

**Kansas Board of Regents New Degree Program Proposal Narrative**  
**Wichita State University**  
**Bachelor of Applied Sciences in Workforce Leadership and Applied Learning**  
**CIP**

**Anticipated Date of Implementation: Fall, 2018**

**Rationale for Proposed Program**

The Bachelor of Applied Sciences Workforce Leadership and Applied Learning (BAS-WLAL) degree program is a flexible degree focused on applied learning and workforce education integration. The BAS-WLAL degree is a 120 credit hour undergraduate degree with the capacity to support different concentrations in the future. The BAS-WLAL degree is an *applied* degree with the goal of preparing students for a range of career options. The program has a concentration in Education and Innovation. Students will have the opportunity to customize their individualized plan of study in consultation with their program advisor. A cornerstone of this degree will be the requirement for students to complete 21 credit hours of in-depth applied learning experiences, which may include paid apprenticeships, internships, clinical rotations, and/or practica and focus on occupational outcomes, such as job and degree integration responding to industry and workforce demands. These applied learning experiences will be connected to courses designed to meet core competencies and will be rigorously assessed based upon the College of Education's experience of measuring direct and indirect student learning outcomes in experiential learning environments. The structure of this program is unique in the flexibility it provides for students to adapt to changing industry and workforce needs but provides structure through required program outcomes, courses, and experiences. Additionally, the BAS-WLAL provides flexibility in the unique competencies students acquire through individualized programs of study and internships/practica, clinical rotations, and/or apprenticeships.

*Key Program Elements:*

The BAS-WLAL, which is a flexible degree responding to workforce and industry needs, contains key programmatic elements that give it the potential to positively impact students, faculty, staff, and constituent partnerships. The program elements focus on students' needs, embrace the importance of experiential learning in a variety of communities (locally, regionally, nationally, and internationally), and developing interpersonal or relationship-oriented skillsets. The key program elements are as follows:

*Individual Plans of Study.* Similar to current trends in high school curricula that emphasize individualized plans of study, students in the BAS-WLAL will have the opportunity to direct their college experience by being actively involved in degree and course selections, which is supported by flexible advising and administrative support.

*Community and Global Engagement.* The program will incorporate life experiences such as international or domestic community experiences that 1) engage students in critical and creative thinking, 2) apply technological solutions to unique problems, 3) develop communication skills,

4) promote advocacy, equity and social justice, and 5) provide structured applied learning experiences.

*Communication Skills and Innovator Mindsets.* The program utilizes a multidisciplinary approach to developing soft skills and innovator mindsets. For example, the four C's—those of communication, collaboration, critical thinking and creativity—are crucial for developing future workforce, community, and impactful leaders and will be embedded, developed and measured.

### **Program Justification**

According to recent research from the Economic Policy Institute, which examined the relationship between workforce training and the economic health of states, an educated workforce is the crucial key to states' economic prosperity. Since WSU's mission is, in part, to be an economic driver for local, state, and regional communities, it behooves us to further examine the association of economics and workforce training, broadly speaking. Berger and Fisher (2013) reported--when summarizing economic data--that increased educational attainment for a workforce is associated with many individual and community benefits, including higher wages and quality of life; decreased mental and physical health concerns; increased contributions to state tax systems; and decreased crime rates. These community and individual benefits, associated with increased levels of educational attainment, can be further strengthened by research universities' activities of translating basic research into technological innovation, thus having positive industry and cultural impacts.

In regard to industry and workforce needs, the Department of Labor has noted the growing importance of apprenticeships in the US, not only to fulfill industry needs, but also to increase the quality of life of the citizenry (Rideaux, 2017). The increased demand of apprenticeships across the US has resulted in over 500,000 formalized apprenticeship programs involving a variety of industries, such as technical maintenance (Lucero, 2017), hospitality management (Koebel, 2017), and various electrical and manufacturing industries (Kay, 2017; Rideaux, 2017).

In response to these dramatic workforce shifts over the past few years, McCarthy, Palmer and Prebil (2017) summarized the increasing support and demand for apprenticeship programs. Specifically, they noted how formalized apprenticeship programs have received bipartisan political support as positive ways of educating future workers while, potentially, having a positive impact on national labor issues. Formalizing and growing these types of apprenticeship programs has been difficult to do, though. For example, McCarthy, Palmer, and Prebil (2017) cited the examples of healthcare, which is the fastest growing employment sector in the US economy. Healthcare, as an overarching industry, had only about 1,800 formalized apprenticeships in 2016, while information technology had fewer than 1,000 formalized apprenticeships in the same year. Their recommendation is to connect apprenticeships with higher education as a way of making academic and professional development models more widely available to potential workers through the use of formalized higher education credentials. Indeed, as Felicetti (2017) noted many companies and industries are seeking workers with "relevant skills" as compared to just traditional four-year degrees. These "new collar" jobs are emblematic of workforce evolution and how higher education can be responsive to workforce

and employer demands. What results is an educated workforce, as mentioned above, that also has the requisite skill sets needed for the modern workforce.

To meet the demand, higher education needs to further integrate with business and industry, and adopt new, creative methods of educating individuals. Design thinking, which involves reexamining old models of learning, education, and best practices (Gardner, 2017), is an increasingly popular way to approach changing work and society demands. With the recent application of ‘design thinking’ to not only business and industry, but also higher education, the emphasis in higher education is beginning to shift to the ‘end user’ as experts and away from academic scholars as the lone authorities on particular subjects, issues, or disciplines (Gardner, 2017). Indeed, Koproshe et. al (2017) discussed the increasing and growing public concern regarding the return-on-investment of higher education of students and employees; thus, prompting a call for academic degree programs to be redesigned or added that emphasize pre-professional tracks integrated with traditional academic majors.

