms.

The Mid America Regional Council (MARC) conducted a Greater Kansas City Employer Survey as part of the *Talent-to-Industry Exchange: A Labor Analysis of the KC Global Design Industry* report in 2018. In that survey, 67% percent of respondents identified good communication skills as essential and valuable in the workplace. Further, interpersonal and team skills were identified as the second most required workplace competency they expected in new hires. This certificate meets that workforce need for business communication skills. Additionally, the 2018 MARC report, *Talent-to-Industry Exchange: A Labor Analysis of the KC Global Design Industry*, defined the following communication competencies as providing a “competitive edge”: valuing differences, listening actively, writing effectively, building effective teams, and interpreting & applying data. These competencies are core to the MA in Organizational Communication.

In the current MA in Communication Studies program, the student population in the organizational communication concentration has historically been a mix of currently employed professionals seeking personal and professional growth, as well as individuals preparing to transition back into the full-time workforce. Over 75% of the students that recently completed the Master’s program received a promotion or new position within one year.

VII. Admission and Curriculum

A. Admission Criteria

For admission to KU's Master of Arts in Organizational Communication, applicants must have:

1. Bachelor’s degree from an accredited institution.
2. A 3.0 or higher undergraduate grade point average (on a 4.0 scale).
3. International students must also meet the English requirement by taking either the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or have a degree from an English speaking institution. Financial support requirements must also be met.
4. A completed online application which includes the application fee, résumé, official transcripts showing degree conferral for each degree earned, personal statement, writing sample, and 3 letters of recommendation.

B. Curriculum

The proposed MA in Organizational Communication degree is comprised of the following 30 credit hours:

- Required Courses: 12 credit hours
 - PFS 730 Writing & Speaking for Decision-Makers or PFS 801 Interpersonal and Persuasive Communication Skills for Managers (3)
 - PFS 810 Strategic Organizational Communication (3)
 - PFS 850 Interview-Based Research in Organizations (3)
 - PFS 860 Exploring Communication Theory (3)
- Elective Options: 15 credit hours (Students may select 15 credit hours of the electives below or approved courses from other departments. Students may opt to enroll in 6 credit hours of relevant course work from other disciplines. COMS courses – i.e., those offered through the KU Department of Communication Studies -- may be eligible to count as additional electives beyond 6 credit hours.)
 - PFS 821 Employee Onboarding & Role Development
 - PFS 823 Organizational Change & Communication
 - PFS 825 Communication Practices for Inclusive Organizations
 - PFS 827 Communication Ethics for Managers & Leaders
 - PFS 829 Communicating Across Workplace Generations
 - PFS 831 Case Studies in Organizational Communication

- PFS 833 Communication and Team Development
- PFS 835 Interpersonal Communication Skills at Work
- PFS 837 Communication Strategies for a Virtual Workforce
- PFS 895 Independent Study in Organizational Communication
- COMS 930: Seminar in Speech: Topics Courses
- Capstone: 3 credit hours
 - PFS 899 Capstone Project in Organizational Communication

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH: 12
PFS 730	Writing & Speaking for Decision-Makers	3 cr.
PFS 810	Strategic Organizational Communication	3 cr.
PFS 821	Employee Onboarding & Role Development	3 cr.
PFS 829	Communicating Across Workplace Generations	3 cr.

Year 1: Spring

Course #	Course Name	SCH: 12
PFS 850	Interview-Based Research in Organizations	3 cr.
PFS 860	Exploring Communication Theory	3 cr.
PFS 837	Communication Strategies for a Virtual Workforce	3 cr.
PFS 823	Organizational Change & Communication	3 cr.

Year 1: Summer

Course #	Course Name	SCH: 6
PFS 899	Capstone Project in Organizational Communication	3 cr.
PFS 835	Interpersonal Communication Skills at Work	3 cr.

