



Council of Chief Academic Officers (COCAO) meeting

Kansas Board of Regents

2026-04-15 09:00 - 10:00 CDT

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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.

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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.

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

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Council of Chief Academic Officers (COCAO) Meeting Minutes

The meeting was called to order by Chair Brent Thomas 9:10 a.m. on Wednesday, March 11, 2026. The meeting was held at the Board office, Curtis State Office Building, 1000 SW Jackson, Ste. 530, Topeka, Kansas. Proper notice was given according to the law.

Members Present:

Jesse Mendez, KSU	Arash Mafi, KU	John Fritch, Washburn
Brent Thomas, ESU	Robert Klein, KUMC	Monica Lounsbury, WSU
Jill Arensdorf, FHSU	Susan Bon, PSU	Jennifer Bonds-Raacke, KBOR (<i>ex officio</i>)

Approval of Minutes

Jesse Mendez moved to approve the minutes of the February 11, 2026, meeting. Susan Bon seconded the motion, and it carried unanimously.

Introductions

Chair Thomas welcomed Dr. Arash Mafi as the new Provost for the University of Kansas.

Council of Faculty Senate Presidents Update

Dr. Rochelle Rowley, Emporia State University's faculty senate president and Council of Faculty Senate Presidents (CoFSP) Chair, shared that she will be giving a report to the full Board this afternoon regarding the International Baccalaureate program review. There are no suggested changes to the program or the credit for prior learning guidelines.

Other Matters

Request to Change Name of MS in Counseling & Student Development to MS in Student Affairs Administration-KSU

Jesse Mendez, Provost at Kansas State University, shared that this name change request is intended to better reflect the program's current focus and improve marketability. The counseling component of the degree is being phased out, making the existing name no longer appropriate. Historically, student affairs programs were closely connected to counseling departments, which is why the areas were originally grouped together. This change reflects the natural evolution away from that historical structure as the field of student affairs has become more distinct.

Jill Arensdorf moved to approve the name change. Susan Bon seconded the motion, and it carried unanimously.

Request for Minor in Applied Data Analytics-KU

Arash Mafi, Provost at the University of Kansas, shared that KU's School of Professional Studies is seeking to offer a minor in Applied Data Analytics to be offered at the KU Edwards Campus. The minor provides students with practical, hands-on learning in areas such as statistical methods, data visualization, and predictive modeling. Because the required courses are already taught at the Edwards Campus, there is no additional cost.

Jesse Mendez moved to approve the proposal. Jill Arensdorf seconded the motion, and it carried unanimously.

Request to Merge Programs Within the Biomedical Sciences PhD Programs- KUMC

Robert Klein, Provost at the University of Kansas Medical Center, shared that the Biomedical Sciences PhD program has operated for over 30 years with a shared first year under the Interdepartmental Graduate Program in Basic Sciences (IGPBS), after which students moved into specific disciplines. Recent federal guidance raised concerns that these program transitions could be considered changes for international students. To address this risk, the program will be unified under IGPBS as a single umbrella structure, with no changes to curriculum or courses. Current students will be taught out in their existing programs, while future students will follow discipline-specific subplans within IGPBS. This change improves administrative efficiency, facilitates reporting, and has full support from medical school leadership and faculty.

Susan Bon moved to approve the proposal. Monical Lounsbery seconded the motion, and it carried unanimously.

Discuss Opportunities (new degree programs, partnerships, strategic initiatives, etc.) that Universities are Considering or Planning to Pursue in the Future

Vice President for Academic Affairs Dr. Jennifer Bonds-Raacke proposed an additional COCAO meeting on April 15, 2026, at 9 a.m. to facilitate pressing items submitted by institutions. Council members expressed support and agreed to hold this meeting at the proposed time.

Monica Lounsbery, Provost at Wichita State University, shared that WSU and Fort Hays State University are working with consultancies to learn about and support the need for a new Kansas School of Dental Medicine. She highlighted a high unmet need for access to oral healthcare in western Kansas. Representatives will make a final determination on a consultancy contract on Thursday. The consultancy may wish to attend a future meeting.

Susan Bon expressed interest in developing a formal academic pathway, specifically a three-plus-one model similar to existing pre-med partnerships. She noted that this structure would establish a clear feeder relationship and would be highly attractive to students, who value the efficiency and incentives of three-plus-one programs.

Adjournment

Jesse Mendez moved to adjourn the meeting. Monica Lounsbery seconded the motion, and the meeting was adjourned at 9:27 a.m.

Program Approval

I. General Information

A. **Institution** Kansas State University

B. Program Identification

Degree Level: Bachelor's Program
Program Title: Robotics and Autonomous Systems
Degree to be Offered: Bachelor of Science in Robotics and Autonomous Systems
Responsible Department or Unit: Integrated Studies
CIP Code: 14.4201 Mechatronics
Modality: Hy-flex
Proposed Implementation Date: Fall 2026

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

In today's rapidly evolving world, students are driven by a desire to find meaningful and fulfilling careers that positively contribute to society. They seek opportunities to be part of something bigger, applying their skills to improve lives, support communities, and innovate for a sustainable future. The Robotics and Autonomous Systems degree at K-State Salina is designed to fulfill these aspirations, equipping students with the skills to understand, design, build, and deploy robot systems capable of addressing real-world challenges.

This program provides hands-on experience and applied learning that aligns with K-State's Strategic Plan, which emphasizes experiential learning that extends beyond traditional classroom education. Further, this program plays a key role in supporting the Salina Campus's Opportunity Initiatives of Advanced Air Mobility and Autonomous Systems and Robotics to position K-State Salina as the first-choice education and business partner in Kansas and promote a culture of academic innovation in an emerging field.

By preparing graduates to meet the rising demand for automation in industries such as agriculture, manufacturing, and beyond, the program also supports economic growth within the region. The degree aligns with the increasing emphasis on Industry 4.0, where robotics and automation are integral to global competitiveness. The field of robotics is experiencing unprecedented growth, with a high demand for skilled professionals ready to design and deploy autonomous systems in various industries. This program not only offers graduates excellent career opportunities but also positions them to be at the forefront of an industry poised to reshape our world.

IV. Program Demand: Market Analysis

This report utilizes labor market analytics from Lightcast, which curates data from the Integrated Postsecondary Education Data System (IPEDS). To define the robotics and autonomous systems landscape, the following Classification of Instructional Program (CIP) codes were used:

- 14.4201: Mechatronics, Robotics, & Automation Engineering
- 15.0405: Robotics Technology/Technician
- 15.0406: Automation Engineer Technology/Technician
- 15.0407: Mechatronics, Robotics, & Automation Engineering Technology/Technician

Strong Learner & Industry Demand

The robotics field is experiencing explosive growth, with total degree and certificate completions in these CIP codes increasing from 775 in 2014 to 4,192 in 2023. While shorter credentials account for more than half of all completions, bachelor's degree completions specifically surged from 85 in 2014 to 712 in 2023, a 737.6% increase. This vastly outperforms the -1.0% trend for all U.S. baccalaureate degrees during the same period. Globally, the market is projected to reach between \$160 billion and \$260 billion by 2030.

Regional Competitive Advantage

As of 2023, no institutions in the Five-State Region (KS, CO, MO, NE, OK) awarded degrees in these specific CIP codes. However, Oklahoma State University now offers a [Bachelor's of Science in Mechatronics and Robotics](#), the Oklahoma State University Institute of Technology offers a [Bachelor of Technology in Instrumentation Engineering Technology](#), the University of Central Missouri offers a [Bachelor of Science in Engineering: Robotics, Automation, and Controls](#), Colorado State University-Pueblo offers a [Bachelor of Science in Mechatronics Engineering](#), and the Metropolitan State University of Denver offers a Bachelor of Science in [Advanced Manufacturing Sciences](#). This presents a significant opportunity for K-State to capture market share, as regional demand is currently met by programs using different classifications. Furthermore, strong recruitment pipelines already exist; high school robotics competitions like FIRST involve over 100,000 students annually, with local teams in Manhattan and Salina providing a direct interest group for undergraduate recruitment.

Robust Labor Market & Skill Gaps

The employment outlook in Kansas and the surrounding region is exceptionally strong:

- Regional Growth: Jobs in related occupations are projected to grow 12.7% through 2033, exceeding the 11.8% growth rate for all other degree-requiring occupations in the region.
- Kansas Leadership: Kansas leads the five-state region (KS, CO, MO, NE, OK) with the highest projected job growth rate at 14.9%.
- Industrial Density: Kansas ranked fourth nationally for the percentage of manufacturing plants utilizing industrial robots.
- Skill Gaps: Gaps between employer demand and job-seeker profiles exist for 20 of the top 25 specialized skills. Lightcast identifies skills like Automation and Robot Frameworks as "Rapidly Growing," with projected two-year growth rates exceeding 25%.

