Volume XXXI

Agenda and Minutes of the Meeting of September 11, 2017

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Faculty Senate Agenda
Monday, September 11, 2017         3:30 – 5:00    CH 126

I. Call to Order

Introduction of the New Faculty / Brief Reception

II. Informal Statements and Proposals

III. Approval of the Minutes

Meeting May 8, 2017
Election meeting of the 2017 – 18 Senate May 8, 2017

IV. President’s Announcements / Report

• Content / Structure of Senate webpage
• Idea Generator
• Shocker Start (community service)
• SEAS intervention worksheet (on WSU dashboard)
• New instructional videos in Bb shells
• Accelerated Degree program (Hanover report)
• New Fee Structure
• Town Hall Meeting - Sept 12 @ 11:00 RSC 262 - Grad Fac by-laws
• Focus Groups on Student focused university standards (Sept 12, 13, 14 - multiple times)
• Ad Hoc and Other committees
  • Academic Honesty
  • Faculty Compensation Review
  • SPTE Review/ Redesign
  • Text book selection policy - additional members needed
  • HR committee on Timekeeping and Attendance
  • Accessibility committee
  • Strategic Planning Implementation committee - Faculty Senate rep needed

V. Committee Reports

A. Rules Committee - Betty Smith-Campbell, Chair
  • Confirm new senators:
    Thalia Jeffres (Nat Sciences)
    Jibo He (Social Sciences)

VI. Old Business

VII. New Business

• Homeland Security Program (full version with endorsements)
  Summary version

VIII. Visitors

• John Jones - Director of Media Resource Center - Accessibility

IX. As May Arise

X. Adjournment

Questions or Concerns -- submit to the Faculty Senate President
In the following report, Hanover Research reviews non-traditional degree completion models, including three-year bachelor’s degree programs, 4+1 bachelor’s-master’s degree programs, and accelerated degree completion programs for non-traditional and transfer students.
# TABLE OF CONTENTS

Executive Summary and Key Findings ................................................................. 3  
  INTRODUCTION .................................................................................................. 3  
  KEY FINDINGS ................................................................................................. 3

## Section I: Trends in Alternative Degree Structures ........................................ 6
  OVERVIEW OF ALTERNATIVE DEGREE STRUCTURES ...................................... 6  
  MOTIVATIONS FOR ALTERNATIVE AND NON-TRADITIONAL PROGRAMS ................. 8  
    Cost Savings .................................................................................................... 8  
    Time-to-Completion and Graduate Credentials .................................................. 10  
  MAJOR CHALLENGES OF ALTERNATIVE DEGREE STRUCTURES ......................... 10  
    Scheduling, Alignment, and Curriculum Restructuring ....................................... 10  
    Operational Concerns ..................................................................................... 12  
    Accreditation and Financial Aid ..................................................................... 12  
    Student Recruitment and Persistence ................................................................ 16  
    Transfer Policies and Credit Options ............................................................... 17  
  TRENDS IN CONSUMER EVALUATIONS OF INSTITUTIONAL EFFECTIVENESS ............. 19

## Section II: Benchmarking Innovative Programs ............................................. 22
  3-YEAR BACHELOR’S DEGREE PROGRAMS ......................................................... 22  
  OTHER ALTERNATIVE DEGREE MODELS ......................................................... 28  
    4+1 Programs .................................................................................................. 28  
    Degree Completion Programs ........................................................................ 30
EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION
The following report reviews non-traditional degree completion models, including three-year bachelor’s degree programs, 4+1 bachelor’s-master’s degree programs, and accelerated degree completion programs for non-traditional and transfer students. The report comprises two sections:

- **Section I: Trends in Alternative Degree Structures** reviews recent literature surrounding non-traditional degrees of interest, including an overview of structural options, student motivations, major challenges for institutions, and trends in consumer evaluations.
- **Section II: Innovative Programs** reviews select accelerated and non-traditional bachelor’s degree programs across the United States.

KEY FINDINGS

- A review of nationwide identifies several alternative degree program options, as highlighted in Figure ES.1 on page 5 below. Institutions that offer accelerated programs that reduce time to degree completion emphasize cost-savings and student ability to enter the workforce with a credential earlier than otherwise possible. However, each type of alternative degree program comes with its own benefits and challenges, largely based on program goals and target students.
  - **Three-year bachelor’s degree programs are increasingly offered at both public and private institutions;** students and institutions may see the fast-track as a way to reduce costs, but the recent experience of such programs suggest that a limited number of students have actually enrolled in such programs and completed the degree on time. Institutions typically advertise cost savings associated with completing a degree on an accelerated timeline; however, a review of the literature and institutional models suggests that the real value of an accelerated bachelor’s degree may be in early entry into the workforce and/or graduate school.
  - **4+1 accelerated master’s degree programs have also increased across many institutions in the United States over the last decade.** These programs allow students to complete a bachelor’s degree and master’s degree a year ahead of schedule—in a five-year timeline—by allowing undergraduate students to complete a limited amount of graduate coursework that counts toward both the bachelor’s and master’s degree. Among benchmarked programs, the number of credits that are counted toward both degrees ranges from a high of 16 credits (Northeastern University) to a low of 9 credits (High Point University).
  - **Degree completion programs are aimed at non-traditional students with an associate’s degree or prior college credits.** Thus, these programs must include
ample support for adult learners, including personalized academic advising and flexible course schedules designed for working professionals.

- **Across multiple alternative degree program models, institutions must provide appropriate academic advising supports to ensure students understand expectations and remain on track for accelerated graduation.** Students participating in combined bachelor’s-master’s degree programs must have access to clear information that allows them to complete needed pre-requisites to participate in graduate coursework during their junior and/or senior year. Accelerated bachelor’s degree students often must declare a major and carefully sequence their courses to remain on a three-year track, also requiring close academic advising. Furthermore, degree programs that depend on prior credit—including both degree completion programs and three-year programs that target students who have earned prior credit in high school—must clearly communicate policies surrounding credit transfer. Degree completion programs at Northeastern and Drexel highlight personalized academic advising that helps ensure maximal credit transfer and clear communication of requirements and designing a plan of study for incoming students.
### Figure ES.1: Summary of Alternative Degree Programs of Interest

<table>
<thead>
<tr>
<th>Alternative Program</th>
<th>Typical Target Students (often high-achievers)</th>
<th>Description</th>
<th>Summary of Major Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Year Bachelor’s Degree</td>
<td>Traditional students</td>
<td>Students graduate early using one or more of the following methods:</td>
<td>- A condensed degree program may require faculty and administrators to redesign curricula to fit a three-year timeline, as well as make needed operational and staffing changes to support the three-year track</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Using prior credits earned in high school</td>
<td>- Federal aid awards are currently restricted to the academic year, and thus students may not be able to access these funds for required summer coursework</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Taking additional courses in summer or winter break</td>
<td>- Recent trends suggest a limited number of traditional students enroll in three-year programs, and many do not stay on track to graduate early</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Demonstrating competency in a given field or course through assessment, rather than seat-time</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Taking course overloads during the academic semester</td>
<td></td>
</tr>
<tr>
<td>4+1 or 3+2 Accelerated Master’s Degree</td>
<td>Traditional students</td>
<td>Students take graduate-level coursework during junior and/or senior year of their bachelor’s degree, which is then counted toward the both degree programs. This allows students to earn a master’s degree one year after graduation from the bachelor’s program, rather than the usual two years. Note: a 3+2 program usually allows students to begin graduate work earlier than in a 4+1 program, but still follows a five-year timeline for completion of both degrees.</td>
<td>- Institutions must provide appropriate advising to ensure students take required coursework for both degrees in an appropriate timeline</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Faculty must ensure that the curricula aligns across both degree programs such that students can progress through a coherent plan of study</td>
</tr>
<tr>
<td>Degree Completion Programs</td>
<td>Non-traditional and transfer students</td>
<td>Students with prior credits and/or an associate’s degree enroll in a program designed for adult learners with the intention of earning a bachelor’s degree in an accelerated or simplified timeline. Some institutions offer competency-based programs, that reward credit for prior learning through assessment rather than seat-time.</td>
<td>- Degree completion programs typically target adult learners and thus may require alternative scheduling or delivery formats, such as online or hybrid coursework and/or night and weekend coursework</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Institutions must provide appropriate advising prior to and after enrollment in order to reduce credit loss as much as possible</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Competency-based degree completion programs may face challenges related to accreditation and federal financial aid if they do not align well with credit-based equivalencies</td>
</tr>
</tbody>
</table>
SECTION I: TRENDS IN ALTERNATIVE DEGREE STRUCTURES

The following section explores recent trends in alternative or innovative degree structures and models, including programs structured for both traditional and non-traditional students.

OVERVIEW OF ALTERNATIVE DEGREE STRUCTURES

Through a review of the literature and an examination of exemplary institutions, Hanover identifies several major non-traditional degree formats, targeted toward both traditional and non-traditional students. For instance, for traditional, college-age students interested in completing their degree programs in a condensed format may consider accelerated degree programs such as:

- **4+1 Accelerated Master’s Programs** – This type of accelerated degree program allows full-time undergraduate students to earn both a bachelor’s degree and a master’s degree in a condensed, five-year timeline. This is usually accomplished by schools allowing students to take a limited number of graduate-level courses in their senior year that may count toward both degrees. According to *U.S. News and World Report*, these types of accelerated degree programs have grown in popularity at institutions across the U.S. in the last decade. These programs typically admit students in their junior year; however, their increasing popularity has caused some institutions to admit students earlier, even during the regular undergraduate admissions process.

- **3-Year Accelerated Bachelor’s Programs** – Some institutions have begun to advertise and offer three-year bachelor’s degree programs in a variety of fields of study. While high-achieving students have the opportunity to complete their degrees early by transferring in credits earned during high school or completing coursework during the summer at many colleges and universities, this is not typically advertised as a distinct degree completion program. Institutions that have begun to offer a formal “three-year option” typically emphasize cost-savings and the opportunity to enter the workforce or pursue graduate education a year ahead of their peers as a major attraction for students.

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2 See, for example, Drexel University’s programs: “Accelerated Degree Programs.” Drexel University. http://drexel.edu/undergrad/academics/accelerated-degrees/


4 [1] Ibid.

In addition to these general programs, which may appear across multiple areas of study, some disciplines offer specialized degree program formats, including, for instance:

- **Accelerated Professional Degrees (ex, BA-JD or BA-MD)** – Similar to 4+1 programs, accelerated professional degrees such as 3+3 BA-JD programs\(^5\) and 8-year BA-MD programs\(^6\) allow students to complete both a bachelor’s degree and a professional degree in a shortened timeline.

- **RN-BSN, RN-MSN, and Direct-Entry Nursing Programs** – Driven largely by the high demand for nurses throughout the United States,\(^7\) a growing number of institutions offer nursing degree programs with multiple entry points for students, including: RN-BSN degree completion programs that allow students with an associate’s degree in nursing to efficiently earn their BSN;\(^8\) RN-MSN degree programs that allow students with an associate’s degree in nursing to earn both their BSN and MSN degrees on an accelerated timeline;\(^9\) and Direct-Entry Nursing programs that allow students with a bachelor’s degree in a non-nursing field to complete a BSN or MSN in a reduced timeline.\(^10\)

For transfer students and adult learners with prior college credit or an associate’s degree, institutions of higher education offer a variety of options for degree completion, including:

- **Conventional Degree Completion Programs** – Conventional bachelor’s degree completion programs are designed for students holding an associate’s degree or a substantial amount of prior credit. CollegeTransfer.net notes that degree completion programs typically provide a convenient schedule for adult learners that allows for accelerated credit accumulation. However, the site also notes that while such programs usually offer liberal credit transfer policies, they “are not all equal in how they treat prior learning and count course credits earned somewhere else toward degree requirements.”\(^11\)

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\(^5\) See, for example, Northeastern University’s Accelerated JD program: “3+3 Program.” Northeastern University. http://www.northeastern.edu/threeplusthree/

\(^6\) See, for example, Drexel University’s Accelerated MD program: “Accelerated Degree Programs.” Drexel University. http://drexel.edu/undergrad/academics/accelerated-degrees/

\(^7\) “Nursing Shortage.” American Association of Colleges of Nursing. http://www.aacn.nche.edu/media-relations/fact-sheets/nursing-shortage

\(^8\) “Degree Completion Programs for Registered Nurses: RN to Master’s Degree and RN to Baccalaureate Programs.” American Association of Colleges of Nursing. http://www.aacn.nche.edu/media-relations/fact-sheets/degree-completion-programs

\(^9\) [1] Ibid.


\(^11\) “What are Adult Degree Completion Programs?” CollegeTransfer.net. http://www.collegetransfer.net/AskCT/WhatareAdultDegreeCompletionPrograms
- **Competency-based Degree Completion Programs** – Degree completion programs that incorporate competency-based learning may allow students to earn college credit—or waive certain requirements—for prior learning outside of the classroom through competency-based assessments. For instance, the College of Professional Studies at Lipscomb University in Nashville, Tennessee offers undergraduate degree completion programs that allow students to earn credit for prior learning through its Competency Assessment Center. According to the College, the “… nationally recognized Competency Assessment Center can save you up to one full year of college.”

**MOTIVATIONS FOR ALTERNATIVE AND NON-TRADITIONAL PROGRAMS**

**Cost Savings**

For the most part, student motivations to enroll in alternative degree program formats center around the high cost of higher education, and the potential cost-savings that accelerated programs offer. For instance, a 2012 policy brief for the American Association of State Colleges and Universities notes that “there are at least four different three-year degree models utilized by colleges and universities today,” all designed to grapple with the impact of rising college costs on students among other perceived benefits. The theme of cost-savings for students is reiterated in Paul Weinstein, Jr.’s 2014 policy brief for the Progressive Policy Institute. Within the policy brief, Weinstein notes that:

> … [f]or students, finishing college in three years would provide a 25 percent reduction in tuition and fees. These students would see total savings on average of $8,893 for those attending four-year public schools (in-state) and a $30,094 reduction for those at four-year private institutions.

However, it is worth noting that cost-savings are not necessarily so straightforward. Many—although not all—structured three-year programs require students to take course overloads during the academic year or complete summer coursework, both of which typically result in added costs over advertised full-time tuition. For instance, Purdue University outlines the expected cost savings for students who complete its communications bachelor’s degree programs in three years instead of four, including the cost of summer tuition, fees, room, and board, for students who enter the program with no prior credits (see Figure 1.1). While there are significant cost savings for both resident and non-resident students, these amount to approximately 12 percent, rather than 25 percent, of the cost of a traditional four-year

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12 “Undergraduate Degree Completion Programs.” Lipscomb University. http://www.lipscomb.edu/professionalstudies
15 Ibid.
degree.\textsuperscript{16} However, the school also notes that “... it would also be possible for a three-year student coming in with some Advanced Placement credit to skip a summer, which would reduce three-year costs.”\textsuperscript{17} In sum, cost savings may vary widely by institution as well as by student based on credit earned at the high school level would be determined on a case-by-case basis.

**Figure 1.1: Three-Year and Four-Year Bachelor's Degree Costs at Purdue University, 2016**

<table>
<thead>
<tr>
<th>ITEM</th>
<th>RESIDENT</th>
<th></th>
<th>NON-RESIDENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4-Year Cost</td>
<td>3-Year Cost</td>
<td>4-Year Cost</td>
<td>3-Year Cost</td>
</tr>
<tr>
<td>Academic Year Tuition and Fees</td>
<td>$40,008</td>
<td>$30,006</td>
<td>$115,216</td>
<td>$86,412</td>
</tr>
<tr>
<td>Academic Year Room and Board</td>
<td>$40,120</td>
<td>$30,090</td>
<td>$40,120</td>
<td>$30,090</td>
</tr>
<tr>
<td>Summer Tuition and Fees (2 years)</td>
<td>--</td>
<td>$5,001</td>
<td>--</td>
<td>$14,402</td>
</tr>
<tr>
<td>Summer Room and Board (2 years)</td>
<td>--</td>
<td>$6,000</td>
<td>--</td>
<td>$6,000</td>
</tr>
<tr>
<td><strong>Total Cost</strong></td>
<td><strong>$80,128</strong></td>
<td><strong>$71,097</strong></td>
<td><strong>$155,336</strong></td>
<td><strong>$136,904</strong></td>
</tr>
<tr>
<td><strong>Cost Savings for 3-Year Option</strong></td>
<td>--</td>
<td>$9,031</td>
<td>--</td>
<td>$18,432</td>
</tr>
<tr>
<td><strong>Percent Savings Compared to 4-Year Option</strong></td>
<td>--</td>
<td>11.3%</td>
<td>--</td>
<td>11.9%</td>
</tr>
</tbody>
</table>

Source: Purdue University\textsuperscript{18}

Similarly, one of the main benefits of enrolling in a 4+1 degree program for students is cost-savings; 4+1 programs typically allow students to apply a limited number of credits toward both the bachelor’s and master’s degree, thus reducing the number of graduate credits a student would have to pay for separately after earning their bachelor’s degree and entering a master’s program. The number of credits that may be counted toward both degrees varies by institution. For instance, Northeastern University allows students to earn up to 16 graduate credits in its PlusOne Accelerated Master’s program,\textsuperscript{19} while High Point University allows students to earn nine credits toward their master’s degree during senior year through its BA-MA programs.\textsuperscript{20}

In addition to credits applied to both programs, students may also apply their undergraduate financial aid and scholarship awards toward the graduate coursework before completing their bachelor’s degree (see Section II for more details about such policies among select institutions reviewed in this report).

\textsuperscript{16} “Three Year Major Cost Savings.” Purdue University. https://www.cla.purdue.edu/communication/undergraduate/three%20year%20major%20cost%20savings.html

\textsuperscript{17} Ibid.

\textsuperscript{18} Figure adapted from: Ibid.

\textsuperscript{19} “Plus One Accelerated Master’s.” Northeastern University. https://www.northeastern.edu/graduate/why-northeastern/graduate-academic-options/plusone-accelerated-masters/

\textsuperscript{20} See, for example: “B.A. to M.A. Program in Strategic Communication.” High Point University. http://www.highpoint.edu/graduate/ba-to-ma-program-strategic-communication/#tab4
**TIME-TO-COMPLETION AND GRADUATE CREDENTIALS**

Three-year accelerated bachelor’s degree programs often advertise that the most valuable facet of a shortened timeline is not the costs saved in terms of actual tuition and fees, but the money that can be earned by entering the workforce a year ahead of schedule.\(^{21}\) In addition to saving costs, some higher education commentators note that years of credential creep have caused a perceived trend of advanced degrees “replacing” bachelor’s degrees as the minimum entry requirement.\(^{22}\) 4+1 accelerated master’s degree programs allow students to enter the workforce with a higher credential than would ordinarily be possible in five years.

**MAJOR CHALLENGES OF ALTERNATIVE DEGREE STRUCTURES**

While alternative degree structures have the potential to appeal to both traditional and non-traditional students, these new structures present a number of challenges for institutions of higher education. The following subsections explore major curricular, administrative, and logistical challenges related to designing and implementing a non-traditional degree program, with a particular focus on accelerated times to degree completion.

**SCHEDULING, ALIGNMENT, AND CURRICULUM RESTRUCTURING**

Accelerated degree programs require institutional leaders and academic departments to carefully consider how degree programs are structured and the pace at which credits are earned. For 4+1 Accelerated Master’s programs, successful implementation requires careful coordination between undergraduate and graduate programs within a department to ensure that courses can be taken in a way that satisfies dual purposes. Because students often need to seek admission into the master’s portion of the program separately, it is essential that their prior coursework covers the necessary prerequisites for advanced courses.\(^{23}\) 4+1 programs require close conversations between the individuals who set graduation requirements for both degree programs, as well as clear communication with students in order to keep them on track to complete all necessary coursework in five years. This may necessitate a greater investment in undergraduate advising.

Some institutions respond to this challenge by creating more structured degree pathways; however, this may result in less flexibility in terms of what courses students can take at both the undergraduate and graduate levels. For example, the BA-MA program in Strategic

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\(^{21}\) See, for example: “3-Year Degrees.” Hiram College. http://www.hiram.edu/academics/undergraduate/3-year-degrees/


Communications at High Point University requires students to complete a set course of study, with limited room for students to take elective coursework at the graduate level.²⁴

In reference to three-year accelerated bachelor’s degrees, different models of acceleration require varying adjustments to traditional four-year program curricula and scheduling policies. A 2012 research brief published by the American Association of State Colleges and Universities identified four distinct models of bachelor’s degree acceleration (see Figure 1.2); among the three-year bachelor’s degree programs reviewed for this report (see Section II) most appear to use the “compression” model, although elements of multiple models may be featured at each institution.

<table>
<thead>
<tr>
<th>Figure 1.2: Models for Three-Year Bachelor’s Degree Programs</th>
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</thead>
<tbody>
<tr>
<td><strong>MODEL</strong></td>
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<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Prior Learning Credits</td>
</tr>
<tr>
<td>Competency-Based</td>
</tr>
<tr>
<td>Course Reduction</td>
</tr>
<tr>
<td>Compression Model</td>
</tr>
</tbody>
</table>

Source: American Association of State Colleges and Universities²⁵

Across most models of bachelor’s acceleration, institutions may need to incorporate new policies, make scheduling changes, or even reconsider the requirements for degree completion altogether. For instance, while most three-year programs reviewed for this report require students to complete the same coursework as their four-year peers in a condensed timeline, at least one institution (Southern New Hampshire University) offers an alternative curriculum for its three-year students. Through this program, students complete an “integrated core” of coursework that is based on hands-on experience rather than seat time. Thus, students earn an additional 30 credits throughout their three years ofstudy by participating in activities such as networking events, workshops, internships, and directed research, rather than by completing traditional courses during the summer months or through course overload.²⁶

²⁴ “B.A. to M.A. Program in Strategic Communication.” High Point University. http://www.highpoint.edu/graduate/ba-to-ma-program-strategic-communication/#tab4
²⁵ Figure uses some language verbatim from: Hurley and Harnisch, Op. cit., p. 2.
Course scheduling accommodations may include offering more summer or winter intercession courses. One policy at Southern New Hampshire University increases the number of credits per semester three-year students can take without incurring overload changes.\textsuperscript{27} Other policies concern changing the way students can earn traditional course credits both within and outside of the institution. For instance, new policies to support student degree completion in a three-year period at New York University revolve around several “shifts” from traditional degree formatting, including the following:\textsuperscript{28}

- Increasing the number of 2-credit courses offered, so that students can take the largest credit-load possible
- Allowing more transfer credits (up to 8) so that students can take some courses at other institutions—including community colleges—during the summer months.