Total Number of Semester Credit Hours [30]

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
*Angie Pastorek	Program Director & Lecturer	Ph.D.	N	Organizational Communication: Socialization, Organizational Change, Diversity & Inclusion	1.0
New Faculty: To Be Hired (Year 3)	Professor of Practice	Ph.D.	N	Organizational Communication	1.0
Angela Gist-Mackey	Assistant Professor	Ph.D.	Y	Organizational Communication: social class, social identity, and organizational	0.5
Teresa Thompson	Lecturer	Ph.D.	N	Speech Communication	0.5
Joy Koesten	Lecturer	Ph.D.	N	Communication Studies	0.5

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

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	\$ 75,264	\$ 75,264	\$ 75,264
Administrators (other than instruction time)	\$ 16,316	\$ 16,316	\$ 16,316
Graduate Assistants			
Support Staff for Administration (e.g., secretarial)	\$ 27,500	\$ 28,050	\$ 28,611
Fringe Benefits (total for all groups)	\$ 33,386	\$ 34,014	\$ 34,671
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	\$ 152,466	\$ 153,644	\$ 154,862
Personnel – New Positions			
Faculty		\$ 10,000	\$ 45,000
Administrators (other than instruction time)			
Graduate Assistants			
Support Staff for Administration (e.g., secretarial)			
Fringe Benefits (total for all groups)		\$ 1,200	\$ 16,622
Other Personnel Costs			
Total Existing Personnel Costs – New Positions		\$ 11,200	\$ 61,622
Start-up Costs - One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other- Online Course Development			
Total Start-up Costs			
Operating Costs – Recurring Expenses			
Supplies/Expenses	\$ 1,000	\$ 1,000	\$ 1,000
Library/learning resources	\$ 1,400	\$ 1,400	\$ 2,800
Equipment/Technology			
Travel			
Other	\$ 1,500	\$ 1,500	\$ 1,500
Total Operating Costs	\$ 3,900	\$ 3,900	\$ 5,300
GRAND TOTAL COSTS	\$ 156,366	\$ 168,744	\$ 221,784

B. FUNDING SOURCES <i>(projected as appropriate)</i>	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	\$ 96,300	\$ 200,625	\$ 256,800
Student Fees			
Other Sources	\$ 60,066		
GRAND TOTAL FUNDING	\$ 156,366	\$ 200,625	\$ 256,800
C. Projected Surplus/Deficit (+/-) <i>(Grand Total Funding minus Grand Total Costs)</i>	\$ 0	\$ 31,881	\$ 35,016

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

The KU Edwards Campus currently offers a MA in Communication Studies that focuses on organizational communication. The Communication Studies Department has decided to move this program from their department into the School of Professional Studies, due to the program aligning with the professional skills focus of the School. With that change, faculty teaching in the existing program will transition to this new program. KU Edwards currently is funding the cost of instruction due to the existing MA and the Professional Workplace Communication Graduate Certificate that utilizes that same courses and serves as an introduction to the program. The program director will teach in the program, as well as spend 20% of their time on program administration. The program currently is utilizing an academic success coach, an advisor that works with students from point of inquiry through graduation, and this coach will remain working with the Organizational Communication program. The Organizational Communication program will make up 50% of their student load and the Organizational Communication program will fund 50% of salary and fringe.

Personnel – New Positions

Due to the anticipated student demand, the Organizational Communication program will be hiring a Professor of Practice in the third year to assist with the teaching load at .5 FTE. If additional courses are needed to meet demand, the Professor of Practice will be hired at 1.0 FTE rather than .5. Professors of Practice at KU are not on the tenure track. Until the additional Professor of Practice is needed, the program will utilize adjunct support to help with instruction of additional courses. An additional \$10,000 has been allocated in year two for adjunct support.

Start-up Costs – One-Time Expenses

With the KU Edwards Campus currently offering a similar MA program, there are not one-time startup costs. All courses have been previous taught by the instructors listed above.

Operating Costs – Recurring Expenses

All equipment, library, and supplies have been accounted for in the existing services provided to KU Edwards Students and no additional cost will be associated with the program. The KU Edwards Campus is allocating \$1,000 each year for instructional resources and Professional Association Memberships and \$1,500 each year

for marketing and recruitment efforts. In addition, the two faculty members will receive \$1,400 each year for professional development.

B. Revenue: Funding Sources

The Organizational Communication program is a Johnson County Education and Research Triangle¹ (JCERT) funded program. 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. The program will be charged at an all-inclusive rate of \$535 per credit hour to closely align with the School of Professional Studies in-state tuition and fee rates, but this will also allow students from across the country to receive the same affordable rate, in order to ensure that the program is accessible as possible. The Edwards Campus Course Fee and Campus Fee will be backed out of the all-inclusive rate to be allocated towards services that are funded by these fees. Students from other disciplines will also utilize some of the courses for the program as part of their program's professional skills component. These students will also contribute to the enrollment growth of the program.

