

Council of Chief Academic Officers

Wednesday, September 15, 2010
9:30 a.m.

Kathy Rupp Conference Room
Reconvene Noon to 1:15 p.m.
Kathy Rupp Conference Room
1000 SW Jackson Street Suite 520
Kansas Board of Regents

A G E N D A

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5. Program Requests	
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PSU – Discontinuing the Harley Davidson BAS Program [Attachment 9]	40

7. Other Business

AGENDA MATERIALS DUE	MEETING DATES	LUNCH ROTATION
August 25, 2010	September 15, 2010	KSU
September 20, 2010	October 20, 2010	PSU
October 20, 2010	November 17, 2010	ESU
November 16, 2010	December 15, 2010	WSU
December 15, 2010	January 19, 2011	KU
January 19, 2011	February 16, 2011	KUMC
February 16, 2011	March 16, 2011	Washburn U
March 23, 2011	April 20, 2011	FHSU
April 20, 2011	May 18, 2011	KSU
May 18, 2011	June 15, 2011	PSU

Council of Chief Academic Officers

Wednesday, June 23, 2010
9:30 a.m. – 10:00 a.m.
Reconvene at
12:00 – 1:15 p.m.
Kath Rupp Conference Room
Curtis State Office Building
1000 SW Jackson Street Suite 520
Kansas Board of Regents

MINUTES

The Council of Chief Academic Officers met, on Wednesday, June 23, 2010 in Room 530 of the Curtis State Office Building, Topeka, Kansas at 9:30 a.m. and reconvened in the Kathy Rupp Conference Room of the Kansas Board of Regents Office, Suite 520, 1000 SW Jackson, Topeka, Kansas at 12:00 p.m.

Members Present:

Larry Gould, Provost, FHSU

Danny Anderson, Interim Provost, KU

April Mason, Provost, KSU

Bill Ivy for Lynette Olson, Provost, PSU

Allen Rawitch, VCAA, KU Med Center

April Mason, Provost, KSU

Tes Mehring, Provost, ESU

Gary Miller, Provost, WSU

Nancy Tate, Interim VPAA, WU

Gary Alexander, KBOR

Barbara Romzek, Interim Sr. Vice Provost, KU

Staff Present

Jacqueline Johnson, KBOR and Joan Warren, KBOR

Approve Minutes of May 13, 2010 and Minutes of May 19, 2010

Allen Rawitch moved and April Mason seconded the motion to approve the Minutes of May 13, 2010 and May 19, 2010 as submitted. The minutes were approved by consensus.

University Press of Kansas Report

Larry Gould presented the University Press of Kansas Report to the Council.

I. What the University Press of Kansas contributes to its sponsoring institutions

- Low-cost marker of excellence for State of Kansas higher education.
- Best available source of authoritative books on Kansas for both the general public and academics.
- High-profile contributor to the scholarly communication system
- Exemplar of inter-institutional cooperation
- Publishing outlet for selected faculty

II. Key operating expense categories

	% of Operating Expenses, July-March	
	<u>FY 2009</u>	<u>FY 2010</u>
• Salaries & benefits	64%	68%
• Marketing	20%	16%
• Freelance fees	6%	5%
• Postage	4%	4%
• Travel	2%	2%
• Totals	96%	95%

Note 1: FY 2010 operating expenses were \$187,624 less than FY 2009's through the first three quarters of the fiscal year.

Note 2: Book manufacturing costs, which totaled—in the July-March period—\$375,125 in FY 2009 and \$380,734 in FY 2010, are not expensed but rather accounted for as both costs of sales and assets that are depreciated over a five-year period.

III. The financial future of the University Press of Kansas

Is there a plan for financing the press without depending upon reserves or the sponsoring institutions' "shares" of our operating budget? No, but there is a plan to continue doing more with less and thereby regularly outperform its peers financially. The press has done this for twenty-seven years, from FY 1983 to FY 2009, by operating in the black despite its below-average external support. Consequently the press has managed to accomplish the miraculous by funding its fivefold expansion, paying for its warehouse and office building, and setting aside reserves earmarked for construction, digital development, and bridge funding. Although the University Press of Kansas will continue to be a nonprofit operation, its history suggests that in the world of scholarly publishing it will manage to pursue both excellence and parsimony without harm to either.

The University Press of Kansas (UPK) funding process requires a letter from Fred Woodward to the Vice President for Academic Affairs at the Kansas Board of Regents asking for the funds to be sent to the UPK. A memorandum to the Director of Budget for the State of Kansas requesting the funds for the University Press of Kansas, as per the amount of distribution for each university, is prepared and sent by the Academic Affairs Vice President. A copy is provided to the Kansas Board of Regents Finance.

There was no discussion.

Gary Miller moved and Tes Mehring seconded the motion to accept the University Press of Kansas report. Motion carried.

Program Requests

- a. **KSU – Request Approval to Merge the Department of Elementary Education and the Department of Secondary Education into a single Department of Curriculum and Instruction**
- b. **KSU – Request Approval for Renewal of Academic Extension Specialty Program Adult Occupational and Continuing Education (CIP 13.1201)**
- c. **KU – Request Approval for Renewal of Academic Extension Specialty Program Master of Public Administration Program (CIP 44.0401)**
- d. **PSU – Request Approval for Renewal of Academic Extension Specialty Programs B.S. in Vocational Technical Education (CIP 13.1309) and M.S. in Career and Technical Education (CIP 13.1309)**
- e. **PSU – Request Approval to Change the Name of the Bachelor of Science Education degree to the Bachelor of Fine Arts with Art Education Emphasis (CIP 50.0701)**
- f. **PSU – Request Approval to Change the Name of Information Systems to Computer Information Systems**
- g. **FHSU – Request Approval to Move the Theatre program, currently in the Department of Communication Studies to the Department of Music and Change the Name of the Department of Music to the Department of Music and Theatre**

Gary Alexander presented the above listed program requests a-g.

There was no discussion.

Gary Miller moved and Tes Mehring seconded the motion to approve the program requests a – g. The motion carried.

Informational Items

- a. **PSU – Elimination of the Bachelor of Arts Sociology degree (CIP 45.1101)**
- b. **PSU – Elimination of the Second Teaching Option (13.1302), K-12 Art Teaching Certification**
- c. **PSU – Elimination of the Computational Physics and Pre-medical Emphasis in Physics (45.1101) and adding the Astrophysics and Engineering Technology Emphasis**
- d. **PSU – Public Health – A New Concentration within the Bachelor of Science in Chemistry (CIP 40.0501)**
- e. **PSU – International Teaching – A New Minor within the Early Childhood/Late Childhood K-6 and Early Childhood Unified Program (13.1202)**
- f. **PSU – Urban and Suburban Experience – A New Minor within the Early Childhood/Late Childhood K-6 and Early Childhood Unified Program (13.1202)**

Items a-f from Pittsburg State University are informational items and no action is required.

The Council discussed the how best to communicate issues to the Board of Regents and the President and CEO.

- Send to the President and CEO the paper prepared by COCAO regarding the strategic questions
- Inform the Board Academic Affairs Standing Committee and the Council of Presidents of concerns, recommendations and strengths

COCAO recessed at 9:47 a.m. until noon.

Meeting reconvened at noon in the Kathy Rupp Conference Room.

Other Business

Tilford Conference

COCAO recommended inviting President and CEO Andy Tompkins to the Tilford Conference in October at the University of Kansas.

120 Credit Hours

The request to have a minimum of 120 credit hours for degrees was tabled by the Board Academic Affairs Standing Committee.

- Uncertain if the minimum credit hours will be a part of the Legislative Post Audit Report
- There is a concern that lowering the number of credit hours from 124 to 120 along with the reduction in the number of instructional days will be perceived as lowering academic standards

There being no other business, the meeting adjourned by consensus.