Synthesizing all the information centered on the ever-evolving relationship between business/industry, workforce education, and higher education, it is clear that our university needs to continue addressing industry and workforce needs by expanding flexible educational opportunities for local, state, and regional students. Providing flexible degree programs focused on applied learning, such as apprenticeships or internships, has a positive impact on not only individuals’ lives, but also on community and state economies. As a result, developing and implementing a new degree focused on the integration of theoretical and applied experiences strengthens and broadens WSU’s ability to become an educational, cultural, and economic driver in the region.

### **Program is Central to WSU Mission Statement**

The mission of Wichita State University is to “be an essential educational, cultural and economic driver for Kansas and the greater public good.” To support this mission, WSU established goals to be a nationally recognized institution driving technology, design, and manufacturing. The complexity of today’s technology requires innovators from multiple disciplines to unite and translate ideas into something transforming through non-traditional means. The BAS-WLAL curriculum will respond to industry demand for soft skills development, such as in leadership, communication, and emotional intelligence. Additional aspects of the BAS-WLAL curriculum will include helping students better understand and interact with technology, design thinking, instructional design, andragogy (study of adult learners), and global or community engagement. This interdisciplinary curriculum will also include applied learning opportunities for students to gain experience in a range of emerging career fields including information and educational technology and education and innovation specialists. The program will engage with industry and focus on developing students’ technological acumen combined with “design thinking skills.” These skills include the capabilities to 1) develop creative solutions, 2) effectively communicate, 3) practice entrepreneurship, and 4) master emerging software/hardware. The development of these capabilities will be grounded in an applied academic curriculum. WSU’s location in the largest city in Kansas is a vital component to this learning process. The rationale for this degree

being housed within the <sup>1</sup>College of Education is due to experience in managing applied learning experiences, expertise in learning processes and environments, assessment and documented learning outcomes (both direct and indirect), and the College of Education's focus in connecting end-users with content or subject matter experts and industry leaders. Additionally, this degree addresses KBOR's Foresight 20/20 strategic plan to increase, by 60%, the number of Kansas adults earning a certificate, associate or bachelor's degree by 2020.

## **Priority**

Driven by its new mission to be an essential educational, cultural and economic driver for Kansas and the greater public good, WSU has prioritized initiatives focused around applied learning. Transforming the university into an innovation-focused campus is one example of how this is taking root. Announced in 2014, the concept of an innovation university offers opportunities to serve the public good by allowing essential educational opportunities through partnership with the community, business, and faculty. This, in turn, provides students with applied learning opportunities. As determined by each college's strategic plan, the proposed BAS-WLAL program aligns with the stated mission and the concept of an innovation university—i.e., the degree program will be collaborative, cross-disciplinary, engage with workforce members and leaders, and focus on the merger of technology, creativity, and community or public impact.

## **Locational and Comparative Advantages of the Program**

Because of its metropolitan setting as the largest city in Kansas, WSU is uniquely qualified to provide students access to industry partners through applied learning experiences. As proposed, the BAS-WLAL program at WSU will be an interdisciplinary, freestanding degree that capitalizes on the curricula and faculty expertise already existing within multiple WSU colleges, departments, and programs. The degree being housed within the College of Education is particularly advantageous because the college currently emphasizes applied learning in the form of apprenticeships in its successful teacher education apprenticeship program. Indeed, all departments in the College of Education have programs emphasizing not only national or international accreditation, but also rigorously assessed experiential learning experiences. Leveraging this expertise will assure success in the BAS-WLAL program and demonstrate documented learning outcomes.

## **Comparisons to Other Programs at WSU**

Within Wichita State University, there is no overall program similar to the proposed BAS-WLAL program. The BAS-WLAL program focuses on responding to workforce needs by developing applied learning experiences and specific skillsets as compared to focusing on integrating courses from different disciplines, such as the Bachelor of General Studies currently offered in the Fairmount College of Liberal Arts and Sciences. In addition to acquiring soft skills in a singular program of study, another distinguishing component of the program is the

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<sup>1</sup> The College of Education is concurrently pursuing a comprehensive rebranding strategy, which includes a name change in order to better communicate the programs, skills, outreach initiatives, academic units, and partnerships contained within the college.

emphasis on experiential learning opportunities. While many programs at WSU offer such opportunities, the College of Education has received national acclaim for the depth of its partnerships that provide effective experiential learning for students.

**Comparisons to Similar Programs in the Region**

The BAS-WLAL program, as articulated within this proposal, is a unique degree program. When evaluating other Kansas Board of Regents schools, there are other degree programs, majors, offerings, and/or departments focusing on interdisciplinary thought, degree completion options, or other applied, flexible degrees. The following is a brief, non-exhaustive description of some of these existing offerings:

1. *Emporia State University*: offers a Bachelor of Interdisciplinary Studies focusing on core areas such as communication, information literacy, community leadership, and decision-making/problem solving.
2. *University of Kansas*: offers a Bachelor of Applied Sciences in Biotechnology, which focuses on biology, biochemistry and clinical lab sciences.
3. *Fort Hays State University*: offers a Bachelor of Science through the Department of Applied Technology, which serves as a degree completion program for the Associate of Applied Science (2-year) degree. Works heavily with the Center of Applied Technology.
4. *Pittsburg State University*: offers a Bachelor of Applied Science with a major in Technology; there are two emphasis areas within this degree listed-- Construction and Environment & Safety.
5. *Washburn*: offers a Bachelor of Applied Studies with multiple emphasis areas, such as Human Services and Technology Administration. This BAS also serves as a degree completion option for those graduating from Washburn Tech with Associate of Applied Science degrees.