Strategic Alignment with Kansas Priorities

A robotics program directly supports state economic mandates:

- The [Kansas Framework for Growth](#) (2021) identified Advanced Manufacturing and Logistics as "Target Sectors" and recommended investing in university innovation centers for robotics and automation.
- The [Kansas Board of Regents \(2021\)](#) identified "Digital Transformation & Automation" as a key area of opportunity.
- Local industry momentum is evidenced by [Chipotle's \\$50 million investment in Kansas-based Greenfield Robotics](#) to scale autonomous farming solutions.

Opportunity for Partnerships

Current similar offerings, such as WSU Tech's or Garden City Community College's two-year robotics program, provide foundational skills through a few courses that overlap with the proposed degree's emphasis areas. The new K-State bachelor's degree program is designed to build upon this base, creating a direct pathway for WSU Tech graduates to advance their expertise at the bachelor's level. This approach not only strengthens academic and career trajectories for students but also fills an educational gap by providing a comprehensive, advanced curriculum that supports the growing industry need for professionals skilled in designing, implementing, and

managing robotics and autonomous systems.

Conclusion

K-State is uniquely positioned to bridge the current educational gap in the region by providing a comprehensive, advanced curriculum that builds upon foundational skills found in two-year programs. With significant projected growth in the field, zero direct competition within the regional bachelor’s degree market, and clear alignment with state priorities, this program is poised for success. By serving as a pioneer in robotics education, K-State will attract a new generation of learners eager to drive the next wave of technological innovation and meet the growing industry need for skilled professionals in robotics and autonomous systems.

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	20	2	600	30
Year 2	35	3	~1085	45
Year 3	50	5	~1550	75

VI. Employment

The employment landscape for robotics graduates is exceptionally promising, with a strong upward trajectory in job demand both regionally and nationally. Unique job postings in the five-state region (KS, CO, MO, NE, OK) increased by 11.1% between 2019 and 2023, with Kansas seeing a remarkable 134.6% growth in job listings over the same period. This surge points to a robust demand for robotics professionals in the state, making it an ideal time for Kansas State University to launch a Robotics and Autonomous Systems program that meets this need.

The future job market in robotics is equally encouraging. The Market Demand Report prepared at K-State projects a substantial rise in robotics-related job postings across the United States over the next two years, highlighting the long-term relevance and demand for skills in this field. Graduates with expertise in robotics and autonomous systems will enter a workforce that is eager for their specialized skills, ensuring high demand and job stability for years to come.

Internationally, the robotics market is also poised for rapid growth. Market Insights by Statista (2021) indicates that the global mobile robot market size is expected to grow around 23% from 2021 to 2028. As mobile robots become increasingly essential across sectors—ranging from agriculture and logistics to healthcare and manufacturing - the skill sets developed in a robotics program will be crucial for industries seeking to innovate and remain competitive.

In this dynamic market, K-State graduates will be well-prepared to make an immediate impact. With specialized training in robotics, automation, and machine learning, they’ll be equipped to address workforce needs, tackle emerging challenges, and lead innovation both locally and globally. This program offers students a pathway to fulfilling, impactful careers while supporting the economic growth and technological advancement of Kansas and beyond.

VII. Admission and Curriculum

A. Admission Criteria

The Qualified Admission criteria are used, as this program does not have separate admission requirements.

B. Curriculum**Autonomous Mobile Robotics Emphasis****Year 1: Fall****SCH = Semester Credit Hours**

Course #	Course Name	SCH
MATH 100	College Algebra (SWGE 030)	3
ECET 100	Basic Electronics	3
CYBR 180	Introduction to Database Systems	3
MET 121	Manufacturing Methods	3
RAS 212	Introduction to Robot Operating System	3

Year 1: Spring

Course #	Course Name	SCH
	Arts/Humanities Course (SWGE 060)	3
ENGL 100	Expository Writing I (SWGE 010)	3
MATH 150	Plane Trigonometry	3
MET 117	Mechanical Modeling and Detailing	3
CYBR 250	Hardware and Network Fundamentals	3

Year 2: Fall

Course #	Course Name	SCH
MATH 220	Analytical Geometry & Calculus I	4
CMST 302	Applications in C Programming for Engineering Technology	3
RAS 260	Path Planning and Navigation	3
MLAS 100	Survey of Machine Learning and Autonomous Systems	3
ENGL 200	Expository Writing II (SWGE 010)	3

Year 2: Spring

Course #	Course Name	SCH
PHYS 113	General Physics I (SWGE 040)	4
RAS 225	Robot Power Systems	3
RAS 268	Mobile Robotics Navigation Studio	1
ECET 340	Electronics Manufacturing	3
ECET 350	Microprocessor Fundamentals	3

Year 3: Fall

Course #	Course Name	SCH
ECET 304	Electric Power and Devices	3
ECET 354	Microcontroller Applications	3
RAS 320	Sensors and Perception for Robotics	3
RAS 335	Digital Manufacturing	3
ENGL 302	Technical Writing	3

Year 3: Spring

Course #	Course Name	SCH
	Social & Behavioral Sciences Course (SWGE 050)	3
	Arts & Humanities Course (SWGE 060)	3
COMM 106	Public Speaking I (SWGE 020)	3

MET 382	Industrial Instrumentation and Controls	3
RA 357	Machine Vision	3
RAS 348	Mobile Robotics Fabrication Studio	1

Year 4: Fall

Course #	Course Name	SCH
	Social & Behavioral Sciences Course (SWGE 050)	3
	Institutional Designated Course (SWGE 070)	3
ETB 310	Applied Data Analysis and Tools	3
BUS 410	Managerial and Project Economics	3
RAS 455	Embedded Systems in Robotics	3
RAS 480	Robotics Capstone I	1

Year 4: Spring

Course #	Course Name	SCH
	Upper Division (300 and above) Elective Coursework	4
	Institutional Designated Course (SWGE 070)	3
RAS 415	Robot Design and Kinematics	3
RAS 458	Mobile Robotics Embedded Development Studio	1
RAS 481	Robotics Capstone II	2

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

Industrial Robotics and Automation Emphasis

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH
MATH 100	College Algebra (SWGE 030)	3
ECET 100	Basic Electronics	3
CYBR 180	Introduction to Database Systems	3
MET 121	Manufacturing Methods	3
	Arts & Humanities Course (SWGE 060)	3

Year 1: Spring

Course #	Course Name	SCH
ENGL 100	Expository Writing I (SWGE 010)	3
COMM 106	Public Speaking (SWGE 020)	3
MATH 150	Plane Trigonometry	3
MET 117	Mechanical Modeling and Detailing	3
MET 230	Automated Manufacturing I	3

Year 2: Fall

Course #	Course Name	SCH
MATH 220	Analytical Geometry & Calculus I	4
CMST 302	Applications in C Programming for Engineering Technology	3
MET 211	Statics	3
PHYS 113	General Physics I (SWGE 040)	4
MET 240	Industrial Robotics Laboratory	2

Year 2: Spring

Course #	Course Name	SCH
ECET 350	Microprocessor Fundamentals	3
MET 245	Material Strengths and Testing	3
MET 264	Machine Design	4
CYBR 250	Hardware and Networking	3
	Social & Behavioral Sciences Course (SWGE 050)	3

Year 3: Fall

Course #	Course Name	SCH
ENGL 200	Expository Writing II (SWGE 010)	3
ECET 304	Electric Power and Devices	3
ECET 354	Microcontroller Applications	3
ETB 310	Applied Data Analysis and Tools	3
RAS 358	Industrial Inspection Systems	2

Year 3: Spring

Course #	Course Name	SCH
MET 382	Industrial Instrumentation and Controls	3
RA 305	Robotics Programming	3
COT 301	Six Sigma Analysis and Problem Solving I	1
COT 302	Six Sigma Analysis and Problem Solving II	1
ECET 385	Advanced Programmable Logic Controllers	3
	Upper Division (300 and above) Elective coursework	4

Year 4: Fall

Course #	Course Name	SCH
ENGL 302	Technical Writing	3
	Social & Behavioral Science Course (SWGE 050)	3
	Institutional Designated Course (SWGE 070)	3
RAS 387	Data Acquisition and Monitoring	2
MET 336	Dynamics of Machines	3
RAS 480	Robotics Capstone I	1

Year 4: Spring

Course #	Course Name	SCH
	Business Elective	3
	Arts & Humanities Course (SWGE 060)	3
	Institutional Designated Course (SWGE 070)	3
RA 357	Machine Vision	3
RAS 481	Robotics Capstone II	2

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
Chad Bailey*	Instructor	Masters	N	Robotics	1.0
Balaji Balasubramaniam	Assistant Professor	PhD	Y	Intelligent Systems Design	0.125
Timothy Bower	Professor	Masters	Tenured	Robotics	0.5
Julia Morse	Associate Professor	Masters	Tenured	Automation	0.5
Eduard Plett	Professor	PhD	Tenured	Automation	1.0
Doug Zerr	Instructor	Masters	N	Manufacturing	0.125
Annie Hoekman	Assistant Teaching Professor	PhD	N	Cyber Security	0.125
New Hire	Instructor	Masters	N	Mobile Robotics	1.0