Sincerely,

Larry Gould, Chair,
Vice President for Academic Affairs,
Fort Hays State University

New Program Approval Process

- Step 1: Receipt of New Program Proposal both electronically and hard copy**
The proposing Institution enters the proposed program in Program Inventory
- Step 2: Director of Academic Affairs Reviews the New Proposed Program**
(using the New Program Proposal Worksheet attached to this document)
- Director contacts institution for additional information as needed
 - Director determines that the proposal is complete
- Step 3: Senior Administrative Specialist**
- Checks the CIP code for duplication (how many institutions offer this program) for including that information in the issue paper for this proposed program
 - Updates the Program Inventory with the dates the proposal was received which includes the summary form, curriculum form and the fiscal form
 - Indicates on the Program Inventory the date the Staff have completed the review of the proposal
 - Upon instruction from the Director, the First Alert is activated in Program Inventory
- Step 4: University Proposals**
- Council of Chief Academic Officers for first reading and the next month for second reading
 - Upon Council recommending approval, the issue paper is placed on the Council of Presidents agenda (Sr. Admin. Specialist – Enter date Council of Chief Academic Officers recommends approval to Council of Presidents)
 - Upon the Council of Presidents recommending approval, the issue paper is placed on the Board Agenda where action is taken (Sr. Admin. Specialist – Enter date Council of Presidents recommends approval to the Board of Regents)
- Step 5: Senior Administrative Specialist**
- Update the Program Inventory with the Final date action was taken by the Board (the proposed program is no longer in pending after that entry)
- Step 6: New Proposed Doctoral Programs**
- Follow Steps 1 – First Reading at Council of Chief Academic Officers meeting
 - Outside Review Team is nominated by the proposing institution and approved by KBOR Staff and President/CEO
 - Proposing institutions schedules the date of the outside review with the consultants
 - Determines the Chair of the Review
 - Lodging and travel arrangements for outside consultants
 - Contacts KBOR staff with the scheduling information, etc
 - KBOR Director of Academic Affairs reviews arrangements and communicates with the proposing institution
 - KBOR Director of Academic Affairs finalizes the arrangements and directs the Senior Administrative Specialist to e-mail the outside consultants the Cover Memo; Schedule for

_____ Manual; Expense Report; Responsibilities of Team Members; Preparation of Written Report; Full Program Proposal

- KBOR Staff assists with the outside review
 - Meets with the consultants prior to the review at a prearranged location and time – hotel and/or dining establishment to go over the schedule of the review and what is expected of the report from the team
- The Outside Consultant Chair writes the report and sends to KBOR staff
- The proposing institution responds to any questions or problems in the report and provides the response to KBOR staff
- KBOR director concludes the outside review and asks the Senior Administrative Specialist to prepare the draft issue paper for the Council of Chief Academic Officers for second reading.
- Upon approval by the Council of Academic Officers the issue is placed on the Council of Presidents agenda recommending approval (enter COCAO approval on Program Inventory)
- Upon approval by the Council of Presidents the issue is placed on Board Academic Affairs Standing Committee and Board agenda for action
- Upon final approval by the Board the Program Inventory is updated to finalize with the final date of approval and the program is no longer in pending

NEW PROGRAM PROPOSAL WORKSHEET

Institution:

Program Name:

____ Electronic proposal (narrative)

____ Electronic program summary

____ Electronic fiscal summary

____ Electronic curriculum form

Basic Program Information

____ Proposing institution

____ Title of proposed program

____ Degree(s) to be offered

____ Anticipated date of implementation

____ Responsible department(s) or unit(s)

____ CIP Code (proposed)

Program Proposal Narrative

Program need and student characteristics

1. Centrality to mission

____ Mission Statement

____ Statement of aspiration

2. Student demand

____ Volume of student demand—disciplined survey analysis

____ Bachelor's: 50 students after 3 years

____ Master's 20 students after 3 years

____ Ph.D. 5 students after 3 years

3. Demand for graduates

____ Specific job opportunities or post-collegiate experiences

4. Locational and comparative advantages

____ Comparison to similar program in the Regents system and same institution

____ Comparison with similar regional programs

____ Demonstration of reason for being at this institution

_____ Demonstration of the advantages & disadvantages of program being a freestanding, Cooperative or joint program

_____ Location of program in institution's list of priorities

_____ How priority determination has been made.

_____ Importance of establishing this program vis-à-vis other program alternatives

5. Student characteristics

_____ Characteristics of pool from which students will be selected

_____ Specific procedures and criteria for admission

_____ Specific opportunities for student interaction

Curriculum

1. What is the curricula

_____ Description of the more important academic objectives

_____ Range of skills future graduates will possess

_____ Knowledge future graduates will possess

_____ Required internships and practicums

Program faculty

1. Quality

_____ Bachelor's: 3 Ph.D.

_____ Master's: 3 additional Ph.D.

_____ Specialist/Ph.D.: 2 additional

_____ Differentiation of core faculty and others

_____ Appropriate academic specializations

_____ Teaching requirements outside the program assigned to core faculty

_____ Proportion of assignments devoted to the proposed program

_____ Number, qualifications, and rank of faculty

_____ CVs

2. Graduate assistants

_____ Identification of necessary graduate positions

_____ Budgeted salaries for GAs

Academic support

1. Academic support services

 Advising Library Audio-visual Academic computing

2. New academic support necessary

 Number of library acquisitions New or enhanced academic support

3. New supporting staff

 Staff requirements Budgeted salaries**Facilities and equipment**

1. Anticipated facilities requirement (existing, renovated or new)

 Sufficient space Fiscal note for renovated or new facilities, with necessary work and additional costs Sources of funding for renovation and new construction

2. New equipment

 Sufficient equipment Itemization of available inventory Equipment condition Equipment life span Itemization of new equipment needs**Program review, assessment and accreditation** Program review process or methods used Student learning outcomes measures Specialized accrediting agency Institutional plans to have the program accredited Timelines for accreditation Projected costs, achieving and maintaining accreditation

Request Approval for a Master of Art and Ph.D. in Women, Gender and Sexuality Studies (CIP 05.0207) – University of Kansas (SECOND READING)

Summary and Recommendation

Universities may apply for approval of new academic programs following the guidelines of Appendix G in the Kansas Board of Regents Policies and Procedures Manual. University of Kansas has submitted an application for approval of a Master of Art and Doctor of Philosophy in Women, Gender and Sexuality Studies (CIP 05.0207). The proposing academic unit has responded to all of the requirements of the program approval process. Two other institutions have undergraduate programs utilizing this Classification of Instructional Program (CIP) code. The program will be funded through internal reallocation. The program has been evaluated by a team of three external reviewers. The reviewers' report and the University of Kansas' response are attached. Staff has received no comments on this program proposal. 09/03/10

Background

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	<u>MA</u> in Women, Gender, and Sexuality Studies CIP – 05.0207
2. Academic Unit	Women, Gender, and Sexuality Studies Program
3. Program Description	This new MA program responds to growing national demand for interdisciplinary scholars who use women, gender, and sexuality as analytic tools for understanding human behavior, society, literature, and the arts, globally, internationally, and cross-culturally. Students trained in this program will be employed in academic and governmental settings, in a growing non-governmental, non-profit sector that serves global and international human rights needs, and in an emerging area in the corporate world that needs facilitators to improve the workforce climate.
4. Demand/Need for the Program	Students in our six year old Graduate Certificate program have expressed interest in this PhD program. There were 56 advertised academic jobs in Fall 2007 for PhDs in Women's or Gender Studies (see Appendix C). Both governmental and non-governmental organizations demand the skills that this program will produce. There were 51 jobs for MAs or PhDs in Women's or Gender Studies advertised in Spring 2008 and an additional 10 academic positions in the Fall 2009 (see Appendix C).
5. Comparative /Locational Advantage	There are no comparable MA programs in Kansas; among the Big XII universities only the University of Texas has a MA program in Women and Gender Studies. There are many MA programs across the country; the nearest are those at Northern Iowa, three programs in Chicago, two programs in Texas, and at Ohio State (see Appendix B).
6. Curriculum	For the MA: 30 hours of coursework, including 21 hours in WGSS and 9 hours in a concentration. At the end of the second year, the student will take an oral examination that will determine whether they may take the MA and proceed to the PhD.
7. Faculty Profile	There are currently 9 PhD (FTE 5) core faculty and over 40 PhD affiliated graduate faculty, most of whom, teach courses that benefit WGSS.
8. Student Profile	Students will be enrolled in a MA to PhD program; they must meet the Graduate School's requirements for admission to KU, including a minimum GPA of 3.00. They must submit a statement of intent detailing academic interests and career goals, examples of research work, as well as transcripts of college credits and three letters of recommendation. Graduate Record Exam (GRE) scores, and, as appropriate, TOEFL

	<p>scores, will be required. Admission to the graduate program is dependent on matching student objectives with faculty research interests.</p> <p>The graduate program in WGSS will accept excellent candidates who intend to pursue an academic career in Women, Gender, or Sexuality Studies or a related discipline, or those wishing to pursue research on governmental policy-making and implementation, or in non-governmental service and activism.</p>
9. Academic Support	<p>Advising of students will be provided by the core and affiliated graduate faculty of the WGSS Program and by at least one member of the student's concentration. The University Libraries possess outstanding collections related to Women, Gender, and Sexuality Studies. Currently existing computer and audio-visual equipment are adequate for the Program's needs.</p>
10. Facilities and Equipment	<p>Present facilities and equipment are sufficient for this Program</p>
11. Program Review, Assessment, Accreditation	<p>Program review will take place annually along with graduate student reviews, and a more comprehensive review will take place every five years to assess the program at large in comparison with similar graduate programs at KU and in the US.</p> <p>There is no special accrediting body for Women, Gender, and Sexuality Studies.</p>
12. Costs, Financing	<p>No extra costs or financing is necessary for this Program.</p> <p>Financing will be within the College of Liberal Arts and Sciences.</p>