The above summaries illustrate important components that are part of the proposed BAS-WLAL program here at WSU. While there are similarities, there are also distinct differences between the aforementioned programs and the degree program presented here. For example, the WSU BAS-WLAL will focus on core competencies and will be more flexible and broadly applied through 21 hours of documented applied learning experiences. Within the states bordering Kansas, no university offers a degree program structured exactly as the proposed BAS-WLAL program.

**Student Demand**

To determine the demand for this proposed BAS-WLAL program, students in the College of Education and WSU-TECH were surveyed. Of the approximately 500 responding, the support for the degree was strong. Over 90% indicated an interest in this program. Of those, 48% said they would be interested in beginning such a program in 2018-19 and another 36% indicated they would be interested in beginning such a program in 2019-2020. Based off of potential student interest, the anticipated enrollments for the next three academic years are as follows:

	2018-19	2019-20	2020-21
Full-Time	25	45	60

Part-Time	10	20	30
Enrolled	35	65	90

### **Demand for Graduates of the Program**

Graduates of this program will be prepared to seek employment in both private and public education sectors, human and/or healthcare services, middle management for profit and nonprofit agencies, and within a variety of other careers and environments. They will also excel as innovation specialists or other similar dynamic, flexible careers within corporate innovation centers where the nature of work requires creativity, interpersonal skills and flexibility. Additionally, graduates of this program will excel in leadership and interpersonal skills as well as global and design thinking. They will have an appreciation for the role of technology in the digital age and a desire for civic engagement as a path to understanding human and community issues, problems, and/or needs. Pasha (2017) summarized the demand for employees needing “soft skills,” noting that many employees are lacking these skillsets. Also, recent research from the World Economic Forum stated that the acquisition of these soft skills will be more important than technical skills by 2020 (Pasha, 2017). As a result, the demand for graduates with these skillsets can be seen in the variety of workforce predictors and leaders, which self-identify the skills or attributes that are lacking in their respective organizations. In order to respond to this demand, the BAS-WLAL degree will be organized around core competencies—as compared to the traditional inclusion of specific disciplines—and will be acquired through in-class, simulation learning and debriefing, and experiential learning experiences. The BAS-WLAL core competencies are expected of all program graduates and include the following:

**HUMAN WELLNESS:** All students majoring in the BAS-WLAL will take EDUC 500: Dimensions of Wellness. This course focuses on a holistic approach to understanding personal, organizational, and community wellness using a multidisciplinary approach to examine and impact individual and industry wellness, which is crucial for leaders developing an awareness and understanding of professional, personal, and social work-life balance.

**DIVERSITY, SOCIAL JUSTICE & GLOBAL ENGAGEMENT:** Students will be exposed to the various ways humans differ based on cognitive, cultural, physiological, and social dimensions through opportunities, such as study abroad and international exchanges, service learning and community engagement, and cross-cultural experiences.

**APPLIED & EXPERIENTIAL LEARNING:** Students will engage in-- and continually reflect on-- applied, experiential, or service learning opportunities aligned to their personal goals. Applied learning experiences will include problem-based learning experiences focused on global and local challenges that will strengthen their professional skills within a meaningful context.

**INNOVATIVE MINDSETS, LEARNING & DEVELOPMENT:** Students will participate in experiences designed to help them understand how humans learn and develop in a variety of settings. They will collaborate on deep explorations (applied research) to develop an appreciation

of the complexity of human learning and development as involving multiple cognitive, physical, social or organizational processes and skills, which aids in fostering creativity and curiosity.

**CIVIC LITERACY & LEADERSHIP COMMUNICATION:** Students are expected to value leadership for educational equity and develop boundary-crossing competencies that will enhance their role as effective communicators, leaders, and innovators by interacting with various leadership, entrepreneurial, managerial, or administrative theories, strategies, and practices.

### **Student Characteristics**

The BAS-WLAL program will appeal to several pools of potential students including:

1. Students who desire flexibility in designing their own college career path driven by their professional goals and applied learning experiences. These students may already have an idea of the career path they wish to pursue and want to learn specific technical and leadership skills to help them advance their career goals.
2. Individuals who have an established knowledge base in a particular field and who want to develop those skills further. This includes graduates of various Associates in Applied Sciences degree programs as well as transfer students from a community college.
3. Returning adults who have earned some college credit but who have not completed a bachelor's degree. This student pool includes potential non-traditional students wishing a change in their career or individuals who have industry-based knowledge, and are driven by a desire to expand their knowledge within a specialized, professional area.

### **Procedures and Criteria for Admission**

The BAS-WLAL admission criteria will follow the WSU undergraduate criteria. Kansas residents (under 21 years of age) graduating in 2015 or later must have:

- Achieved an ACT composite score of 21 or above OR a minimum combined SAT-I score of 980, OR
- Ranked in the top one-third of their high school's graduating class, AND
- Completed the Kansas Qualified Admissions Pre-College Curriculum with at least a 2.00 grade point average (GPA) on a 4.00 scale. Out-of-state residents must have earned a 2.50 or higher GPA on a 4.00 scale.