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	\$ 270,396	\$ 275,804	\$ 281,320
Administrators (<i>other than instruction time</i>)	\$ 34,639	\$ 36,371	\$ 38,189
Graduate Assistants			
Support Staff for Administration (<i>e.g., secretarial</i>)	\$ 12,000	\$ 12,600	\$ 13,230
Fringe Benefits (<i>total for all groups</i>)	\$ 92,656	\$ 97,289	\$ 102,153
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	\$ 409,691	\$ 422,064	\$ 434,892
Personnel – New Positions			
Faculty	\$ -	\$ -	\$ 75,000
Administrators (<i>other than instruction time</i>)			
Graduate Assistants			
Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)			\$ 17,250
Other Personnel Costs			

Total Existing Personnel Costs – New Positions	\$ -	\$ -	\$ 92,250
Start-up Costs - One-Time Expenses			
Scholarship Support	\$ 25,000	\$ 25,000	\$ 25,000
Equipment/Technology	\$ 150,000	\$ 2,520	\$ 5,040
Physical Facilities: Construction or Renovation			
Other (Marketing)	\$ 80,000	\$ 30,000	\$ 30,000
Total Start-up Costs	\$ 255,000	\$ 57,520	\$ 60,040
Operating Costs – Recurring Expenses			
Supplies/Expenses	\$ 126	\$ 252	\$ 252
Library/learning resources			
Equipment/Technology	\$ 2,000	\$ 2,000	\$ 2,000
Travel	\$ 1,487	\$ 2,947	\$ 2,947
Other			
Total Operating Costs	\$ 3,613	\$ 5,199	\$ 5,199
GRAND TOTAL COSTS	\$ 668,304	\$ 484,783	\$ 592,381

B. FUNDING SOURCES <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$ 233,654	\$ 419,094	\$ 602,680
Student Fees		\$ 3,400	\$ 4,400	\$ 6,100
Other Sources				
GRAND TOTAL FUNDING		\$ 237,054	\$ 423,494	\$ 608,780
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		\$ (431,250)	\$ (61,289)	\$ 16,399

X. Expenditures and Funding Sources Explanations

A. Expenditures

1. Personnel – Reassigned or Existing Positions

A combined 4.125 FTE will come from faculty members involved in this program.

2. Personnel – New Positions

A single faculty position at 1.0 FTE is anticipated by year three of the program. A varying number of adjunct instructors will be critical to the success of this program from the standpoint of content currency and relevancy and will share the teaching load and we currently estimate this need at 0.25 of an FTE per

semester.

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

Getting the Robotics and Autonomous Systems (RAS) program off the ground requires a significant initial investment to ensure it has the right facilities, equipment, and faculty to succeed. This funding will come from corporate partners, government grants, and private donations, helping to cover everything from robotics labs to cutting-edge technology and research support. While launching a new program comes with financial challenges, careful planning and industry collaboration will help manage costs and keep the program sustainable.

One of the biggest upfront expenses is developing lab space and infrastructure. The program needs a dedicated robotics lab where students can work with automation systems, mobile robots, and AI-driven technologies. This means renovating existing spaces, upgrading safety measures, and ensuring the facilities meet industry and academic standards. Equipment and technology will also be a major investment, including robotic arms, autonomous vehicles, and advanced sensors. Since these tools can be expensive, the program will share some resources with other departments like Uncrewed Aircraft Systems (UAS), Machine Learning, and Mechanical Engineering Technology, maximizing efficiency and reducing costs.

Managing costs effectively is crucial. To address this, the program will phase in investments over time, ensuring that major purchases align with student growth and funding availability. It will also leverage partnerships with companies to provide equipment sponsorships and research funding.

By securing funding from multiple sources, sharing resources, and rolling out the program strategically, KSU-Salina will create a leading robotics education hub while ensuring long-term sustainability and financial success

4. **Operating Costs – Recurring Expenses**

Limited to office costs and travel

B. **Revenue: Funding Sources**

Part time students are calculated at 15 hours annually (6 hour per semester twice per year, plus a single three hour course over the summer); whereas full time are estimated at 30 hours (15 hours per semester twice per year). Using a blended tuition rate of in-state and out-of-state of **\$370.88**, we then take the total estimated credit hours for full time and part time students. We assume that more full-time students, than part time students, will be enrolled in this program; additionally, we also assume more in-state students will be enrolling in this program due to the audience we will be marketing towards.

This proposal will roll the existing Robotics and Automation Engineering Technology degree into a new combined program. With the existing students and marketing, we estimate – in the first year - based on 32 total students enrolled in 630 credit hours that we will bring in roughly \$234,000 of tuition revenue for the starting year. As enrollment increases, while taking into account RAS program expenditures, we estimate that we will break even in the third year.

C. **Projected Surplus/Deficit**

The campus intends to develop a digital marketing campaign for this program. We expect program enrollments to increase after the second year of the program. These early cash marketing expenditures will help us to realize the estimated ROI. Additionally, we recognize that the blended tuition rate might

not be the only approximation method for forecasting ROI. This ROI method only takes into account gross tuition, it does not take into account other possible funding streams (e.g., government grants, corporate research funding, or private donations).

XI. References and Sources for New Degree Program Proposal

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Program Approval

I. General Information

A. **Institution** Kansas State University

B. Program Identification

Degree Level: Master's
Program Title: Marketing Science
Degree to be Offered: Master of Science
Responsible Department or Unit: College of Business Administration/Marketing Department
CIP Code: 52.1302 Business Statistics
Modality: Online
Proposed Implementation Date: Fall 2026

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

In today's rapidly evolving digital landscape, there is an urgent need for a comprehensive digital marketing program that equips students with cutting-edge skills and knowledge (Chaffey & Ellis-Chadwick, 2019). While traditional marketing roles persist, a critical skills gap has emerged due to the rapid advancement of technology, the rise of social media platforms, the increasing importance of data analytics, and the shift towards personalized and automated marketing strategies (Kannan & Li, 2017; Lamberton & Stephen, 2016).

Kansas State University's Center for Academic Innovation has identified this misalignment and awarded \$229,796 to the Department of Marketing to develop a master's degree in marketing technology and analytics to bridge this divide. This program addresses three specific, unmet needs:

1. **The Critical Skills Gap** - Advanced skills are essential for staying competitive in a crowded marketplace, yet many current marketing professionals lack the technical fluency to make informed decisions that align with modern consumer expectations (Leeflang et al., 2014; Saura et al., 2017). This program fills the void by blending theoretical knowledge with practical application, ensuring graduates are not just academically prepared but also industry-ready.
2. **Regional Talent Shortage** - Demand is surging for specialized roles that combine marketing with technology. Between 2018 and 2022, marketing technology jobs grew by 51% (from 246,025 to 372,581), and the growth for marketing manager jobs was positive at 42% from 2018 to 2023 (Bellamy, 2023). Within a nine-state region—including Arkansas, Oklahoma, and Kansas—unique marketing technology job postings experienced over 100% growth. Current educational offerings in the region have not kept pace with this localized explosion in demand.
3. **Economic and Professional Mobility** - There is a clear need for higher-earning pathways for both marketing and STEM professionals. The median annual earnings for selected marketing occupations are \$63,918, with four specific occupations exceeding \$95,000 (Bellamy, 2023). By offering an 11-course curriculum in 8-week intervals, this program provides a needed accelerated pathway for:
 - **Current employees and recent graduates** seeking to enhance job market competitiveness.
 - **STEM professionals** looking to apply technical expertise to emerging marketing tools and

consumer behavior strategies.

The program equips learners with skills in strategic marketing initiatives, marketing analytics, and effective communication. Students gain hands-on experience in Search Engine Optimization, social media, and data analysis, to name a few, preparing them for immediate contributions in marketing roles. This comprehensive training enhances competitiveness for current employees, recent graduates, and individuals from STEM fields.

The program's structure, blending theoretical knowledge with practical application through hands-on projects and real-world applications, ensures that graduates are not just academically prepared but also industry ready. This approach aligns with the growing demand for marketing professionals who can seamlessly transition from classroom to workplace.

By approving this program, Kansas State will be at the forefront of digital marketing education, offering a curriculum that is not only current but also forward-looking. It will attract ambitious students seeking a comprehensive and practical education in digital marketing, ultimately producing graduates who are highly sought after by employers and well-equipped to drive marketing innovation in their future careers.

IV. Program Demand

A. Survey of Student Interest

Number of surveys administered:	320
Number of completed surveys returned:	130
Percentage of students interested in program: ...	58%

A survey of students who were taking business courses in the College of Business were surveyed in the fall of 2024. The results indicated 58% or 76 students rated “very interested” or “somewhat interested” on a scale from one to five. Importantly, close to one-third (31.5%, 24) were “very interested” in a master’s in marketing science that focuses on marketing technology and analytics.