C. Projected Surplus/Deficit

Given the anticipated costs and revenue, the program is expected to run a deficit in the first year of implementation. 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. With the current enrollment estimates, the Organizational Communication program is expected to have a revenue surplus. These funds will be utilized to help improve the overall student experience and provide additional funding.

XI. References

- Associates, B. (2018, June 30). Bersin & Associates predicts that a global TALENT imbalance will Shape HR and Talent strategies in 2012. Retrieved February 08, 2021, from <https://www.prnewswire.com/news-releases/bersin--associates-predicts-that-a-global-talent-imbalance-will-shape-hr-and-talent-strategies-in-2012-134742863.html>
- Beheshti, N. (2020, April 16). Are hard skills or soft skills more important to be an effective leader? Retrieved February 11, 2021, from <https://www.forbes.com/sites/nazbeheshti/2018/09/24/are-hard-skills-or-soft-skills-more-important-to-be-an-effective-leader/?sh=3c3aecbd2eb3>
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- U.S. Bureau of Labor Statistics. (2020, April 21). Retrieved from <https://www.bls.gov/>

¹ 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.

EMPORIA STATE UNIVERSITY

Office of THE PROVOST

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March 4, 2021

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

Dear Dr. Archer,

Please note that this is a revision of a request submitted on November 11, 2020.

Emporia State University requests approval to consolidate the following two academic units into one:

- The Department of Social Sciences (includes history, political science, geography, philosophy, and social sciences education)
- The Department of Sociology, Anthropology, and Crime & Delinquency Studies

This consolidation would result in a single Department of Social Sciences, Sociology, and Criminology.

ESU seeks this change in the interest of efficiency and effective stewardship of finite resources. Consolidation of the units eliminates the need for one department chair and one staff position.

Your assistance in adding this request to the next available COCAO agenda would be appreciated.

Sincerely,

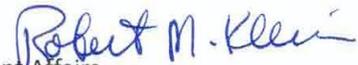


David P. Cordle
Provost and Vice President for Academic Affairs

Date: February 15, 2021

To: Blake Flanders, PhD, President and CEO
Kansas Board of Regents

From: Robert M. Klein, PhD, Vice Chancellor for Academic and Student Affairs



Re: Proposed name change for the Department of Physical Therapy and Rehabilitation Sciences

The University of Kansas Medical Center (KUMC) is requesting to change the name of the Department of Physical Therapy and Rehabilitation Sciences (PTRS) to the Department of Physical Therapy, Rehabilitation Science, and Athletic Training (PTRSAT). With KBOR approval of the Master of Science in Athletic Training in 2018, a departmental name change was expected. The proposed name change accurately reflects the department degree programs—Doctor of Physical Therapy, PhD in Rehabilitation Science, and the Master of Science in Athletic Training.

This name change was initiated through discussions with faculty and alumni and is supported by the three program directors, the Department Chair, and Abiodun Akinwuntan, PhD, MPH, MBA, FASAHP, Dean of the School of Health Professions at KUMC. Letters are included from the directors and the Dean.

I am supportive of this change. The change will not increase departmental costs and will clearly represent all programs in the Department for marketing and enrollment purposes as well as looking forward to our graduates as future alumni.

I have approved this change and would like the proposal placed on the March agenda of the Council of Chief Academic Officers.

Please let me know if you have any questions, or if you require more information for consideration of the medical center request.

January 21, 2021

Dear Dr. Klein,

This is to inform you of the request within the School of Health Professions to change the name of the Department of Physical Therapy and Rehabilitation Science (PTRS) to the Department of Physical Therapy, Rehabilitation Science, and Athletic Training (PTRSAT).

This name change accurately reflects the inclusion of Athletic Training into the department, as approved by the Kansas Board of Regents in 2018. The initial accreditation process for this new athletic training program by the Commission on Accreditation of Athletic Training Education (CAATE) has been initiated, and the first cohort of students will enter this program in Summer 2021.