Students graduating from a non-accredited high school or who were homeschooled must have:

- Completed coursework equivalent to the Kansas Qualified Admissions Pre-College Curriculum with a 2.00 GPA, AND
- Achieved an ACT score of 21 or above or a combined SAT score of at least 980.

If enrolled in college courses while in high school, a 2.00 GPA or higher must be achieved. Applicants who obtained a GED must meet the following requirements:

- For GED tests from 2002-2013: Have a minimum score of 510 on each sub test and an overall score of 2550 to be admitted.
- For GED tests from 2014 and on: Have a minimum score of 150 on each sub test and an overall score of 680 to be admitted.

All students must meet Wichita State University incoming freshmen or transfer student admissions requirements.

**Curriculum: Program Academic Objectives**

The learning objectives of the proposed BAS-WLAL program include developing students' capabilities to:

- Develop creative technical skills and solutions
- Develop technical and creative projects
- Effectively communicate solutions and to potential clients, colleagues, or community members
- Practice entrepreneurship
- Integrate emerging software/hardware in order to satisfy end-users' needs
- Identify and develop personal leadership philosophies
- Develop an appreciation for diversity of thought, experience, culture, and justice
- Effectively identify, build, and maintain personal, community and cultural relationships
- Identify and articulate the importance of applied learning experiences

After completing the program, students should have developed a:

- Willingness and ability to experiment with their ideas
- Network of individuals and businesses with whom they can continue to collaborate
- Desire to continue to design solutions to problems they identify

**Curriculum: Courses**

The BAS-WLAL degree requires 120 credit hours. A typical distribution of credit hours is illustrated in the following:

General Education Courses (42 credit hours) including:

ENG 101 College English I	3
ENG 102 College English II	3
MATH 111 College Algebra	3
COMM 111 Public Speaking	3
PSY 111 General Psychology	3
SOC 111 Intro to Socio	3
ART 100	3
Gen Ed Humanities courses	6



Gen Ed Natural Sciences/Mathematics course	6
Gen Ed Further Studies course	6
Gen Ed Advanced Issues & Perspectives course	3

Core Competency and Areas of Emphasis Courses (21 credit hours):

These courses would be required of all students and integrated throughout the entire length of the program. Core Competencies include course(s) in Human Wellness, Diversity, Social Justice and Global Engagement, and Innovative Mindsets, Learning and Development, Civic Literacy and Leadership Communication.

Education and Innovation concentration courses (36 credit hours):

The Education and Innovation concentration requires 36 semester credit hours specific to the focus.

Required Apprenticeships, Internships or Practica (21 credit hours):

Practica I, II, & III are all required, and students are expected to take these courses as a cohort.

**Year 1:**

General Education (15 CH)	Core Competencies (3 CH)	Education and Innovation concentration (9 CH)	Applied Learning (3CH)
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**Year 2:**

General Education (15 CH)	Core Competencies (6 CH)	Education and Innovation concentration (9 CH)	Applied Learning (3 CH)
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**Year 3:**

General Education (12 CH)	Core Competencies (6 CH)	Education and Innovation concentration (9 CH)	Applied Learning (6 CH)
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**Year 4:**

Core Competencies (6 CH)	Education and Innovation concentration (9 CH)	Applied Learning (9 CH)
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### **Program Faculty**

Program faculty will include *core faculty* from the College of Education. All core faculty members currently teach one to three courses per semester and advise students. Because the courses for the proposed BAS-WLAL program largely consist of existing courses, the additional advising and teaching would be minimal. Faculty include:

Sport Management: \*Mark Vermillion, Mike Ross

Exercise Science: \*Michael Rogers, \*Ryan Amick, Bobby Berry

Curriculum and Instruction: \*Kim McDowell

Counseling, Leadership, Educational and School Psychology: \*Jody Fiorini

*\* These core faculty members have a terminal academic degree*

### **Academic Support Services**

The academic advisor will assist the student in completing initial tasks such as class selection, registration, and orientation. With the advisor's guidance, the student will identify specific interests and develop objectives for a plan of study including specific applied learning experiences.

The WSU libraries possess resources that would support BAS-WLAL degree students with a variety of interests. These include subject matter librarians, print and audio works, an interlibrary loan agreement with public and private university and non-university libraries, and numerous online databases (both general and specialized).

The WSU Information Technology Services department possesses resources that would support BAS-WLAL degree students with telecommunications services, computer labs, networking and data centers, web development, and data warehousing.

#### *Library Materials and Other Forms of Academic Support Required Beyond Normal Additions*

No library materials or other forms of academic support are needed or requested.

#### *New or Enhanced Forms of Academic Support*

No additional new or enhanced forms of academic are needed or requested.

#### *Administration and Support Staff*

The BAS-WLAL degree will be housed in the College of Education and will be supported by the administrative support staff currently available in Sport Management Department including the

Sport Management Department Chair and Administrative Assistant who will coordinate the overall program. During year one, budgeted lines include a .5 FTE Applied Learning Coordinator to coordinate the applied learning components of the program (\$25,000), and work-study/hourly student staff (\$5,000). Budgeted lines for years two and three include one part-time faculty administrator to coordinate the overall program (\$20,000), an additional .5FTE toward the Applied Learning Coordinator position (\$25,000) and an academic advisor (\$45,000). Funding will come from an internal reallocation from the College of Education and program fees of \$500 per semester.