B. Market Analysis

Before providing details of the market analysis, it is important to explain that in the research we conducted it did not reveal *any* comprehensive marketing master’s degree that teaches specialized skills in *both* marketing technology and analytics. In a survey of master’s courses of business with a marketing concentration or marketing specific degree program, they either concentrate on analytics or, in a few cases, marketing technology.

The Marketing Science master’s degree program grew out of our undergraduate Marketing Technology Certificate. The certificate program started in the fall of 2022 and has grown to 64 undergraduates. It is one of its kind, with the curriculum guided by industry marketing specialists. In the program, students gain a deep understanding of marketing technology and learn to create and optimize marketing activities. Students earn industry certifications from HubSpot, Google Analytics and Semrush, which are highly valued by marketers. These skills are desired by employers. Faculty who are teaching in this undergraduate program, who also have the same industry certifications, will teach in the master’s program.

In an investigation conducted by K-State’s Business Intelligence and Analysis March 2023 report, the market research identified institutions with master’s programs with general topics in marketing or concentrations in special marketing topics such as digital marketing, as indicated in the table below by the program name. For

your convenience, the table lists the universities and the associated hyperlinks that can provide additional information.

One program currently being offered by a KBOR Regent Institution, which might appear on the surface similar to the K-State’s Master’s in Marketing Science program, is the University of Kansas’ master’s in [Digital and Integrated Marketing Communications](#). Its curriculum is focused on communications in digital marketing centering on effective messaging and audience engagement, while K-State’s proposed Masters in Marketing Science extends these concepts and covers a wider array of marketing techniques, tools and importantly, analytics for strategic activities to benefit marketing’s return-on-investment.

K-State’s Masters of Marketing Science program, unlike traditional marketing programs, delivers a cutting-edge marketing technology and analytic curriculum that combines practical skills with innovative strategies, focusing on real-world applications and emerging trends ensuring our graduates are highly employable.

Institution	Program Name
Northwestern University	Integrated Marketing Communications
Southern New Hampshire University	Master's in Marketing
Florida International University	Master's in Marketing
Johns Hopkins University	Master's in Marketing
The University of Alabama	Master's in Marketing
Full Sail University	Master's in Digital Marketing
University of Toledo	MBA with Marketing specialization
Vanderbilt University	Master's in Marketing
University of Pennsylvania	MBA with Marketing specialization
Texas A & M University-College Station	Master's in Marketing
Nova Southeastern University	MBA in Marketing
Liberty University	Master's in Marketing
The University of Texas at Dallas	Master's in Marketing
University of Phoenix-Arizona	N/A
University of South Florida	Master's in Marketing
Hofstra University	Master's in Marketing
University of Illinois Urbana-Champaign	MBA in Digital Marketing; Master's of Management-Digital Marketing
University of Houston	Master's in Marketing
University of Cincinnati-Main Campus	Master's in Marketing
Texas A & M University-Commerce	Master's in Marketing and Marketing Analytics
DePaul University	Master's in Marketing; Master's in Marketing Analysis
University of Colorado Denver/Anschutz Medical Campus	Master's in Marketing
Stony Brook University	MBA in Marketing
California Lutheran University	MBA in Marketing
Emerson College	Master's in Marketing
Goldey-Beacom College	MBA, Marketing Management Track
Sacred Heart University	Master's in Digital Marketing

Georgia State University	Master's in Marketing
University of Notre Dame	N/A
Santa Clara University	Master's in Marketing
Grand Canyon University	MBA in Marketing
Franklin University	Master's in Marketing & Communication
Pace University	Master's in Marketing, Social Media and Mobile Marketing
Saint Joseph's University	Master's in Marketing
Yeshiva University	Master's in Digital Marketing and Media
Golden Gate University-San Francisco	MBA with Marketing concentration; M.S. in Business Analytics with Marketing concentration
Molloy College	MBA with Marketing concentration
Dallas Baptist University	MBA with Marketing concentration
Bellevue University	Master's in Strategic Marketing
Walden University	Master's in Marketing

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

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	5		150	
Year 2	10		300	
Year 3	15		450	

VI. Employment

According to Kansas State University Masters in Marketing Market Demand Report by K-State Business Intelligence & Analysis, March 2023, for the occupations & occupation projections in 2023, there are over 2.6 million related jobs in the United States and those jobs are projected to increase to over 2.8 million by 2028.

The report highlights:

- There are over 2.6 million related marketing jobs in the U.S. in 2023.
- The total number of related jobs is projected to increase eight percent over the next five years (2023 to 2028).
- Eight of the eleven occupations have projected growth that exceeds the five percent growth across all occupations the next five years.
- The median annual earnings for the selected occupations are \$63,918.
- Four occupations have median earnings that are more than \$95,000.

The following is the table supplied in the report.

Occupation	2023 Jobs	2028 Jobs	5-Year Change	5-Year % Change	Average Openings	Median Salary
Market Research Analysts and Marketing Specialists	806,989	903,412	96,423	12%	102,606	\$63,918
Sales Managers	487,160	512,914	25,754	5%	46,301	\$127,504
Computer Occupations, All Other	402,151	435,453	33,302	8%	36,387	\$95,264
Marketing Managers	299,035	320,989	21,954	7%	31,392	\$135,034
Public Relations Specialists	256,178	273,728	17,550	7%	26,535	\$62,795
Interviewers, Except Eligibility and Loan	171,299	170,193	(1,107)	(1%)	23,120	\$37,211
Meeting, Convention, and Event Planners	111,237	121,740	10,503	9%	14,060	\$49,483
Fundraisers	88,089	95,596	7,506	9%	9,855	\$60,674
Advertising and Promotions Managers	25,197	26,678	1,481	6%	2,885	\$127,150
Agents and Business Managers of Artists, Performers, and Athletes	16,109	17,814	1,705	11%	2,106	\$78,416
Survey Researchers	9,690	10,133	443	5%	1,047	\$59,738
Total Selected Occupations	2,673,133	2,888,648	215,515	8%	296,295	\$63,918

VII. Admission and Curriculum

A. Admission Criteria

Admission Requirements:

- All students are required to meet the general university admission requirements.

Additional program requirements:

- Six credits of undergraduate statistics or three credits of graduate statistics
- A cumulative grade point average (GPA) of 3.0 or higher on a 4.0 scale or GPA of 3.0 in the last 60 hours of coursework.

B. Curriculum

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH
MKTG 710	Digital Marketing Essentials	3
MKTG 715	Mastering Digital Marketing Tactics	3
MKTG 720	Strategic Marketing Planning for Long-Term Success	3
MKTG 725	Market Research Fundamentals: Qualitative and Quantitative Approaches	3
MKTG 730	Mastering Impactful User-Center Design	3

Year 1: Spring

Course #	Course Name	SCH
MKTG 735	Optimizing Content for Superior Customer Experiences	3
MKTG 740	Marketing Technology: Automation and CRM	3
MKTG 745	Data-Driven Marketing: Analytics for Strategic Decisions	3
MKTG 755	Marketing Performance: ROI Measurement and Attribution Modeling	3
MKTG 770	Maximizing ROI Through Data-Driven Strategic Decisions	3

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
Esther Swilley	Assoc Professor	Ph.D.	Y	Digital Marketing	.10
Janis Crow	Professor of Practice and Director of the Marketing Master's Program	Ph.D.	N	Digital Marketing, Marketing Technology and Marketing Analytics	.30
Future hire	Professor of Practice	MS/MBA	N	Marketing Technology and Marketing Analytics	.60

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	\$20,250	\$40,500	\$24,300
Administrators (<i>other than instruction time</i>)	\$57,000	\$57,000	\$57,000
Graduate Assistants	\$0	\$0	\$0
Support Staff for Administration (<i>e.g., secretarial</i>)	\$0	\$0	\$0
Fringe Benefits (<i>total for all groups</i>)	\$19,313	\$24,375	\$20,325
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	\$96,563	\$121,875	\$101,625
Personnel – New Positions			
Faculty			\$125,000
Administrators (<i>other than instruction time</i>)			
Graduate Assistants			
Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)			\$31,250
Other Personnel Costs			
Total Existing Personnel Costs – New Positions			\$156,250
Start-up Costs - One-Time Expenses			
Library/learning resources	\$36,000	\$36,000	\$36,000

Equipment/Technology	\$10,000	\$15,000	\$5,000
Physical Facilities: Construction or Renovation			
Other	\$5,000	\$5,000	\$5,000
Total Start-up Costs	\$51,000	\$56,000	\$46,000
Operating Costs – Recurring Expenses			
Supplies/Expenses			
Library/learning resources	\$10,000	\$15,000	\$5,000
Equipment/Technology			
Travel	\$5,000	\$5,000	\$5,000
Other	\$5,000	\$5,000	\$5,000
Total Operating Costs	\$20,000	\$25,000	\$15,000
GRAND TOTAL COSTS	\$167,563	\$202,875	\$318,875

B. FUNDING SOURCES <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$150,000	\$300,000	\$450,000
Student Fees				
Other Sources	\$229,796			
Balance carried forward		\$229,796	\$212,234	\$309,359
GRAND TOTAL FUNDING	\$229,796	\$379,796	\$512,234	\$759,359
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		\$212,234	\$309,359	\$440,484

X. Expenditures and Funding Sources Explanations

A. Expenditures

1. Personnel – Reassigned or Existing Positions

The responsibilities of Drs. Swilley and Crow are reassigned to teach the courses for a small salary supplement until a permanent individual is hired to support the program, once the program gains sufficient revenues. Both Dr. Swilley and Crow’s advanced degrees concentrate on digital marketing. Additionally, Dr. Crow has multiple industry certifications in digital marketing and marketing analytics. With the new hire, Dr. Swilley will transition out of teaching master’s courses and return to her previous role, while Dr. Crow and the new hire will continue to teach the master’s courses.