**OPERATIONAL CONCERNS**

Notably, because most three-year acceleration programs must provide students with at least optional, if not required, summer coursework, institutions must consider how to accommodate these schedules outside of the traditional academic year. First, summer coursework requires faculty willing to teach in the summer months; thus institutions must consider whether they need to make changes to existing contracts to allow for more summer offerings. Furthermore, colleges that have implemented year-round programming to support accelerated degree completions have reported concerns about faculty burnout, in addition to conflicts with existing contracts.\textsuperscript{29} If students study on-campus, institutions must consider offering summer housing and meal plans, and their accompanying operational and staffing needs, including energy and maintenance costs.\textsuperscript{30}

Alternatively, offering courses online during the summer months requires a distance learning infrastructure. Investing in the resources needed to operate during the summer—either on-campus or online—requires substantial institutional investment that may not be justified by high levels of student demand.\textsuperscript{31}

**ACCREDITATION AND FINANCIAL AID**

Depending on the model of degree acceleration used, institutions may encounter challenges with accreditation and federal financial aid. This subsection explores this concern for two programs in particular: the accelerated bachelor’s degree and competency-based degree completion programs.

\textsuperscript{[2]} “Business Administration Degree in Three Programs, B.S.” Southern New Hampshire University. http://catalog.snhu.edu/preview_program.php?catoid=12&poid=4699&returnto=1901

\textsuperscript{27} “22 Credit Maximum for Students Enrolled in Business Three Year Programs.” Southern New Hampshire University. http://family.snhu.edu/Resources/policiesandprocedures/UC/Pages/22-Credit-Maximum-for-Students-Enrolled-in-Business-Three-Year-Programs.aspx

\textsuperscript{28} Harris, Op. cit.

\textsuperscript{29} Wootton, W.R. “We Designed a 3-Year Degree… and Survived.” The Chronicle of Higher Education, March 27, 2011. http://www.chronicle.com/article/We-Designed-a-3-Year-Degree/126900/?sid=at


\textsuperscript{31} Ibid., p. 8.
ACCELERATED BACHELOR’S DEGREES AND FINANCIAL AID

As noted in previous subsections, accelerated bachelor’s degrees often rely on summer or winter intercession coursework to keep students on track to graduate on a shorter timeline. However, this schedule aligns poorly to the current design of federal aid, as well as many state aid systems. Hurley and Harnisch explain as follows:

Pell-eligible students who take a full course load in the fall and spring semesters will have exhausted their annual Pell Grant aid allotment for the summer term. If students are charged on a per-credit basis, the high credit loads may exceed federal student loan limits and lead to more students taking out costlier private loans to finance their education.\(^3^2\)

While non-academic year coursework (summer or winter intercession) is typically less expensive than a full academic semester, the need to borrow additional funds outside of the financial aid package may be a deterrent for low-income students. For instance, Sterling College, a small liberal arts school in Vermont, failed in its attempt to institute a year-round course schedule that allowed students to graduate in three-years, largely because many low-income students were ineligible for financial aid for one third of the academic year under such a system.\(^3^3\)

Institutions planning to offer a three-year track must consider ways to make the accelerated bachelor’s degree program affordable, even in the absence of summer aid. As noted in the previous subsection, Purdue University explains this process well, making clear that students matriculating with no prior credits would save an average of 12 percent by taking advantage of the three-year schedule, rather than a full 25 percent. However, this cost breakdown does not provide an accurate overview for students receiving financial aid. For example, Figure 1.3 below recreates Purdue’s cost comparison for students who are eligible for the maximum Pell Grant award during the academic semester, based on the maximum award amount in academic year 2016-2017. As shown in the figure, resident students who qualify for the maximum Pell Grant award would actually save less than 6 percent on a three-year track, while non-resident students would save approximately 10 percent.

It should be noted that changes to legislation surrounding federal financial aid—and summer aid availability—is currently being reviewed in Congress and may change in the coming months.\(^3^4\)

\(^{32}\) Ibid., p. 8.
Figure 1.3: Three-Year and Four-Year Bachelor’s Degree Costs at Purdue University with added Financial Aid Estimates, 2016

<table>
<thead>
<tr>
<th>ITEM</th>
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<td>Academic Year Room and Board</td>
<td>$40,120</td>
<td>$30,090</td>
</tr>
<tr>
<td>Academic Year Financial Aid – Maximum Pell Grant (5,815 per year)</td>
<td>- $23,260</td>
<td>- $17,445</td>
</tr>
<tr>
<td>Summer Tuition and Fees (2 years)</td>
<td>--</td>
<td>$5,001</td>
</tr>
<tr>
<td>Summer Room and Board (2 years)</td>
<td>--</td>
<td>$6,000</td>
</tr>
<tr>
<td>Total Cost</td>
<td>$56,868</td>
<td>$53,652</td>
</tr>
<tr>
<td>Cost Savings for 3-Year Option</td>
<td>$3,216</td>
<td>--</td>
</tr>
<tr>
<td>Percent Savings Compared to 4-Year Option</td>
<td>5.7%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Purdue University\(^{35}\) and U.S. Department of Education\(^{36}\)

**COMPETENCY-BASED PROGRAMS, ACCREDITATION, AND AID**

According to a recent article in the *Harvard Business Review* by Michelle Weise, a senior research fellow at the Clayton Christensen Institute for Disruptive Innovation, online competency-based education (CBE) is a rapidly growing field in higher education\(^{37}\). The article argues that the “flexible architecture” allowed by an online degree program based on competencies rather than courses means that newly created CBE programs are a revolutionary way for adult learners to earn a credential at their own pace. Over the last several years, competency-based education models—traditionally confined to more technical fields such as nursing, for which professional associations and licensing boards provide clearly defined details about what students must know and be able to do—have begun to venture into the world of the liberal arts\(^{38}\). *Inside Higher Ed* reported in July 2014 that over 350 institutions were looking to create competency-based education programs\(^{39}\). According to Michael J. Offerman of the Lumina Foundation, a surprising amount of interest in CBE is being generated by liberal-arts colleges\(^{40}\).

Among CBE programs in higher education, there are two main models: direct assessment, through which students are tested directly on their knowledge and skills without ties to credit hours or traditional courses, and course-based equivalency programs, which are tied more

\(^{35}\) Figure adapted from: Ibid.


closely to traditional credit hour (see Figure 1.4 below). While the two models may appear similar at first glance, the distinction between the two are particularly important in terms how the program qualifies for Title IV federal financial aid.\(^{41}\) While course-based equivalency programs are typically awarded financial aid based upon built-in credit-hour equivalencies, direct assessment models must create and justify an appropriate formula to convert competency-based degrees into credit-hour equivalencies.\(^{42}\)

<table>
<thead>
<tr>
<th>CBE MODEL</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course-Based with Credit Equivalency</td>
<td>Institutions translate competencies defined at the program level into topics that can be formulated into courses of the appropriate length and complexity.</td>
</tr>
<tr>
<td>Direct Assessment</td>
<td>Untethered from course material and credit hour, learners demonstrate competencies, particularly mastery, at their own pace, typically online, and progress through academic programs when they are ready to do so.</td>
</tr>
</tbody>
</table>

Source: Western Interstate Commission for Higher Education\(^{43}\)

To date, a small number of colleges have created and implemented direct assessment programs—largely because these programs have an uncertain standing in the regulatory market. Because these programs are not tied to credit hour standards, they may not be eligible for federal financial aid, or even accreditation from regional agencies.\(^{44}\) Existing direct assessment CBE programs are typically found at large-scale distance education providers, including Southern New Hampshire University, Capella University, and Western Governors University.\(^{45}\) Depending upon student levels of learning upon entry to the program, this method of degree completion can allow students to demonstrate their knowledge and skills and completion their program of study in record time. For example, a new CBE bachelor’s degree program at American Public University System allows students to complete a bachelor’s degree in as little as 15 months. Notably, the program is not currently eligible for federal aid.\(^{46}\)

In order to overcome these obstacles, most CBE providers continue to translate their programs into credit-equivalencies, in order to remain eligible for federal aid programs. For instance, Western Governors University:


\(^{43}\) Figure taken verbatim from: Ibid., p. 4.

\(^{44}\) Fain, P. “Competency at Scale.” Inside Higher Ed, March 16, 2017.

\(^{45}\) Ibid.

\(^{46}\) Ibid.
... has established a one-to-one equivalency between its competency units and credit hours, and a student is considered full-time if they are enrolled for at least 12 competency units. Students either pass or fail to pass a competency by the end of the term. There are two six-month terms per academic year. To meet satisfactory academic progress requirements of a minimum 2.0 grade-point average and sufficient pace, WGU defines demonstrating a competency (or passing) as a grade equivalent to a “B” or better (3.0 on a four-point scale). Pace is determined by completing 67% of competency units attempted in a term.47

In a recent article, Charla Long, executive director of the Competency-Based Education Network noted that this is the main strategy used for institutions to “create competency-based programs that rely on courses and credits while waiting on the regulatory environment to catch up.”48

**Student Recruitment and Persistence**

Encouraging student enrollment and persistence in accelerated degree programs may also be a challenge for institutions. Across the 4+1 programs reviewed for this report, most allow students to drop out of the graduate portion of the degree at any time, should the students’ interest or ability to complete the program change.49 Likewise, three-year bachelor’s degrees also allow students to transition to a four-year plan of study at any time.50

Evidence of how likely students are to complete an accelerated degree format is mixed. In 2012, AASCU reported that “three-year [bachelor’s] degree programs remain relatively obscure... and have few participants and even fewer completers.”51 While institutions that have opened three-year bachelor’s degrees in recent years insist that these offerings are based on student demand, most have experienced mixed results. For instance, an article in the *Wall Street Journal* in 2014 reported: “Fifteen people signed up for the three-year option at Lipscomb University in Nashville since that school started offering it in 2009; so far, only three stayed on track to graduate early.”52 Similarly, some roll-outs of three-year bachelor’s programs have failed due to low demand. The *Washington Post* reported in 2011 that relatively few students had signed up for three-year programs at Hartwick College in New York (47 students), Ball State University (29), Manchester College in Indiana (20), University of North Carolina at Greensboro (5), and Lake Forest College in Illinois (0).53

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49 See, for example, “Frequently Asked Questions, BA to MA Program in Strategic Communication.” High Point University. http://www.highpoint.edu/graduate/ba-to-ma-program-strategic-communication/#tab4
50 See, for example: “3-Year Degrees,” Hiram College, Op. cit.
In contrast, New York University recently announced its intention to provide a clearer path to a three-year degree in response to approximately 20 percent of its student body who already graduate in less than four years, typically due to the school’s high cost. 54 Wesleyan University—which launched its formal three-year track in 2012—reported in 2017 that approximately 20 students per year take advantage of the accelerated option. 55 While numbers may be somewhat low, the option appears to be attractive to at least some well-prepared, cost-savvy undergraduate students.

TRANSFER POLICIES AND CREDIT OPTIONS

TRADITIONAL STUDENTS – HIGH SCHOOL CREDITS

As previously noted, earning college credit during high school is one way students may reduce the time needed to complete their degree. Students may earn college credits through AP or IB coursework in high school, or through dual enrollment courses through their local colleges. However, it can be difficult for students to plan ways to take courses in high school that will ensure early graduation because transfer policies vary widely across institutions.56 In order to improve student transfer of credits, institutions should make policies clear and provide academic advising to help students understand how their high school credits fit in to their chosen plan of study.

TRANSFER TO DEGREE COMPLETION PROGRAMS: COMMUNITY COLLEGE CREDITS

To design an effective degree completion program for students with prior credits, institutions must consider how their transfer policies impact student interest and persistence. According to the Community College Research Center (CCRC) at Columbia University, the largest barrier to earning a bachelor’s degree for students transferring from a community college to four-year universities is credit loss.57 In its review of the research surrounding transfer from community colleges, CCRC notes:

Insufficient support for students and poor communication between community colleges and universities (and within them) contribute to these inefficiencies. In focus groups and surveys, students have reported being frustrated by the complexity of transfer and the difficulty of getting accurate information and guidance.58

Furthermore, a 2016 report that examined community college services and student outcomes across 10 states found that the two major factors influencing credit loss were “student uncertainty about major and destination institution,” as well as low levels of capacity and

54 Harris, Op. cit.
55 Ibid.
57 “What We Know About Transfer.” Community College Research Center, Columbia University, January 2015, p. 3. https://ccrc.tc.columbia.edu/media/k2/attachments/what-we-know-about-transfer.pdf
58 Ibid., p. 3.
support from academic advisors. Figure 1.5 provides an overview of barriers that may result in credit loss and delayed graduation for community college transfer students, including those with or without an associate’s degree.

**Figure 1.5: Barriers to Transfer and Delayed Graduation for Students with Prior Credits from Community College**

Researchers who produced this report suggested that four-year universities could support the successful transfer and timely graduation of students from community colleges by developing partnerships and systems with local institutions that disseminate information, make transfer policies clear for students, and support students who may be undecided early in their educational careers. While the report focused largely on public university systems, these findings may also be relevant for other higher education institutions with transfer policies for local community college students.

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60 Figure created verbatim from: Ibid., p. 25.

61 Ibid., p. 33.
Section II of this report provides more information about degree completion programs at exemplary institutions, particularly those that target community college graduates (Northeastern University) or non-traditional learners with prior credits (Drexel University).

TRENDS IN CONSUMER EVALUATIONS OF INSTITUTIONAL EFFECTIVENESS

Despite administrative obstacles, the implementation of alternative or innovative degree program structures may stand to benefit institutions on measures of consumer evaluations in higher education. Many college ranking schemes consider factors such as return on investment (ROI), graduation rates, and student outcomes in their criteria; thus a program that aims to reduce costs and expedite student graduations, and is able to successfully recruit and retain students motivated to complete an accelerated degree, may fare well on ranking measures.

U.S. News & World Report’s four-year college rankings are sometimes considered the preeminent ranking system. As shown in Figure 1.6 on the following page, these rankings consider a number of factors related to student outcomes (graduation rates and graduation performance rates) and student satisfaction (alumni giving). However, the general ranking system does not consider items such as affordability and long-term student outcomes beyond graduation, instead relying heavily on measures of academic reputation, student selectivity, and institutional resources.

In contrast, other college ranking systems aim to capture a different side of institutional effectiveness, namely, value for students. This is often framed as return on investment (Forbes) or best value schools (Kiplinger and Money Magazine). Figure 1.6 provides a summary of the metrics used to rank high-value colleges in each of these three alternative college ranking systems. Some of these metrics—including federal College Scorecard data on 10-year earnings—were available for the first time only in the last few years. Notably, all three rankings focus on key metrics related to cost, debt, affordability, and short- and long-term student income after leaving the college. Both Kiplinger and Forbes ranking systems consider four-year graduation rates, while Money Magazine focuses on six-year rates. Furthermore, Money Magazine considers average student time-to-graduation in its estimation of net cost of a college degree from a given institution, indicating that institutions with a higher share of fast-track graduates may fare well on the affordability metric.

However, as previously noted, most institutions that have begun to offer a three-year bachelor’s degree program in recent years report relatively low numbers of students; furthermore, because these programs are typically taken advantage of by high-achieving students, this group would likely have completed the degree program within four years in the

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absence of an acceleration program. Because these students typically make up a small portion of the student body, it is unlikely that the share of students completing a small-scale accelerated program would have a large impact on institution-level rankings.

**Figure 1.6: US News & World Report Ranking Methodology, National Universities and National Liberal Arts Colleges, 2017**

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation &amp; Retention Rates</td>
<td>22.5%</td>
</tr>
<tr>
<td>• Average graduation rate</td>
<td>80%</td>
</tr>
<tr>
<td>• Average first-year student</td>
<td>20%</td>
</tr>
<tr>
<td>retention rate</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Academic</td>
<td>22.5%</td>
</tr>
<tr>
<td>Reputation</td>
<td></td>
</tr>
<tr>
<td>• Peer assessment survey</td>
<td>66.7%</td>
</tr>
<tr>
<td>• High school counselors' ratings</td>
<td>33.3%</td>
</tr>
<tr>
<td>Student Selectivity (2015</td>
<td>12.5%</td>
</tr>
<tr>
<td>Entering Class)</td>
<td></td>
</tr>
<tr>
<td>• Acceptance rate</td>
<td>10%</td>
</tr>
<tr>
<td>• High school class standing in</td>
<td>25%</td>
</tr>
<tr>
<td>top 10%</td>
<td></td>
</tr>
<tr>
<td>• Critical reading and math</td>
<td>65%</td>
</tr>
<tr>
<td>proportions of the SAT and</td>
<td></td>
</tr>
<tr>
<td>composite ACT scores</td>
<td></td>
</tr>
<tr>
<td>Faculty Resources (2015-2016</td>
<td>20%</td>
</tr>
<tr>
<td>academic year)</td>
<td></td>
</tr>
<tr>
<td>• Faculty compensation</td>
<td>35%</td>
</tr>
<tr>
<td>• Percent faculty with terminal</td>
<td>15%</td>
</tr>
<tr>
<td>degrees in their field</td>
<td></td>
</tr>
<tr>
<td>• Percent faculty that is full-</td>
<td>5%</td>
</tr>
<tr>
<td>time</td>
<td></td>
</tr>
<tr>
<td>• Student-faculty ratio</td>
<td>5%</td>
</tr>
<tr>
<td>• Class size</td>
<td>40%</td>
</tr>
<tr>
<td>Financial Resources</td>
<td>10%</td>
</tr>
<tr>
<td>• Financial resources per student</td>
<td>100%</td>
</tr>
<tr>
<td>Alumni Giving</td>
<td>5%</td>
</tr>
<tr>
<td>• Average alumni giving rate</td>
<td>100%</td>
</tr>
<tr>
<td>Graduation Performance Rate</td>
<td>7.5%</td>
</tr>
<tr>
<td>• Graduation performance rate</td>
<td></td>
</tr>
<tr>
<td>(A comparison between the actual</td>
<td></td>
</tr>
<tr>
<td>six-year graduation rate for</td>
<td></td>
</tr>
<tr>
<td>students entering in fall 2009</td>
<td></td>
</tr>
<tr>
<td>and the predicted graduation</td>
<td></td>
</tr>
<tr>
<td>rate. The predicted graduation</td>
<td></td>
</tr>
<tr>
<td>rate is based upon characteristics</td>
<td></td>
</tr>
<tr>
<td>of the entering class, as well</td>
<td></td>
</tr>
<tr>
<td>as characteristics of the</td>
<td></td>
</tr>
<tr>
<td>institution.)</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: US News & World Report

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   https://www.usnews.com/education/best-colleges/articles/ranking-criteria-and-weights
### Figure 1.7: Metrics for Other High-Profile College Rankings, 2016 and 2017

<table>
<thead>
<tr>
<th>Kiplinger</th>
<th>Money Magazine Best Colleges</th>
<th>Forbes Top College Rankings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competitiveness</strong></td>
<td><strong>Post-Graduate Success (32.5%)</strong></td>
<td></td>
</tr>
<tr>
<td>Admission rate</td>
<td>Salary of alumni (Payscale.com and U.S. Department of Education College Scorecard)</td>
<td></td>
</tr>
<tr>
<td>Admission yield</td>
<td>Alumni appearances on the America's Leaders List</td>
<td></td>
</tr>
<tr>
<td>Incoming freshmen SAT or ACT scores</td>
<td><strong>Student Debt (25%)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Graduation Rates</strong></td>
<td>Average federal student loan debt</td>
<td></td>
</tr>
<tr>
<td>Four-year rate</td>
<td>Student loan default rates</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Support</strong></td>
<td>Predicted vs. actual percentage of students taking out federal loans</td>
<td></td>
</tr>
<tr>
<td>Freshman retention rate</td>
<td><strong>Student Satisfaction (25%)</strong></td>
<td></td>
</tr>
<tr>
<td>Students per faculty</td>
<td>Freshman retention rates</td>
<td></td>
</tr>
<tr>
<td><strong>Cost and Financial Aid</strong></td>
<td>Student evaluations on RateMyProfessors.com</td>
<td></td>
</tr>
<tr>
<td>Total cost</td>
<td><strong>Graduation Rate (7.5%)</strong></td>
<td></td>
</tr>
<tr>
<td>Need-based aid</td>
<td>Four-year graduation rate</td>
<td></td>
</tr>
<tr>
<td>Non-need based aid</td>
<td>Predicted four-year graduation rate (considering student body characteristics)</td>
<td></td>
</tr>
<tr>
<td><strong>Student Indebtedness</strong></td>
<td><strong>Academic Success (10%)</strong></td>
<td></td>
</tr>
<tr>
<td>Percentage of students who borrow</td>
<td>Instances of students winning nationally prestigious scholarships and fellowships like the Rhodes, the National Science Foundation, and the Fulbright, or go on to earn a PhD</td>
<td></td>
</tr>
<tr>
<td>Average debt at graduation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Salary Yardstick</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median earnings of workers who started at the college 10 years earlier (U.S. Dept. Education College Scorecards)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Ranking Methodologies

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SECTION II: BENCHMARKING INNOVATIVE PROGRAMS

The following section examines practical examples of accelerated or other non-traditional degree programs. First, the section highlights examples of a three-year bachelor’s degree program offered by institutions of higher education throughout the United States. The section concludes with an overview of condensed and/or accelerated degree programs offered by innovative institutions, including Drexel University, Northeastern University, and High Point University, among others.