### **Facilities and Equipment**

No new facilities will be needed in addition to the existing and planned facilities listed. No new equipment will be needed in addition to the existing and planned equipment listed. The equipment is of good quality and will be sufficient for the inauguration of the BAS-WLAL program.

## Program Review, Assessment, and Accreditation

A clear process will be in place and will remain in place that evaluates student learning and program outcomes on several levels. The table below outlines the preliminary assessment plan for the Bachelor of Applied Sciences degree program. Teaching faculty, the program director, and the Office of Academic Affairs will assess the educational soundness of the program. Accreditation is not currently available for this degree.

Evaluation Areas/Measures	Minimum Frequencies					Responsibility
	Each Course	Every Year	Every 1-3 Years	Every 3-5+ Years	Ongoing	
Course evaluations (e.g. SPTE or IDEA)	X					Director/Faculty
Learning objective assessment	X					“
Curriculum/graduate exit surveys			X			“
Mission statement review			X			“
External advisory input					X	“
Admittance numbers		X				“
Admission policies review		X				“
Application materials review			X			“
Core competency evaluation			X			“
Thesis/capstone evaluation			X			“
Graduation number and rate			X			“
Curricular review of diversity			X			“
Student participation in on-campus business plan competitions			X			“
Internal program review			X			“

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

I. Identify the new degree: **Bachelor of Applied Sciences-Workplace Leadership and Applied Learning**

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

The list below outlines course requirements for the 4 year Education and Innovation Concentration:

	Course Name & Number	Cr. Hrs.
<b>Core Courses</b>	<b>General Education</b>	<b>42</b>
	ENG 101 College English I	3
	ENG 102 College English II	3
	MATH 111 College Algebra	3
	COMM 111 Public Speaking	3
	PSY 111 General Psychology	3
	SOC 111 Intro to Socio	3
	ART 100	3
	Gen Ed Humanities courses	6
	Gen Ed Natural Sciences/Mathematics course	6
	Gen Ed Further Studies course	6
	Gen Ed Advanced Issues & Perspectives course	3
<b>Core Competency Courses</b>		<b>21</b>
	1. Human Wellness:	
	EDUC 500: Human Wellness (required)	3
	<u>Choose 18 hours from three areas below with a minimum of at least 3 hours from each area:</u>	
	2. Diversity/Social Justice and Global Engagement	
	CI 321 Introduction to Diversity: Cultural Issues	3
	CI 427 Philosophy, History and Ethics of Education	3
	SMGT 465 Psychology of Sport and Physical Activity	3
	SMGT 475 Sport and Physical Act in Amer Culture	3
	SMGT 552 Study Abroad in Global Sport Industry	3
	SOC 306 Introduction to Gender Studies	3
	SOC 320 Contemporary Social Problems	3
	SOC 326 Sociology of Race & Ethnicity	3
	SOC 330 Social Inequality	3
	SOC 346 Sociology of Globalization	3
	SOC 405 Sociology of Aging	3

POLS 305. Environmental Politics	3
POLS 310. Latin American Politics	3
POLS 320. Developing World	3
POLS 336. International Organizations	3
POLS 340. Global Challenges	3
POLS 385. Global Democracy	3
POLS 399. Travel Seminar	1-4
3. Innovative Mindsets, Learning and Development	
CI 326 Engaging and Motivating the Learner	3
CI 415 Differentiated Instruction for Diverse Learners	3
CI 602. Social Emotional Learning in the School Com	2
CI 710B. Differentiated Instr for Active Engag	3
CI 711. Multicultural Education	3
CI 751AF. The Highly Engaged Classroom	3
ID 500. Design Thinking & Innovation	3
SMGT 300. Technology in Sport Management	3
4. Civic Literacy and Leadership Communication	
EDUC XXX Collaboration, Empathy and Leadership	3
COMM 130H. Communication & Society	3
COMM 302. Interpersonal Communication	3
COMM 313. Argumentation & Advocacy	3
COMM 335. International and Intercultural Com	3
PSY 413. Leadership in Self and Society	3

**Applied Learning (Practica) 21**

EDUC 400 Applied Studies Practicum	3
EDUC 450 Applied Studies Internship	6
EDUC 600 Applied Studies Apprenticeship	6
EDUC 700 Applied Studies Apprenticeship	6

**Individualized Concentration Courses 36**

Education and Innovation (Choose from below)

CI 326 Engaging and Motivating the Learner	3
CI 415 Differentiated Instruction for Diverse Learners	3
CI 505 Science Technology & Society	3
CI 794 Diversity and Culture in a Global Society	3
CI 795 Change, Creativity and Innovation	3
EDUC XXX Developing Innovative Mindsets	3
EDUC XXX Principles of Learning Environments	3
EDUC XXX Service Learning and Com Engag	2
EDUC XXX Global Engag & Social Innovation	3
EDUC XXX Empathy Interview techniques	3
EDUC XXX Ideation in Tchng and Lrning Studio	3
ID 500 Design Thinking Process	1
ID 501 Design Thinking Facilitation	1
ID 503 Intro to Branding	1