Curriculum Outline for the Proposed Academic Program

Course Name & Number	Credit Hours
Core Courses for the MA (see App. H for descriptions)	
WGSS 800: Intellectual History of Women and Gender Studies (3) LEC	3
WGSS 801: Feminist Theory (3) LEC	3
WGSS 802: Feminist Methodology (3) LEC	3
WGSS 803: Feminist Epistemology (3) LEC	3
OR	total
WGSS 804: Comparative Sexualities (3) LEC	
WGSS 805: Feminist Pedagogy (0.5 hr, taken twice, practicum)	1
WGSS 806: Professional Development (1 hr, taken twice, independent study)	2
Electives (see App. H for list)	
Two elective courses in Women, Gender, and Sexuality Studies	6
Concentration courses	
Three concentration courses (in at least two separate areas: theory, methods, fields) in one of 10 disciplines or interdisciplinary programs (African and African-American Studies, American Studies, Anthropology, Film and Media Studies, History, History of Art, Political Science, Psychology, Sociology, and Theatre).	9
Total	30

IMPLEMENTATION YEAR FY 2012

Institution: University of Kansas Proposed Program: MA in Women, Gender, and Sexuality Studies

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Headcount:	4	0	4+3	0	3+3	2
B. Total SCH taken by all students in program	76		113		99	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year	Year 2		Year 3		
<u>Base Budget</u>	0	0		0		
OOE	0	0		0		

Indicate source and amount of funds if other than internal reallocation:
All funds are from internal reallocation within the College of Liberal Arts and Science.

Background

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	<u>PhD</u> in Women, Gender, and Sexuality Studies CIP – 05.0207
2. Academic Unit	Women, Gender, and Sexuality Studies Program
3. Program Description	<p>This new PhD program responds to growing national demand for interdisciplinary scholars who use women, gender, and sexuality as analytic tools for understanding human behavior, society, literature, and the arts, globally, internationally, and cross-culturally.</p> <p>Students trained in this program will be employed in academic and governmental settings, in a growing non-governmental, non-profit sector that serves global and international human rights needs, and in an emerging area in the corporate world that needs facilitators to improve the workforce climate.</p>
4. Demand/Need for the Program	<p>Students in our six year old Graduate Certificate program have expressed interest in this PhD program.</p> <p>There were 56 advertised academic jobs in Fall 2007 for PhDs in Women's or Gender Studies (see Appendix C).</p> <p>Both governmental and non-governmental organizations demand the skills that this program will produce. There were 51 jobs for MAs or PhDs in Women's or Gender Studies advertised in Spring 2008 and an additional 10 academic positions in the Fall 2009 (see Appendix C).</p>
5. Comparative /Locational Advantage	<p>There are no comparable PhD or MA programs in Kansas, or any comparable PhD programs in the Big XII universities.</p> <p>The nearest comparable PhD programs are at the Universities of Minnesota, Indiana, and Ohio State (see Appendix B).</p>
6. Curriculum	<p>We propose a five year to degree program; 61 credit hours of coursework, including 9 dissertation hours, 34 in specific WGSS courses, and 18 hours of graduate courses in a concentration. At the end of their second year (24 hours of WGSS coursework and 6 in a concentration), students will take an oral examination to determine whether the MA will be a terminal degree or whether they may take a MA degree and proceed to the PhD. Students will take their comprehensive PhD oral exam as they near completion of their coursework (probably in the last semester of their fourth year); part of this oral exam will include an examination of their PhD proposal; the dissertation defense may occur in the tenth semester.</p>
7. Faculty Profile	<p>There are currently 9 PhD (FTE 5) core faculty and over 40 PhD affiliated graduate faculty, most of whom teach courses that benefit WGSS.</p>
8. Student Profile	<p>Students wishing to enroll in the PhD Program in WGSS must meet the Graduate School's requirements for admission to KU, including a minimum GPA of 3.00. They must submit a statement of intent detailing academic interests and career goals, examples of research work, as well as transcripts of college credits and three letters of recommendation. Graduate Record Exam (GRE) scores, and, as appropriate, TOEFL scores, will be required. Admission to the PhD is dependent on matching student objectives with faculty research interests.</p> <p>The PhD in WGSS will accept excellent candidates who intend to pursue an academic career in Women, Gender, or Sexuality Studies or a related</p>

	discipline, or those wishing to pursue research on governmental policy-making and implementation, or in non-governmental service and activism.
9. Academic Support	Advising of students will be provided by the core and affiliated graduate faculty of the Women, Gender, and Sexuality Studies Program. The University Libraries possess outstanding collections related to Women, Gender, and Sexuality Studies. Currently existing computer and audio-visual equipment are adequate for the Program's needs.
10. Facilities and Equipment	Present facilities and equipment are sufficient for this Program
11. Program Review, Assessment, Accreditation	<p>Program review will take place annually along with graduate student reviews, and a more comprehensive review will take place every five years to assess the program at large in comparison with similar graduate programs at KU and in the US.</p> <p>There is no special accrediting body for Women, Gender, and Sexuality Studies.</p>
12. Costs, Financing	<p>No extra costs or financing is necessary for this Program.</p> <p>Financing will be within the College of Liberal Arts and Sciences.</p>

Curriculum Outline
New Degree Proposals

- I. Identify the new degree: PhD in Women, Gender and Sexuality Studies
- II. Provide courses required for each student:

Course Name & Number	Credit Hours	Total
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Core courses: Students must complete a minimum of 13 credit hours of core coursework in WGSS at the graduate level. The student's Graduate Committee and Advisor may recommend additional required coursework and may waive any requirements based on student's academic coursework.

WGSS 800: Intellectual History of WGSS	<u>3</u>	
WGSS 803: Feminist Epistemology	<u>3</u>	
or WGSS 804: Comparative Sexualities		
WGSS 805: Feminist Pedagogy (0.5 hours, taken twice)	<u>1</u>	
WGSS 801: Feminist Theory	<u>3</u>	
WGSS 802: Feminist Methodology	<u>3</u>	<u>13</u>

Electives: Students must complete a minimum of 15 credit hours of elective coursework in WGSS at the graduate level. Other courses than the suggested presently listed courses below may be used to substitute these requirements.

WGSS 510: History of American Women: to 1870	<u>3</u>	
WGSS 511: History of American Women: 1870 to Present	<u>3</u>	
WGSS 512: History of Women & Work	<u>3</u>	
WGSS 513: Modern American Women in Film and Literature	<u>3</u>	
WGSS 520: Women and Violence	<u>3</u>	
WGSS 549: History of Feminist Theory	<u>3</u>	
WGSS 560: Race, Gender, and Post-Colonial Discourses	<u>3</u>	
WGSS 562: Women and Politics	<u>3</u>	
WGSS 565: Gender, Culture, and Migration	<u>3</u>	
WGSS 580: Feminism and Anthropology	<u>3</u>	
WGSS 583: Love, Sex, and Globalization	<u>3</u>	
WGSS 600: Contemporary Feminist Political Theory	<u>3</u>	
WGSS 601: Seminar in Women's Studies	<u>3</u>	
WGSS 646: Witches in European History and Historiography	<u>3</u>	
WGSS 650: Service Learning	<u>3</u>	
WGSS 651: Women and Politics in Latin America	<u>3</u>	
WGSS 653: Gender, War, and Peace	<u>3</u>	
WGSS 660: Human Reproduction: Culture, Power, Politics	<u>3</u>	
WGSS 662: Gender and Politics in Africa	<u>3</u>	
WGSS 665: Women, Health, and Healing in Latin America	<u>3</u>	
WGSS 689: Conceptual Issues in Human Sexuality	<u>3</u>	
WGSS 789: Anthropology of Gender	<u>3</u>	
WGSS 835: Colloquium in the History of Gender	<u>3</u>	
WGSS 836: Colloquium in United States Women's History	<u>3</u>	
WGSS 837: Comparative Colloquium in Women's History	<u>3</u>	
WGSS 873: Seminar in United States Women's History	<u>3</u>	
WGSS 880: Advanced Feminist Anthropology	<u>3-6</u>	

WGSS 898: Research Colloquium	_____3_____	<u>15</u>
Concentration courses		Students must complete a minimum of 15 credit hours of coursework (at least 3 in theory, 3 in methods, and 3 in a field or an elective) in a concentration (WGSS has approved concentrations in African and African-American Studies, American Studies, Anthropology, Film & Media Studies, History, History of Art, Political Science, Psychology, Sociology, and Theatre).
Concentration course in theory	_____3_____	
Concentration course in methods	_____3_____	
Concentration course in theory, methods, field/elective	_____9_____	<u>15</u>
Practica: WGSS 806: Professional Development (1 hour, taken thrice)	_____3_____	<u>3</u>
FLORS (Foreign Language or Research Skills): students will satisfy the FLORS requirement either by acquiring proficiency in a foreign language (up through second or third year) or by completing three courses in relevant methodology and research both in WGSS and in the area of their concentration.		
Research:	Students must complete and submit a research proposal for the comprehensive oral examination (preparation for this may take the form of taking WGSS 999, 5-6 hours). Upon successful completion of formal coursework and comprehensive oral exam, candidates must complete and present a dissertation based on original research (WGSS 999, 9 hours).	
Comprehensive Exam Preparation (WGSS, 5-6 hours)	_____5-6_____	
Dissertation Research (WGSS, minimum 9 hours)	_____9_____	<u>14-15</u>
Total (Total degree hours required: 30):		<u>60-61</u>

IMPLEMENTATION YEAR FY 2012

Institution: University of Kansas

Proposed Program: PhD in Women, Gender, and Sexuality Studies

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Headcount:	4	0	4+3	0	4+3+3	2
B. Total SCH taken by all students in program	76		113		99	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
<u>Base Budget</u>	0		0		0	
OOE	0		0		0	

Indicate source and amount of funds if other than internal reallocation:

All funds are from internal reallocation within the College of Liberal Arts and Science.