3-YEAR BACHELOR’S DEGREES PROGRAMS

As noted in Section I of this report, formal three-year bachelor’s degree programs are somewhat rare in the United States. This report reviews several high-profile programs currently offered by private, not-for-profit institutions in the United States, as well as selected public universities of interest (Purdue). Figure 2.1 on the following pages provides an overview of each program based on information gathered about program features, degree structure, costs and financial aid, and admission requirements.

Among the seven accelerated bachelor’s degree programs reviewed for this report, most allow students to accrue credits faster by offering summer courses (Grace College, Hiram College, Mount St. Mary’s University, Purdue University, and Wesleyan University) or winter intercession opportunities (Hartwick College). Notably, while programs point out that summer tuition is typically less expensive compared to courses taken during the academic year, programs do not appear to offer specialized financial aid or scholarship policies for students participating in the three-year program.

In contrast, the two programs that require students to participate in course overloads (in this case, defined as requiring more than 18 credits per semester) offer students formally enrolled in the three-year program discounts or exemptions for course overload during the academic semester. For instance, Hartwick College allows students with a GPA of 2.0 or higher to take up to 20 credit hours per semester without accruing overload charges. Southern New Hampshire University goes even further, allowing students enrolled in the Degree-in-Three program to earn up to 22 credits per semester without overload charges (students not enrolled in this program must pay overload charges to take more than 19 credits per semester).

One program in particular stands out among the selected accelerated degrees: Southern New Hampshire University (SNHU). The program, offered for selected majors including business administration, accounting, and marketing, is somewhat unique because students are not required to participate in summer or winter intercession coursework at all. While the program allows students to take “course overloads” (defined for this report as more than 18 credit hours per semester), these additional credits are not earned through traditional academic courses. Instead, SNHU offers students an “Integrated Core” of hands-on learning
experiences that take place during academic semesters throughout their three-year program of study, including workshops, internships, and directed research. These “core” activities ultimately equate to an additional 30 credits over the course of six academic semesters.\textsuperscript{67}

Finally, among the selected programs just one—Grace College in Winona Lake, Indiana—advertises a formal 3+1 accelerated bachelor’s and master’s degree program. The 3+1 program is advertised as method for reducing the cost of college for “academically aggressive students,” largely made possible by the institution’s new curriculum and course schedule structure. The new structure offers courses over two intensive, 8-week modules per semester, rather than traditional semester-length courses.\textsuperscript{68} According to the College, this schedule allows students to focus on a smaller number of courses at a time, and potentially accrue credits faster than on a traditional schedule depending on student preferences.

However, it is worth noting that while Grace College is most explicit in its marketing of 3+1 programs, other accelerated programs do not appear to bar students from enrolling in a 4+1 accelerated master’s degree if students otherwise meet graduate admission requirements. Thus, institutions may offer these options to high-achieving students on a case-by-case basis, even if a “3+1” program is not explicitly offered.

\textsuperscript{68} “3- & 4-Year Degree Programs,” Grace College and Seminary. http://www.grace.edu/about-grace/3-4-year-degree-programs
### Figure 2.1: Accelerated 3-Year Bachelor’s Degree Programs

<table>
<thead>
<tr>
<th>INSTITUTION &amp; LOCATION</th>
<th>ELIGIBLE MAJORS</th>
<th>DESCRIPTION OF PROGRAM</th>
<th>REQUIRES SUMMER COURSES</th>
<th>REQUIRES WINTER INTERCESSION COURSES</th>
<th>REQUIRES COURSE OVERLOADS*</th>
<th>3+1 GRADUATE PROGRAM OFFERED</th>
<th>COST/FINANCIAL AID POLICIES</th>
</tr>
</thead>
</table>
| Grace College<sup>69</sup> | ▪ All majors | Each semester is divided into two 8-week sessions, allowing students to complete two to four 3-credit courses per session. | Yes | No | No | Yes | ▪ Students may take up to 18 credits per semester without overload charges  
▪ Summer sessions billed separately from annual tuition |
| Winona Lake, IN | | | | | | | |
| Hartwick College<sup>70</sup> | ▪ Accounting  
▪ Actuarial Mathematics  
▪ Anthropology  
▪ Art History  
▪ Biology  
▪ Business Administration  
▪ Chemistry  
▪ Computer Science  
▪ Criminal Justice  
▪ Economics  
▪ English  
▪ Environment, Sustainability & Society  
▪ French  
▪ Geology  
▪ Global Studies  
▪ History  
▪ Math  
▪ Nursing  
▪ Philosophy  
▪ Political Science  
▪ Psychology  
▪ Religious Studies  
▪ Sociology  
▪ Spanish  
▪ Theatre Arts | Students complete an average of 18 credits per semester and complete approximately 4 additional credits each winter during “January Term” (3-week intensive course, typically off-campus) | No | Yes | Yes* | No | ▪ Students with a GPA of 2.0 or higher may take up to 20 credit hours per semester without overload charges  
▪ Costs for “January Term” courses vary by program (include travel costs, accommodations, etc.) |
| Oneonta, NY | | | | | | | |

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<sup>70</sup> “Three-Year Bachelor’s Degree Program.” Hartwick College. http://www.hartwick.edu/academics/three-year-bachelors-degree-program/
<table>
<thead>
<tr>
<th>INSTITUTION &amp; LOCATION</th>
<th>ELIGIBLE MAJORS</th>
<th>DESCRIPTION OF PROGRAM</th>
<th>REQUIRES SUMMER COURSES</th>
<th>REQUIRES WINTER INTERCESSION COURSES</th>
<th>REQUIRES COURSE OVERLOADS*</th>
<th>3+1 GRADUATE PROGRAM OFFERED</th>
<th>COST/FINANCIAL AID POLICIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiram College 71</td>
<td>Accounting/Financial Management, Studio Art, Art History, Biology, Biomedical Humanities, Chemistry, Communication, Computer Science, Educational Studies, English</td>
<td>Students complete their degree requirements over 9 semesters, including 3 summer session semesters</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Tuition is reduced during summer semesters to increase cost savings</td>
</tr>
<tr>
<td>Hiram, OH</td>
<td>French, History, Integrative Exercise Science, Management, Music, Political Science, Psychology, Sociology, Spanish, Theatre</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mount St. Mary’s University 72</td>
<td>Most majors offer 3-year option; some requirements vary by department</td>
<td>Students take two summer classes per summer to accumulate sufficient credits to graduate early</td>
<td>Yes</td>
<td>No</td>
<td>Selected majors</td>
<td>No</td>
<td>Students may take up to 16 credits per semester without overload charges, although special 1-credit programs are exempted (such as service-learning, Chorale, and ROTC)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Summer tuition is not included in full-time costs ($510 per credit)</td>
</tr>
</tbody>
</table>

71 “3-Year Degrees.” Hiram College. http://www.hiram.edu/academics/undergraduate/3-year-degrees/


<table>
<thead>
<tr>
<th>INSTITUTION &amp; LOCATION</th>
<th>ELIGIBLE MAJORS</th>
<th>DESCRIPTION OF PROGRAM</th>
<th>REQUIRES SUMMER COURSES</th>
<th>REQUIRES WINTER INTERCESSION COURSES</th>
<th>REQUIRES COURSE OVERLOADS*</th>
<th>3+1 GRADUATE PROGRAM OFFERED</th>
<th>COST/FINANCIAL AID POLICIES</th>
</tr>
</thead>
</table>
| Purdue University 73  | - General Communication  
                      - Public Relations and Strategic Communication  
                      - Mass Communication  
                      - Corporate Communication  
                      - Human Relations | Students complete 15-18 credits per semester during the academic year, in addition to 9 credits per summer over two summer sessions | Yes | No | No | No | - Summer tuition and housing is lower compared to full-semester costs |
| West Lafayette, IN     |                |                       |                         |                                      |                           |                             |                          |
| Southern New Hampshire University 74 | - BS Accounting  
                      - BS Accounting Finance  
                      - BS Business Administration  
                      - BS Economics Finance  
                      - BS Fashion Merchandising Management  
                      - BS Hospitality Business  
                      - BS International Business  
                      - BS Marketing  
                      - BS Operations & Project Management  
                      - BS Sport Management | The program includes core coursework from the traditional degree program, however, “30 credits are completed through integrated, non-seat time experiences.” | No | No | Yes* | No | - Degree-in-Three students are permitted to take a maximum of 22 credits per semester without overload charges (regular overload charges begin after 19 credits per semester) |
| Manchester, NH          |                |                       |                         |                                      |                           |                             |                          |

<table>
<thead>
<tr>
<th>INSTITUTION &amp; LOCATION</th>
<th>ELIGIBLE MAJORS</th>
<th>DESCRIPTION OF PROGRAM</th>
<th>REQUIRES SUMMER COURSES</th>
<th>REQUIRES WINTER INTERCESSION COURSES</th>
<th>REQUIRES COURSE OVERLOADS*</th>
<th>3+1 GRADUATE PROGRAM OFFERED</th>
<th>COST/FINANCIAL AID POLICIES</th>
</tr>
</thead>
</table>
| Wesleyan College*  
Middletown, CT | All degree programs (based on student credits) | Students complete 32.0 course credits over 3 years by taking traditional course loads during the academic year in addition to summer or winter intercession classes. Students may also use high school (AP or IB credits) and/or in-semester course overloads to meet credit requirements. | Yes | No | No | No | Summer tuition is charged separately from full-time academic year ($3,200 per course credit in 2017) |

*Note: For the purposes of this review, “course overloads” are defined as more than 18 credits per semester; actual overload policies vary by institution.

**Note: Wesleyan College schedules its courses based on an alternative system, in which bachelor’s degrees are 32.0 course credits, and courses typically count for 1.0 course credits each.

Source: Institutional Websites

---

OTHER ALTERNATIVE DEGREE MODELS

In addition to reviewing common program structures of three-year bachelor’s degree programs, Hanover also identified common alternative degree programs offered by innovative institutions. For the purposes of this report, this review focuses on the following institutions:

- Drexel University (PA)
- Northeastern University (MA)
- High Point University (NC)
- Chapman University (CA)
- Purdue University (IN)
- Arizona State University (AZ)

Among the selected institutions, the most common non-traditional offerings include 4+1 accelerated master’s degree programs and degree completion programs geared toward adult learners and transfer students already holding an associate’s degree. These two degree programs are explored in greater detail in the subsections below.

4+1 PROGRAMS

Among the six institutions of interest reviewed for this report, all offer “combined” or accelerated bachelor’s and master’s degree programs. The most common format for this offering is a 4+1 program, in which students take selected graduate courses during their junior or senior year of the bachelor’s degree program, which count toward both the bachelor’s and master’s degree. Students then complete the remaining credits required of the master’s degree in a fifth year of study.

As shown in Figure 2.2, institutions recommend varying timelines for student application to the 4+1 program. Drexel University offers several 4+1 accelerated programs to freshman applicants only—likely because students must commit to a sequenced course of study before they begin to take classes in order to ensure timely completion of the accelerated program. Northeastern University requires students to apply to its PlusOne accelerated master’s degree program prior to their junior year of study. Other institutions typically require students to apply for 4+1 program admission during their junior year, or in certain cases senior year.
Figure 2.2: Expected Timeline for Student Application to 4+1 Programs

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>BEFORE FRESHMAN ENROLLMENT</th>
<th>BEFORE JUNIOR YEAR</th>
<th>DURING JUNIOR YEAR</th>
<th>DURING SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drexel – Freshmen Entry Programs</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northeastern</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arizona State</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>High Point</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Chapman*</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Drexel – Other Programs**</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

*Note: Students are expected to apply to 4+1 programs during junior or senior year for 4+1 programs; 3+2 programs offered by Chapman have a slightly earlier timeline.

**Note: Drexel University requires current students to apply to 4+1 programs when they have earned more than 90 but less than 120 credits.

Source: Institutional Websites

In addition to varying timelines for student application to accelerated programs, the institutions examined for this report differ in how many credits students are able to count toward both their bachelor’s and master’s degrees. For instance, High Point University’s BA-MA and BA-MEd programs allow students to take nine credits in their senior year that count toward both degrees; it should also be noted that High Point then requires students to complete summer coursework in pursuit of the master’s degree immediately following graduation at the baccalaureate level to stay on track for master’s degree completion within five years. In contrast, Northeastern University allows students to take the greatest number of credits that count toward both degrees (16), likely because students enroll in the program prior to junior year and have more time to complete graduate courses.

Figure 2.3: Maximum Number of Credits Counted Toward Both Bachelor’s and Master’s Degree in 4+1 Programs at Select Institutions (in semester credits)

High Point • 9 credits
Drexel • Approximately 12 credits*
Arizona State • 11 credits
Northeastern • 16 credits

*Note: Drexel University operates on a quarter system; 4+1 programs allow students to count approximately 19 quarter credits toward both the bachelor’s and master’s degree (with some differences by program). Based on the institutions transfer policies, this is equivalent to approximately 12 semester credits.

Source: Institutional Websites

In addition to standard 4+1 programs, several of the institutions examined offer other combined undergraduate-graduate degree programs. For instance, Chapman University offers both 4+1 and 3+2 programs; 3+2 programs also grant a bachelor’s and master’s degree in a five-year timeline, but allow students to start graduate coursework earlier than on a 4+1 timeline. Purdue University offers several types of combined degree programs, through which the number of credits that can be applied to both degrees varies by the number of credits required for the master’s degree (see Figure 2.4).

### Figure 2.4: Number of Credits Counted Toward Both Degrees for Combined Degree Programs, Purdue University

<table>
<thead>
<tr>
<th>Master’s or Professional Degree Requirements</th>
<th>Maximum Credits Counted Toward Both Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-39 credits</td>
<td>9 credits</td>
</tr>
<tr>
<td>40-49 credits</td>
<td>12 credits</td>
</tr>
<tr>
<td>50-59 credits</td>
<td>15 credits</td>
</tr>
<tr>
<td>60+ credits</td>
<td>18 credits</td>
</tr>
</tbody>
</table>

Source: Institutional Websites

### Degree Completion Programs

Among the institutions reviewed for this report, few offer formal degree completion programs specifically tailored for adult learners with prior college credit and/or recent community college graduates. Hanover identified one formal degree program designed for community college graduates (Fast-Track degrees at Northeastern University) and one formal degree completion program designed for individuals with a breadth of prior college credits (BS in General Studies at Drexel University). The main features of these programs are summarized in Figure 2.5 on the following page.

---

77 Note: Purdue University also offers a specialized degree completion program targeted toward veterinary technicians. Because this program is highly specialized, it is not explored in detail in this report.
### Figure 2.5: Summary of Key Features, Degree Completion Programs at Select Institutions

<table>
<thead>
<tr>
<th><strong>KEY PROGRAM FEATURE</strong></th>
<th><strong>DREXEL UNIVERSITY</strong></th>
<th><strong>NORTHEASTERN UNIVERSITY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Title</strong></td>
<td>BS in General Studies Degree Completion Program</td>
<td>Fast-Track Programs</td>
</tr>
<tr>
<td><strong>Delivery Format</strong></td>
<td>On-campus or online</td>
<td>On-campus, some hybrid options, selected programs completely online</td>
</tr>
<tr>
<td><strong>Maximum Transfer Credits</strong></td>
<td>135 quarter credits</td>
<td>Not specified</td>
</tr>
<tr>
<td><strong>Minimum Prior Credits Needed for Admission</strong></td>
<td>24 semester credits</td>
<td>60 credits (requires associate’s degree)</td>
</tr>
<tr>
<td><strong>Estimated Time to Degree Completion</strong></td>
<td>Not specified</td>
<td>18-20 months (varies by program)</td>
</tr>
<tr>
<td><strong>Target Students</strong></td>
<td>Adult learners &amp; working adults with prior credits</td>
<td>Students currently holding an associate’s degree</td>
</tr>
</tbody>
</table>

Source: Institutional Websites

Both the Drexel and Northeastern degree completion programs emphasize the importance of advising services for students. While limited information is available about the staffing needs and organizational structure within the program, recruitment information geared toward prospective students typically focuses on personalized attention and one-on-one advising. For instance, the BS in General Studies at Drexel advertises advising services as follows:

 Students in the BS in General Studies program are advised by an academic advisor (determined alphabetically by last name) who serves as an important resource to students as they progress and manage their educational and career goals.

 Students receive one-on-one personal advisement to ensure that educational and professional objectives are met within the course of study.78

Furthermore, Northeastern’s degree completion program boasts that students have access to “a tailored path to success, with a strong support system that incorporates career, academic and financial aid counseling beginning on day one or before.”79

---


PROJECT EVALUATION FORM

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

Department/Subject: School of Community Affairs  Program/curriculum)  B.S. Homeland Security
Program Title: B.S. Degree in Homeland Security

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. □NEW program (See www.wichita.edu/curriculumforms for additional instructions and form for new program/major)
4. □NEW certificate program (See 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.

Please complete the following, where appropriate:
8. These changes are effective: Semester: Fall Year: 2017
   Unless otherwise indicated, the old information will be removed from the next printed catalog.

9. (A) Describe and (B) justify the change and its place in the department's and/or college's overall curriculum plan.
   
   - - - See Attached KBOR New Degree Proposal - - -

10. (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.) □ Letters of support from affected departments/colleges are attached  □ Not Applicable

11. 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  □ Not Applicable

   Two faculty positions @ instructor and/or Asst. professor level. Existing/internal funds will be utilized. See attached KBOR proposal.

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

   - - - See attached KBOR Proposal with - - -
13. Content Coverage and/or Major Topics. Attach a sample and/or other relevant documents as appropriate (new program or certificate proposal, program requirements, etc.).

- - - See attached KBOR proposal - - -

Please attach additional documents as necessary.

- - - See attached KBOR Proposal - - -
Wichita State University
University Curriculum Change Form
Routing Sheet

A. Date initiated by faculty: March 10, 2017

B. **Homeland Security**
   Program Name

<table>
<thead>
<tr>
<th>Date</th>
<th>Signature</th>
<th>Approval*</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/10/17</td>
<td></td>
<td>Disapproved</td>
</tr>
<tr>
<td>3/11/17</td>
<td>MalBigno</td>
<td>Disapproved</td>
</tr>
<tr>
<td>4/14/17</td>
<td></td>
<td>Disapproved</td>
</tr>
<tr>
<td>4/10/17</td>
<td></td>
<td>Disapproved</td>
</tr>
</tbody>
</table>

Send to VPAA office to assure routing below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Signature</th>
<th>Approval*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Disapproved</td>
</tr>
</tbody>
</table>

Department Curriculum Committee
(if no committee exists, faculty member signs)

Department Chair

College Curriculum Committee

College Dean (A copy to be sent to the SGA Academic Committee for comment if deemed necessary - Return copy to Academic VP)

General Education Committee (for all General Education courses) (GE courses must also be accompanied by a GE Form)

Graduate Council (for select graduate courses and new Graduate degree programs)

Graduate Dean (for all courses numbered 500 or above and new graduate degree programs)

Academic Affairs Committee (for all courses affecting students in more than one college and new undergraduate degree programs)

Faculty Senate (for new undergraduate degree programs)

Provost and Senior Vice President (or designee)

Reviewed and Approved by KBOR on
Reviewed for Gainful Employment; Final Determination: YES

<table>
<thead>
<tr>
<th>Date</th>
<th>Signature</th>
<th>Approval*</th>
</tr>
</thead>
</table>

M. Copies of signed original (curriculum change form, course outline, and routing sheet) sent by Vice President for Academic Affairs to:

Department Chair__________________________  Dean__________________________

N. Vice President for Academic Affairs sends signed originals to Registrar.

Registrar:__________________________

O. Copies of signed originals (curriculum change form, course outline, and routing sheet) for all courses are sent by the Registrar to the Catalog Editor.

*All changes that are not approved are to be returned to the department chair and faculty with comment and with notification to the appropriate college dean(s).