ID 504 Building a Brand Strategy

1

**Total**

**120**

## Bachelor of Applied Sciences - Wichita State University

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	Bachelor of Applied Sciences-Workforce Leadership and Applied Learning CIP code: TBD
2. Academic Unit	College of Education
3. Program Description	The Bachelor of Applied Sciences-Workforce Leadership and Applied Learning (BAS-WLAL) degree program is a flexible degree focused on applied learning and workforce education integration. The BAS-WLAL degree is a 120 credit hour undergraduate degree with the capacity to support different concentrations in the future. The degree program will have a concentration in Education and Innovation. Students will also have the opportunity to customize individualized plan of study in consultation with their program advisor. A cornerstone of this degree will be the requirement for students to complete a minimum of 21 credit hours of in-depth applied learning experiences, which may include paid apprenticeships, internships, clinical rotations, and/or practica and focus on occupational outcomes, such as job and degree integration responding to industry and workforce demands. These applied learning experiences will be connected to courses designed to meet core competencies.
4. Demand/Need for the Program	A recent survey of students in the College of Education and WSU-TECH indicated a strong interest in the program with over 90% of the 500 respondents indicating an interest in the degree program. Of those, 48% said they would be interested in beginning such a program in 2018-19 and another 36% indicated they would be interested in beginning such a program in 2019-2020.
5. Comparative /Locational Advantage	The BAS-Workforce Leadership and Applied Learning degree at WSU will be an interdisciplinary, freestanding degree that takes advantage of existing curricula and faculty expertise. While there are similar Kansas programs, there are also distinct differences between these programs and the proposed degree program presented here. For example, the WSU BAS-WLAL will focus on core competencies and will be more flexible and broadly applied through 21 hours of applied learning experiences. Within the states bordering Kansas, no university offers a degree program structured exactly as the proposed BAS-WLAL program.
6. Curriculum	The BAS-WLAL consists of 120 credit hours. Students are required to take 42 credits of General Education, 21 credits in core competency courses, 36 credit hours in the concentration, and the remaining 21 hours in applied learning and/or apprenticeships.



<p>7. Faculty Profile</p>	<p>Coordination of the BAS-WLAL will take place in the Department of Sport Management. However, faculty from across existing departments in the College of Education will teach, coordinate the curriculum, and advise students. Additional faculty members from the College of Education, and perhaps other WSU colleges, will teach in the program as necessary to accommodate individualized tracks. All identified faculty members currently teach one to three courses per semester and advise students. Because the courses for the proposed BAS-WLAL program largely consist of existing courses, the initial additional advising and teaching are anticipated to be minimal. Faculty include:</p> <p>Sport Management: *Mark Vermillion, Mike Ross  Exercise Science: *Michael Rogers, *Ryan Amick, Bobby Berry  Curriculum and Instruction: *Kim McDowell  Counseling, Leadership, Educational and School Psychology: *Jody Fiorini</p> <p><i>* Designates a terminal academic degree.</i>  Additional faculty from the college and will teach program specific curriculum as needed.</p>
<p>8. Student Profile</p>	<p>This program will appeal to:</p> <ol style="list-style-type: none"> <li>1. Students who desire flexibility in designing their own college career path driven by their professional goals and applied learning experiences.</li> <li>2. Individuals who have an established knowledge base in a particular field and who want to develop those skills further. This includes graduates of various Associates in Applied Sciences degree programs as well as transfer students from a community college</li> <li>3. Returning adults who have earned some college credit but who have not completed a bachelor's degree.</li> </ol>
<p>9. Academic Support</p>	<p>This BAS-WLAL degree will have a program administrator, an Applied Learning Coordinator and a program advisor within the College of Education. The academic support model at WSU includes student support from the Counseling and Testing Center, Disability Support Services, One-Stop Student Services, University Libraries, Career Services, and the Office of Cooperative Education and Work-Based Learning.</p>
<p>10. Facilities and Equipment</p>	<p>Facilities and equipment within the College of Education including the Technology Center, Human Performance Lab will be sufficient for delivering this program. No additional space or equipment will be needed.</p>

<p>11. Program Review, Assessment, Accreditation</p>	<p>As with all programs at WSU, the BAS-WLAL degree program will be reviewed regularly through annual program evaluations, course evaluations, learning objective assessments, graduate exit surveys, employer evaluations, and applied learning evaluations. Furthermore, this program will be reviewed per the Kansas Board of Regents' program review requirements. Specialized accreditation is not available for this degree.</p>
<p>12. Costs, Financing</p>	<p>The total cost for the implementation year is \$42,000; the total cost for year two and three is \$112,500. Year one includes \$25,000 for a .5FTE Applied Learning Coordinator, and \$5,000 for a student employee. Other operating expenses (\$5,000) include instructional materials, miscellaneous supplies, software, and advertising.</p> <p>Years two and three includes \$20,000 for a part-time administrator, \$25,000 to move the .5FTE Applied Learning Coordinator to 1.0 FTE, and \$45,000 for an academic advisor and other operating expenses (\$5,000) to include instructional materials, miscellaneous supplies, software, and advertising.</p> <p>Funding will come from an internal reallocation from the College of Education and program fees of \$500 per semester.</p>

**University Curriculum Change Form**  
*(To be used for curriculum and program changes)*

Department/Subject Sport Management

Program/curriculum) Bachelor of Applied Sciences-Workforce Leadership and Applied Learning

Program Title Bachelor of Applied Sciences-Workforce Leadership and Applied Learning

**Check all actions applicable to the proposed change. Use a separate form for each program.**

**Type(s) of Change(s)**

1.  Change in requirements for admission to program/major
2.  Change in requirements for major/minor
3.  X NEW program (See [www.wichita.edu/curriculumforms](http://www.wichita.edu/curriculumforms) for additional instructions and form for new program/major)
4.  NEW certificate program (See [www.wichita.edu/curriculumforms](http://www.wichita.edu/curriculumforms) for additional instructions and form for new certificate program)
5.  Other (describe)

**Routing Determination**

6.  This change affects students and/or programs in other colleges.
7.  This change/addition involves graduate programs/courses numbered 500 or above.
8.  This change involves an applied learning or research experience proposal (Note: Attach completed **Strategic Planning Applied Learning or Research Experience Form**).