Dr. Crow is the program director responsible for marketing the program, student recruitment and admission, and academic integrity and student success.

2. Personnel – New Positions

The plans are to hire an additional faculty member to primarily teach the master’s courses. The new hire will have specialties in digital marketing and analytics. We will hire this individual when the program gains sufficient resources expected in year three.

3. Start-up Costs – One-Time Expenses

The start-up costs include marketing expenses to create awareness and recruit students. These expenses include paid advertising, digital assets, and travel expenses. The Library/learning resources, along with the Equipment/Technology expenses cover course development and course related materials expenses. Other one-time expenses are for miscellaneous expenses.

4. Operating Costs – Recurring Expenses

Recurring expenses cover maintenance of industry certifications and teaching resources. The travel expenses are to recruit corporate partners and to attend training conferences. Other recurring expenses are for marketing and miscellaneous expenses.

B. Revenue: Funding Sources

As previously mentioned, K-State’s Academic Innovation Center awarded Drs. Swilley and Crow \$229,796 for start-up costs to develop a marketing master’s program in technology and analytics.

Beyond the initial award, tuition will support the program. Tuition is based on a competitive rate of \$1,000 per student credit hour, which is the midpoint of peer institutions for master’s degrees from Association to Advance Collegiate Schools of Business accredited programs (AACSB), as shown in the table below. More precisely, it is lower than institutions that are closely aligned with the Masters in Marketing Science degree, which are the University of Texas-Dallas and Pace University that are online programs, STEM designated, and focus *either* on marketing technology or analytics. Their student credit hour tuition rates are higher than the proposed K-State Master’s in Marketing Science (University of Texas-Dallas, \$1,866; Pace University, \$1,510).

For-profit	AACSB Accredited		Tuition per credit hour	Market Share	USAToday ranking (MBA online)
N	Y	Boston University	\$2,586	6.9%	102
N	Y	University of Texas-Dallas	\$1,866	NA	12
N	Y	Pace University	\$1,510	NA	107
N	Y	Santa Clara University	\$1,233	2.9%	42
Y	N	LIM College	\$1,179	4.6%	NA
N	Y	Michigan State University	\$1,017	5.1%	NA
N	Y	Florida International University	\$995	6.3%	29
Y	N	Full Sail University	\$865	4.4%	NA
N	Y	University of Toledo	\$658	2.9%	112
N	N	Southern New Hampshire University	\$637	9.2%	NA
N	N	Liberty University	\$565	3.8%	NA
N	Y	University of Alabama	\$440	9.1%	55

C. Projected Surplus/Deficit

The money to start the Masters in Marketing Science degree awarded by K-State's Academic Innovation Fund of \$229,796 will be applied to the first year. Combined with the expected tuition of \$150,000 (5 students x 30 SCH = 150 SCH x \$1,000/SCH = \$150,000) the amount of total funds is \$379,796, less expenses of \$167,563 will leave a balance of \$212,234.

The second year tuition revenues of \$300,000 (10 students x 30 SCH = 300 SCH x \$1,000/SCH = \$300,000) combined with the prior year's carried forward balance of \$212,234 amounting to \$512,234 in total funding, less expenses of \$202,875 leaves \$309,359 surplus.

In the third year, tuition of \$450,000 (15 students x 30 SCH = 450 SCH x \$1,000/SCH = \$450,000) and the \$309,359 balance carried forward for a total funding of \$759,359, less expenses of \$318,875 will leave a balance of \$440,484 for the next year. Each year's surplus funds are funneled back into the program to accommodate future growth and program needs.

XI. References

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Leeflang, P. S., Verhoef, P. C., Dahlström, P., & Freundt, T. (2014). Challenges and solutions for marketing in a digital era. *European Management Journal*, 32(1), 1-12. <https://doi.org/10.1016/j.emj.2013.12.001>

Lightcast™ Analyst. (2024). Labor market analytics and LOT specialized occupations (Data extracted 2024). Available from: <https://lightcast.io/> (subscription required)

Saura, J. R., Palos-Sánchez, P., & Cerdá Suárez, L. M. (2017). Understanding the digital marketing environment with KPIs and web analytics. *Future Internet*, 9(4), 76. <https://doi.org/10.3390/fi9040076>

U.S. Department of Education, National Center for Education Statistics. (2023). Integrated postsecondary education data system (IPEDS). Available from: <https://nces.ed.gov/ipeds>

VI. Employment

This is a licensure para to teach program with an alternative delivery. The employment opportunities are at the secondary education level in Math, ELA, and Special Education. Completers can take the Praxis exam to test into other content specific areas. In Crawford County, Kansas the average first year teacher salary with only a bachelor's degree is \$47,000. The starting salary for those who teach Special Education through the local cooperative is \$44,100. Pending student experience, this is where they would start on a local school districts salary schedule and move up with experience.

VII. Admission and Curriculum

A. Admission Criteria

- 1) Complete admission application for teacher education
- 2) Submit recommendations from a supervising special education teacher or other educational professionals familiar with your work as a student or special education paraeducator
- 3) Meet basic skills requirements:
 - a. Meet the state minimum on one of the approved paraeducator assessments:
 - i. ParaPro Assessment
 - ii. Paraeducator Online Training (Master Teacher)
 - iii. WorkKeys **OR**
 - b. ACT composite score of 22 or higher **OR**
 - c. ACT sub-scores: Reading \geq 16, Writing \geq 6, and Math \geq 16 **OR**
 - d. SAT combined score of 1120 or higher (for exams taken after March 2016) **OR**
 - e. Core scores: Reading \geq 156, Writing \geq 162, Math \geq 142 **OR**
 - f. Accuplacer Next Generation: Reading \geq 255, Writing \geq 255, Math \geq 263 (Quantitative Reasoning, Algebra, and Statistics)
- 4) Complete EDUC 261 Explorations in Education with a minimum grade of "C"
- 5) Complete module requirements (only for students transferring credit for EDUC 261)
 - a. Application for admission
 - b. Disclosure statement
 - c. Background check
 - d. Two completed recommendation forms
 - e. Teacher Education handbook quiz
 - f. Resume
 - g. Schedule a teacher candidate interview
 - h. Complete a plan of study with Office of Teacher Education
 - i. Critical incident essay
 - j. Long-term and short-term professional goals
 - k. Submit code of ethics
 - l. Field experience documentation from transfer institution
 - i. Classroom teacher evaluations
 - ii. Field experience reflection
- 6) Earn a "C" or better in:
 - g. ENGL 101
 - h. ENGL 299
 - i. COMM 207
 - j. 3 credit hours of Math (above remedial level)
- 7) Maintain a cumulative GPA of 2.50 or higher
- 8) Submit verification of employment as a special education paraeducator for at least one semester

B. Curriculum

Year 1 and 2 @ Community College

Course #	Course Name	SCH = 63
ENGL 101	English Composition (SGE) ⁰¹⁰	3
ENGL 299	Intro to Research Writing (SGE) ⁰¹⁰	3
COMM 207	Speech Communication (SGE) ⁰²⁰	3
MATH XXX	College Algebra or Contemporary Math (SGE) ⁰³⁰ (depending on emphasis)	3
BIO XXX	Science (SGE) ⁰⁴⁰	4
PSYCH 155	General Psychology (SGE) ⁰⁵⁰	3
POLS 101	US Politics (SGE) ⁰⁵⁰	3
ENGL XXX	Literature (SGE) ⁰⁶⁰	3
ART XXX	Fine Art (SGE) ⁰⁶⁰	3
EDUC 261	Explorations in Education (SGE) ⁰⁷⁰	3
EDUC 330	Technology for the Classroom (SGE) ⁰⁷⁰	3
HHP 150	Lifetime Fitness Concepts or Other Wellness course (SGE) ⁰⁷⁰	1-3
PSYCH 263	Developmental Psychology or Lifespan Human Development	3
SPED 510	Overview of Inclusive Education	3
ENGL XXX	Writing	3
HIST XXX	History Elective	3
MATH XXX	Geometry	3
PSYCH 357	Educational Psychology	3
XXX	Elective Courses	8

Candidates need to have completed 62 college credit hours, including the pre-requisite courses, prior to entering the Professional Blocks below. All courses listed above are pre-requisite courses with exception of the final 8 hours of elective courses.