DEPARTMENT OF WOMEN'S STUDIES

2101 Woods Hall
College Park, MD 20742
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June 10, 2010

To: Jean Marie Redeker, Ph.D.
Director of Academic Affairs
Kansas Board of Regents
1000 SW Jackson
Suite 520
Topeka, KS 66612-1368

From: Claire G. Moses, Professor
Department of Women's Studies
University of Maryland

Lynne Huffer, Professor and Chair
Department of Women's Studies
Emory University

Deborah Keller-Cohen, Professor
Department of Women's Studies
University of Michigan

We are pleased to send on to you this report concerning our Review of the Proposed Ph.D. in Women, Gender and Sexuality Studies (WGSS), University of Kansas.

This report is based on a Site Visit, May 2-May 4, 2010, and consultations with Administrators, WGSS Faculty, and Students at KU. Together we met with close to 30 individuals, including: Acting Provost Anderson and Interim Vice Provost Romzek; Acting Dean Greg Simpson (College of Liberal Arts and Sciences), Ann Cudd (Humanities), and Sara Rosen (Graduate School); and all 9 members of the WGSS core faculty (Assistant Professors Tanya Hart, Ayu Saraswati, Akiko Takeyana; Associate Professors Hannah Britton, Marta Vicente, and Omofolabo Ayaji-Soyinka; and Professors Charlene Muehlenhard, Ann Schofield, and Program Director John Younger). We were also able to meet with separate groups of undergraduate students and graduate certificate students. Important to this report as well is that we were able to view the space that the WGSS Program uses for meetings and offices.

Although this report addresses only the Proposed Ph.D., the opportunity to review and evaluate all aspects of the Program--undergraduate and current graduate offerings, faculty, governance, and space issues--makes it possible to come to a more complete understanding of the Program's potential to offer graduate degrees.

Our final recommendation to the Board of Regents is that the Proposed M.A./Ph.D. in Women, Gender, and Sexuality Studies be approved as the Program itself has requested.

In what follows, we address the feasibility and long-term sustainability for a high quality Program.

PROGRAM MISSION

The members of the external review committee read the 2007 KU College of Liberal Arts and Sciences Planning for Excellence document in advance of our Site Visit. Recognizing that a successful program requires the support of the university administration, it was important not only to meet with and hear from administrators, but also to examine their views for the future of the College and consider the extent to which the Ph.D. in Women, Gender, and Sexuality Studies aligns with the documented Mission Statement. Four points in Planning for Excellence stood out: (1) “the College will enhance graduate studies...through strategic program development, especially in interdisciplinary areas of study” and, again, “the College will enhance interdisciplinary programs, create new programs, and encourage research and teaching at the intersection of disciplines”; (2) the College “will enhance coverage of key world regions and cultures and international themes”; (3) “the College is committed to increasing the diversity of our faculty, students, and staff”; and (4) Planning for Excellence explicitly names the Ph.D. in Women, Gender, and Sexuality studies among the new graduate programs it intends to initiate.

We elaborate on the importance of each of these four points below:

(1) The strength of KU’s Women, Gender, and Sexuality Studies Program is its interdisciplinary structure and curriculum. From its founding in the late 1960s and early ‘70s, the field of women’s studies has been an interdisciplinary endeavor. Although in U.S. colleges and universities some interdisciplinary programs already existed (Area Studies, including American Studies; Afro-American Studies) to serve as models, at the time of its founding this aspect of women’s studies was still considered exceptional and therefore risky. Advocates for women’s studies, however, believed that an interdisciplinary structure was necessary to understand the roles, status, culture, and creativity of women and their experiences, in all of the complexity of the subject matter. Today, this structure has become commonplace as even the most traditional disciplines find the boundaries of their disciplinary methods confining and look to other modes of inquiry to enhance their work. Women’s studies as a field may have pioneered a trend that influenced all other forms of scholarship or it may simply have reflected changes that were already underway, but whatever the case, it is clear today that interdisciplinarity is neither exceptional nor risky, but rather has proven its strength.

Moreover, interdisciplinary structures are resource efficient—a fact that might also explain their current popularity among university administrators. For example, to some, it will appear that KU’s WGSS has a faculty of a mere 5.5, but this number of “lines” belies the true strength of the faculty. A core faculty of 9 individuals (7 of whom are jointly appointed) plus an additional 40 individual courtesy faculty members compose the interdisciplinary program. Few departments can boast of such a large faculty. And it is, of course, this College-wide structure of WGSS that makes it possible, at this stage of development, for the program to add graduate degree education without needing to request additional budgetary resources.

(2) The particular strengths of WGSS lend themselves to the College goals of “enhanc[ing] coverage of key world regions and cultures and international themes.” Fully 6 of the 9 core faculty focus on areas outside the United States. Moreover, that 2 of these faculty focus on Asia and another 2 on Africa will add to the luster of KU’s program nationally, since these areas are often neglected at other institutions.

(3) The commitment of WGSS to diversity is already evidenced by its core faculty: 4 of the 9 are women of color. Of the most recently hired, all 3 are women of color. A graduate degree program in WGSS can be expected to enhance the University of Kansas’s ability to attract women faculty and graduate students of diverse background—indeed, even those who will not be housed in, or take a degree in, WGSS. The diversity of WGSS faculty not only highlights that KU is a welcoming institution, but also WGSS faculty become a resource to which other faculty and students may turn. It is important to also keep in mind that the WGSS Program supports not only the diversity—in numbers—of faculty and students of typically

underrepresented groups, but also the development of intellectual inquiry that facilitates such inclusiveness and development; in their specializations, KU's WGSS faculty make central their consideration of diversity among women, particularly at the nexus of gender, race, ethnicity, and nationality.

(4) That the Planning for Excellence document identifies the WGSS Ph.D. among the new programs it intends to initiate is indication of the trust the College of Liberal Arts and Sciences places in this faculty and the developing field of women's, gender, and sexuality studies. Scholars in women's, gender, and sexuality studies, nationally and internationally, agree that the field has reached a stage of development for which focused graduate programs culminating in the Ph.D. is the next step. Establishing a program at the University of Kansas is crucial at this moment if KU is to maintain its leadership in the field and fulfill its commitment as a center for graduate study and research, committed to the advancement of knowledge in critical areas of inquiry.

STUDENT DEMAND

Fifteen Research I universities offer the Ph.D. in women's studies at this time. The number is not large; furthermore, all of these programs are small. It is not surprising, then, that student demand for places in these programs is much greater than is being met. At the three universities represented among the external reviewers of this program--Emory, Maryland, and Michigan--applications number from 60-100 for the 3-6 admissions each year. Especially given that KU's WGSS doctoral program will be the only such program among all of the Big XII universities, it can certainly expect to receive a similar number of applications from which it will be possible to select excellent students of proven merit.

The WGSS Program already offers a Graduate Certificate for students with interest in women's, gender, and sexuality studies who are getting degrees in other departments. The external review team had the opportunity to meet with some of these students, many of whom stated that had a doctoral degree program existed when they began their graduate education, they would have hoped to have been part of it. Some students will continue to want a degree from a more traditional department while also desiring an accompanying WGSS graduate certificate. These students will be well served by WGSS, which intends to continue offering the certificate. Their presence will enhance the numbers of students in WGSS courses, to the benefit of all. Given the popularity of the graduate certificate program, WGSS can accept a small number of Ph.D. students and still offer well-populated courses.

The WGSS Program intends to admit 4 students in the first year and 3 students per year thereafter. Given student demand in the United States for doctoral education in women's, gender, and sexuality studies, the program can count not only on filling its program, but also on being highly selective and admitting only the very best students. Indeed, the question might be posed, "if student demand for the Ph.D. in women's, gender, and sexuality studies is so great, why not admit more?" Here, KU's WGSS Program has followed the lead of the other established graduate programs. By limiting its student body, programs and departments have been able to make do with somewhat limited resources and, especially, offer funding to all of its students. The small numbers of students in these programs may also play a role in the extraordinary success of recent women's studies Ph.D.s in obtaining positions. To date, all of the programs that have already graduated students have been able to report that its students have all found positions in colleges, universities, research and policy centers, or obtained prestigious post-doctoral fellowships. The intention to limit admissions, in spite of high student demand, is a responsible decision in a still-new and emerging field. It has not only been resource-efficient, but has proven highly beneficial for graduates.