**Please complete the following, where appropriate:**

9. These changes are effective: Semester Fall Year 2018

Unless otherwise indicated, the old information will be removed from the next printed catalog.

10. (A) Describe and (B) justify the change and its place in the department's and/or college's overall curriculum plan.

A. The Bachelor of Applied Sciences (BAS) Workforce Leadership and Applied Learning degree program is a flexible degree focused on applied learning and workforce education integration. The BAS-Workforce Leadership and Applied Learning degree is a 120 credit hour undergraduate degree with the capacity to support different concentrations. The degree program will have a concentration in Education and Innovation. Additional tracks will likely be proposed via subsequent CCFs. Students will have the opportunity to customize their individualized track in consultation with their program advisor. A cornerstone of this degree will be the requirement for students to complete a minimum of 21 credit hours of in-depth applied learning experiences, which may include paid apprenticeships, internships, clinical rotations, and/or practica and focus on occupational outcomes, such as job and degree integration responding to industry and workforce demands. These applied learning experiences will be connected to courses designed to meet core competencies.

B. The structure of this program is unique in the flexibility it provides for students to adapt to changing industry and workforce needs. Conceptually, the program proposal describes a basic degree "shell" that provides structure through required program outcomes, courses, and experiences. Additionally, the BAS-Workforce Leadership and Applied Learning provides flexibility in the unique competencies students acquire through individualized programs of study and internships/practica, clinical rotations, and/or apprenticeships.

11. (A) Do the involved courses replace, resemble, overlap, or substitute for courses in other departments and/or colleges?

(B) What is the effect of this action on other departments and/or colleges and their students? (You are responsible for consulting with departments whose programs may be affected by your action.)

departments/colleges are attached  X - Not Applicable

Letters of support from affected

12. Aside from reassignment of current faculty and changes in current course rotation, what additional resources and personnel are required? (You are responsible for consulting with coordinator of collection development of the library, director of media resources, and director of computing when additional library holdings, electronic/telecommunications, and computer resources are required.)  Letters of support from affected division are attached  X-Not

Applicable

The new degree program is structured in such a way that very few new classes will need to be created. The curriculum represents the reorganization of existing courses within the COEd to provide core competencies

13. Catalog Description to appear in the WSU Catalog. (*Attach all current program requirements and proposed program requirements.*)

Please see attached.

14. Content Coverage and/or Major Topics. Attach a sample and/or other relevant documents as appropriate (new program or certificate proposal, program requirements, etc.).

A copy of the new program proposal is attached.

**Please attach additional documents as necessary.**



## CATALOG DESCRIPTION

### Sport Management – Overview

Add the following: Wichita State's Bachelor of Applied Sciences (BAS)- Workforce Leadership and Applied Learning degree is a flexible program focused on applied learning and workforce education integration with a concentration in education and innovation with an individualized plan of study.

A cornerstone of this degree is the requirement for students to complete a minimum of 18 credit hours of in-depth applied learning experiences, which may include paid apprenticeships, internships, clinical rotations, and/or practica and focus on occupational outcomes, such as job and degree integration responding to industry and workforce demands. These applied learning experiences will be connected to courses designed to meet core competencies.

### BAS – Workforce Leadership and Applied Learning page

#### Admissions

Prospective students interested in pursuing the BAS-Workforce Leadership and Applied Learning degree must meet all WSU undergraduate admission requirements.

#### Requirements

(See attached curricula outline)



### **Memorandum**

**From:** Dr. Carolyn Shaw, Chair  
**Date:** 15 February 2018  
**RE:** Support for BAS Degree

I am writing this memo in support of the Bachelor's of Applied Sciences proposal developed by the College of Education. Our department appreciates the creativity of this proposal and its effort to serve students moving into (or already in) the workforce in our community. The proposal is truly interdisciplinary and gives students a sound footing for professional development and advancement in several different areas. The soft skills sought by employers, and offered through the design of this program, fit well with our course offerings and disciplinary focus. Our department is pleased to be able to provide courses supporting the core competencies in Diversity/Social Justice and Global Engagement. We regularly offer the classes listed in this part of the degree and would welcome students in this program into our courses.



WICHITA STATE  
UNIVERSITY

COLLEGE OF FINE ARTS

Office of the Dean

February 13, 2018

To the Regents:

This is a letter of support from the College of Fine Arts for the Bachelor of Applied Sciences in Workforce Leadership and Applied Learning as presented by the College of Education.

Wichita State is committed to providing applied learning experiences to each student, whatever their degree. The BAS-WLAL degree, an *applied* degree with the goal of preparing students for a range of career options, places that commitment in the forefront. That the degree provides articulated pathways from Associates degrees to Bachelors degrees is a testimony to the forward thinking that the College of Education is engaging in. Students will be able to continue exploration of their discipline each semester of the degree.