Year 3 and 4 @ PSU

Year 3: Summer

SCH = Semester Credit Hours

Course #	Course Name	SCH = 9
EDUC 371	Assessment in Education	3
MATH 304	Mathematics for Education II	3
SPED 512	Characteristics of Students in Inclusive Settings	3

Year 3: Fall

Course #	Course Name	SCH = 9
EDUC 345	Topics (Survey in Transition)	1
EDUC 370	Organization and Management of the Middle and Secondary Classroom	2
EDUC 541	Elementary Mathematics Methods	3
EDUC 379	Instructional Planning & Delivery	3

Year 3: Spring

Course #	Course Name	SCH = 9
EDUC 345	Topics (Professional Development I)	2

EDUC 345	Topics (Differentiated Math Instruction)	1
SPED 514	Professional Collaboration in Inclusive Settings	3
SPED 780	Teaching Secondary Students with High-Incidence Learning Needs	3

Year 4: Summer

Course #	Course Name	SCH = 9
EDUC 531	Science of Reading I	3
EDUC 520	Methods and Materials for Academic Literacy	3
SPED 515	Positive Behavior Support in Inclusive Settings	3

Year 4: Fall

Course #	Course Name	SCH 9
EDUC 345	Topics (Supervision and Co-Teaching)	1
EDUC 544	Science of Reading II	3
SPED 516	Assessment in Special Education	2
SPED 517	Individualized Educational Programming	3

Year 4: Spring

Course #	Course Name	SCH = 12
EDUC 458	Methods and Curriculum	3
EDUC 475	Supervised Clinical Experience	9

Total Number of Semester Credit Hours

57 + General Education Courses = 120

VIII. Core Faculty

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

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Karla Childs (Math)	Professor	Ph. D	Y	Math for Education	.2
Dr. Emily George	Assistant Professor	Ed. D	Y	Special Education/Middle Level Literacy	.2
Dr. Kylie Stewart	Assistant Instructional Professor	Ed. D	N	Special Education	.2
Dr. Joanie Brilliant	Assistant Professor	Ed. D	Y	Elementary Education/Reading	.2
Dr. Brian Sims	Professor	Ed. D	Y	Special Education	.2
Dr. Ashley Shaw	Associate Professor	Ed. D	Y	Special Education	.2
Dr. Jean Dockers	Associate Professor	Ph.D	N	Teacher Education	.2
Dr. Marcus Daczewitz	Professor	Ed. D	Y	Special Education	.2

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

IX. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	\$0	\$0	\$0
Administrators <i>(other than instruction time)</i>	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0
Support Staff for Administration <i>(e.g., secretarial)</i>	\$0	\$0	\$0
Fringe Benefits <i>(total for all groups)</i>	\$0	\$0	\$0
Other Personnel Costs	\$0	\$0	\$0
Total Existing Personnel Costs – Reassigned or Existing	\$0	\$0	\$0
Personnel – New Positions			
Faculty – Part Time Adjunct	\$4,800	\$4,800	\$4,800
Administrators <i>(other than instruction time)</i>	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0
Support Staff for Administration <i>(e.g., secretarial)</i>	\$0	\$0	\$0
Fringe Benefits <i>(total for all groups)</i>	\$0	\$0	\$0
Other Personnel Costs -	\$0	\$0	\$0
Total Existing Personnel Costs – New Positions	\$4,800	\$4,800	\$4,800
Start-up Costs - One-Time Expenses			
Library/learning resources	\$0	\$0	\$0
Equipment/Technology	\$0	\$0	\$0
Physical Facilities: Construction or Renovation	\$0	\$0	\$0
Other	\$0	\$0	\$0
Total Start-up Costs	\$0	\$0	\$0
Operating Costs – Recurring Expenses			
Supplies/Expenses	\$0	\$0	\$0
Library/learning resources	\$0	\$0	\$0
Equipment/Technology	\$0	\$0	\$0
Travel	\$0	\$0	\$0
Other	\$0	\$0	\$0
Total Operating Costs	\$0	\$0	\$0
GRAND TOTAL COSTS	\$4,800	\$4,800	\$4,800

B. FUNDING SOURCES <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$14,265	\$28,530	\$57,060
Student Fees				
Other Sources				
GRAND TOTAL FUNDING		\$14,265	\$28,530	\$57,060
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		+\$9,465	+\$23,730	+\$52,260

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

All faculty positions are existing faculty. There is only one new course that is not currently being offered within this program. All courses have capacity to take on the enrollment from this program.

Personnel – New Positions

The only new position associated with this is a part time temporary adjunct to teach the new course that is associated with this program.

Start-up Costs – One-Time Expenses

There is no start-up cost associated with this program as all course work is already being offered and has capacity.

Operating Costs – Recurring Expenses

There are no recurring expenses associated with this program that are not already being encumbered through other programs within the Department of Teaching and Leadership.

B. Revenue: Funding Sources

The funding source identified is the online tuition rate of \$317 per credit hour.


C. Projected Surplus/Deficit

The projected surplus was figured by taking the tuition rate of \$317 per credit hour, multiplying it by 9 credit hours per semester and then multiplying the number of targeted number of students enrolled during each semester.

XI. References

Carter, Shane. (2025). *Fact Sheet*. Kansas State Department of Education.

MEMORANDUM

TO: Kansas Board of Regents (KBOR)
FROM: Jesse Perez Mendez, Provost and Executive Vice President 
DATE: February 27, 2026
RE: Request for Name Change and Program Realignment: PhD in Food, Nutrition, Dietetics and Health

Action Requested

The College of Health and Human Sciences requests approval to rename the **PhD in Food, Nutrition, Dietetics and Health** to the **PhD in Health Sciences**. This request includes an update to the CIP code, a realignment of concentrations to reflect the recent College of Health and Human Sciences reorganization, and a modification of credit hour requirements to enhance student flexibility.

Program Overview and Comparison

The following table summarizes the proposed structural changes:

Feature	Current Program Name	Proposed Program Name
Program Title	Food, Nutrition, Dietetics and Health	Health Sciences
CIP Code	30.1901 (Nutrition Sciences)	26.0102 (Biomedical Sciences, General)
Dissertation Hours	30 Fixed Hours	15–30 Flexible Hours
Concentrations	Public Health Nutrition	Applied Health Sciences
	Nutritional Sciences	Food and Nutrition
	Public Health Physical Activity	Kinesiology
	Sensory Analysis & Consumer Behavior	<i>Removed (Relocated)</i>

Rationale for Change

The College of Health and Human Sciences has recently reorganized into three distinct schools. The majority of the former Department of Food, Nutrition, Dietetics, and Health has joined the new School of Health Sciences. This PhD program is being revised to serve as the primary doctoral degree for this new school, incorporating multidisciplinary perspectives from the various units that have merged.

The change to Health Sciences and the update of the CIP code to 26.0102 (Biomedical Sciences, General) better reflect the broad, interdisciplinary nature of the research conducted within the school. The previous designation was too narrow, focusing exclusively on Nutritional Sciences, whereas the new designation encompasses the wider scope of kinesiology, applied health, and biological research.

The "Areas of Specialization" have been renamed to "Concentrations" to align with current academic terminology.

- **Kinesiology:** This area is now housed within the School of Health Sciences and is reflected as a formal concentration.
- **Industry Standards:** Labels such as "Applied Health Sciences" and "Food and Nutrition" have been adopted to better align with industry research terminology and student recruitment trends.
- **Removal of Sensory Analysis:** The Sensory Analysis and Consumer Behavior specialization has moved to the **School of Consumer Sciences** and is no longer a functional part of this specific degree track.

The required coursework has been adjusted to provide a more individualized experience. By moving from a fixed 30-hour dissertation requirement to a 15–30 hour range, the program allows students and faculty mentors to tailor the credit distribution between specialized elective coursework and original research, depending on the student's professional goals.

Conclusion

These changes represent a strategic effort to modernize our doctoral offerings, reflect our new organizational structure, and provide a competitive, flexible degree path for students in the health sciences.

MEMORANDUM

TO: Kansas Board of Regents
FROM: Jesse Perez Mendez, Provost and Executive Vice President
DATE: March 23, 2026
RE: Degree Program Name Change Request



PURPOSE

Kansas State University requests approval from the Kansas Board of Regents to rename the existing graduate degree program from the Master of Science in Integrated Systems Design & Dynamics (ISDD) to the Master of Science in Artificial Intelligence & Autonomous Systems. This change reflects the program's actual curricular focus, aligns with national trends in graduate artificial intelligence (AI) and machine learning education, and better positions Kansas State University graduates for high-demand careers in the rapidly growing artificial intelligence sector.