ADVISING AND SUPERVISING STUDENT PROGRESS

he particular plan for advising and supervising students laid out in the proposal is carefully thought through. Adequate steps toward the completion of the Ph.D. have been identified and quality measures have been established.

CURRICULUM

It is here that the quality and efficiency of interdisciplinarity becomes most evident. WGSS doctoral students will be offered an exceptional selection of courses. A certain number (16 credits) of specific courses are required, and these will be offered by the core faculty. These courses will address the overarching questions and issues in the field—theory, modes of analysis, and modes of inquiry--as well as make students aware of the history and development of the field and feminist scholarship. Moreover, by requiring all of the students to take these specifically identified courses, a cohort will be melded into an intellectual community.

Students are also required to take a number of courses (18 credits) in another department in order to assure they obtain the kind of familiarity and methodological tools that would prepare them not only for positions in women's, gender, and sexuality studies but also in another field. The close ties that KU's WGSS Program has developed over three decades assure that courses in these departments will be accessible for their students.

Further, a long list of courses focusing on women's, gender, and sexuality topics offered by faculty in other departments is included in the proposal. Clearly, WGSS students will have many choices for elective courses that will enrich the design of their particular specializations.

Finally, the program includes a course that will introduce students to the scholarship of feminist pedagogy and supervise their teaching. Since Teaching Assistantships will be the major form of funding for doctoral students and, furthermore, since teaching at the college and university level is the goal of the greatest number of these students, this internship/practicum course is of significant benefit to the students.

PROGRAM FACULTY

This is the aspect of the Ph.D. program that the external reviewers were able to evaluate in actuality, beyond the written proposal. The external reviewers met with all of the core faculty and many, if not all, of the courtesy faculty. We also met with undergraduate and graduate students, who commented on their experience with faculty in the classroom. We were also provided faculty curriculum vitae. In some cases, we knew the work of faculty persons from having read their articles and books and/or having heard their presentations at conferences.

That this faculty is highly qualified for implementing a doctoral program in women's, gender, and sexuality studies is beyond doubt. Senior faculty, although trained in single-discipline graduate programs when interdisciplinary degrees were non-existent, have been involved in the development of this emergent scholarship for most of their professional careers. The recently hired assistant professors have been specifically trained in their own graduate programs for the courses they'll teach in the WGSS doctoral program. All of the faculty are appropriate for teaching courses focused on feminist theory, methodologies, and pedagogies; four are specialists in sexuality, sexual orientation, and identity; three are historians of women and gender; another specializes in women in politics; several specialize in gender and body image. Thus, as a whole, there is depth and strength in all of the areas of student interest in women's studies. Moreover, the exceptional strength of the faculty in international/transnational studies, and in racial/ethnic studies in the United States, add to the attraction of this WGSS Program among students seeking training in what are generally agreed to be the most pressing issues in the field.

Not only is the faculty highly qualified to carry this program, but—as noted above—the unusual structure of the interdisciplinary program means that faculty resources are more than adequate to meet the curricular needs of the program.

OTHER REQUIRED RESOURCES

The external reviewers believe that the staff, library, computing, audiovisual, and space resources required to support the doctoral program are adequate, based on the information provided in the proposal.

WGSS claims to have the resources already on hand to take a significant step forward by implementing a Ph.D. program with no additional resources. At this moment of fiscal crisis in state budgets across the nation, this is a necessity. The crucial question the external reviewers considered was: is this possible? And more: is the current level of funding adequate even over the long run to sustain such a program? We believe that the answer is yes. Of course, our answer does not preclude the possibility that an already strong program might desire increased resources to strengthen it further. But this obvious statement should not be interpreted as differentiating WGSS from any other department in the College of Liberal Arts and Sciences. Of course, it would be wonderful if the doctoral program had even more money to fund more of its graduate students for a longer number of years; but during our Site Visit, we ascertained that WGSS graduate student funding will be at the level or, in some cases, even greater than that of other departments, and that there are opportunities for graduate student funding in other KU settings. It would be wonderful, as well, if the space available to the Program were greater—allowing for seminars and other group events in WGSS space. But all faculty do have their own offices and WGSS does have conference/seminar space shared with the American Studies Department. Could the curriculum be shaped differently? The three external reviewers compared the WGSS curriculum with our own—all of which differ one from the other—and shared stories about the kinds of adjustments to our curricula we all have made, over time, based on actual experience. KU's WGSS will undoubtedly do so as well. But while Ph.D. programs vary in some of the details of their curricula, they share basic assumptions about core components of the field. All of those components are well in place in the KU WGSS proposal.

IN SUMMARY

The external reviewers have read and discussed the proposal prepared by WGSS faculty, examined and approved by College of Liberal Arts and Sciences (evidently involving revisions suggested by College faculty committees). We also relied on the findings of a Site Visit, during which time we met with faculty, students, and administrators. Reading the proposal, we were able to consider details, such as specific course offerings, measurements of student progress, and the quality of the faculty as evidenced in research and publications recorded on their curriculum vitae. With the Site Visit, we were able to question the faculty on the thinking that went into their decision to develop and offer a Ph.D. program and how it is that they constructed their curriculum; and—perhaps most important—we were able to gauge faculty support (including among courtesy faculty) and administrators' willingness to support the program at the level outlined in the proposal. We have no doubt that the time is right, the resources are adequate, and faculty and administrators' support for this program all promise a successful program.

Our enthusiasm for this program is based not only on this review, but also on our familiarity with the pace of development of the field of women's studies more generally at this moment. Given the soundness of the WGSS proposal, the final question for the Regents' consideration may well be about the field as a field, and not just at the University of Kansas. In concluding this report, therefore, we believe it useful for us to share some of our thinking about the state of the field, now and in the immediate future.

Women's Studies is one of the most swiftly growing fields of inquiry to emerge in the past forty years, generating one of the most significant and influential shifts in academic thought in recent memory. By making visible the experiences and contributions of women and the complex social arrangements dependent on assumptions about gender in a vast range of historical and social locations, women's studies

has influenced the conceptual basis of virtually all of the “traditional” humanities and social science disciplines and ultimately has produced a transdisciplinary body of knowledge and theory exceeding old disciplinary boundaries.

Women’s Studies now has the elements of an emerging discipline: (1) a unifying central subject (or object) of inquiry: women, gender, sexuality; (2) certain agreements about what constitute central questions (although not answers) in the field (e.g., causes of, and remedies for, gender inequalities; the intersections of gender with other categories of “difference” and hierarchy, like race and nation; the relations between the social and the symbolic dimensions of gender relations and representations); and (3) a set of transdisciplinary methodological principles (e.g., a concern for the ethical and social dimensions of the relationship between researcher and researched, with an emphasis on participatory, non-hierarchical relations; an emphasis on gender as a category of analysis but an insistence on regarding gender so it is inflected across a range of “differences”; an attention to the social locations and contexts in which knowledge is produced).

Within the field of women’s studies, nationally and internationally, the Ph.D. is viewed as the next, and necessary, step in the development of the discipline. Mastery of the scholarship in the field today requires sustained inquiry that can best be achieved within programs that focus on the interdisciplinary body of knowledge. Already there are 15 such programs in the United States, at least 3 programs of which we are aware are in Canada, and there are multiple programs in the United Kingdom, each of the Scandinavian countries, the Netherlands, Hungary, Italy, Australia, South Africa, Korea, India, and Uganda, while the European Union is developing EU-wide guidelines for implementation at any EU institution. As at the University of Kansas, autonomous departments (or programs with “core” faculty) are being established to strengthen already existing programs, and these departments are seeking to hire Ph.D.s capable of providing leadership for the emerging discipline.

Leadership in women’s studies will obviously devolve to the Ph.D.-granting institutions in the future. With its strong Women’s, Gender, and Sexuality Program developed over the course of four decades, WGSS at KU is capable of maintaining its leadership in this field when it also takes this next step.



August 18, 2010

Barbara Romzek
Interim Vice Provost for Academic Affairs
University of Kansas

Dear Vice Provost Romzek:

This letter will serve as the official response by the College of Liberal Arts and Sciences to the External Review of the Proposed M.A./Ph.D. Program in Women, Gender, and Sexuality Studies conducted May 2-May 4, 2010. The College is pleased to endorse their strong recommendation to launch this program as proposed. We concur that this is the right time to begin in terms of student demand, faculty and institutional resources, and administrative support.

The College's 2007 strategic planning document set the course to begin working on this Ph.D. program proposal. Faculty in the unit and across the College have enthusiastically embraced and developed a detailed plan for implementation of a high quality, interdisciplinary program that would meet student needs and market demands. They have done so without requiring an infusion of new funding, a crucial consideration for us at this time.