The major program elements - (1) Individual Plans of Study, (2) Community and Global Engagement, and (3) Communication Skills and Innovator Mindsets are significant and form the basis for its success. The program will provide structured applied learning experiences by incorporating life experiences, engaging critical and creative thinking, applying technological solutions, developing communication skills, and promoting advocacy, equity and social justice.

The College of Fine Arts fully endorses this degree, and we congratulate the College of Education for its initiative for developing this degree.

Sincerely,

A handwritten signature in blue ink that reads "Rodney E. Miller".

Rodney E. Miller, Ph.D.  
Dean, College of Fine Arts  
Wichita State University





WICHITA STATE  
UNIVERSITY  
GRADUATE SCHOOL

February 21, 2018

Shirley Lefever, Dean  
College of Education  
Wichita State University  
1845 Fairmount St.  
Wichita, Kansas 67260

Dear Dean Lefever,

Wichita State's mission is to be "...an essential educational, cultural and economic driver for Kansas and the greater public good." Clearly, this is an important and worthy goal, but how do we actually achieve it? While there is no one single answer, our collective efforts must align together to positively impact our community. A great example of this is workforce development, where we are unapologetically leading many efforts to prepare Wichita's next wave of workers. Ongoing efforts include badges, affiliating with WSU Tech, applied learning, a broad-based apprenticeship program, and the Innovation Campus. Upon approval of this proposal, we can add the Bachelor of Applied Science to the list. In fact, I believe the program's flexibility and carefully crafted integration of applied learning and workforce preparation promise to make the BAS our most conspicuous and successful program in this space. As such, this proposal has my strongest possible support.

Good luck with the proposal, and please let me know if I can assist with the BAS program in anyway.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dsl' with a long, sweeping underline.

Dennis R. Livesay  
Professor of Chemistry  
Dean of the Graduate School  
Associate Vice President of Research and Technology Transfer



WICHITA STATE  
UNIVERSITY  
COLLEGE OF  
HEALTH PROFESSIONS

February 20, 2018

Shirley Lefever, Ph.D.  
Dean, College of Education  
1845 Fairmount Street  
Wichita, KS 67260-0048

Dear Dr. Lefever,

It is my pleasure to write a letter in support of the proposal for a new program for a Bachelor of Applied Sciences in Workforce Leadership and Applied Learning being submitted to the Kansas Board of Regents.

A degree program focused on applied learning and workforce integration will provide an excellent pathway for Associate Degree in Applied Sciences program graduates to pursue a Bachelor of Applied Science degree that provides flexibility in adapting program emphases to current industry and workforce needs.

I fully support the efforts of the College of Education as you seek approval for this program designed to clearly articulate a pathway from Associate degree to Bachelor degree while meeting the needs of both the student and industry.

Sincerely,

Sandra C. Bibb  
Dean, College of Health Professions



WICHITA STATE  
UNIVERSITY

FAIRMOUNT COLLEGE OF  
LIBERAL ARTS AND SCIENCES

Office of the Dean

February 21, 2018

Shirley Lefever, Dean  
College of Education  
Wichita State University, Box 131  
Wichita, KS 67260-0131

Dear Dean Lefever:

I have read and fully support the proposal for a Bachelor of Applied Science (BAS) being brought forward from your faculty. In my estimation the BAS is being brought forward at a moment in WSU's history where the degree optimizes opportunities for students.

First, students who come to us out of our growing relationship with WSU Tech will have opportunities to further develop their applied interests through a diverse set of curricula indicated in the proposal.

Second, the College of Education is particularly suited to "applied learning" for it has been central to the development of teaching and administrative proficiency across many decades of academic work. I believe that no other college, especially as tied to the skill sets of faculty who have done this work for many years, can accomplish this as well as the College of Education.

Third, I like the structure and content of the proposed curricula presented in the proposal. The 2+2 options with WSU Tech can deliver employment opportunities to a new cohort of students who are looking for employment outcomes tied to the specializations. Even a four year BAS degree embraces the core of general education at WSU and offers multiple learning and employment opportunities to students.

Fourth, I am particularly excited by the applied learning opportunities provided students during each year of their enrollment in the BAS. Again, the College of Education is particularly suited to such instruction and oversight because of many years of teaching preparation.

Fifth, the content of the respective curricula house components of general education, core competencies, individualized track courses, and an apprenticeships or practica. Such a plan creates both common, valuable knowledge with the opportunity for individualized plans of instruction. Genius!

Finally, the proposed BAS will likely engage nearly every other academic college at WSU and bring us closer to the interdisciplinary, applied, innovative educational model espoused in the WSU Strategic Plan.

Sincerely,

Ron Matson, Dean of Fairmount College



WICHITA STATE  
UNIVERSITY

W. FRANK BARTON  
SCHOOL OF BUSINESS

Office of the Dean

February 20, 2018

Shirley LeFever, Ph.D.  
Dean  
College of Education  
BOX 131  
CAMPUS

Dear Dean LeFever,

Thank you for sharing the College of Education's Bachelor of Applied Sciences Workforce Leadership and Applied Learning (BAS-WLAL) degree program. This customizable program with 21 credit hours of in-depth applied learning experiences is very well aligned with the University's strategic plan and goals. I commend your, and your faculty's efforts in creating this proposal.

On behalf of the Barton School, I fully support this innovative program. If there are business courses that you and your faculty feel would be suitable for the students enrolled in this program, we will be happy to accommodate them.

Sincerely,

A handwritten signature in blue ink that reads "Anand S. Desai".

Anand S. Desai, Ph.D.  
Dean