CURRENT & PROPOSED PROGRAM INFORMATION

Current Program Name:	Master of Science in Integrated Systems Design & Dynamics (ISDD)
Proposed Program Name:	Master of Science in Artificial Intelligence & Autonomous Systems
Degree Type:	Master of Science (MS)
Delivery Format:	100% Online (no required in-person or on-campus components)
College / Department:	College of Technology and Aviation / Department of Integrated Studies
Effective Date:	Upon approval by the Kansas Board of Regents

UPDATED CATALOG DESCRIPTION

The Master of Science in Artificial Intelligence & Autonomous Systems provides students with an AI-focused, advanced masters-level STEM education emphasizing the design, development, and deployment of intelligent computational systems. Grounded in core principles of machine learning and data-driven modeling, the program prepares students to architect, simulate, and operationalize advanced AI solutions across domains such as autonomous systems, agentic artificial intelligence, synthetic artificial intelligence, cyber-physical systems, aerospace and space systems, robotics, and large-scale data infrastructures. Students gain proficiency in supervised and unsupervised learning, deep learning, data engineering, and the integration of intelligent components into complex technical environments. Through hands-on coursework and applied projects, graduates learn to build robust, scalable AI systems, interpret and validate model behavior, and accelerate the transition of intelligent technologies from conceptual design to real-world implementation.

RATIONALE FOR NAME CHANGE

The proposed renaming of the ISDD program to Artificial Intelligence & Autonomous Systems is driven by three converging factors: evolving enrollment patterns, growing industry alignment, and the need for competitive positioning at the national level.

Enrollment and Programmatic Alignment

Over the past several years, the Machine Learning concentration has become the primary driver of enrollment and external engagement within the ISDD degree. Maintaining the ISDD title no longer accurately represents what students are studying, what faculty are teaching, or what the workforce is demanding. This name change aligns the graduate program with the existing undergraduate Machine Learning & Artificial Systems (MLAS)

option, creating a clear and unified academic pathway from undergraduate through graduate study at Kansas State University.

National Trends and Institutional Competitiveness

Nationally, graduate programs explicitly focused on machine learning and artificial intelligence have become a recognizable standard. Peer institutions are rapidly aligning degree titles, curricula, and credentials with these emerging fields. Updating the program name ensures that Kansas State University remains competitive, visible, and relevant in this expanding domain. A clearly titled Artificial Intelligence & Autonomous Systems masters degree enhances program discoverability by prospective students, industry partners, and national ranking organizations.

Industry and Workforce Demand

Modern AI and ML roles emphasize practical design, integration, and deployment skills. Removing the thesis option in favor of an applied, industry-focused coursework-only sequence reflects the program's applied orientation and streamlines student progression. This structure aligns graduate outcomes with employer expectations across defense, aerospace, manufacturing, cyber-physical systems, and advanced automation sectors.

PROPOSED CURRICULUM ADJUSTMENTS

This proposal involves no new course development. All existing courses and faculty will be retained. Three targeted structural adjustments are proposed:

- **Core Restructuring:** The Machine Learning concentration will become the program core. The Cybernetics core will transition to an optional concentration, preserving access for students with interests in that area while better reflecting the program's primary academic focus.
- **Removal of Thesis Option:** The thesis option will be eliminated in favor of a streamlined, industry-focused coursework-only sequence. This change reduces barriers to completion, shortens time-to-degree, and aligns culminating experiences with applied industry expectations.
- **Program Renaming:** The program title will be updated to "Master of Science in Artificial Intelligence & Autonomous Systems" to enhance clarity, competitiveness, and market recognition.

ADMINISTRATIVE IMPACT

This proposal is designed to minimize administrative impact while maximizing programmatic clarity and market alignment:

- No new courses will be added to the academic catalog.
- All current faculty teaching assignments are unchanged.
- Existing students enrolled in the ISDD program will be transitioned to the Artificial Intelligence & Autonomous Systems program with full credit for completed coursework.
- Curriculum revisions are limited to the structural adjustments described above and have been incorporated into existing course articulations.

CONCLUSION

The renaming of the Master of Science in Integrated Systems Design & Dynamics (ISDD) to the Master of Science in Artificial Intelligence & Autonomous Systems represents a measured, data-informed update that accurately reflects the program's content, leverages existing institutional strengths, and positions Kansas State University as a competitive provider of graduate-level AI and machine learning education.

TO: Kansas Board of Regents

FROM: Jesse Perez Mendez, Provost and Executive Vice President

DATE: March 3, 2026

SUBJECT: Proposal to Merge Academic Units and Establish the **School of Earth and Environment**



Executive Overview

The College of Arts & Sciences at Kansas State University formally requests the merger of the **Department of Geology** and the **Department of Geography and Geospatial Sciences** into a single academic unit: the **School of Earth and Environment**.

This reorganization also includes transitioning the administration of the interdisciplinary Undergraduate Environmental Science Major from the Dean's Office into this new School. We request this new unit be officially established at the beginning of the upcoming fiscal year, FY2027.

Vision and Mission

The School of Earth and Environment is founded on the following pillars:

- **Vision:** To advance the understanding of Earth systems and human-environment interactions; lead in addressing societal challenges of natural resource sustainability and global change; and build a future where stewardship supports thriving communities.
- **Mission:** To provide interdisciplinary education and research that leverage regional and global perspectives. Through rigorous training and hands-on experience, we prepare students for impactful careers and translate research into solutions for Kansans and the world.

Rationale for the Merger

This strategic realignment is driven by the need for increased efficiency, modern curriculum delivery, and workforce alignment:

- **Workforce Readiness:** Kansas faces a critical shortage of licensed geologists and spatial analysis experts (GIS). This School will consolidate expertise to better train the state's workforce in land and resource management.
- **Academic Synergy:** Both units share expertise in natural resources and sustainability. Merging allows for greater collaboration on "big science" research problems that affect both the state and the nation.
- **Enrollment Vitality:** By addressing low undergraduate enrollment trends in the individual departments, the merger creates a stronger, more marketable identity that simplifies recruitment and avoids student confusion.

- **Administrative Efficiency:** Moving the Environmental Science program into a broad academic home provides it with better administrative support while maintaining its interdisciplinary oversight.

Academic Programs

The School will offer a comprehensive suite of undergraduate and graduate opportunities:

- **Undergraduate:** The School will host a merged B.S. major (naming details to follow in a separate memo in late Spring 2026) and continue the existing B.S. in Environmental Science.
- **Graduate:** Current M.S. and Ph.D. programs in Geography and Geology will remain intact during the initial merger phase. Future plans include expanding Ph.D. opportunities for geology-focused students and launching a Professional M.S. in Mineral Exploration for a Sustainable Future.
- **Engagement:** A core focus of the new unit will be applied learning and industry partnerships, ensuring research is translated into practical solutions for business and government partners.

Committee Endorsement

On February 18, 2026, the College of Arts & Sciences College Committee on Planning convened to deliberate on this proposal. After reviewing the proposal, including impact on alumni relations and student recruitment, the committee reached a unanimous conclusion. The CCOP voted unanimously (8-0) to endorse the merger of the Departments of Geology, Geography & Geospatial Sciences, and the Undergraduate Environmental Science Major into the **School of Earth and Environment**.

This merger is a proactive step toward ensuring K-State remains a leader in the education of a workforce capable of managing the world's most critical natural and human systems.



Pittsburg State University

OFFICE OF ACADEMIC AFFAIRS

March 2, 2026

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

Dear Dr. Bonds-Raacke:

I am writing to request approval for changing the name of the following degree program.

- Bachelor of Science in Geographical and Political Sciences (CIP 45.0701)

This change integrates sociology with other disciplines, creating a comprehensive degree program and establishes a common core of classes. I support our faculty's request for the name change to:

- Bachelor of Science in Social Science (CIP 45.0101)

This change has been fully legislated and approved at PSU. Please let me know if you have questions or need additional information.

Sincerely,

A handwritten signature in cursive script that reads "Susan C. Bon".

Susan C. Bon, J.D., Ph.D.
Provost and Executive Vice President for Academic Affairs

Kansas Board of Regents

**APPLICATION FOR APPROVAL OF MINOR
WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS**

University of Kansas

(NAME OF INSTITUTION)

1450 Jayhawk Blvd #250, Lawrence, KS 66045

(ADDRESS)

785-864-4904

(TELEPHONE)

TITLE OF MINOR:

Visual Communication 50.0401

(Title and CIP)

(Date Submitted)



**Arash Mafi, Ph.D.
Chief Academic Officer/Provost & Executive Vice Chancellor
University of Kansas**

PROPOSAL FOR MINOR WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS

Kansas Board of Regents

Submitted by: University of Kansas

College of Minor: School of Architecture & Design

Department of Minor: Design

Minor: A minor is a program of study, with less depth than a major. It is completed to complement, or as an addition to a major. A minor may not exceed 24 credit hours at the baccalaureate level; 12 credit hours at the master's level; and 18 credit hours at the doctoral level.