This department name change will support realignment of courses and administrative support to provide enhanced interprofessional education, faculty development, and clinical research. The new curricular structure will augment and streamline content offerings through integration of related courses and cross-teaching by faculty with discipline-specific content expertise. These changes will provide support for a greater range of career opportunities for students and will offer added options for faculty development. **This realignment and integration will be accomplished with no additional State funds being required.**

Best regards,



Abiodun Akinwuntan, PhD, MPH, MBA
Dean and Professor
KU School of Health Professions



January 8, 2021

Dear Dr. Klein,

We support the request within the **School of Health Professions** to change the name of the Department of Physical Therapy and Rehabilitation Science (PTRS) to the Department of Physical Therapy, Rehabilitation Science, and Athletic Training (PTRSAT).

This department name change will support realignment of courses and administrative support to provide enhanced interprofessional education, faculty development, and clinical research. The new curricular structure will augment and streamline content offerings through integration of related courses and cross-teaching by faculty with discipline-specific content expertise. These changes will provide support for a greater range of career opportunities for students and will offer added options for faculty development.

Sincerely,

A handwritten signature in black ink that reads 'Patricia M Kluding'.

Patricia M Kluding, PT PhD

01-08-2021

Date

Patricia Kluding PT PhD
Professor and Chair
Department of Physical Therapy and Rehabilitation Science
University of Kansas Medical Center

A handwritten signature in black ink that reads 'LesLee Taylor'.

01-08-2021

Date

LesLee Taylor, PhD, LAT, ATC
Associate Professor and Vice-Chair
Founding Director, Master of Science in Athletic Training
Department of Physical Therapy and Rehabilitation Science

February 11, 2021

Daniel Archer
Vice President, Academic Affairs
Kansas Board of Regents
1000 SW Jackson St., Ste. 520
Topeka, KS 66612

Dear Mr. Archer:

I am writing to request approval for changing the name of three of our degree programs.

1. We request changing the name of our Master in Interior Architecture and Product Design to simply **Master in Interior Architecture** for both our Non-Baccalaureate and Post-Baccalaureate programs. The existing Master of Interior Architecture and Product Design program has recently been transformed with the approval of the new Master of Industrial Design. With the creation of the new program, the Master in Interior Architecture and Product Design program name needs to be changed to **Master of Interior Architecture**. The program is reducing the emphasis and quantity of course work relating to product design. The new name will better reflect the content of the degree program.
2. We request changing the name of our BS in General Business to a **BS in Business Administration**. Research has shown that the use of General Business as a degree title has diminished over the years in favor of Business Administration. We feel that this change will more clearly reflect the content of the degree program and communicate more clearly to prospective students.
3. We request changing the name of the Master in Apparel and Textiles to **Master in Fashion Studies**. The department changed its name recently from Apparel, Textiles and Interior Design to Interior Design and Fashion Studies. At that time, the department also was approved for changing the name of its undergraduate program to a BS in Fashion Studies. The current request for the change in the name of the Master degree simply aligns the graduate program with the name in the department and the undergraduate degree program.

As noted, this change has been approved through our internal processes, and I approve the name change. Please let us know if you have any questions.

Sincerely,



Charles S. Taber
Provost and Executive Vice President

cc: Timothy de Noble, Dean, College of Architecture, Planning, and Design
Brian Niehoff, Associate Provost for Institutional Effectiveness

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

FROM: Barbara A. Bichelmeyer 
Provost & Executive Vice Chancellor

DATE: February 17, 2021

RE: Request to Change Name of a Degree

The University of Kansas requests to change the name of the Bachelor of Science degree in Molecular Biosciences to Applied Biological Sciences. KU's Molecular Biosciences Department in the College of Liberal Arts & Sciences (CLAS) currently offers this degree at the KU Edwards Campus in Overland Park. The degree is being transferred to the newly-approved School of Professional Studies (SPS) housed on the KU Edwards Campus and SPS is seeking to rename the degree.

This renaming will ensure clarity and distinction between the program housed in SPS and programs in the Molecular Biosciences Department on KU's main campus. Once approved, SPS will notify all current and prospective students of the name change. Current students will be given the option to remain in their currently named program and graduate from CLAS or can choose to move to the renamed program and graduate from SPS.