Comments:
## New Degree Request – Wichita State University

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Program Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program Identification</td>
<td>B.S. in Homeland Security (CIP code 48.03)</td>
</tr>
<tr>
<td>2. Academic Unit</td>
<td>School of Community Affairs: Criminal Justice &amp; Forensic Science</td>
</tr>
<tr>
<td>3. Program Description</td>
<td>The B.S. in Homeland Security Degree at Wichita State University will attract students:</td>
</tr>
<tr>
<td></td>
<td>• Pursuing homeland security positions in local, state and federal law enforcement agencies, current law enforcement professionals, private security professionals in corporations, military personnel, immigration, border, and customs officers, as well as students interested in intelligence and national security services.</td>
</tr>
<tr>
<td></td>
<td>• Needing an undergraduate degree for entry into a graduate degree in criminal justice program offered in the School of Community Affairs or a professional graduate degree offered at Wichita State or another college/university requiring such a degree.</td>
</tr>
<tr>
<td></td>
<td>• Desiring a general degree related to public safety.</td>
</tr>
<tr>
<td>4. Demand/Need for the Program</td>
<td>Over the past 15 years, the U.S. government has spent over $130 billion on initiatives and strategies related to homeland security and related law enforcement services. Because the demand for employees with expertise in the security field is high, the employment prospects for graduates with a college degree in homeland security are positive. According to a 2016 research report by the Education Advisory Board, demand for homeland security professionals has grown nationally 43% between 2014 and 2015. There are now a limited number of four-year programs available across the U.S., and with over 60% of recent job postings requiring a Bachelor’s degree, there is a clear need for new Bachelor’s degrees to prepare students for future careers in homeland security.</td>
</tr>
<tr>
<td>5. Comparative/Locational Advantage</td>
<td>Among the KBOR institutions, three two-year schools offer some type of program in Homeland Security: Butler CC, AA and AS in Homeland Security; Barton CC, AAS in Emergency Management with an emphasis in Homeland Security; and KCKCC, certificate in Homeland Security. In Kansas, only one program is available at the Bachelor’s level: Kansas Wesleyan’s BA in Emergency Management, which has a partnership for a minor with K-State Polytechnic’s UAS program. Southwestern College has a certificate in Homeland Security.</td>
</tr>
<tr>
<td>6. Curriculum</td>
<td>120 credit hours, with a 36 hour homeland security major leading to the BS in Homeland Security. See Appendix B for curriculum outline.</td>
</tr>
<tr>
<td>7. Faculty Profile</td>
<td>Two new full time core faculty will teach the majority of the courses and two existing criminal justice faculty members in the School of Community Affairs' will each teach one course each. Adjunct lecturers will be used as needed.</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8. Student Profile</td>
<td>Freshman status (for transfer admission) meeting university admission guidelines. Freshman status (for transfer admission) meeting university admission guidelines. Characteristics of homeland security students will likely resemble students studying in the criminal justice program. A great many of students in the criminal justice program are criminal justice practitioners, and remaining are pre-service students, and those who will proceed on to graduate programs.</td>
</tr>
<tr>
<td>9. Academic Support</td>
<td>Existing academic support in the College and University is adequate in terms of supporting the new program.</td>
</tr>
<tr>
<td>10. Facilities and Equipment</td>
<td>No new space will be required. Equipment will entail two computers and printers for two new core faculty. This expense will be incurred by the School of Community Affairs from existing GU funds.</td>
</tr>
<tr>
<td>11. Program Review, Assessment, Accreditation</td>
<td>A clear process will be in place and will remain in place that evaluates student learning and program outcomes on several levels.</td>
</tr>
<tr>
<td>12. Costs, Financing</td>
<td>Funding for two full time core faculty will be initially provided through allocations by the Office of Online Learning.</td>
</tr>
</tbody>
</table>
I. Basic Program Information

A. Proposing Institution
Wichita State University

B. Title of proposed program
Bachelor of Science (B.S.) - Homeland Security 48.03

C. Degree to be offered
B.S. Homeland Security

D. Anticipated date of implementation
Fall 2017

E. Responsible Department
School of Community Affairs: Criminal Justice & Forensic Science

F. Point of contact:
Michael Birzer, Professor & Director – School of Community Affairs
Michael.birzer@wichita.edu  (316) 978-6525

Rick Muma, Sr. Associate Vice President - Academic Affairs
Richard.muma@wichita.edu  (316) 978-3025

G. Center for education statistics (CIP) code
48.03
II. Program Proposal Narrative

A. Background

The terrorist attacks in the United States on September 11, 2001 precipitated a dramatic reorganization of government at all levels. This reorganization has resulted in the institutionalization of homeland security. Consequently, the workforce required to support a unified homeland security effort in the modern context is significant. The homeland security profession has expanded in both public and private domains to meet growing needs. Because of the expansion of the nation's homeland security initiatives, colleges and universities are increasingly being asked to develop educational programs aimed at preparing current and future employees for homeland security and related public safety employment at the operational, management, and policy levels.

The School of Community Affairs, an academic unit within the Fairmount College of Liberal Arts and Sciences at Wichita State University, is proposing a 120 credit hour Bachelor of Science (BS) degree in Homeland Security. The School of Community Affairs, is home to the Criminal Justice and Forensic Science programs. The School also houses the Regional Community Policing Training Institute and the Midwest Criminal Justice Institute. The School of Community Affairs offers course work leading to the BS and MA degrees in Criminal Justice, and the BS degree in Forensic Science. Thus, a BS degree in homeland security would be an appropriate fit within the School.

Because there are currently no homeland security bachelor's degree programs among the Board of Regents Schools in the State of Kansas, the proposed degree will fill this gap. Wichita State University would be the only four year university in the State of Kansas to offer a BS degree in homeland security. There are several homeland security associate's degrees offered at community college's which could feed into the Wichita State's BS degree.

The proposed degree will be offered online and designed to attract primarily the following groups: local, state, regional, and federal homeland security professionals, law enforcement personnel involved in intelligence and homeland security work, military personnel, private security professionals, as well as undergraduate criminal justice students who wish to earn a double major in both criminal justice and homeland security. Also, all student learners who desire to take courses or minor in homeland security in order to prepare them to be more informed citizens, will find the courses beneficial. A homeland security minor may be of interest to students in criminal justice, forensic science, political science, public health, psychology, sociology, and business. Homeland security coursework will provide students with a thorough grounding in the core knowledge and skills required for operations, management and leadership in the evolving field of homeland security. Students will learn both theoretical and applied knowledge that will prepare them for employment in a broad range of public safety positions including but not limited to the following:
• Immigration and Customs
• National security positions
• Federal law enforcement (DEA, FBI)
• Federal Air Marshal
• Federal Emergency Management
• Local and state emergency management
• Private security (including corporate and industrial security)
• Intelligence services
• Local and state law enforcement
• Intelligence analyst and support
• Military service
• Traffic safety airport screener
• Graduate studies

External and Internal Influences

Rationale for the proposed degree program, in part, has its foundation in recent reports that indicate a strong demand for Homeland Security degrees. According to a 2016 report by the Education Advisory Board, demand for homeland security professionals has grown nationally 43% between 2014 and 2015. Moreover, there are now a limited number of four-year programs available across the U.S., and with over 60% of recent job postings requiring a bachelor’s degree, there is a clear need for new degrees to prepare students for future careers in homeland security. Students who earn a bachelor’s degree in homeland security can pursue employment in the private sector or with federal, state and local governments as indicated above (Education Advisory Board, 2016). For example, the Department of Homeland Security is one of the largest federal employers, and according to the Bureau of Labor Statistics, around 170,000 persons work for the Department of Homeland Security.

In recent years, there has been a growing need for homeland security professionals. According to the Education Advisory Board, careers in this field exist not only in government agencies like the Armed Forces, FBI, CIA, TSA, and FEMA, but also in private industries that may have government contracts or have an international reach. Industry categories fall under four main areas: 1) management, scientific, and technical consulting services; 2) national security and international affairs; 3) scientific research and development services; and 4) other professional, scientific, and technical services. Nationally, in 2015 there were 39,384 job postings nationally for homeland security professionals.
Although there are a growing number of homeland security bachelor's degree programs, there is still room for new programs, especially from public institutions. In the 2013-2014 academic year there were 44 programs (a 103% increase since 2010-2011), with a majority of those coming from private, for-profit institutions. As the number of programs have grown, the number of Bachelor’s degree conferrals has also grown 87% where 1,501 degrees were conferred in 2013-2014.

Internal influences include students wishing to complete their Bachelor’s degree in homeland security from Butler Community College, Barton Community College, and Kansas City Kansas Community College. Wichita State University will collaborate with Butler Community College in designing a 2-plus-2 degree for their students which would allow them to transfer hassle free into the BS in Homeland Security at Wichita State without losing any credit hours. Transfer students will be able to earn their BS degree online in two years of less. The criminal justice program at Wichita State University currently has 2-plus-2 programs in place with nearly all of the state’s community colleges that offer the two year degree in criminal justice. Enrollment/major data from Kansas City Community College was not available at the time of this proposal. Enrollment data available from Barton Community College revealed that there are currently 26 student enrolled in the two year homeland security program, and another 34 students enrolled in the certificate program. Current homeland security major data from Butler Community College is as follows.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Major Counts</th>
<th>Count of Degrees Earned</th>
<th>Credit Hours Generated by Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>26</td>
<td>0</td>
<td>161</td>
</tr>
<tr>
<td>2014-2015</td>
<td>11</td>
<td>3</td>
<td>131</td>
</tr>
<tr>
<td>2013-2014</td>
<td>9</td>
<td>0</td>
<td>123</td>
</tr>
</tbody>
</table>

35% growth since program was initiated (2013-2016)

In November 2016, the University of Kansas, School of Law, submitted a proposal to the Kansas Board of Regents for a MS Degree in Homeland Security: Law and Policy. The stated purpose of their degree is “to provide graduates with both a basic grounding in the law and policy relating to homeland security, setting Homeland Security legislative and administrative polices policies and goals, and, also, to give them the advanced knowledge of several specific Homeland Security fields relating directly to them public and private spheres in which they intend to work” (University of Kansas, KBOR Proposal, pg. 9).

The University of Kansas’ proposed homeland security degree will not negatively impact Wichita State’s proposed degree. Wichita State University’s proposed BS in Homeland Security is different in scope for several reasons. First and foremost, the University of Kansas’ has proposed a graduate degree (MS). Wichita State’s proposed degree is an undergraduate degree (BS). It is possible that students earning their BS degrees in homeland security at Wichita State University who are interested in graduate studies, could then apply for admission to the University of Kansas’s homeland security MS degree. One other notable distinction
centers on the University of Kansas degree is more concentrated in law and policy while Wichita State's is much broader in scope.

It should also be pointed out, as noted in Section 1 above, undergraduate criminal justice students at Wichita State University may wish to earn a double major in both criminal justice and homeland security, or students from other academic majors who simply wish to take courses in homeland security in order to prepare them to be more informed citizens. A homeland security minor may be of interest to students in, but not limited to criminal justice, forensic science, political science, public health, psychology, engineering, business, and sociology.

B. Program’s centrality to the mission of the institution

Wichita State University is committed to providing comprehensive educational opportunities within an urban setting. Through teaching, scholarship, and public service, the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national, and global community. To this end, “The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.”

The proposed degree fits into the WSU mission by filling a void in the state of Kansas for a BS degree in homeland security, by working toward being an essential education driver for Kansas. Moreover, this degree will be offered online making it accessible throughout Kansas and the domestic United States. As noted above, among the Kansas Board of Regents institutions, three two-year schools offer some type of program in Homeland Security: (1) Butler Community College, AA and AS in Homeland Security; (2) Barton County Community College, AAS in Emergency Management with an emphasis in Homeland Security; and (3), Kansas City Kansas Community College offers a certificate in Homeland Security. In Kansas, only one program somewhat related to the homeland security degree is available at the Bachelor’s level and offered at Wesleyan College, a BA in Emergency Management, which has a partnership for a minor with K-State Polytechnic’s UAS program. Southwestern College has a certificate in Homeland Security.

High quality teaching and learning are fundamental goals in all WSU undergraduate, graduate, and continuing education programs. The University’s faculty and professional staff are committed to the highest ideals of teaching, scholarship, and public service as the University strives to be a comprehensive, metropolitan university of national stature.
A Bachelor of Science degree in Homeland Security specifically supports the University mission by:

- Providing students an opportunity to engage in high quality undergraduate study, which is expected of students at Wichita State as well as graduates on a local, regional, and national level.
- Furthering the maturation of security, public safety and criminal justice related courses of study and its associated applied research and scholarly areas.

C. Student demand for the program

Projected interest was found to be high among current practicing law enforcement practitioners and security professionals. For example, at a recent conference of the Kansas Gang Investigators Association attended by 150 Kansas law enforcement officers, an informal poll was taken and interest was found to be high in a homeland security degree. Likewise, a presentation of the proposed degree was made February 14, 2017 at the monthly meeting of the Wichita Chapter of Advancing Security Worldwide organization. Feedback from security executives attending the meeting revealed strong support in the proposed degree. Security executives related that the proposed homeland security degree is in great need and would fill a void for a degree delivered fully online from a regional research institution. Interest in the degree was also found to be high among 250 Wichita area high school students attending a Youth Court event sponsored by the School of Community Affairs’ Criminal Justice Department at Wichita State University.

Academic advisors and faculty in the criminal justice program report that students have inquired about the existence of a homeland security degree at Wichita State University. Some of these students earned two-year degrees in homeland security at various community colleges and were looking for a four year university to finish a BS degree in homeland security. Within the past few years, academic advisors in criminal justice have also reported students from high schools across the State of Kansas made inquiries about a homeland security degree and/or specific courses that focus on terrorism and homeland security. Anecdotal reports from some criminal justice majors have revealed interest in double majoring in homeland security to better market them for careers in security, intelligence, law enforcement, and the military.

Recent dialogue in January 2017 with police executives from across Kansas, and the executive training staff of the Kansas Law Enforcement Training Center, revealed strong support for the proposed degree. Law enforcement executives, many who have written support letters found in the Appendix A, believe such a degree will generate strong interest among public safety personnel which will result in student enrollment.

It is important to point out a distinct advantage of offering a homeland security degree at Wichita State University. The university operates the second oldest criminal justice program in the United States. Since the 1930s, the criminal justice program at Wichita State University has demonstrated strong performance. Wichita State University’s successful track record in
criminal justice education, and the potential affiliation of a homeland security degree, will be advantageous for the image of the program. The state of criminal justice education at Wichita State University remains strong. A recent query enrollment/major data revealed that there are 398 undergraduate students studying for the BS degree in criminal justice and/or forensic science, and 50 graduate students studying for the MA degree bringing the total majors to 448.

D. Demand for graduates

The outlook for positions in the Department of Homeland Security is encouraging. The demand for qualified professionals in this field remains stable in light of the ongoing threat of terrorism. It is important to point out that while many homeland security jobs and career opportunities are with federal, state, and local government agencies, there are a significant number of employment opportunities with security organizations, and other private companies and nonprofit organizations.

A report by the Bureau of Labor statistics titled, “Careers in homeland security,” noted that the Department of Homeland Security employed about 183,000 workers making it one of the largest Federal agencies (United States Department of Labor, 2006). They reported jobs are varied in the field and include careers in federal divisions such as Citizenship and Immigration Services, Customs and Border Protection, Federal Emergency Management Agency, Federal Law Enforcement Training Center, Immigration and Customs Enforcement, Information Analysis and Infrastructure Protection, Office of the Inspector General, Science and Technology Directorate, Secretarial Offices, Transportation and Security Administration, U.S. Coast Guard, and U.S. Secret Service. The types of specializations from this field are varied and include business continuity, emergency management, information security, infrastructure protection, intelligence analysis, law enforcement, and physical security.

As the Educational Advisory Board pointed out in their 2016 report, careers in the homeland security field have grown 90% between 2013 and 2015. Within the last year of that reporting, it grew 43% to include nearly 40,000 open jobs. Besides demonstrating job growth, according the Bureau of Labor Occupational Outlook Handbook, the career outlook for this program is positive. In the areas of information security and management analysis, the BLS indicates that both areas will grow at a much faster than average rate of 18% and 14%, respectively, from 2014-2024, whereas the other areas that employ homeland security professionals such as emergency management personnel, law enforcement investigators (including transit and railroad police), and security and gaming surveillance officers will experience average growths of 6%, 4%, and 5%, respectively.

E. Locational and comparative advantages of the program

After a survey of local and state institutions, it was determined that few Bachelor’s programs were offered in the area of homeland security, thus limiting the concern that a proposed program in this area would be duplicative. Wichita State University would be the only Regent’s school to offer a Bachelor’s degree in this area and would be able to work with the three
community colleges who offer either a certificate or an Associate’s program to help the students complete a four-year degree. There are no other Wichita State University departments who are offering a program that would lead to a Bachelor’s in homeland security.

Among the Kansas Board of Regents institutions, three two-year schools offer some type of program in Homeland Security: Butler County Community College, AA and AS in Homeland Security; Barton Community College, AAS in Emergency Management with an emphasis in homeland security; and Kansas City Community College, certificate in Homeland Security. In Kansas, only one program is available at the Bachelor’s level: Kansas Wesleyan’s BA in Emergency Management, which has a partnership for a minor with K-State Polytechnic’s UAS program. Southwestern College has a certificate in Homeland Security.

In terms of importance of this degree program proposal the Fairmount College of Liberal Arts and Sciences ranks this high on its list of priorities as it supports the Strategic Enrollment Management goals 5 and 7 to “identify new and emerging academic programming beginning in Fall 2016 that leads to enrollment growth,” and “Increase enrollment of new fall students in online programs by 110% by Fall 2020.” It also supports WSU’s Strategic Plan goals 2 and 3, “Pioneer an educational experience for all that integrates interdisciplinary curricula across the university,” and “Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities” (See letters of support in Appendix A).

**F. Students characteristics and student selection**

*Student characteristics*

Characteristics of homeland security students will likely resemble students studying in the criminal justice program. A great many of students in the criminal justice program are criminal justice practitioners, and remaining are pre-service students, and those who will proceed on to Ph.D. and law school programs. There is strong support among the Kansas law enforcement community and the security industry for a homeland security degree (see attached letters of support). In part, current law enforcement personnel, military members, private and public security professionals will be recruited for the homeland security degree. Likewise, students who desire positions in homeland security, national security policy, or private and corporate security will be recruited.
The procedures and criteria for admissions are outlined below:

All students with a declared interest in the B.S. in Homeland Security will be encouraged to seek advising through the WSU School of Community Affairs. Students will be able to declare the homeland security major as freshmen.

For admission as a freshman, the student must:

- Gain admittance to the University through WSU’s undergraduate admission policy, which takes into consideration graduation from an accredited high school and/or GED, ACT score, high school class rank, and completion of a pre-college curriculum (see 2016-2017 WSU Undergraduate Catalog, page 9).
- Once admitted, maintain a minimum cumulative GPA of 2.0.

Admission as a Transfer Student

The student must:

- Gain admittance to the University through WSU’s undergraduate admission policy (see 2016-2017 WSU Undergraduate Catalog, page 9).
- Have a minimum cumulative GPA of 2.0 on all previous college work.
- Once admitted, maintain a minimum cumulative GPA of 2.0.

G. Curriculum of the proposed program (see Appendix B for curriculum outline)

The homeland security degree is a four year course of study designed to be completed online. The degree is also designed to students with an educational background in the liberal arts and sciences as well as the general aspects of the Homeland Security field. In achieving this goal, the responsibility of the program is to provide a learning environment in which students:

- Develop a broad understanding of social principles necessary for a career in Homeland Security.
- Obtain the foundation required to work in entry or advanced levels of Homeland Security and/or related public safety or private and corporate security careers.
- Explore the political, legal, social, multicultural, and ethical issues that impact on the practice of Homeland Security.
- Apply scientific knowledge, humanistic values, critical analysis, and a systematic approach to solving problems.
- Develop skills for professional growth and lifelong learning.
Proposed Curriculum Outline

The B.S. in Homeland Security is a four year course of study (120 credit hours) grounded in the liberal arts and sciences, along with a core homeland security curriculum.

WSU General Education Program

Basic Skills (12 hours – required “C” or better):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>English 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Comm 111</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Math 111</td>
<td>College Algebra</td>
<td>3</td>
</tr>
</tbody>
</table>

Humanities & Fine Arts (12 hours)

Social & Behavioral Sciences (9 hours)

Mathematics & Natural Sciences (9 hours)

Homeland Security Major

Homeland Security includes 33 credit hours of core courses and 3 hours of elective courses. Students may take 14 additional credit hours beyond the 36 required for the major, (for a total of 50 hours). There is a maximum of 6 hours total allowed in HLS 480.

The major in Homeland Security consists of at least 36 hours (but not more than 50 hours) that will count toward the BS degree. Students must complete 33 hours of core courses: HLS 190, HLS 310, HLS 312, HLS 320, HLS 330, HLS 401, HLS 403, HLS 405, CJ 407, HLS 420, and CJ 510.

Core Courses

HLS 190 Introduction to Homeland Security (3).

- An introduction to the principles and practices associated with Homeland Security. Development, structure, and roles of the Homeland Security system in America including missions and functions, operational processes, risk analysis, and defense and response actions. The federal system and the roles of state, local, territorial and tribal governments will be considered as well the role of the private sector in the system.
HLS 310 Emergency Management (3).

- Surveys emergency planning and response to large scale disasters, threats and major incidents in the United States. Risks, threats, and response by level of government from local, state, and national are examined. Examines best practices used in emergency management.

HLS 312 Risk Assessment (3).

- Introduces students to the basic methods of risk and vulnerability assessment. Critiques critical infrastructure protection and attack prevention techniques. Gathering and assessing intelligence relating to risk and vulnerability are introduced.

HLS 320 Border Security (3).

- This course examines the substantial vulnerability of the nation's land borders, ports, inland waterways, and airports, including aviation related attacks. Issues and challenges impacting border security at the local, state, and federal levels. Law, politics, policy, and operational enforcement strategies are critiqued from varying levels of law enforcement. Students are acquainted with methods to identify, prevent, respond to, and recover from major catastrophes at our nation's borders and ports.


- This course provides students with an overview of the relationship between the needs of homeland security, and the traditional concepts of civil liberties within the U.S. legal system. Covers legal issues in the constitutional amendments including First, Fourth, Fifth, Eighth and Fourteenth amendments. Emphases are placed on the role of law, the government's demands for more power, and civil liberties.

HLS 401 Cyber Security (3).

- This course will introduce students to basic principles of cybersecurity, including cyber intelligence, critical infrastructures, and investigation. Students will also learn about the roles hardware and software play in security issues. Policies and politics related to cybersecurity will be an essential part of this course as well.

HLS 403 Physical Security (3).

- Course examines the premises and concepts of emergency design and application principles. Physical security surveys, integrated physical security technology systems, barriers, risk identification and mitigation will be examined.
HLS 405 Intelligence Process (3).
- Acquaints students with the intelligence process related to homeland security. Intelligence strategies used in homeland security and law enforcement are introduced. The collection, analysis, sharing, and dissemination of information within and between local, state, and federal authorities is examined.

CJ 407 Introduction to Research Methods (3).
- Introduces research methods emphasizing the methods most commonly used. Includes library and reference materials, government documents and legal materials.

HLS 420 Terrorism (3).
- Cross listed with CJ381A. Introduces students to the phenomena of contemporary terrorism and extremism. Emphasis will be placed on extremism as a foundation for terrorist behavior, types of terrorism, and how governments and law enforcement agencies respond to terrorism. Particular emphasis will be on domestic and home-grown terrorism. Theoretical approaches to the study of terrorism are introduced. Course weaves a thread of extremist literature and perspectives throughout the semester. The role of law enforcement and other public administrative agencies will be highlighted.