The external review team was composed of three experts from the leading graduate programs in the emerging interdisciplinary field of Women, Gender, and Sexuality Studies. These experts evaluated the faculty, curriculum, student demand, library support, and administrative support. Their summary statement is enthusiastic about all aspects of the program as well as the continuing growth of the field itself.

We concur that the time is right to begin this program and, if given the approval of the Board of Regents, we intend to assist the program to recruit an initial class of 4 students for Fall 2011, as outlined in their proposal.

Respectfully submitted,

Danny Anderson
Dean



Dr Jean Marie Redeker
Director of Academic Affairs
Kansas Board of Regents

19 June 2010

Re: a response from Women, Gender and Sexuality Studies to the review of our proposed PhD program submitted by Claire Moses, Lynne Huffer, and Deborah Keller-Cohen

The faculty of WGSS has read the report to the Regents from our outside reviewers and feels honored by the committee's confidence in our ability to implement a PhD program in Women, Gender and Sexuality Studies.

We agree with the committee that our PhD proposal fills the goals of the University's strategic plan, that our faculty (both core and affiliate) is strong and diverse, and that we have tried to make adequate provisions for our graduate students to move through the program with adequate funding and in a timely fashion. We also agree with the committee that our PhD program, the first such in the Big 12 Universities, will make a strong statement about the importance of this academic discipline to the region and nation.

Since submitting our proposal to the College (November 2008), we have been continually engaged in the challenges of offering a PhD. The proposal itself has grown stronger with every stage in the review process, and we know that, if it is approved, it will grow stronger still — the reviewers speak of "adjustments" to their own curricula over time and we take heart that ours will also experience adjustments.

We are excited about the possibility of beginning such a challenging program and we hope we have the opportunity to rise to that challenge. A PhD in Women, Gender and Sexuality Studies will be a great addition to KU, to Kansas, and to the Midwest.

John G. Younger
Director Women, Gender, and Sexuality Studies
[E: jyounger@ku.edu](mailto:jyounger@ku.edu)

Women, Gender, and Sexuality Studies
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Full Proposal Available as a PDF document

Request for Approval of a Bachelor of Science in Interdisciplinary Computing (CIP 11.0101) – University of Kansas (FIRST READING)

Summary and Recommendation

Universities may apply for approval of new academic programs following the guidelines of Appendix G in the Kansas Board of Regents Policies and Procedures Manual. University of Kansas has submitted an application for approval of a Bachelor of Science in Interdisciplinary Computing (CIP 11.0101). The proposing academic unit has responded to all of the requirements of the program approval process. Five universities have programs utilizing this Classification of Instructional Program (CIP) code. The program will be funded through internal reallocation.

09/03/10

Background

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	Bachelor of Science in Interdisciplinary Computing CIP - 11.0101
2. Academic Unit	Department of Electrical Engineering and Computer Science (EECS) School of Engineering University of Kansas
3. Program Description	<p>The proposed program transcends traditional academic boundaries, allowing students to study computing within the context of other disciplines. A deep-rooted understanding of biology, geography, arts, or other disciplines, enables future graduates to more efficiently and economically develop new applications and technologies for their field of specialization. By providing a “big picture” view of complex problems, the program will further enhance students’ critical thinking skills and their ability to collaborate with those from different professions. A BS IC degree will better prepare the students to fill an urgent industry need—fluency in Computer Science and another discipline.</p> <p>The proposed degree is in response to a national need for graduates who can effectively integrate computing with other disciplines to address the challenges within those disciplines. The proposed program will utilize the existing faculty, staff, and resources in the EECS Department in order to provide future students with the opportunity to pursue an undergraduate degree in Interdisciplinary Computing. The BS IC program will offer five areas of specialization, namely, Astronomy, Chemistry, Biology, Geography, and Physics. Additional areas can be added, as other disciplines are integrated into the BS IC program.</p>

4. Demand/Need for the Program	<p>Computer science departments are experiencing increased interest in interdisciplinary programs such as computational biology or interactive media. The objective of the proposed program is to meet such demands. The proposed program will enable the EECS Department to recruit bright students who are attracted to the interdisciplinary nature of the program. The BS IC program will address the recruiting and retention of female students and students from underrepresented groups.</p> <p>The graduates of the BS IC program will be able to pursue careers in a wide range of fields in the industry, government, and academics. Science industries, business, government, and military sectors are making it a priority to hire people with expertise in computing; and industry has identified interdisciplinary computing as an important need. It is reported that the careers that combine computing with other fields will be the new jobs of the future. Numerous reports indicate the excellent career prospects for future BS IC graduates.</p>
5. Comparative /Locational Advantage	<p>Currently, none of the Kansas Regents Universities offers a degree in interdisciplinary computing.</p> <p>A search for other universities, which offer undergraduate programs in interdisciplinary computing, identified five universities in the U.S. (Belmont University, Carnegie Mellon University, Temple University, University of California San Diego, and University of Virginia) and one in U.K (University of Bradford).</p>
6. Curriculum	<p>The BS IC degree will initially be offered in conjunction with five areas of specialization: Astronomy, Chemistry, Biology, Geography, and Physics. Additional areas of specialization can be added later, as other disciplines are integrated into the BS IC program.</p> <p>The curriculum, with total hours of 124 to 128, includes 18 hours of Mathematics, 12 hours of English, 15 hours of Humanities/Social Sciences, 47 hours of Computer Science, and 32 to 36 hours from the area of specialization.</p> <p>The curriculum is specified in detail in the proposal.</p>
7. Faculty Profile	<p>The EECS Department has 34 tenure-track and tenured faculty who will be able to meet the teaching needs of the programs. No new faculty positions are required.</p>
8. Student Profile	<p>The characteristics of the students will be similar to those of the incoming students to the EECS Department. The freshmen admitted to the EECS Department in the Fall 2008 were 72.6% in state, 21.1% out of state, and 6.3% international; and had average composite ACT score of 28.72, average math ACT score of 30.32; and had average GPA of 3.66.</p>
9. Academic Support	<p>The current academic support services will meet the needs of the proposed program.</p>
10. Facilities and Equipment	<p>The current facilities and equipment will meet the needs of the proposed program.</p>
11. Program Review, Assessment, Accreditation	<p>The program will be reviewed as part of the EECS Department's ongoing program review cycles.</p> <p>The undergraduate degree programs currently offered by the EECS Department are accredited by ABET, which is the accreditor for university programs in computing and engineering. Computer Science programs are accredited by the Computing Accreditation Commission (CAC) of ABET. We will seek accreditation for the proposed program through the same channels.</p>
12. Costs, Financing	<p>No additional costs/financing is required.</p>

**CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents**

I. Identify the new degree:

Bachelor of Science in Interdisciplinary Computing

II. Provide courses required for each student in the major:

	Course Name & Number	Credit Hours
Core Courses		
	MATH 121 Calculus I	5
	MATH 122 Calculus II	5
	MATH 223 Vector Calculus	3
	MATH 290 Elementary Linear Algebra	2
	MATH 526 Applied Mathematical Statistics I	3
	ENGL 101 Composition Composition	3
	ENGL 102 Creative Reading and Writing	3
	ENGL 362 Foundations of Technical Writing	3
	COMS 130 Speaker-Audience Communications	3
	PHIL 375 Moral Issues in Computer Technology	3
	EECS 140 Introduction to Digital Logic Design	4
	EECS 168 Programming I	4
	EECS 210 Discrete Structures	4
	EECS 268 Programming II	4
	EECS 368 Programming Language Paradigms	3
	EECS 388 Computer Systems & Assembly Language	4
	EECS 448 Software Engineering I	4
	EECS 560 Data Structures	4
	EECS 678 Introduction to Operating Systems	4
Electives		
	2 Courses Humanities	6
	2 Courses Social Sciences	6
	4 Courses EECS Senior Electives	12

Astronomy Specialization

MATH 220 Applied Differential Equations	3
PHSX 211 General Physics I	4
PHSX 212 General Physics II	4
PHSX 313 General Physics III	3
PHSX 316 Intermediate Physics Laboratory I	1
ASTR 391 Physical Astronomy	3
ASTR 503 Undergraduate Research	2
ASTR 591 Stellar Astronomy	3
ASTR 592 Galactic and Extragalactic Astronomy	3
ASTR 596 Observational Astrophysics	1

2 Courses:	6
500 level and above ASTR	
MATH 581 Numerical Methods	
MATH 611 Time Series Analysis	
PHSX 615 Numerical and Computations Methods in Physics	

Biology Specialization

CHEM 184 Foundations of Chemistry I	5
CHEM 188 Foundations of Chemistry II	5
BIOL 150 Principles of Molecular and Cellular Biology	4
BIOL 152 Principles of Organismal Biology	4
BIOL 350 Principles of Genetics	3
1 Course:	3
BIOL 400 Fundamentals of Microbiology	
BIOL 600 Introductory Biochemistry	
BIOL 408 Physiology of Organisms	3
BIOL 412 Evolutionary Biology	3
2 Courses:	6
BIOL 413 History and Diversity of Organisms	
BIOL 414 Principles of Ecology	
BIOL 416 Cell Structure and Function	
BIOL 417 Biology of Development	
BIOL 435 Introduction to Neurobiology	
BIOL 550 Introduction to Systematics	