The addition of a new minor in an area of study where no Board-approved degree program exists requires approval by the Council of Chief Academic Officers and the President and Chief Executive Officer of the Board of Regents. Action is approved when the campus receives written notice from the Board President and Chief Executive Officer.

I. Describe the Purpose of the Proposed Minor:

The Minor in Visual Communication Design is a 20-credit-hour minor introducing students to the principles, methods, and tools that shape how ideas, messages, and information are communicated through visual form. Students gain experience conceptualizing and developing design solutions across print, digital, and environmental media – integrating typography, imagery, and composition into cohesive systems that inform, engage, and inspire.

Through hands-on coursework and iterative critique, students develop the ability to plan, design, and present visual communication across diverse contexts. Coursework emphasizes clarity of message, typographic refinement, hierarchy, branding, and publication design—skills that are highly transferable across industries and disciplines.

The curriculum focuses on:

- Typography and visual hierarchy
- Branding and identity systems
- Publication and editorial design

II. Provide Curriculum for the Minor (extend course listing as needed):

Course Type	Course Name & Number	Credit Hours
Core Courses	VISC 105 Introduction to Visual Communication Design	4
	VISC 301 Principles of Graphic Design	4
	ADS 341 History of Design	3
	ADS 320 KU Design Professional Lecture Series	1
Elective Courses (Select 2)	IXD 105 Foundations of Digital Design	
	VISC 202 Typography I	
	VISC 204 Visual Communication Second-Year Studio I	
	VISC 310 Letterpress	
	VISC 410 Digital Letterpress	
	VISC 414 Publication and Editorial	
	VISC 415 Motion Design	
	VISC 425 Environmental Graphics	
	VISC 440 Bookmaking	
	Total Semester Credit Hours	

III. Faculty resources:

A. Number of FTE Faculty who will teach in the new minor: # 7

B. Rank of Faculty (indicate number of faculty for each ranking):

Prof. 2 Assoc. Prof. 3 Asst. Prof. 2

Instr. _____ GTAs _____

C. Preparation of Faculty (indicate number of faculty for each degree level):

Bachelor 1 Masters 5 Doctorate 1

Kansas Board of Regents

**APPLICATION FOR APPROVAL OF MINOR
WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS**

University of Kansas

(NAME OF INSTITUTION)

1450 Jayhawk Blvd #250, Lawrence, KS 66045

(ADDRESS)

785-864-4904

(TELEPHONE)

TITLE OF MINOR:

Interaction Design 50.0401

(Title and CIP)

(Date Submitted)



**Arash Mafi, Ph.D.
Chief Academic Officer/Provost & Executive Vice Chancellor
University of Kansas**

PROPOSAL FOR MINOR WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS

Kansas Board of Regents

Submitted by: University of Kansas

College of Minor: School of Architecture & Design

Department of Minor: Design

Minor: A minor is a program of study, with less depth than a major. It is completed to complement, or as an addition to a major. A minor may not exceed 24 credit hours at the baccalaureate level; 12 credit hours at the master's level; and 18 credit hours at the doctoral level.

The addition of a new minor in an area of study where no Board-approved degree program exists requires approval by the Council of Chief Academic Officers and the President and Chief Executive Officer of the Board of Regents. Action is approved when the campus receives written notice from the Board President and Chief Executive Officer.

I. Describe the Purpose of the Proposed Minor:

The Minor in Interaction Design (IXD) is 18-20 credits and introduces students to the principles, methods, and tools that shape how people engage with technology and information in everyday life. Students gain experience conceptualizing, prototyping, and evaluating digital experiences – from websites and mobile apps to interactive media, data visualization, and emerging technologies such as AI, AR/VR, and wearable computing.

Designed for students who wish to enhance their major area of study with design and technology skills, the IXD minor emphasizes usability, accessibility, and creative problem-solving. Through hands-on coursework and collaborative projects, students develop an understanding of how design decisions influence human behavior, communication, and perception – skills increasingly in demand across industries.

The curriculum focuses on:

- Human-centered design, user interface design
- Interaction design principles
- Information architecture and visual systems
- Prototyping with contemporary digital tools
- Research methods for user experience and design strategy

II. Provide Curriculum for the Minor (extend course listing as needed):

Course Type	Course Name & Number	Credit Hours
Core Courses	ADS 320 Design Professional Lecture Series	1
	IXD 105 Foundations of Digital Design or IXD 101 Introduction to Digital Design	4
	IXD Fundamentals in UI/UX Design	3
Elective Courses (Select 3)	IXD 402 Interaction Design 2	
	IXD 412 Interaction Design 3	
	IXD 414 Design Systems	
	IXD 415 Emerging Technologies 1	
	VISC 105 Introduction to Visual Communication Design or VISC 101 Introduction to Visual Communication Design	
	VISC 301 Principles of Graphic Design	
	ADS 340 History of Design or ADS 341 History of Design or ADS 402 Visual Culture	
	ADS 560 Topics in Design: _____	
	ADS 710 Advanced Human Factors in Interaction Design	
Total Semester Credit Hours		18-20

III. Faculty resources:

A. Number of FTE Faculty who will teach in the new minor: # 5

B. Rank of Faculty (indicate number of faculty for each ranking):

Prof. 1 Assoc. Prof. 2 Asst. Prof. 2

Instr. _____ GTAs _____

C. Preparation of Faculty (indicate number of faculty for each degree level):

Bachelor _____ Masters 4 Doctorate 1

Kansas Board of Regents

**APPLICATION FOR APPROVAL OF MINOR
WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS**

University of Kansas

(NAME OF INSTITUTION)

1450 Jayhawk Blvd #250, Lawrence, KS 66045

(ADDRESS)

785-864-4904

(TELEPHONE)

TITLE OF MINOR:

Digital Cultures & Methods 24.0101

(Title and CIP)

(Date Submitted)



Arash Mafi, Ph.D.
Chief Academic Officer/Provost & Executive Vice Chancellor
University of Kansas

PROPOSAL FOR MINOR WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS

Kansas Board of Regents

Submitted by: University of Kansas

College of Minor: Liberal Arts & Sciences

Department of Minor: Liberal Arts & Sciences

Minor: A minor is a program of study, with less depth than a major. It is completed to complement, or as an addition to a major. A minor may not exceed 24 credit hours at the baccalaureate level; 12 credit hours at the master's level; and 18 credit hours at the doctoral level.

The addition of a new minor in an area of study where no Board-approved degree program exists requires approval by the Council of Chief Academic Officers and the President and Chief Executive Officer of the Board of Regents. Action is approved when the campus receives written notice from the Board President and Chief Executive Officer.

I. Describe the Purpose of the Proposed Minor:

The Office of Research has designated “Human Experience in the Digital Age” as one of five institutional research priorities.

The Minor in Digital Cultures and Methods is 18-19 credits and provides undergraduate students from across the University an opportunity to “explore what is gained and lost in the human experience as we find ourselves inundated with new technologies.” The multi-disciplinary minor focuses on the reciprocal relationship between technology and culture. Students will use cutting edge technologies to understand the human experience, and they will draw on the humanities to measure and critique the affordances of digital culture. The minor will consist of four core courses and two elective courses, covering topics such as introductions to tools and methods, digital citizenship, and professionalization in digital humanities.

II. Provide Curriculum for the Minor (extend course listing as needed):

Course Type	Course Name & Number	Credit Hours
Prerequisite Requirements EECS 138/168	MATH 101 College Algebra or MATH 104 Precalculus Mathematics or MATH 125 Calculus 1	
Core Courses	DHUM 101 Introduction to Digital Humanities	3
	DHUM 300 Digital Citizenship	3
	EECS 138 Introduction to Computing or EECS 168 Programming I	3-4
	DHUM 500 Capstone in Digital Humanities	3
Elective Courses (Select 2)	AAAS 326 Social Media & African Popular Culture	
	CLSX 80 Classical Museum in Context	
	COMS 420 New Media, Politics, and Civic Life	
	HIST/MUSE 380 Introduction to Public History	
	ISP 355 Indigenous Film and Media	
	LA&S 395 Critical Perspective on AI and Digital Technologies	
	PHIL 375 Moral Issues in Computer Technology	
	WSS 331 Sex and Gender in Digital Media	
Total Semester Credit Hours		18-19

III. Faculty resources:

A. Number of FTE Faculty who will teach in the new minor: # 0.9

B. Rank of Faculty (indicate number of faculty for each ranking):

Prof. 3 Assoc. Prof 1 Asst. Prof. 4

Instr. 1 GTAs _____

C. Preparation of Faculty (indicate number of faculty for each degree level):

Bachelor _____ Masters _____ Doctorate 9