CJ 510 Crime and Transportation (3).
- This course explores the relationship between crime and a variety of forms of transportation, including public transport, paratransit, and private vehicles. The course will look at crimes against passengers, transit employees, and the system itself, as well as some types of terrorism incidents involving transportation. The focus will primarily be on transportation as the setting for these crime events, using an opportunity theory perspective, and on situational crime prevention strategies to address these crimes; however, the use of transportation to facilitate crime will also be discussed. When looking at crime and fear of crime, the course will examine the utility of adopting a "whole journey" approach.

Elective Courses

Students choose a minimum of 3 hours of electives and not more than 14 hours from the following:

CJ 320 Criminal Procedure (3).
- Criminal procedure in the criminal justice system, including rights of accused, initiation of prosecution, rules of arrest, search and seizure, and the exclusionary rule.
• Care, collection, and preservation of evidence. Studies sources of information and locating subjects, crime scene recording and investigative techniques applicable to specific offenses.

CJ 381AK Digital Investigations (3).

• This course discusses how computers play a role in both crime and criminal investigations. Although digital investigation is usually thought to be associated with cybercrimes, we do not necessarily focus solely on cybercrimes. With today’s technologies, all crimes could involve digital evidence and hence require digital investigation. Students will learn about the methods that criminals may adopt as well as the methods that investigators may use. Some coursework will require more-than-minimum computer knowledge and operation of computer software. Students need to have a functional computer and access to the Internet.

CJ 420 Criminal Evidence (3).

• Concepts of criminal evidence rules as they pertain to kinds and degrees of evidence - procedure for admitting or excluding evidence, witnesses and privileged communications, the hearsay rule and its exceptions, and judicial notice, burdens of proof and presumptions. Emphasizes the rules of evidence that govern the criminal justice process.

CJ 451 International Criminal Justice (3).

• Acquaints students with the structural and functional aspects of law enforcement agencies, court systems, correctional facilities, juvenile treatment and crime prevention strategies employed by different societies throughout the world. Incorporates the role of the United Nations in the treatment of offenders and crime prevention. Course includes diversity content.

HLS 470 Special Topics in Homeland Security (3).

• Current topics and issues in homeland security. Course centers on instructor’s research or expertise.

HLS 480 Individual Directed Study (1-3)

• Study in a specialized area of homeland security emphasizing the student’s research project. Repeatable for credit not to exceed a total of 6 hours. Prerequisites 15 hours in homeland security core and individual study coordinator’s consent.
HLS 482 Applied Learning in Homeland Security (1-4)

- Applied learning experience. Provides field placement and/or other activity which integrates theory with a planned and supervised professional experience designed to complement and enhance the student’s academic program. Repeatable for credit. No more than 6 hours may be counted toward the homeland security major. Enrollment limited to a maximum of 4 hours in one semester. Prerequisite: Program consent.

CJ 501 Integrity in Public Service (3).

- Cross-listed as PADM 501. Exposes students to basic principles of personal and professional integrity and how those principles apply to their daily lives as members of the community and as employees of a government or social service agency. Employs a case study method, using cases and examples from a wide range of government and nonprofit agency experiences. Students become aware of the moral and ethical issues which may arise in their professional and personal lives, begin to develop critical thinking and analytical skills regarding ethical behavior, and become more personally and professionally responsible.

CJ 516 Profiling (3).

- Familiarizes students with the methods used to profile violent crimes, including homicide, rape, arson and burglary. Includes scope of the problem in each of these crimes, typical investigation sequence and the role of profiling up to the trial preparation stage.

CJ 530 Private Security (3).

- Provides students with a fundamental understanding of the contemporary principles of security and crime prevention. Course materials and discussions explore fundamentals of physical security, security personnel and education, loss prevention, crime prevention and zones of protection.

Students from other major areas may also minor in homeland security. The minor in homeland security consists of 18 hours of homeland security and must include HLS 190 and five courses selected from the following: HLS 310, 312, 320, 330, 401, 403, 405, 420, or CJ 510.

H. Program faculty

Because this is a new degree program, new faculty lines will be required to launch and maintain the degree. Additional funding to support two new faculty teaching courses not currently being offered will come from WSU’s Office of Online Learning. This funding comes from an existing area fee on all online and hybrid online courses at WSU. No new funding sources or increases
in fees are required to support this program. As noted, two new full time faculty positions will be required to deliver the BS in Homeland Security degree. Two existing full time criminal justice faculty will periodically be used to teach one course each in the curriculum rotation. The two new Homeland Security faculty positions will be used to teach the majority of the homeland security courses. This mix of faculty will be adequate in terms of fulfilling teaching, research, and service for this additional undergraduate degree program. Core faculty will have a graduate degree in a related homeland security area or closely related criminal justice field with a specialization in homeland security. The required graduate degree may be a combination of homeland security and criminal justice course work. A graduate degree and practice experience/expertise in the field (i.e., homeland security related area or law enforcement operations) will be a plus. The two core criminal justice faculty that will teach periodic courses in the homeland security program both have earned Ph.D. degrees in criminal justice. Adjunct lecturers, mostly practitioners in their field, may be used on an “as needed” basis. If needed, funding for adjunct faculty will come from existing adjunct allocations.

The two existing criminal justice faculty that will teach one course each in the HLS program are as follows.

<table>
<thead>
<tr>
<th>Name</th>
<th>Highest Degree(s)</th>
<th>FTE</th>
<th>Core or CJ faculty</th>
<th>Rank</th>
<th>Academic Specialty</th>
<th>Effort to program (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marti Smith</td>
<td>Ph.D / J.D.</td>
<td>1.0</td>
<td>CJ</td>
<td>Assoc. Professor</td>
<td>-Public transportation crime -Situational crime prevention -Decision making models related to offending -Crime &amp; film</td>
<td>2</td>
</tr>
<tr>
<td>Szde Yu</td>
<td>Ph.D.</td>
<td>1.0</td>
<td>CJ</td>
<td>Assoc. Professor</td>
<td>-Criminological theory -Digital investigation -Statistical analysis</td>
<td>2</td>
</tr>
</tbody>
</table>

The two new proposed Homeland Security (HLS) core faculty are as follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Highest Degree(s)</th>
<th>FTE</th>
<th>Core HLS faculty</th>
<th>Rank</th>
<th>Academic Specialty</th>
<th>Effort to program (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBD</td>
<td>*Ph.D or equivalent</td>
<td>1.0</td>
<td>HLS</td>
<td>Asst. Prof. or Instructor</td>
<td>Homeland security</td>
<td>100</td>
</tr>
<tr>
<td>TBD</td>
<td>*Ph.D or equivalent</td>
<td>1.0</td>
<td>HLS</td>
<td>Asst. Prof. or Instructor</td>
<td>Homeland security</td>
<td>100</td>
</tr>
</tbody>
</table>

*An MA degree may be acceptable with extensive practice/expertise in homeland security or related area

Graduate Assistants:

No graduate assistants will be used for the new program.
I. Current state funding for School of Community Affairs where homeland security will be housed based on FY 2017 budget information, plus 12.2% increase

<table>
<thead>
<tr>
<th>Existing GU Funding</th>
<th>New Costs</th>
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</thead>
<tbody>
<tr>
<td>• $879,846 - Unclassified/classified/student/ salaries &amp; benefits</td>
<td>$110,000 increase – 2 full time faculty @ $55,000 each ................. $110,000</td>
</tr>
<tr>
<td></td>
<td>$112,000</td>
</tr>
</tbody>
</table>

- As noted above, two new core faculty (assistant professor or instructor level) at a salary of $55,000. An additional $2000 in GU funds (Other Operating Expense) to offset conference travel and/or travel expense for program recruiting efforts. Additional adjunct lecturers will not be necessary at this time and will be covered from the existing adjunct pool and funding allocation.

- Ongoing marketing and recruiting costs for the program will also be included in the Office of Online Learning’s overall marketing and recruiting budget, with no additional costs to the School of Community Affairs beyond the $2,000 GU OOE mentioned above.

J. Academic Support

Existing academic support in the College and University is adequate in terms of supporting the program. The Office of Online Learning presently has a 1.0 FTE advisor who provides academic advising to all fully-online student majors in the college with backup advising as needed provided by the Fairmount College of Liberal Arts and Sciences Advising Center. The Office of Student Success provides an Online Retention Specialist who monitors online student activity and provides academic support resources such as tutoring and study skills training. The OneStop for Student Services provides 24/7 support for admissions, registration, student accounts, and financial aid support. The School of Community Affairs with the addition of two homeland security instructors, and the current Educational Specialist will provide advising to students regarding specific homeland security curriculum and/or other career related advising. The University Library (Ablah Library) has adequate volumes of security, law enforcement, criminal justice, homeland security, and additional online resources.

Current staff in the School of Community Affairs is adequate to support the program.

Program Staff:

<table>
<thead>
<tr>
<th>Name</th>
<th>FTE</th>
<th>Position</th>
<th>Effort to Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crystal Dilbeck</td>
<td>1.0</td>
<td>Senior Administrative Assistant</td>
<td>100%</td>
</tr>
<tr>
<td>Kristin Brewer</td>
<td>1.0</td>
<td>Educational Specialist</td>
<td>100%</td>
</tr>
</tbody>
</table>
K. Facilities and Equipment

No new space or equipment will be required. Adequate and excellent classroom, office, and workspace is currently allocated by WSU’s Fairmount College of Liberal Arts and Sciences. The School of Community Affairs will be relocating to the third floor of the new Criminal Justice/Law Enforcement Training Facility which is currently under construction as part of the University’s Innovation Campus initiative. According to Dr. John Tomblin, Executive Director of National Institute for Aviation Research and Vice President for Research and Technology Transfer, the tentative date for the move is December 2017. The new facility will adequately accommodate space and office requirements to effectively initiate and maintain operations of the Homeland Security degree.

L. 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 assessment plan of the program. Accreditation is not available for this discipline.

As required for continued program self-study, all of the data collected below will be reviewed during the program’s annual curriculum review and collectively used to make decisions on whether curricular and programmatic items should remain the same, improve, or change. Overall program image will be assessed.

--- Assessment Evaluation Criteria - Next Page ---
<table>
<thead>
<tr>
<th>Evaluation Area/Measures</th>
<th>Minimum Frequencies</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer review of courses</td>
<td>X</td>
<td>Director/Faculty</td>
</tr>
<tr>
<td>Internal review online courses with</td>
<td>X</td>
<td>Director/Office of</td>
</tr>
<tr>
<td>quality matters rubric</td>
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<td>Online Learning</td>
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<tr>
<td>IDEA/SPTE Evaluations</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Mission statement review</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Employer survey</td>
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<tr>
<td>External advisory input</td>
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<tr>
<td>Admittance numbers</td>
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<td></td>
</tr>
<tr>
<td>Marketing/Recruitment review</td>
<td>X</td>
<td>Office of Online Ed.</td>
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<tr>
<td>Applied learning review</td>
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<td></td>
</tr>
<tr>
<td>Graduation number and rate</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student course failure rate</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Faculty attrition</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Number of research grants submitted</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Number of research grants funded</td>
<td>X</td>
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</tr>
<tr>
<td>Number of faculty publications</td>
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<td></td>
</tr>
<tr>
<td>Adjunct faculty review</td>
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<td></td>
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<tr>
<td>Faculty service participation</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Recruit diverse and underrepresented</td>
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<td></td>
</tr>
<tr>
<td>students in terms of race &amp; ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student participation in undergraduate</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal program review</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Board of Regents Self-Study</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Resource review</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
References

Educational Advisory Board (2016). *Market demand for an online or hybrid homeland security bachelor's degree program: Analysis of the market demand for and competitive landscape of Bachelor's degree programs in homeland security*. Accessed online at https://www.eab.com

IMPLEMENTATION YEAR FY 2017
Fiscal Summary for Proposed Academic Programs

Institution: Wichita State University
Proposed Program: BS Homeland Security

<table>
<thead>
<tr>
<th>Part I Anticipated Enrollment</th>
<th>Implementation Year (2017)</th>
<th>Year 2 2018</th>
<th>Year 3 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time</td>
<td>Part-Time</td>
<td>Full-Time</td>
</tr>
<tr>
<td>A. Full-time, Part-time Headcount:</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>B. Total SCH taken by all students in program</td>
<td>120</td>
<td>560</td>
<td>1000</td>
</tr>
</tbody>
</table>

Part II. Program Cost Projection

A. In implementation 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.

<table>
<thead>
<tr>
<th>Fall, Implementation Year</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
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<td>$110,000</td>
</tr>
<tr>
<td>Total</td>
<td>$112,000</td>
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</tr>
</tbody>
</table>

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

---Internal reallocation only--- No other funds.

Revised: September 2003

Approved: _______________________

Rev. 1-04
APPENDIX A

LETTERS OF SUPPORT
Wichita State University  
Michael Birzer  
School of Community Affairs  
1845 N. Fairmount  
Wichita, KS 67260-0135

To whom it may concern:

I am writing in support of Wichita State University (WSU) developing and offering a Bachelor of Science in Homeland Security Studies. Butler Community College (Butler) began offering courses in Homeland Security in the Spring of 2011 to support training requirements for the Transportation Security Administration (TSA). Since that time, we have developed an Associate of Arts and an Associate of Science degrees in Homeland Security. The development of a Bachelor of Science degree in this discipline will provide our students an opportunity to continue their education at WSU. Career opportunities have been noted and predicted in this area as students seek positions as Transportation Security officers, border patrols, U.S. Customs officers, Federal Protective Service Officers and many others.

Butler currently articulates our Homeland Security and Criminal Justice degrees with WSU. We are excited about this new opportunity to work with WSU. We believe it will strengthen current articulation agreements and transferability of our courses into your program. This will provide an opportunity for students in South Central Kansas another learning option. Butler extends our support of this program to WSU and looks forward to a revitalized partnership to serve our community and the students in this region.

Sincerely,

[Signature]

Lori Winningham  
Vice President of Academics  
Butler Community College  
lwinning@butlercc.edu  
(316) 322-3110
February 10, 2017

Dr. Michael Birzer
WSU School of Community Affairs
1845 N. Fairmount
Wichita, KS 67260-0135

Dear Dr. Birzer,

This letter is to offer the support and aid of the Criminal Justice Department at Kansas City Kansas Community College (KCKCC) for your new Bachelor of Science degree in Homeland Security Studies at Wichita State University (WSU). KCKCC’s main role will be to identify talented students with an interest in homeland security and aiding WSU in recruitment of these students for transfer upon completion of their Associate Degree at KCKCC.

With the increase in homeland security professionals, this degree will help to prepare a workforce for the Kansas area and the Midwest region. KCKCC will work with WSU to identify joint curriculum that will help prepare students to be successful on transfer. Additionally, KCKCC will work with WSU to identify ways we can partner as a professional development center in Homeland Security for the Kansas City Metro area.

We are excited to collaborate with the Criminal Justice program at WSU to provide our students this degree opportunity.

Sincerely,

Dr. Edward A. Kremer
February 27, 2017

Mr. Michael Birzer  
Director and Professor  
School of Community Affairs  
Wichita State University  
1845 N. Fairmount  
Wichita, KS 67260-135

Dear M. Birzer:

This letter is being written in support of Wichita State University's plan to implement an on-line course of study in Home Security. A Bachelor's Degree Program, scheduled to start in the Fall of 2017.

We believe that such an area of study, would be of tremendous benefit, to not only students interested in such a field of study, but, to society in general when one looks at the publics continued fascination and interest in private and public security concerns and issues.

The Kansas City, Kansas Community College's Criminal Justice Program has a long history with Wichita State University. We support the institution and yourself in the University's effort to implement a bachelor's program, in the homeland security field of study.

Sincerely,

Kevin M. Steele, Coordinator, Criminal Justice Programs
February 20, 2017

Dr. Michael L. Birzer, PhD.
Professor and Director
School of Community Affairs
Wichita State University
1845 N. Fairmount
Wichita, Kansas 67260-0135

Dear Dr. Birzer:

I am honored to write a letter of support for the new Masters Degree program for Homeland Security. The unprecedented exposures that we as a country face are numerous, and the new program of study certainly meets the need of such challenges.

For students looking to gain a leg up within the security profession, a program such as this one will enable them to evaluate risk and provide counter measures to mitigate the risk for today, as well as tomorrow’s exposures.

I would like to wish you the greatest success with taking this excellent program forward.

Sincerely,

John Juresic, MS, CPP, CHCM
ASIS - Wichita, KS Chapter Chairman
February 3, 2017

Michael Birzer, Director and Professor
Wichita State University
1845 N. Fairmount
Wichita, KS 67260-0135

Dear Mr. Birzer:

The Wichita Police Department supports Wichita State University’s desire to add a Bachelor of Science degree in Homeland Security Studies.

Law enforcement and Homeland Security have become complex jobs which require formal education to ensure success. Most agencies across the country now require a Bachelor degree at the entry level or prior to promotion to management. Wichita State University would be able to fill the need for higher educated applicants and employees if they are able to add this critical program to their offerings.

Please consider this letter a statement of our support for Wichita State University’s planned Homeland Security degree.

Sincerely,

Chief Gordon Ramsay
Wichita Police Department
2/2/17

Dr. Michael Birzer  
Wichita State University  
School of Community Affairs  
1845 N. Fairmount  
Wichita, Ks. 67260

Dr. Birzer,

This letter is intended to offer my enthusiastic support of the online Bachelor of Science degree in Homeland Security. Obviously, homeland security is of utmost importance and it is critical to ensure criminal justice professionals are properly educated in the latest security concerns. I am confident that Wichita State University will develop a quality program to provide students a strong educational opportunity.

Wichita State University has a long and honored history of educating law enforcement and security professionals. I see the degree in Homeland Security as an example of addressing a national need and beneficial to the entire community.

It is indeed my honor to support such a program.

Robert C. Lee  
Chief of Police  
Derby Police Department
Dr. Birzer,

First of all thank you for contacting me in reference to your proposed class in reference to Homeland Security. I recommend this program as it is a changing world and it is imperative that our educational institutions keep up with those changes.

National Security is an important area of law enforcement and assists in our efforts to combat those attempting to cause us harm. Wichita State serves a vital role in education and I support you in your endeavor.

Respectively,

David A. Falletti
Sheriff
Cowley County, Kansas
February 3, 2017

Michael Birzer,
Director and Professor
Wichita State University
1845 N. Fairmount
Wichita, KS 67260-0135

Dear Mr. Birzer:

The Sedgwick County Sheriff’s Office supports Wichita State University’s plan to offer a Bachelor of Science degree in Homeland Security Studies.

As the Sedgwick County Sheriff, I agree with the need for a specialty degree in the criminal justice field in addition to the traditional Criminal Justice and Corrections degree. Law Enforcement and Homeland Security have become complex jobs which require formal education to ensure success. Most agencies across the country now require a Bachelor degree at the entry level or prior to promotion to management. The “Homeland Security” degree will provide another alternative for individuals who are interested in pursuing a career in the security field in addition to Law Enforcement and Corrections. This program will allow Wichita State University to fill the need for highly educated applicants and employees.

Please consider this letter a statement of support for Wichita State University’s planned Homeland Security degree.

Sincerely,

Jeffrey T. Easter
Sedgwick County Sheriff

http://www.sedgwickcounty.org/sheriff
February 2, 2017

Michael Birzer  
Director and Professor  
School of Community Affairs  
1845 N. Fairmount  
Wichita, KS 67260-0135

Mr. Birzer:

I am writing this letter today in support of The School of Community Affairs: Criminal Justice Department at Wichita State University and their plans of preparing an online Bachelor of Science degree in Homeland Security Studies.

I am confident this degree option will go a long way in helping students and present and future professionals, obtain the knowledge they need to protect our homeland. Statistics show demand for employment in the Homeland Security field is rapidly on the rise. The large majority of these jobs will require a comprehensive education, which this degree option will cover. The fact that this will be an online option will make it only that much more attractive.

Respectfully,

Adam S. Sayler  
Chief of Police
February 2, 2017

Michael Birzer, Director and Professor
Wichita State University
1845 N. Fairmount
Wichita, KS 67260-0135

Dear Mr. Birzer:

The Arkansas City Police Department supports Wichita State University’s desire to add a Bachelor of Science degree in Homeland Security Studies.

Law enforcement and Homeland Security have become complex jobs which require formal education to ensure success. Most agencies across the country now require a Bachelor degree at the entry level or prior to promotion to management. Wichita State University would be able to fill the need for higher educated applicants and employees if they are able to add this critical program to their offerings.

Please consider this letter a statement of our support for Wichita State University’s planned Homeland Security degree.

Sincerely,

Daniel C. Ward
Police Chief
February 2, 2017

Michael Birzer
Director and Professor
School of Community Affairs
1845 N. Fairmount
Wichita, KS 67260-0135

Dear Dr. Birzer,

It is a privilege to provide Wichita State University, more specifically the School of Community Affairs: Criminal Justice Department with a letter of support for the college’s plan to develop and offer a “Homeland Security” degree. As a law enforcement professional in the greater Wichita area for the past 38-years, and a College Adjunct for 12-years, I have observed first-hand the trend and now need for a specialty degree in the criminal justice field in addition to the traditional Criminal Justice and Corrections.

The “Homeland Security” degree will be much better suited and provide an alternative for individuals who are interested in a “security” career, but who are not interested in law enforcement or corrections.

As a Wichita State University alumnus, I strongly support WSU’s plan to develop the “Homeland Security” degree program.

Sincerely,

Michael A. Keller
Chief of Police

909 N. Andover Rd. • P.O. Box 783 • Andover, KS 67002 • 316-733-5177 • FAX 316-733-9648
Dr. Birzer,

First of all thank you for contacting me in reference to your proposed class in reference to Homeland Security. I recommend this program as it is a changing world and it is imperative that our educational institutions keep up with those changes.