Chemistry Specialization

PHSX 211 General Physics I	4
PHSX 212 General Physics II	4
CHEM 184 Foundations of Chemistry I	5
CHEM 188 Foundations of Chemistry II	5
CHEM 624 Organic Chemistry I	3
CHEM 625 Organic Chemistry I Laboratory	2
CHEM 646 Physical Chemistry I	4
CHEM 647 Physical Chemistry I Laboratory	2
CHEM 648 Physical Chemistry II	3
CHEM 649 Physical Chemistry II Laboratory	2

Geography Specialization

PHSX 211 General Physics I	4
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GEOG 311 Map Conception and Development	4
GEOG 358 Principles of Geographic Information Systems	4
GEOG 526 Remote Sensing of Environment I	4
GEOG 558 Intermediate Geographical Information Systems	4
2 Courses: 300 level and above courses in categories defined in the Undergraduate Study in Geography and Atmospheric Science handbook as: Physical Studies, Geographic Information Science, Human Studies, Regional Studies, and Atmospheric Science	6
7 Hours: GEOG 513 Cartographic Design GEOG 517 Data Handling and Map Symbolization GEOG 726 Remote Sensing of Environment II GEOG 758 Geographic Information Science (prerequisite of GEOG 316 Methods of Analyzing Geographical Data should be taken as an elective)	7

Physics Specialization

MATH 220 Applied Differential Equations	3
PHSX 211 General Physics I	4
PHSX 212 General Physics II	4
PHSX 313 General Physics III	3
PHSX 316 Intermediate Physics Laboratory I	1
PHSX 503 Undergraduate Research	2
PHSX 521 Mechanics I	3
PHSX 531 Electricity and Magnetism	3
PHSX 511 Introductory Quantum Mechanics	3
2 Courses: 600 level and above PHSX	6

Research

Not Applicable

Practica

Not Applicable

Total 124-128

Fiscal Summary for the Proposed Academic Program

Institution: University of Kansas - Lawrence

Proposed Program: Bachelor of Science in Interdisciplinary Computing

Part I. Anticipated Enrollment						
	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Headcount	10	0	20	0	30	0
B. Total SCH taken by all students in the program	270		540		810	

Part II. Program Cost Projection			
A. In the <u>implementation</u> year, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.			
	Implementation Year	Year 2	Year 3
<u>Base Budget</u>			
Salaries	0	0	0
OOE	0	0	0
Total	0	0	0

Indicate source and amount of funds if **other than** internal reallocation:

All funds for the proposed program will be from internal reallocation; no new courses are introduced.

Approved: _____



August 23, 2010

MEMORANDUM

TO: Dr. Allen Rawitch

FROM: Dr. Barbara F. Atkinson 

RE: Reorganization Plan for the Preventive Medicine, Biostatistics and Health Policy and Management Programs at the University of Kansas Medical Center into a School of Public Health

Background

On July 1, 2008 the University of Kansas Medical Center formed the Institute for Community and Public Health (ICPH). The mission of the Institute is *to support and develop leading programs of public health education, service and research in collaboration with the broad public health communities in our state and region for the betterment of the health of Kansas citizens and communities*. The Institute currently includes four KUMC departments: Preventive Medicine and Public Health in Kansas City; Preventive Medicine and Public Health in Wichita; Biostatistics in Kansas City; and Health Policy and Management in Kansas City. It houses over 45 faculty actively engaged in public health education, service and research. Currently, the Institute holds over \$30 million in grant support. We have developed a plan for reconfiguring the activities of the programs in the Institute for Community and Public Health as outlined here for the Board of Regents' review. This plan includes input from: faculty, staff, students and alumni of the core departments; faculty and leaders in related departments and programs throughout the broader University; the public health practice community, as well as from the leaders of a range of state, county and community public health agencies,

National Expertise

The plan for the institute also included extensive feedback from experts in the field. Notably, several national leaders in public health education including Dr. Richard Kurz, Dean, School of Public Health, University of North Texas Health Science Center and Dr. Jim Raczynski, Founding Dean, Fay W. Boozman College of Public Health, University of Arkansas for Medical Sciences provided guidance for the plan. These two individuals provided comprehensive assessments of KUMC's public health efforts on two separate occasions in recent years. In 2006, Drs. Kurz and Raczynski, along with Dr. Edward B. Perrin, Emeritus Professor of Health Services at the University of Washington, advised the University to establish an "Institute for Public Health" with the ultimate goal of developing a "school of public health that provides the instructional and research capacity to respond to the health needs of Kansans." In August 2009, Drs. Kurz and Raczynski returned and in their follow-up assessment concluded that KU has the resources to develop a school of public health, and recommended that the timeline to application for accreditation, originally projected as 5-7 years, be significantly reduced.

Proposed Reorganization

We are proposing the Institute of Community and Public Health be reorganized into a School of Public Health. We are confident that this proposed reorganization will strengthen collaboration across major academic units, create opportunities for joint educational and research programs throughout the Regents' system. It will support and strengthen the training and diversity of the public health workforce in both the private and public sectors. Further, it will assure that Kansas is well-prepared to benefit from the economies that can be recognized when public health, with its focus on wellness and prevention at the community level, augments the system of medical care, with its focus on the treatment of individuals.

Three overarching goals guide our planning: (1) providing graduate programs for our students that will prepare them for careers in public health service, teaching and research in either the private or public sectors in our state and region; (2) developing research and education programs that support the delivery of public health services and that facilitate the creation of sound public policies related to health and medical care; (3) creating collaborative research and educational programs with the Schools of Medicine, Nursing, Allied Health in order to further the Medical Center's mission of training and producing the future health care workforce.

Overview of Proposal

The four departments comprising the current Institute of Community and Public Health (ICPH)—the Departments of Preventive Medicine and Public Health (Kansas City), Preventive Medicine and Public Health (Wichita), Biostatistics, and Health Policy and Management—will form the core of a School of Public Health. These four departments are currently part of the School of Medicine. Given the types of education, research and service conducted by these departments, they are an appropriate academic “fit” for a School of Public Health. This reorganization should greatly benefit the educational and research activities of these four departments, allowing them to improve their support of the programs other schools and departments on the medical center campus and elsewhere in the University. The reorganization will be accomplished as follows:

1. The School of Public Health will organize the various faculty and programs in the four departments under the direction of a dean. Existing faculty, along with recruits to positions vacated by attrition, will be organized within the four departments to support the degree programs required by the Council on Education for Public Health (CEPH) for accreditation. The departments and programs will be:
 - a. The Departments of Preventive Medicine and Public Health in Wichita and Kansas City will collaborate in support of the following programs:
 - **Master of Public Health (MPH).** The existing generalist MPH degree, currently accredited by CEPH, will be revised to develop the various concentrations or “tracks” using existing funding and grants. These tracks will include concentrations in Social and Behavioral Health, Epidemiology, and Occupational and Environmental Health.
 - **Master of Clinical Research (MCR).** This program is in operation on both the Kansas City and Wichita Campuses. No changes will occur to this program as a result of the reorganization.
 - **Doctor (PhD or DrPH) of Public Health.** This program is being developed and will be submitted for approval by the Board of Regents in the near future.
 - b. The Department of Biostatistics:
 - **Master of Science (MS) of Biostatistics.** This program is enrolling students for the first time, beginning Fall 2010.
 - **Master of Public Health with a concentration in Biostatistics.** In collaboration with the Departments of Preventive Medicine and Public Health, Kansas City and Wichita, this concentration is being developed as a part of the revision of the generalist MPH program.
 - **Doctor (PhD) of Biostatistics.** This program is enrolling candidates for the first time, beginning Fall 2010.
 - c. The Department of Health Policy and Management:
 - **Master of Health Services Administration (MHSA).** An existing program and the oldest of the graduate programs operated within the Institute. No changes will occur to this program as a result of the reorganization.
 - **Master of Public Health with a concentration in Health Policy and Management.** In collaboration with the Departments of Preventive Medicine and Public Health, Kansas City and Wichita, this concentration is being developed as a part of the revision of the generalist MPH program.
 - **Doctor (PhD) of Health Policy and Management.** This program began Spring 2009.

These programs encompass approximately 170 students for the Fall 2010 semester. Enrollment in the School's core programs is expected to approach 200 students, as recently implemented programs grow to their expected enrollments and as those programs with approval pending come on-line.

The School will have a strong "practice" focus whereby its education, research and service activities will develop collaborations with the public health practice community across the state and with other Kansas Regents' institutions. The School is expected to become a resource for the practice communities in both the public and private sector. It will function as a provider of technical assistance and support in the delivery of services; conduct locally initiated, community-based research programs; and assist in the maintenance of accreditation of local health departments; and the development of public policy.

3. Over time, other departments, programs, and centers with public health related missions and interests will have the opportunity to collaborate with, or in some cases integrate into, the School. Examples include:
 - a. The doctoral (PhD) program in Nutrition, currently housed in the School of Allied Health in Kansas City.
 - b. The Center for Health Care Informatics, currently housed on the KUMC campus in Kansas City. This Center has received approval to offer an interdisciplinary Master (MS) of Health Informatics. The Center currently collaborates with the Center for Biostatistics and Advanced Informatics and is aligned with the Medical Informatics initiative within the Department of Biostatistics.
 - c. The Center for Environmental Studies, housed on the KU-Lawrence campus.
 - d. The Lifespan Institute, operating on the KU-Lawrence campus.
 - e. The Department of Public Administration, operating on the KU-Lawrence and Edwards campuses.
 - f. The School of Architecture, Design and Planning on the KU-Lawrence campus.
 - g. The School of Social Welfare on the KU-Lawrence campus.
 - h. The School of Law on the KU-Lawrence campus.

Given the scope of the public health related programs and initiatives in these units, and in others across all KU campuses, significant academic benefit for students, faculty and staff, could be derived through such collaborations. Furthermore, they have great potential to enhance the public health practice community and the health of Kansas citizens across the state. In turn, these collaborations would facilitate and advance the creation of an accredited School of Public Health

4. The reorganization will position the University to apply for accreditation of its School of Public Health by CEPH as early as calendar year 2011, with the possibility of accreditation by 2014-2015. Currently there are over 40 accredited schools in North America and Mexico. The accreditation process takes approximately three years to complete once the initial application is forwarded to CEPH. Accreditation is critical in ensuring that the School of Public Health achieves its overarching mission.

Improving the health of the State of Kansas

Reorganization of the University's public health related programs as a School of Public Health should have substantial impact on the academic programs at the University as well as the broader public health needs of our state. Consider that on a per capita basis in 2009, our state ranked 41st in Centers for Disease Control and Prevention funding, 50th in Health Services and Resources Administration funding, and 16th in Assistant Secretary Preparedness and Response funding. A School of Public Health will allow the state to develop a stable public health workforce and, over time, will allow our state to more successfully compete for private and public funding in support of public health education, service and research programs. The public health workforce is similar to other sectors of the health care labor pool in that states with no school of public health tend to have a less than adequate public health workforce and related resources. Consequently, the creation of a school within our state is a step to assuring an adequate supply of public health providers and scientists and ultimately to enhancing the health and well being of our citizens.

Funding

The reorganization of existing programs as a school of public health is cost-effective and can be accomplished with negligible disruption to students, faculty, and staff. New funding from private sources and endowments will be sought to recruit a Dean, a few key faculty, and other required administrative personnel. Otherwise, reorganization, including any necessary realignment of faculty positions, to form the school will be supported through internal budget reallocations under the direction of the Chancellor and Executive Vice Chancellor. Any relocation of faculty and staff within the Medical Center or between the campuses will occur with no reductions in staff positions. Degree programs will be moved intact within the school to protect the integrity of those programs. All current students will be able to complete their programs of study on schedule and we expect these changes to be of benefit to all future students. With the endorsement of the Board of Regents, this reorganization will take effect at the start of FY 2012 (July 1, 2011).

Summary

I am encouraged by the depth and breadth of the discussions that gave rise to the recommendation to reorganize the programs in public health and health policy to form a school. These discussions were driven by realistic assessments of the potential that exists within the University and of the future needs of our state. The process has resulted in a proposal that serves the needs of faculty and students in health related disciplines at the Medical Center and across all campuses of the University. In addition, the proposal, if implemented, will advance the University's mission to serve the people of Kansas.

Please let me know if you have any questions or need additional information to forward to COCAO for their next meeting.



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MEMORANDUM

TO: Kelli Cox, Director
FROM: Cindy Bontrager, Asst Vice President
DATE: July 28, 2010
SUBJECT: Department Changes

Effective in FY 2010 for the FY 2011 budget the following department changes were processed:

Established the Vice President for Communications and Marketing (VPCM) – 06010 department. The following departments have merged into the VPCM department and been inactivated:

<u>Department Name</u>	<u>FY 10/FY 09 Dept #</u>
Media Relations	01100/09060
Photographic Services	01090/09030
University Publications	09015/09015
Educational Communications Center	30085/30085
Printing Services (09020) moved under the VPCM's unit but to a separate department (06020).	

Name Change: The Attorney's Office (01050) changed their name effective August 24, 2009 to the Office of General Counsel.

Merged Departments: The Employee Relations and Training (05080) department merged into the Division of Human Resources (05050).

Attachment 5

The Elementary Education (40070) and Secondary Education (40080) departments merged into Curriculum and Instruction (40040).

Attachment 6


Department Name and Number Change: The K-State Olathe Innovation Campus (50060) was changed to K-State Olathe (53010) and reports to the Provost.

Please let me know if you have any questions.

cc: Geneva Jahnke
Karen Horton



June 15, 2010

TO: Dr. Gary Alexander
FROM: Tes Mehring 
Provost and Vice President for Academic Affairs & Student Life
RE: General Psychology Concentration Name Change

The Teachers College at Emporia State University wishes to change the name of the concentration in the Master of Science degree in Psychology from General Psychology to Experimental Psychology.

The name "General" does not express the long-term (i.e., 30 years) research focus of the concentration and is not in keeping with the current and future trend. The mission of the program is to produce graduates who think scientifically, creatively, and ethically about behavior and cognitive processes, conduct scholarly research, and express themselves clearly in their oral and written presentations to others. "Experimental" graduate students who take advantage of all the opportunities our program has to offer are better positioned to apply for additional post-graduate education in experimental psychology (as opposed to the more vague "general" terminology).

Please add this request to the next COCAO agenda.



Pittsburg State University

COLLEGE OF TECHNOLOGY

To: Dr. Lynette Olson, Provost and VP Academic Affairs
From: Dr. Bruce Dallman, Dean, College of Technology *BD*
Date: July 7, 2010
Subject: Harley Davidson Request to Discontinue the Harley Davidson BAS Program

Lynette,

In the attached letter from Dr. Tim Dell, he supports the request he received from Harley Davidson to no longer offer the specialized BAS degree to students which have completed the Harley Davidson AAS program at Fort Scott Community College. The reasons that Harley cited for their request were centered on two main issues, those being low enrollment in the program and a poor fit between the needs of Harley and the requirements of the BAS program.

The Automotive Technology program had known about those two issues for some time and had determined that to change the program to suite Harley's needs, it would require the development of specialized courses that, when combined with the low number of students that desired to further their education, would not be able to be staffed due to low enrollment in the courses.

The final results of this is that the AT department understands Harley Davidson's request and supports the removal of the Harley Davidson BAS option. This still does allow any Harley Davidson student that may want to continue their education in our BAS program, however it will not be specifically tailored to the Harley program as the current option which will be removed.

I also support the removal of this specialized BAS program. With the limited resources which the AT department has to support all its' students, this is the appropriate action to take.

Pittsburg State University

COLLEGE OF TECHNOLOGY

Department of Automotive Technology
1701 South Broadway • Pittsburg, KS 66762-7567
620-235-6189 fax: 620-235-6190
www.pittstate.edu/autotech.html

May 10, 2010

To: Dr. Bruce Dallman

This letter is in response to the recent request from Harley Davidson to discontinue the PSU Harley Davidson BAS. In Harley Davidson's request they stated that the company recently restructured Harley Davidson University and have decided to discontinue their relationship with PSU. Some of the reasons they provided are: low enrollments in the PSU Harley Davidson program and the 4year program did not fit their business plan.

The faculty and I agree that this discontinuation will help the department better serve the existing programs. Some of our reasons are: 1. Harley Davidson Corporation did not pursue the PSU Harley Davidson graduates, 2. the motorcycle industry to date has no national technical standards comparable to the Automotive Service Excellence certification exams, 3. motorcycle students were frustrated with the lack of presence of Corporate Harley Davidson at PSU recruiting events, 4. the students were frustrated with taking ASE certification exams, 5. the program yielded few students, and 6. those students required unique and specialized treatment in the case of assessing the program, internships, and advisement.

Ft Scott Community College Harley Davidson graduates will still be able to earn a PSU BAS degree in Technology Management from the TWL department. Dr. Iley's faculty have already been assisting the incoming FSCC Harley transfer students. Our department will assist the existing PSU/Harley Davidson seniors complete their BAS this next academic year 2010/2011.

We are formally requesting the university discontinue the Harley BAS degree. I have briefly visited with Degree Checking and the Registrar's office regarding no longer offering the degree to incoming transfer students (juniors). You previously mentioned that if I send you a request then you would forward it to the administration. This is my official request.

Sincerely,



Tim Dell PhD
Chair
Automotive Technology