National Security is an important area of law enforcement and assists in our efforts to combat those attempting to cause us harm. Wichita State serves a vital role in education and I support you in your endeavor.

Respectfully,

David A. Falletti
Sheriff
Cowley County, Kansas
Hello Sir,

I appreciate your interest in seeking my thoughts regarding your proposed BS in Homeland Security. It is exciting to see that you and your colleagues will be proposing such a degree. As you know, homeland security issues, concerns and threats, have permeated both the public and private sectors of our society. Governmental entities at all levels (local, state, and federal) are heavily involved with homeland security matters, as are many private sector owners and operators. For example, most, if not all, homeland security measures relating to commerce and transportation, are a collaboration between the government and private owners/operators. A large portion of our national critical infrastructure also requires this same collaboration. Additionally, many non-governmental organizations (NGO’s) throughout the United States are directly involved in the emergency management aspect of homeland security. With that being said, I believe having a degree program leading to a BS in Homeland Security has the potential to be extremely marketable. Also, with having the degree offered nationwide through online delivery will add to the marketability. My guess is that student interest in such degree would be high. Not only is it a very interesting and important subject matter with many different facets, more importantly, I believe it would be a degree that has the potential to lead to employment across a very large swath of our society.

I have taken a look at the proposed curriculum and course descriptions that you attached. It appears to me that the input from the outside experts, along with your own insight, has helped you put together a program that addresses the core areas of homeland security. The inclusion of risk assessment, emergency management, border and transportation security, physical security, cyber security, legal issues, intelligence process, etc., along with law enforcement related electives, seems spot on in my opinion.

My hope is that you are successful in your endeavor to add this program at Wichita State. If there is anything that I can do to further assist you please feel free to reach out to me.

Thank you again,

Carl
14 February 2017

To: Board of Regents

Subject: Letter of Recommendation - Homeland Security Curriculum

I have reviewed the draft provided by Michael Birzer for a Homeland Security curriculum for Wichita State University, and recommend its approval. When considering my opinion, please review the following assignments and experiences in my background:

*Law Enforcement*
1 year - local Police Officer & EMT in Kansas
6 years - Deputy US Marshal, Western Kentucky and Western Missouri

*Private Security*
7 years - Hotel Private Security Officer/Supervisor in Overland Park, Kansas
19 years - Licensed Private Detective/Firearms Instructor in Kansas and Missouri

*Active Military Duty*
2 Years: Military Police Lieutenant; Fort Riley, KS
1 Year: Military Police Captain; Kingdom of Saudi Arabia {Provost Marshal, Khobar Towers, DEH, 22nd Support Command}; Operations Officer, G3, Army Forces Central Command (Forward); Operation Desert Storm Ceasefire Phase
1 Year: Military Police Major; Fort Sam Houston, TX {Battle Staff Officer, Emergency Operations Center, HQ, US Army Medical Command}; Operation Noble Eagle
1 Year: Military Police Major; MacDill AFB, FL {Protection Chief, Security Directorate, HQ, Central Command}; Operation Enduring Freedom

*Author*

In the fall of 2016, I taught a course in Homeland Security at Wichita State University. The experience helped clarify what students need to learn to operate in the field.

If there are any questions, I can be contacted at:
4040 E. Countryside Plaza
Wichita, KS 67218
316-687-0560
JohnEllis@pmokspd.com

John W. Ellis, B.S., M.A.J.
Major, Military Police, US Army (Retired)
Wichita State University  
School of Community Affairs  

B.S. in Homeland Security  

Requirements for the HLS Major  
The Homeland Security Program offers the 120 credit hour Bachelor of Science in Homeland Security. The degree is designed to provide preservice and in-service students with a broad educational background in all aspects of the homeland security field. The B.S. in Homeland Security is a four year course of study grounded in the liberal arts and sciences, along with a core homeland security curriculum. The Bachelor of Science degree program is described below.

WSU General Education Program  

Basic Skills (12 hours – required “C” or better):  
English 101 English Composition I (3)  
English 102 English Composition II (3)  
Comm 111 Public Speaking (3)  
Math 111 College Algebra (3)  

Humanities & Fine Arts (12 hours)  

Social & Behavioral Sciences (9 hours)  

Mathematics & Natural Sciences (9 hours)  

Major  
The major in homeland security consists of at least 36 hours (but not more than 50 hours will count toward the BS degree) **ENGL 210 is an additional requirement**. Students must also satisfy Fairmount College requirements (including the foreign language requirement) and the University requirements for the Bachelor of Science degree. Students must complete 33 hours of core courses and 3 hours of electives (there is a maximum of 6 hours total allowed in HLS 480). Students may take 14 additional credit hours beyond the 36 hours required for the major (for a total of 50 hours).

Minor  
The minor in homeland security consists of 18 hours of homeland security and must include HLS 190 and five courses selected from the following: HLS 310, 312, 320, 330, 401, 403, 405, 420, or CJ 510.

Core Courses for Major (33 hours)  
HLS 190 Introduction to Homeland Security (3)  
HLS 310 Emergency Management (3)  
HLS 312 Risk Assessment (3)  
HLS 320 Border Security (3)  
HLS 330 Legal Issues in Homeland Security (3)  
HLS 401 Cyber Security (3)  
HLS 403 Physical Security (3)  
HLS 405 Intelligence Process (3)  
CJ 407 Research Methods (3)  
HLS 420 Terrorism (3)  
CJ 510 Crime and Transportation (3)  

Electives (Minimum of 3 hours and Maximum of 14 hours)  
CJ 320 Criminal Procedure (3)  
CJ 343 Special Investigations (3)  
CJ 381AK Digital Investigation (3)  
CJ 420 Criminal Evidence (3)  
CJ 451 International Criminal Justice (3)  
CJ 470 Special Topics in Homeland Security (1-3)  
HLS 470 Special Topics in Homeland Security  
HLS 480 Individual Directed Study (1-3)  
HLS 482 Applied Learning in Homeland Security (1-3)  
CJ 501 Integrity in Public Service (3)  
CJ 516 Profiling (3)  
CJ 530 Private Security (3)  

24
APPENDIX C

FACULTY CURRICULUM VITAS
EDUCATION

RUTGERS UNIVERSITY, SCHOOL OF CRIMINAL JUSTICE, Newark, NJ
- Ph.D. degree
  o Thesis: *Assessing Vandalism Cues in an Experimental Setting: A Factorial Design Involving State of Repair, Presence of Graffiti, Target Vulnerability, and Target Suitability*
  o Committee: Ronald V. Clarke (Chair), Simon Field, Don Gottfredson, and David Weisburd
- M.A. degree
  o Readers: David Weisburd (Advisor) and Ronald V. Clarke
- Honors: Excellence Fellowship (Tuition and stipend for four years)

NEW YORK UNIVERSITY SCHOOL OF LAW, New York, NY
- J.D. degree

BROWN UNIVERSITY, Providence, RI
- A.B. degree, Double Concentration: Psychology and Sociology
- Honors: Academic Excellence in Sociology Prize

ACADEMIC TEACHING APPOINTMENTS

WICHITA STATE UNIVERSITY, SCHOOL OF COMMUNITY AFFAIRS, Wichita, KS
Associate Professor: August 2002 - present [Tenure granted April 2008]
- Graduate classes taught:
  o Advanced Criminal Law (developed course for in-class and online delivery)
  o Crime Analysis (developed course for in-class and online delivery)
    o Group projects: Crime and safety problems on campus – Bicycle theft, crosswalk safety, and collisions in parking lots
    o Group project: Alcohol-related disorder in bars in Wichita’s Old Town
  o Seminar on the Application of Criminological Theory (developed a new syllabus)
  o Seminar in the Judicial Process (developed a new syllabus)
- Undergraduate classes taught:
  o Criminal Law
  o Crime Analysis (developed a new syllabus)
  o Crime Causation and Criminal Justice Policy (developed a new syllabus)
  o Criminal Justice and Crime in Film (developed course with Delores Craig-Moreland)
  o Crime Prevention (developed a new syllabus)
  o Introduction to Criminal Justice
  o Research Methods (developed a new syllabus)
- Led graduate and undergraduate students on a two-week class to London in 2004.
• Named by a student as an important person in his/her life with a special invitation to attend commencement – 2009 (1), 2010 (1), 2012 (1), 2013 (1), 2014 (4), 2015 (8), and 2016 (2).

Coordinator: Film Studies Certificate: August 2016 - present

CARDIFF UNIVERSITY, CARDIFF SCHOOL OF SOCIAL SCIENCES, Cardiff, Wales, UK
Lecturer: September 2000 - July 2002
• Coordinator of the M.Sc. in Criminology and Criminal Justice Program.
• Team taught classes in the masters and undergraduate programs. Lectured on a variety of criminological theories and research methods, punishment (history of and trends in), race and crime, age and crime, crime prevention, crime trends, and white collar crime.
• Received a grant from Safer Cardiff Ltd. for £24,904 (approximately $50,000) to examine crime prevention measures used by taxi drivers in Cardiff.

RUTGERS UNIVERSITY, SOCIOLOGY & ANTHROPOLOGY DEPARTMENT, Newark, NJ
Coadjutant Instructor: Summer term 1990
• Taught undergraduate course entitled "Criminal Justice System."

UNIVERSITY OF NEBRASKA AT OMAHA, DEPARTMENT OF CRIMINAL JUSTICE, Omaha, NE
Instructor: Academic years 1986-1988, Summer 1986
• Undergraduate classes taught as a full-time faculty member:
  o Criminal Law
  o Criminal Procedure
  o Research Methods
  o The Criminal Court System

PUBLICATIONS
Edited Books


Special Editions of Journals


Problem-Oriented Guides for the Police
Justice, COPS Office. (Accessible at: http://www.popcenter.org/responses/PDFs/Civil_Actions_Against_Properties.pdf)


**Articles in Peer-Reviewed Journals and Other Serial Publications**


**Chapters in Edited Books**


Encyclopedia Entries


**Research Reports**


Smith, Martha J. and Michael E. Buerger (July 1998) *An Analysis of Aspects of the Special Improvement District Initiative to Improve Conditions in the Journal Square Area of Jersey City, New Jersey.* Final Report submitted to the Jersey City Police Department. Locally Initiated Research Grant from the National Institute of Justice.


**Online (Only) Refereed Publications**


**Articles in Other Publications**


PRESENTATIONS

International venues – Paper presented


National venues – Paper presented


“Routine Precautions Used by Cardiff Taxi Drivers: A Situational Crime Prevention Approach.”

"Translating Research into Policy: The Case of Cardiff Taxi Drivers." American Society of

"Looking at Vandalism Decision Making in the Context of Neighborhood Clean-up Efforts." 
American Society of Criminology, Annual Meeting, Chicago, IL, November 1996.

"Three Perspectives on Transit Crime: Descriptive, Comparative and Prosecutorial" (with 
Bernadette Fiore). American Society of Criminology, Annual Meeting, San Diego, CA, November 
1985.

Local venues
"Legal Issues in Car Stops: Car Stops and the 4th Amendment" (with Alison McKenney Brown).
Midwest Criminal Justice Institute, Wichita State University, April 30th, 2009.

POSTER SESSIONS
"Examining U.S. Supreme Court Cases Using a ‘Script’ Approach: Observations on the
Unexpected Cross-Fertilization of Crime-Preventive Approaches” (with Alison McKenney Brown).
American Society of Criminology, Annual Meeting, Washington, DC, November 2011.

“Searching for Patterns of Success with Situational Crime Prevention.” American Society of 
Criminology, Annual Meeting, Atlanta, GA, November 2007.

“Preventing Crime and Disorder on Public Transport: Modeling Passenger and Offender Decision 
Making” (with Derek B. Cornish). American Society of Criminology, Annual Meeting, Los 
Angeles, CA, November 2006.

“Crime Prevention Techniques Used by Taxi Drivers in Cardiff.” American Society of 
Criminology, Annual Meeting, Chicago, IL, November 2002.

WORKS IN PROGRESS
Publications in progress
Smith, Martha J. (In preparation) “Scripting Taxi Driver Reactions to Unfolding Assault Events.”

Smith, Martha J. (Update in preparation) “Situational Crime Prevention.” Oxford Bibliographies in
"Criminology,"

Yu, Sung-suk Violet and Martha J. Smith (Under revision) “Do Neighborhoods with Vulnerable 
Transit Riders Have High Crime?”

Smith, Martha J. and Alison McKenney Brown (In preparation) Paper entitled “Scripting Police-
Citizen Encounters: Using Crime Prevention Models to Examine Crime-Intervention Situations”

Brown, Alison McKenney and Martha J. Smith (In preparation) Book entitled Conceptualizing the 
Fourth and Fifth Amendment through the Judicial Decision Making Process [Working title].

PEER REVIEWER (ad hoc) – JOURNALS, SERIAL PUBLICATIONS, and BOOK 
CHAPTERS
• Canadian Journal of Criminology and Criminal Justice (2)
• Crime Prevention Studies
• Crime Science
• Criminal Justice and Behavior
• Criminology (2)
• European Journal of Criminology
• European Journal on Criminal Policy and Research (3)
• Journal of Criminal Law and Criminology
• Journal of Experimental Criminology (3)
• Journal of Quantitative Criminology (2)
• Journal of Research in Crime and Delinquency
• Journal of Urban Affairs
• Justice Quarterly
• Qualitative Research
• Security Journal (2)
• Theoretical Criminology
• Urban Studies
• Chapter in Cognition and Crime: Offender Decision Making and Script Analyses
• Chapter in Crime Prevention in the 21st Century (2)

CONFERENCE PANEL – CHAIR, DISCUSSANT, OR MODERATOR

OTHER PROFESSIONAL SERVICE
• Serving on TCRP F-24 research review panel for the National Academies, Transportation Research Board, Transit Cooperative Research Program, 2015 – present.
• Serving on TCRP F-21 research review panel for the National Academies, Transportation Research Board, Transit Cooperative Research Program, 2013 – 2016.
• Ph.D. thesis examination committee for Winnie (Yi-Ning) Chiu, “Patterns in Unsolved Sexual Offenses against Women by Strangers, University of Brisbane, AUS, Member 2015.
• Masters thesis examination committee for Kia Hastings, “The Relationship between Religion and Older Adults’ Physical Health,” Sociology Department, Wichita State University, 2015.
• Peer reviewer for Netherlands Organisation for Scientific Research (NWO), Department of Social Sciences, 2014.
• Served on the advisory board for NIJ grant (Event Dynamics and the Role of Third Parties in Youth Violence - P.I. Deanna Wilkinson), 2005-2009.

PROFESSIONAL AFFILIATIONS
• Academy of Criminal Justice Sciences – Member, 2007 - present.
• Academy of Experimental Criminology/Division of Experimental Criminology – Member, 2006 - present.
  o Workshop on Active Offender Research – Attendee, 2011.
  o Workshop on Grounded Theory – Attendee, 2010.
  o Workshop on Hierarchical Linear Modeling – Attendee, 2008.
  o Program Committee for the 2007 ASC Meeting – Member.
  o Book Award Committee, Division of International Criminology – Member, 1996.
• British Society of Criminology – Member, 2000-2003, 2006 - present.
• Jill Dando Institute of Crime Science, University College London – Associate, 2006 - present.
• Law and Society – Member, 1987.
• Nebraska State Bar Association – Member, 1987 - present.
  o Completed 10 hours of CLE required per year for 2010 - 2015.
• New York Bar Association – Member, 1985 - present.

UNIVERSITY SERVICE (Wichita State University)
• WSUGIS-L listserv – Administrator, August 2015- present.
• GIS Faculty and Staff Support Group – Coordinator, 2014 – present.
• GIS Certificate Committee, Member, 2016 - present
• Ad-hoc GIS Committee – Co-chair, Spring 2013 – present.
  o Drafted proposal for funding university-wide access to GIS software – Summer 2013.
  o Helped coordinate campus-wide faculty and staff support for increased access to GIS software – Spring 2013 – present.
• Dorothy and Bill Cohen Honors College Law and Public Policy Group, Member 2016 – present.
  o Drafting proposal for a Pre-Law Certificate, February 2017 – present.
• Faculty Senate (elected) – Member, June 2011 - May 2013.
• 2011 Kansas State Science Olympiad Tournament – Forensics Test – Event Co-Coordinator.
• University Faculty Affairs Committee – Member, 2004-2007.

COLLEGE SERVICE Fairmount College of Liberal Arts and Sciences, Wichita State University)
• LAS College Council – Member, 2010 – 2016.
  o Chair (elected), August 2014 – August 2015
  o LAS College Council, Academic Planning Committee – Chair, August 2012 – May 2014.
  o LAS College Council – Secretary, December 2010, April 2011, August 2011 - May 2012.
• Tenure, Promotion, and Appeals Committee (elected for three years) – Member, 2014- present.
• Tenure Committee, Department of Social Work – Member, 2008 and 2012.

DEPARTMENTAL SERVICE (School of Community Affairs, Wichita State University)
• Departmental Pre-Law Advisor, February 2017 – present.
• Tenure Committee – Member, 2015 – present.
• Non-tenured Faculty Review Committee – Member, 2012 - present.
• Curriculum Committee – Member, 2010 – 2014.
• Scholarship Committee – Member, 2004-2005.
• SCA director evaluation and election – Coordinator, 2011.
• Search Committee for position in criminal justice – Co-chair, 2013-2014, Member, 2012.
• Search Committee for position in gerontology – Co-chair, 2006-2007, Chair, 2005.
• Ad-hoc Masters of Legal Studies Development Committee – Member, 2006.

COMMUNITY SERVICE
• Grievance Panel (for employees) for the City of Wichita, Kansas – Member, 2003 - present.
• KPTS (Public Television for South-Central Kansas).
  o Pledge Coordinator (Three pledge drives each year, 3-4 sessions each drive from 2005-2012, 2 sessions per drive 2013-present), 2005 - present.

OTHER RELATED RESEARCH AND ADMINISTRATIVE EXPERIENCE
Criminal Justice Researcher and Consultant, Farnborough, Kent, UK: April 1997 - August 2000
• Created a database of evaluations of situational crime prevention initiatives for a study with Ronald V. Clarke and Ken Pease, which later was used to help create the “Situational Crime Prevention Evaluation Database” on the Center for Problem-Oriented Policing website.
• Co-authored (with Ronald V. Clarke) a review of research on crime on public transport for Crime and Justice.
• Wrote an article on the data needed to assess crime patterns on public transport systems for Transit Policing.
• Prepared report (with Michael E. Buerger) for the Jersey City Police Department on the effectiveness of a clean-up initiative in a business, transport, and shopping area in Jersey City, NJ, funded by a National Institute of Justice (NIJ) grant.
• Wrote an article about how civil remedies fit into the theoretical framework of situational crime prevention for Crime Prevention Studies.
• Prepared the indices for Situational Crime Prevention: Successful Case Studies, 2nd ed., edited by Ronald V. Clarke and provided editorial support.

RUTGERS UNIVERSITY, CENTER FOR CRIME PREVENTION STUDIES, SCHOOL OF CRIMINAL JUSTICE, Newark, NJ
• Planned (with Robyn Mace Fisher) and coordinated the data collection and analysis for one aspect of an NIJ grant for $75,000 involving the Jersey City Police Department assessment of the Journal Square Business Improvement District. Journal Square is a transportation and business hub in New Jersey. Supervised six graduate student research assistants.
• Reviewed and edited articles for the Crime Prevention Studies series.
• Copy edited Business and Crime Prevention, edited by Marcus Felson and Ronald V. Clarke.
• Worked on several grant proposals and administered the Center.

Self-employed editor, Farnborough, Kent, UK: November - December 1991, March 1993
• Prepared the indices for *Routine Activity and Rational Choice*, edited by Ronald V. Clarke and Marcus Felson and provided editorial support.
• Prepared the indices for *Situational Crime Prevention: Successful Case Studies*, edited by Ronald V. Clarke and provided editorial support.

THE LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE, London, UK
Research Assistant: May - October 1992
• Assisted in the preparation of “The Kingswood Controlled Trial of Residential Treatment for Delinquents” dataset for deposit with the ESRC Data Archive, University of Essex.

RUTGERS UNIVERSITY, CENTER FOR CRIME PREVENTION STUDIES, SCHOOL OF CRIMINAL JUSTICE, Newark, NJ
• Provided assistance (intra-coder reliability check and copy editing) on a project entitled "Experiments in Criminal Sanctions."
• Assisted in the initial analysis of crime displacement in the Minneapolis policing study of “hot spots” of crime.

NEBRASKA CRIMINAL DEFENSE ATTORNEYS ASSOCIATION, Lincoln, NE
Executive Director: September 1988 - August 1989
• Duties included publishing a monthly newsletter (entitled *Habeas Corpus*), organizing seminars, and administering a brief bank.
• Was a registered lobbyist.
• Proposed change to the Nebraska criminal procedure law related to using guilty pleas following unsuccessful motions to suppress evidence to expedite the appeals process, which was adopted by the Nebraska legislature.

UNIVERSITY OF NEBRASKA AT OMAHA, CENTER FOR APPLIED URBAN RESEARCH, Omaha, NE
• Interviewed over 100 inmates admitted to the Nebraska Department of Corrections for a study of methodological issues related to inmate self-reported criminality.

NEW YORK CITY CRIMINAL JUSTICE AGENCY (CJA), New York, NY
• Project director for the *Transit Crime Study* commissioned by the Office of the Coordinator for Criminal Justice [Deputy Mayor] of New York City.
• Designed *The Misdemeanor Trial Law Study* later commissioned by the Office of the Coordinator for Criminal Justice [Deputy Mayor] of New York City.
CURRICULUM VITA
Dr. Szde Yu
1845 Fairmount, Box135, Wichita KS, 67260
Phone: 316-978-6492
Email: szde.yu@wichita.edu

Education
Ph.D. in Criminology (2010)
Indiana University of Pennsylvania, USA
Doctoral Dissertation:
“Criminal minds models: An exploration of a typology for criminal propensity”

M.S. in Criminal Justice & Criminology (2005)
University of Missouri—Kansas City, USA
Master’s Thesis: “The potential impact of marijuana legalization”

B.S. in Computer Science & Information Engineering (2001)
Tunghai University, Taiwan, ROC
Senior Project: Picture Archiving and Communication System (PACS)

Work Experience
2016 to present
Associate Professor of Criminal Justice (tenured)
School of Community Affairs
Wichita State University

2015 to present
Honors Instructor
Honors College
Wichita State University

2012 to 2016
Assistant Professor of Criminal Justice (tenure track)
School of Community Affairs
Wichita State University

2010 to 2012
Assistant Professor (tenure track)
Criminal Justice Department, Brockport College, State University of New York

2008 to 2009
Adjunct Faculty
Criminology Department, Indiana University of Pennsylvania

2006 to 2008
Research/Statistical Consultant
Applied Research Lab, Indiana University of Pennsylvania
2001 to 2003
*Kaohsiung Harbor Supervisory Security Inspector*
*Unit Chief Information Security Officer*
Coast Guard Administration, Taiwan, ROC

2000
*Computer Lecturer*
Taichung Veterans General Hospital, Taiwan, ROC

**Teaching**
*Wichita State University*

*Spring 2017*
- CJ381 Digital Investigations (online) (enrollment: 35)
- CJ391 Corrections (online) (enrollment: 32)
- CJ896 Seminar in Corrections (online) (enrollment: 11)

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- CJ407 Introduction to Research Methods (enrollment: 23)
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CJ407 Introduction to Research Methods (Enrollment: 15)

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CRIM344 Terrorism 2 sections (Enrollment: 60)

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  - Social Science Computer Review 1 article (2014)
  - International Journal of Cyber Criminology 1 article (2014)
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  - Social Behavior & Personality 2 article (2013; 2016)
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  - Cyberpsychology, Behavior, and Social Networking 1 article (2011)
  - New Media & Society 1 article (2011)

Textbook reviewer:

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Stephanie Saffell
- Master’s thesis
- Committee member

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Indiana University of Pennsylvania
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Role: Principal Investigator

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Yu, S. (2013). “Cyber-profiling” *Academy of Criminal Justice Sciences Annual Conference in Dallas, TX*. (abstract accepted; paper solicited by Royal Canadian Mounted Police)


CURRICULUM VITA
Dr. Szde Yu
1845 Fairmount, Box135, Wichita KS, 67260
Phone: 316-978-6492
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Education
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School of Community Affairs
Wichita State University

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Criminal Justice Department, Brockport College, State University of New York

2008 to 2009
Adjunct Faculty
Criminology Department, Indiana University of Pennsylvania

2006 to 2008
Research/Statistical Consultant
Applied Research Lab, Indiana University of Pennsylvania
2001 to 2003
Kaohsiung Harbor Supervisory Security Inspector
Unit Chief Information Security Officer
Coast Guard Administration, Taiwan, ROC

2000
Computer Lecturer
Taichung Veterans General Hospital, Taiwan, ROC

Teaching
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### Summer 2014
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### SUNY Brockport

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#### Fall 2008
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### New Degree Request – Wichita State University

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<thead>
<tr>
<th>Criteria</th>
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<tbody>
<tr>
<td>1. Program Identification</td>
<td>B.S. in Homeland Security (CIP code 48.03)</td>
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<td>2. Academic Unit</td>
<td>School of Community Affairs: Criminal Justice &amp; Forensic Science</td>
</tr>
<tr>
<td>3. Program Description</td>
<td>The B.S. in Homeland Security Degree at Wichita State University will attract students:</td>
</tr>
<tr>
<td></td>
<td>• Pursuing homeland security positions in local, state and federal law enforcement agencies, current law enforcement professionals, private security professionals in corporations, military personnel, immigration, border, and customs officers, as well as students interested in intelligence and national security services.</td>
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<tr>
<td></td>
<td>• Needing an undergraduate degree for entry into a graduate degree in criminal justice program offered in the School of Community Affairs or a professional graduate degree offered at Wichita State or another college/university requiring such a degree.</td>
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<td>• Desiring a general degree related to public safety.</td>
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<tr>
<td>4. Demand/Need for the Program</td>
<td>Over the past 15 years, the U.S. government has spent over $130 billion on initiatives and strategies related to homeland security and related law enforcement services. Because the demand for employees with expertise in the security field is high, the employment prospects for graduates with a college degree in homeland security are positive. According to a 2016 research report by the Education Advisory Board, demand for homeland security professionals has grown nationally 43% between 2014 and 2015. There are now a limited number of four-year programs available across the U.S., and with over 60% of recent job postings requiring a Bachelor’s degree, there is a clear need for new Bachelor’s degrees to prepare students for future careers in homeland security.</td>
</tr>
<tr>
<td>5. Comparative /Locational Advantage</td>
<td>Among the KBOR institutions, three two-year schools offer some type of program in Homeland Security: Butler CC, AA and AS in Homeland Security; Barton CC, AAS in Emergency Management with an emphasis in Homeland Security; and KCKCC, certificate in Homeland Security. In Kansas, only one program is available at the Bachelor’s level: Kansas Wesleyan’s BA in Emergency Management, which has a partnership for a minor with K-State Polytechnic’s UAS program. Southwestern College has a certificate in Homeland Security.</td>
</tr>
<tr>
<td>6. Curriculum</td>
<td>120 credit hours, with a 36 hour homeland security major leading to the BS in Homeland Security. See Appendix B for curriculum outline.</td>
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<tr>
<td>No.</td>
<td>Section</td>
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</tr>
<tr>
<td>7.</td>
<td>Faculty Profile</td>
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<tr>
<td>8.</td>
<td>Student Profile</td>
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<td>9.</td>
<td>Academic Support</td>
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<tr>
<td>10.</td>
<td>Facilities and Equipment</td>
</tr>
<tr>
<td>11.</td>
<td>Program Review, Assessment, Accreditation</td>
</tr>
<tr>
<td>12.</td>
<td>Costs, Financing</td>
</tr>
</tbody>
</table>
I. Basic Program Information

A. Proposing Institution

Wichita State University

B. Title of proposed program

Bachelor of Science (B.S.) - Homeland Security 48.03

C. Degree to be offered

B.S. Homeland Security

D. Anticipated date of implementation

Fall 2017

E. Responsible Department

School of Community Affairs: Criminal Justice & Forensic Science

F. Point of contact:

Michael Birzer, Professor & Director – School of Community Affairs
Michael.birzer@wichita.edu  (316) 978-6525

Rick Muma, Sr. Associate Vice President - Academic Affairs
Richard.muma@wichita.edu  (316) 978-3025

G. Center for education statistics (CIP) code

48.03
II. Program Proposal Narrative

A. Background

The terrorist attacks in the United States on September 11, 2001 precipitated a dramatic reorganization of government at all levels. This reorganization has resulted in the institutionalization of homeland security. Consequently, the workforce required to support a unified homeland security effort in the modern context is significant. The homeland security profession has expanded in both public and private domains to meet growing needs. Because of the expansion of the nation’s homeland security initiatives, colleges and universities are increasingly being asked to develop educational programs aimed at preparing current and future employees for homeland security and related public safety employment at the operational, management, and policy levels.

The School of Community Affairs, an academic unit within the Fairmount College of Liberal Arts and Sciences at Wichita State University, is proposing a 120 credit hour Bachelor of Science (BS) degree in Homeland Security. The School of Community Affairs, is home to the Criminal Justice and Forensic Science programs. The School also houses the Regional Community Policing Training Institute and the Midwest Criminal Justice Institute. The School of Community Affairs offers course work leading to the BS and MA degrees in Criminal Justice, and the BS degree in Forensic Science. Thus, a BS degree in homeland security would be an appropriate fit within the School.

Because there are currently no homeland security bachelor’s degree programs among the Board of Regents Schools in the State of Kansas, the proposed degree will fill this gap. Wichita State University would be the only four year university in the State of Kansas to offer a BS degree in homeland security. There are several homeland security associate’s degrees offered at community college’s which could feed into the Wichita State’s BS degree.

The proposed degree will be offered online and designed to attract primarily the following groups: local, state, regional, and federal homeland security professionals, law enforcement personnel involved in intelligence and homeland security work, military personnel, private security professionals, as well as undergraduate criminal justice students who wish to earn a double major in both criminal justice and homeland security. Also, all student learners who desire to take courses or minor in homeland security in order to prepare them to be more informed citizens, will find the courses beneficial. A homeland security minor may be of interest to students in criminal justice, forensic science, political science, public health, psychology, sociology, and business. Homeland security coursework will provide students with a thorough grounding in the core knowledge and skills required for operations, management and leadership in the evolving field of homeland security. Students will learn both theoretical and applied knowledge that will prepare them for employment in a broad range of public safety positions including but not limited to the following:
• Immigration and Customs
• National security positions
• Federal law enforcement (DEA, FBI)
• Federal Air Marshal
• Federal Emergency Management
• Local and state emergency management
• Private security (including corporate and industrial security)
• Intelligence services
• Local and state law enforcement
• Intelligence analyst and support
• Military service
• Traffic safety airport screener
• Graduate studies

External and Internal Influences

Rationale for the proposed degree program, in part, has its foundation in recent reports that indicate a strong demand for Homeland Security degrees. According to a 2016 report by the Education Advisory Board, demand for homeland security professionals has grown nationally 43% between 2014 and 2015. Moreover, there are now a limited number of four-year programs available across the U.S., and with over 60% of recent job postings requiring a bachelor’s degree, there is a clear need for new degrees to prepare students for future careers in homeland security. Students who earn a bachelor’s degree in homeland security can pursue employment in the private sector or with federal, state and local governments as indicated above (Education Advisory Board, 2016). For example, the Department of Homeland Security is one of the largest federal employers, and according to the Bureau of Labor Statistics, around 170,000 persons work for the Department of Homeland Security.

In recent years, there has been a growing need for homeland security professionals. According to the Education Advisory Board, careers in this field exist not only in government agencies like the Armed Forces, FBI, CIA, TSA, and FEMA, but also in private industries that may have government contracts or have an international reach. Industry categories fall under four main areas: 1) management, scientific, and technical consulting services; 2) national security and international affairs; 3) scientific research and development services; and 4) other professional, scientific, and technical services. Nationally, in 2015 there were 39,384 job postings nationally for homeland security professionals.
Although there are a growing number of homeland security bachelor’s degree programs, there is still room for new programs, especially from public institutions. In the 2013-2014 academic year there were 44 programs (a 103% increase since 2010-2011), with a majority of those coming from private, for-profit institutions. As the number of programs have grown, the number of Bachelor’s degree conferrals has also grown 87% where 1,501 degrees were conferred in 2013-2014.

Internal influences include students wishing to complete their Bachelor’s degree in homeland security from Butler Community College, Barton Community College, and Kansas City Kansas Community College. Wichita State University will collaborate with Butler Community College in designing a 2-plus-2 degree for their students which would allow them to transfer hassle free into the BS in Homeland Security at Wichita State without losing any credit hours. Transfer students will be able to earn their BS degree online in two years of less. The criminal justice program at Wichita State University currently has 2-plus-2 programs in place with nearly all of the state’s community colleges that offer the two year degree in criminal justice. Enrollment/major data from Kansas City Community College was not available at the time of this proposal. Enrollment data available from Barton Community College revealed that there are currently 26 student enrolled in the two year homeland security program, and another 34 students enrolled in the certificate program. Current homeland security major data from Butler Community College is as follows.

**Butler Community College – Homeland Security**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Major Counts</th>
<th>Count of Degrees Earned</th>
<th>Credit Hours Generated by Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>26</td>
<td>0</td>
<td>161</td>
</tr>
<tr>
<td>2014-2015</td>
<td>11</td>
<td>3</td>
<td>131</td>
</tr>
<tr>
<td>2013-2014</td>
<td>9</td>
<td>0</td>
<td>123</td>
</tr>
</tbody>
</table>

35% growth since program was initiated (2013-2016)

In November 2016, the University of Kansas, School of Law, submitted a proposal to the Kansas Board of Regents for a MS Degree in Homeland Security: Law and Policy. The stated purpose of their degree is “to provide graduates with both a basic grounding in the law and policy relating to homeland security, setting Homeland Security legislative and administrative polices policies and goals, and, also, to give them the advanced knowledge of several specific Homeland Security fields relating directly to them public and private spheres in which they intend to work” (University of Kansas, KBOR Proposal, pg. 9).

The University of Kansas’ proposed homeland security degree will not negatively impact Wichita State’s proposed degree. Wichita State University’s proposed BS in Homeland Security is different in scope for several reasons. First and foremost, the University of Kansas’ has proposed a graduate degree (MS). Wichita State’s proposed degree is an undergraduate degree (BS). It is possible that students earning their BS degrees in homeland security at Wichita State University who are interested in graduate studies, could then apply for admission to the University of Kansas’s homeland security MS degree. One other notable distinction
centers on the University of Kansas degree is more concentrated in law and policy while Wichita State’s is much broader in scope.

It should also be pointed out, as noted in Section 1 above, undergraduate criminal justice students at Wichita State University may wish to earn a double major in both criminal justice and homeland security, or students from other academic majors who simply wish to take courses in homeland security in order to prepare them to be more informed citizens. A homeland security minor may be of interest to students in, but not limited to criminal justice, forensic science, political science, public health, psychology, engineering, business, and sociology.

B. Program’s centrality to the mission of the institution

Wichita State University is committed to providing comprehensive educational opportunities within an urban setting. Through teaching, scholarship, and public service, the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national, and global community. To this end, “The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.”

The proposed degree fits into the WSU mission by filling a void in the state of Kansas for a BS degree in homeland security, by working toward being an essential education driver for Kansas. Moreover, this degree will be offered online making it accessible throughout Kansas and the domestic United States. As noted above, among the Kansas Board of Regents institutions, three two-year schools offer some type of program in Homeland Security: (1) Butler Community College, AA and AS in Homeland Security; (2) Barton County Community College, AAS in Emergency Management with an emphasis in Homeland Security; and (3), Kansas City Kansas Community College offers a certificate in Homeland Security. In Kansas, only one program somewhat related to the homeland security degree is available at the Bachelor’s level and offered at Wesleyan College, a BA in Emergency Management, which has a partnership for a minor with K-State Polytechnic’s UAS program. Southwestern College has a certificate in Homeland Security.

High quality teaching and learning are fundamental goals in all WSU undergraduate, graduate, and continuing education programs. The University’s faculty and professional staff are committed to the highest ideals of teaching, scholarship, and public service as the University strives to be a comprehensive, metropolitan university of national stature.
A Bachelor of Science degree in Homeland Security specifically supports the University mission by:

- Providing students an opportunity to engage in high quality undergraduate study, which is expected of students at Wichita State as well as graduates on a local, regional, and national level.
- Furthering the maturation of security, public safety and criminal justice related courses of study and its associated applied research and scholarly areas.

C. Student demand for the program

Projected interest was found to be high among current practicing law enforcement practitioners and security professionals. For example, at a recent conference of the Kansas Gang Investigators Association attended by 150 Kansas law enforcement officers, an informal poll was taken and interest was found to be high in a homeland security degree. Likewise, a presentation of the proposed degree was made February 14, 2017 at the monthly meeting of the Wichita Chapter of Advancing Security Worldwide organization. Feedback from security executives attending the meeting revealed strong support in the proposed degree. Security executives related that the proposed homeland security degree is in great need and would fill a void for a degree delivered fully online from a regional research institution. Interest in the degree was also found to be high among 250 Wichita area high school students attending a Youth Court event sponsored by the School of Community Affairs’ Criminal Justice Department at Wichita State University.

Academic advisors and faculty in the criminal justice program report that students have inquired about the existence of a homeland security degree at Wichita State University. Some of these students earned two-year degrees in homeland security at various community colleges and were looking for a four year university to finish a BS degree in homeland security. Within the past few years, academic advisors in criminal justice have also reported students from high schools across the State of Kansas made inquiries about a homeland security degree and/or specific courses that focus on terrorism and homeland security. Anecdotal reports from some criminal justice majors have revealed interest in double majoring in homeland security to better market them for careers in security, intelligence, law enforcement, and the military.

Recent dialogue in January 2017 with police executives from across Kansas, and the executive training staff of the Kansas Law Enforcement Training Center, revealed strong support for the proposed degree. Law enforcement executives, many who have written support letters found in the Appendix A, believe such a degree will generate strong interest among public safety personnel which will result in student enrollment.

It is important to point out a distinct advantage of offering a homeland security degree at Wichita State University. The university operates the second oldest criminal justice program in the United States. Since the 1930s, the criminal justice program at Wichita State University has demonstrated strong performance. Wichita State University’s successful track record in
criminal justice education, and the potential affiliation of a homeland security degree, will be advantageous for the image of the program. The state of criminal justice education at Wichita State University remains strong. A recent query of enrollment/major data revealed that there are 398 undergraduate students studying for the BS degree in criminal justice and/or forensic science, and 50 graduate students studying for the MA degree bringing the total majors to 448.

D. Demand for graduates

The outlook for positions in the Department of Homeland Security is encouraging. The demand for qualified professionals in this field remains stable in light of the ongoing threat of terrorism. It is important to point out that while many homeland security jobs and career opportunities are with federal, state, and local government agencies, there are a significant number of employment opportunities with security organizations, and other private companies and nonprofit organizations.

A report by the Bureau of Labor statistics titled, “Careers in homeland security,” noted that the Department of Homeland Security employed about 183,000 workers making it one of the largest Federal agencies (United States Department of Labor, 2006). They reported jobs are varied in the field and include careers in federal divisions such as Citizenship and Immigration Services, Customs and Border Protection, Federal Emergency Management Agency, Federal Law Enforcement Training Center, Immigration and Customs Enforcement, Information Analysis and Infrastructure Protection, Office of the Inspector General, Science and Technology Directorate, Secretarial Offices, Transportation and Security Administration, U.S. Coast Guard, and U.S. Secret Service. The types of specializations from this field are varied and include business continuity, emergency management, information security, infrastructure protection, intelligence analysis, law enforcement, and physical security.

As the Educational Advisory Board pointed out in their 2016 report, careers in the homeland security field have grown 90% between 2013 and 2015. Within the last year of that reporting, it grew 43% to include nearly 40,000 open jobs. Besides demonstrating job growth, according the Bureau of Labor Occupational Outlook Handbook, the career outlook for this program is positive. In the areas of information security and management analysis, the BLS indicates that both areas will grow at a much faster than average rate of 18% and 14%, respectively, from 2014-2024, whereas the other areas that employ homeland security professionals such as emergency management personnel, law enforcement investigators (including transit and railroad police), and security and gaming surveillance officers will experience average growths of 6%, 4%, and 5%, respectively.

E. Locational and comparative advantages of the program

After a survey of local and state institutions, it was determined that few Bachelor’s programs were offered in the area of homeland security, thus limiting the concern that a proposed program in this area would be duplicative. Wichita State University would be the only Regent’s school to offer a Bachelor’s degree in this area and would be able to work with the three
community colleges who offer either a certificate or an Associate’s program to help the
students complete a four-year degree. There are no other Wichita State University
departments who are offering a program that would lead to a Bachelor’s in homeland security.

Among the Kansas Board of Regents institutions, three two-year schools offer some type of
program in Homeland Security: Butler County Community College, AA and AS in Homeland
Security; Barton Community College, AAS in Emergency Management with an emphasis in
homeland security; and Kansas City Community College, certificate in Homeland Security. In
Kansas, only one program is available at the Bachelor’s level: Kansas Wesleyan’s BA in
Emergency Management, which has a partnership for a minor with K-State Polytechnic’s UAS
program. Southwestern College has a certificate in Homeland Security.

In terms of importance of this degree program proposal the Fairmount College of Liberal Arts
and Sciences ranks this high on its list of priorities as it supports the Strategic Enrollment
Management goals 5 and 7 to “identify new and emerging academic programming beginning in
Fall 2016 that leads to enrollment growth,” and “Increase enrollment of new fall students in
online programs by 110% by Fall 2020.” It also supports WSU’s Strategic Plan goals 2 and 3,
“Pioneer an educational experience for all that integrates interdisciplinary curricula across the
university,” and “Capitalize systemically on relevant existing and emerging societal and
economic trends that increase quality educational opportunities” (See letters of support in
Appendix A).

F. Students characteristics and student selection

Student characteristics

Characteristics of homeland security students will likely resemble students studying in the
criminal justice program. A great many of students in the criminal justice program are criminal
justice practitioners, and the remaining are pre-service students, and those who will proceed
on to Ph.D. and law school programs. There is strong support among the Kansas law
enforcement community and the security industry for a homeland security degree (see
attached letters of support). In part, current law enforcement personnel, military members,
private and public security professionals will be recruited for the homeland security degree.
Likewise, students who desire positions in homeland security, national security policy, or
private and corporate security will be recruited.
The procedures and criteria for admissions are outlined below:

All students with a declared interest in the B.S. in Homeland Security will be encouraged to seek advising through the WSU School of Community Affairs. Students will be able to declare the homeland security major as freshmen.

For admission as a freshman, the student must:

- Gain admittance to the University through WSU’s undergraduate admission policy, which takes into consideration graduation from an accredited high school and/or GED, ACT score, high school class rank, and completion of a pre-college curriculum (see 2016-2017 WSU Undergraduate Catalog, page 9).
- Once admitted, maintain a minimum cumulative GPA of 2.0.

Admission as a Transfer Student

The student must:

- Gain admittance to the University through WSU’s undergraduate admission policy (see 2016-2017 WSU Undergraduate Catalog, page 9).
- Have a minimum cumulative GPA of 2.0 on all previous college work.
- Once admitted, maintain a minimum cumulative GPA of 2.0.

G. Curriculum of the proposed program (see Appendix B for curriculum outline)

The homeland security degree is a four year course of study designed to be completed online. The degree is also designed to students with an educational background in the liberal arts and sciences as well as the general aspects of the Homeland Security field. In achieving this goal, the responsibility of the program is to provide a learning environment in which students:

- Develop a broad understanding of social principles necessary for a career in Homeland Security.
- Obtain the foundation required to work in entry or advanced levels of Homeland Security and/or related public safety or private and corporate security careers.
- Explore the political, legal, social, multicultural, and ethical issues that impact on the practice of Homeland Security.
- Apply scientific knowledge, humanistic values, critical analysis, and a systematic approach to solving problems.
- Develop skills for professional growth and lifelong learning.
Proposed Curriculum Outline

The B.S. in Homeland Security is a four year course of study (120 credit hours) grounded in the liberal arts and sciences, along with a core homeland security curriculum.

WSU General Education Program

**Basic Skills (12 hours – required “C” or better):**
- English 101  English Composition I (3)
- English 102  English Composition II (3)
- Comm 111  Public Speaking (3)
- Math 111  College Algebra (3)

**Humanities & Fine Arts (12 hours)**

**Social & Behavioral Sciences (9 hours)**

**Mathematics & Natural Sciences (9 hours)**

**Homeland Security Major**

Homeland Security includes 33 credit hours of core courses and 3 hours of elective courses. Students may take 14 additional credit hours beyond the 36 required for the major, (for a total of 50 hours). There is a maximum of 6 hours total allowed in HLS 480.

The major in Homeland Security consists of at least 36 hours (but not more than 50 hours) that will count toward the BS degree. Students must complete 33 hours of core courses: HLS 190, HLS 310, HLS 312, HLS 320, HLS 330, HLS 401, HLS 403, HLS 405, CJ 407, HLS 420, and CJ 510.

**Core Courses**

- HLS 190  Introduction to Homeland Security (3).

  - An introduction to the principles and practices associated with Homeland Security. Development, structure, and roles of the Homeland Security system in America including missions and functions, operational processes, risk analysis, and defense and response actions. The federal system and the roles of state, local, territorial and tribal governments will be considered as will the role of the private sector in the system.
HLS 310  Emergency Management (3).

- Surveys emergency planning and response to large scale disasters, threats and major incidents in the United States. Risks, threats, and response by level of government from local, state, and national are examined. Examines best practices used in emergency management.

HLS 312  Risk Assessment (3).

- Introduces students to the basic methods of risk and vulnerability assessment. Critiques critical infrastructure protection and attack prevention techniques. Gathering and assessing intelligence relating to risk and vulnerability are introduced.

HLS 320  Border Security (3).

- This course examines the substantial vulnerability of the nation’s land borders, ports, inland waterways, and airports, including aviation related attacks. Issues and challenges impacting border security at the local, state, and federal levels. Law, politics, policy, and operational enforcement strategies are critiqued from varying levels of law enforcement. Students are acquainted with methods to identify, prevent, respond to, and recover from major catastrophes at our nation's borders and ports.


- This course provides students with an overview of the relationship between the needs of homeland security, and the traditional concepts of civil liberties within the U.S. legal system. Covers legal issues in the constitutional amendments including First, Fourth, Fifth, Eighth and Fourteenth amendments. Emphases are placed on the role of law, the government’s demands for more power, and civil liberties.

HLS 401  Cyber Security (3).

- This course will introduce students to basic principles of cybersecurity, including cyber intelligence, critical infrastructures, and investigation. Students will also learn about the roles hardware and software play in security issues. Policies and politics related to cybersecurity will be an essential part of this course as well.

HLS 403  Physical Security (3).

- Course examines the premises and concepts of emergency design and application principles. Physical security surveys, integrated physical security technology systems, barriers, risk identification and mitigation will be examined.
HLS 405 Intelligence Process (3).

- Acquaints students with the intelligence process related to homeland security. Intelligence strategies used in homeland security and law enforcement are introduced. The collection, analysis, sharing, and dissemination of information within and between local, state, and federal authorities is examined.

CJ 407 Introduction to Research Methods (3).

- Introduces research methods emphasizing the methods most commonly used. Includes library and reference materials, government documents and legal materials.

HLS 420 Terrorism (3).

- Cross listed with CJ381A. Introduces students to the phenomena of contemporary terrorism and extremism. Emphasis will be placed on extremism as a foundation for terrorist behavior, types of terrorism, and how governments and law enforcement agencies respond to terrorism. Particular emphasis will be on domestic and home-grown terrorism. Theoretical approaches to the study of terrorism are introduced. Course weaves a thread of extremist literature and perspectives throughout the semester. The role of law enforcement and other public administrative agencies will be highlighted.

CJ 510 Crime and Transportation (3).

- This course explores the relationship between crime and a variety of forms of transportation, including public transport, paratransit, and private vehicles. The course will look at crimes against passengers, transit employees, and the system itself, as well as some types of terrorism incidents involving transportation. The focus will primarily be on transportation as the setting for these crime events, using an opportunity theory perspective, and on situational crime prevention strategies to address these crimes; however, the use of transportation to facilitate crime will also be discussed. When looking at crime and fear of crime, the course will examine the utility of adopting a “whole journey” approach.

**Elective Courses**

**Students choose a minimum of 3 hours of electives and not more than 14 hours from the following:**

CJ 320 Criminal Procedure (3).

- Criminal procedure in the criminal justice system, including rights of accused, initiation of prosecution, rules of arrest, search and seizure, and the exclusionary rule.
CJ 343 Special Investigations (3).

- Care, collection, and preservation of evidence. Studies sources of information and locating subjects, crime scene recording and investigative techniques applicable to specific offenses.

CJ 381AK Digital Investigations (3).

- This course discusses how computers play a role in both crime and criminal investigations. Although digital investigation is usually thought to be associated with cybercrimes, we do not necessarily focus solely on cybercrimes. With today’s technologies, all crimes could involve digital evidence and hence require digital investigation. Students will learn about the methods that criminals may adopt as well as the methods that investigators may use. Some coursework will require more-than-minimum computer knowledge and operation of computer software. Students need to have a functional computer and access to the Internet.

CJ 420 Criminal Evidence (3).

- Concepts of criminal evidence rules as they pertain to kinds and degrees of evidence - procedure for admitting or excluding evidence, witnesses and privileged communications, the hearsay rule and its exceptions, and judicial notice, burdens of proof and presumptions. Emphasizes the rules of evidence that govern the criminal justice process.

CJ 451 International Criminal Justice (3).

- Acquaints students with the structural and functional aspects of law enforcement agencies, court systems, correctional facilities, juvenile treatment and crime prevention strategies employed by different societies throughout the world. Incorporates the role of the United Nations in the treatment of offenders and crime prevention. Course includes diversity content.

HLS 470 Special Topics in Homeland Security (3).

- Current topics and issues in homeland security. Course centers on instructor’s research or expertise.

HLS 480 Individual Directed Study (1-3)

- Study in a specialized area of homeland security emphasizing the student’s research project. Repeatable for credit not to exceed a total of 6 hours. Prerequisites 15 hours in homeland security core and individual study coordinator’s consent.
HLS 482  Applied Learning in Homeland Security (1-4)

- Applied learning experience. Provides field placement and/or other activity which integrates theory with a planned and supervised professional experience designed to complement and enhance the student’s academic program. Repeatable for credit. No more than 6 hours may be counted toward the homeland security major. Enrollment limited to a maximum of 4 hours in one semester. Prerequisite: Program consent.

CJ 501  Integrity in Public Service (3).

- Cross-listed as PADM 501. Exposes students to basic principles of personal and professional integrity and how those principles apply to their daily lives as members of the community and as employees of a government or social service agency. Employs a case study method, using cases and examples from a wide range of government and nonprofit agency experiences. Students become aware of the moral and ethical issues which may arise in their professional and personal lives, begin to develop critical thinking and analytical skills regarding ethical behavior, and become more personally and professionally responsible.

CJ 516  Profiling (3).

- Familiarizes students with the methods used to profile violent crimes, including homicide, rape, arson and burglary. Includes scope of the problem in each of these crimes, typical investigation sequence and the role of profiling up to the trial preparation stage.

CJ 530  Private Security (3).

- Provides students with a fundamental understanding of the contemporary principles of security and crime prevention. Course materials and discussions explore fundamentals of physical security, security personnel and education, loss prevention, crime prevention and zones of protection.

Students from other major areas may also minor in homeland security. The minor in homeland security consists of 18 hours of homeland security and must include HLS 190 and five courses selected from the following: HLS 310, 312, 320, 330, 401, 403, 405, 420, or CJ 510.

H. Program faculty

Because this is a new degree program, new faculty lines will be required to launch and maintain the degree. Additional funding to support two new faculty teaching courses not currently being offered will come from WSU’s Office of Online Learning. This funding comes from an existing area fee on all online and hybrid online courses at WSU. No new funding sources or increases
in fees are required to support this program. As noted, two new full time faculty positions will be required to deliver the BS in Homeland Security degree. Two existing full time criminal justice faculty will periodically be used to teach one course each in the curriculum rotation. The two new Homeland Security faculty positions will be used to teach the majority of the homeland security courses. This mix of faculty will be adequate in terms of fulfilling teaching, research, and service for this additional undergraduate degree program. Core faculty will have a graduate degree in a related homeland security area or closely related criminal justice field with a specialization in homeland security. The required graduate degree may be a combination of homeland security and criminal justice course work. A graduate degree and practice experience/expertise in the field (i.e., homeland security related area or law enforcement operations) will be a plus. The two core criminal justice faculty that will teach periodic courses in the homeland security program both have earned Ph.D. degrees in criminal justice. Adjunct lecturers, mostly practitioners in their field, may be used on an “as needed” basis. If needed, funding for adjunct faculty will come from existing adjunct allocations.

The two existing criminal justice faculty that will teach one course each in the HLS program are as follows.

<table>
<thead>
<tr>
<th>Name</th>
<th>Highest Degree(s)</th>
<th>FTE</th>
<th>Core or CJ faculty</th>
<th>Rank</th>
<th>Academic Specialty</th>
<th>Effort to program (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marti Smith</td>
<td>Ph.D / J.D.</td>
<td>1.0</td>
<td>CJ</td>
<td>Assoc. Professor</td>
<td>-Public transportation crime</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-Situational crime prevention</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-Decision making models related to offending</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-Crime &amp; film</td>
<td></td>
</tr>
<tr>
<td>Szde Yu</td>
<td>Ph.D.</td>
<td>1.0</td>
<td>CJ</td>
<td>Assoc. Professor</td>
<td>-Criminological theory</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-Digital investigation</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-Statistical analysis</td>
<td></td>
</tr>
</tbody>
</table>

The two new proposed Homeland Security (HLS) core faculty are as follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Highest Degree(s)</th>
<th>FTE</th>
<th>Core HLS faculty</th>
<th>Rank</th>
<th>Academic Specialty</th>
<th>Effort to program (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBD</td>
<td>*Ph.D or equivalent</td>
<td>1.0</td>
<td>HLS</td>
<td>Asst. Prof. or Instructor</td>
<td>Homeland security</td>
<td>100</td>
</tr>
<tr>
<td>TBD</td>
<td>*Ph.D or equivalent</td>
<td>1.0</td>
<td>HLS</td>
<td>Asst. Prof. or Instructor</td>
<td>Homeland security</td>
<td>100</td>
</tr>
</tbody>
</table>

*An MA degree may be acceptable with extensive practice/expertise in homeland security or related area

Graduate Assistants:
No graduate assistants will be used for the new program.
I. Current state funding for School of Community Affairs where homeland security will be housed based on FY 2017 budget information, plus 12.2% increase

<table>
<thead>
<tr>
<th>Existing GU Funding</th>
<th>New Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• $879,846 - Unclassified/classified/student/ salaries &amp; benefits</td>
<td></td>
</tr>
<tr>
<td>$110,000 increase – 2 full time faculty @ $55,000 each</td>
<td>$110,000</td>
</tr>
<tr>
<td>• $35,179 - GU - OOE (increase of $2000 to offset conference travel/recruiting)</td>
<td>$2000</td>
</tr>
<tr>
<td>___________</td>
<td>$112,000</td>
</tr>
</tbody>
</table>

- As noted above, two new core faculty (assistant professor or instructor level) at a salary of $55,000. An additional $2000 in GU funds (Other Operating Expense) to offset conference travel and/or travel expense for program recruiting efforts. Additional adjunct lecturers will not be necessary at this time and will be covered from the existing adjunct pool and funding allocation.

- Ongoing marketing and recruiting costs for the program will also be included in the Office of Online Learning’s overall marketing and recruiting budget, with no additional costs to the School of Community Affairs beyond the $2,000 GU OOE mentioned above.

J. Academic Support

Existing academic support in the College and University is adequate in terms of supporting the program. The Office of Online Learning presently has a 1.0 FTE advisor who provides academic advising to all fully-online student majors in the college with backup advising as needed provided by the Fairmount College of Liberal Arts and Sciences Advising Center. The Office of Student Success provides an Online Retention Specialist who monitors online student activity and provides academic support resources such as tutoring and study skills training. The OneStop for Student Services provides 24/7 support for admissions, registration, student accounts, and financial aid support. The School of Community Affairs with the addition of two homeland security instructors, and the current Educational Specialist will provide advising to students regarding specific homeland security curriculum and/or other career related advising. The University Library (Ablah Library) has adequate volumes of security, law enforcement, criminal justice, homeland security, and additional online resources.

Current staff in the School of Community Affairs is adequate to support the program.

Program Staff:

<table>
<thead>
<tr>
<th>Name</th>
<th>FTE</th>
<th>Position</th>
<th>Effort to Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crystal Dilbeck</td>
<td>1.0</td>
<td>Senior Administrative Assistant</td>
<td>100%</td>
</tr>
<tr>
<td>Kristin Brewer</td>
<td>1.0</td>
<td>Educational Specialist</td>
<td>100%</td>
</tr>
</tbody>
</table>
K. Facilities and Equipment

No new space or equipment will be required. Adequate and excellent classroom, office, and workspace is currently allocated by WSU’s Fairmount College of Liberal Arts and Sciences. The School of Community Affairs will be relocating to the third floor of the new Criminal Justice/Law Enforcement Training Facility which is currently under construction as part of the University’s Innovation Campus initiative. According to Dr. John Tomblin, Executive Director of National Institute for Aviation Research and Vice President for Research and Technology Transfer, the tentative date for the move is December 2017. The new facility will adequately accommodate space and office requirements to effectively initiate and maintain operations of the Homeland Security degree.

L. 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 assessment plan of the program. Accreditation is not available for this discipline.

As required for continued program self-study, all of the data collected below will be reviewed during the program’s annual curriculum review and collectively used to make decisions on whether curricular and programmatic items should remain the same, improve, or change. Overall program image will be assessed.
<table>
<thead>
<tr>
<th>Evaluation Area/Measures</th>
<th>Minimum Frequencies</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Each course</td>
<td>Every year</td>
</tr>
<tr>
<td>Peer review of courses</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Internal review online courses with quality matters rubric</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>IDEA/SPTE Evaluations</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Mission statement review</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Employer survey</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>External advisory input</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Admittance numbers</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Marketing/Recruitment review</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Applied learning review</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Graduation number and rate</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student course failure rate</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Faculty attrition</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Number of research grants submitted</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Number of research grants funded</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Number of faculty publications</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Adjunct faculty review</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Faculty service participation</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Recruit diverse and underrepresented students in terms of race &amp; ethnicity</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student participation in undergraduate research</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Internal program review</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Board of Regents Self-Study</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Resource review</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
References

Educational Advisory Board (2016). *Market demand for an online or hybrid homeland security bachelor’s degree program: Analysis of the market demand for and competitive landscape of Bachelor’s degree programs in homeland security*. Accessed online at https://www.eab.com

APPENDIX A

LETTERS OF SUPPORT
Wichita State University  
School of Community Affairs  

B.S. in Homeland Security  

Requirements for the HLS Major  
The Homeland Security Program offers the 120 credit hour Bachelor of Science in Homeland Security. The degree is designed to provide preservice and in-service students with a broad educational background in all aspects of the homeland security field. The B.S. In Homeland Security is a four year course of study grounded in the liberal arts and sciences, along with a core homeland security curriculum. The Bachelor of Science degree program is described below.

WSU General Education Program  

Basic Skills (12 hours – required “C” or better):  
- English 101  English Composition I (3)  
- English 102  English Composition II (3)  
- Comm 111  Public Speaking (3)  
- Math 111  College Algebra (3)  

Humanities & Fine Arts (12 hours)  

Social & Behavioral Sciences (9 hours)  

Mathematics & Natural Sciences (9 hours)  

Major  
The major in homeland security consists of at least 36 hours (but not more than 50 hours will count toward the BS degree) **ENGL 210 is an additional requirement.** Students must also satisfy Fairmount College requirements (including the foreign language requirement) and the University requirements for the Bachelor of Science degree. Students must complete 33 hours of core courses and 3 hours of electives (there is a maximum of 6 hours total allowed in HLS 480). Students may take 14 additional credit hours beyond the 36 hours required for the major (for a total of 50 hours).

Minor  
The minor in homeland security consists of 18 hours of homeland security and must include HLS 190 and five courses selected from the following: HLS 310, 312, 320, 330, 401, 403, 405, 420, or CJ 510.

Core Courses for Major (33 hours)  
- HLS 190 Introduction to Homeland Security (3)  
- HLS 310 Emergency Management (3)  
- HLS 312 Risk Assessment (3)  
- HLS 320 Border Security (3)  
- HLS 330 Legal Issues in Homeland Security (3)  
- HLS 401 Cyber Security (3)  
- HLS 403 Physical Security (3)  
- HLS 405 Intelligence Process (3)  
- CJ 407 Research Methods (3)  
- HLS 420 Terrorism (3)  
- CJ 510 Crime and Transportation (3)  

Electives (Minimum of 3 hours and Maximum of 14 hours)  
- CJ 320 Criminal Procedure (3)  
- CJ 343 Special Investigations (3)  
- CJ 381AK Digital Investigation (3)  
- CJ 420 Criminal Evidence (3)  
- CJ 451 International Criminal Justice (3)  
- CJ 470 Special Topics in Homeland Security (1-3)  
- HLS 480 Individual Directed Study (1-3)  
- HLS 482 Applied Learning in Homeland Security (1-4)  
- CJ 501 Integrity in Public Service  
- CJ 516 Profiling (3)  
- CJ 560 Private Security (3)  
- CJ 560 Private Security (3)
APPENDIX C

FACULTY CURRICULUM VITAS
Faculty Senate Meeting Minutes

Monday, September 11, 2017  3:30 – 5:00  CH 126


Members Absent: Moore-Jansen, Taher

Members Excused: Ross

Summary of Action:
• Reviewed and approved new appointments to Rules Committee.  (see Rules Committee report)
• Received update briefing from Dr. Bannister on proposed program in Homeland Security and voted to approve this program.

I. Call to Order –President Shaw called the meeting to order at 3:30
• Introduction of new faculty by college deans.
• New Faculty from Libraries, Fine Arts, Graduate College, Fairmount College, Barton School of Business, College of Education and College of Engineering were introduced by their respective deans.
• Break for reception/introductions
3:43 – Resume
• Moment of silence for 911

II. Informal Statements and Proposals
• President Shaw introduced the Executive Committee members and administrative assistant Bobbi Dreiling to the senate members.
• A discussion arose regarding the new four day final exam schedule.  It was stated that students seem more stressed out since the schedule was reduced to four days.  A suggestion was made that we consider moving back to a five day schedule since we no longer have graduations on Fridays.

III. Approval of the Minutes • Minutes approved were for the May 8, 2017 meeting and the May 8 Election meeting

IV. President’s Announcements and Report
The following topics related to the senate web page and online resources were reviewed by President Shaw for the Senate.
• Shaw explained that the Faculty Senate is one of three senates on campus.  All three are engaged in service to university and participate in the shared governance.  She explained that communication has been challenging so every effort will be made to pass information to senators who should share this with their constituents.  It was suggested from the floor that a way to improve efficiency of communication would be to make sure that announcements sent by e-mail indicate who is included in the recipient list.  This would allow the recipients to avoid duplication when the recipient considers to whom they should forward the information contained in the e-mails.
• Shaw reviewed the Senate web page to show Senators where different information is located on the site.
• Shaw reviewed the “Idea Generator”.  The idea generator is available for senators to “submit questions and concerns”.  The submitted material goes directly to the executive committee who will reply directly to non-anonymous queries.
• Shocker Start (community service).  Coordinated by Randy Ware in the Business Advising Center and used to share volunteer opportunities.
• SEAS intervention worksheet (on WSU dashboard) Faculty are encouraged to work regularly on this. Shaw familiarized the Senate with the Early Intervention Worksheet and additional resources for at-risk students.
• Discussed new instructional videos in Bb shells which can be handy for people doing online course for first time.
• Accelerated Degree program (Hanover report)
• 2+2, 2+3 degrees.
• New Fee Structure
• Linked on senate page.

• Town Hall Meeting - Sept 12 @ 11:00 RSC 262 - Grad Fac by-laws. Will cover new bylaws that grad fac will be ask to vote on soon.
• Focus Groups on Student focused university standards (Sept 12, 13, 14 - multiple times) Judy Espinoza – work groups to get ideas about a student-centered campus. Share ideas in 30 minute meetings. Can be found in the training sign-up on my wsu.
• Ad Hoc and Other Committees is a new added tab on senate web page and an effort to track all the committees, members and what they are working on. Advancement for teaching faculty is new
• Academic Honesty – formed last spring. Chaired by Dennis Livesay.
• Faculty Compensation Review – Judy Espinoza is chairing. Looking for pay inequities. Report will be provided by December.
• SPTE Review/ Redesign – provided a report last spring and deciding if the instrument needs to be redesigned. We will hear more from them.
• Text book selection policy - additional members needed – John Jones is chair. Aimed at making materials and signage more accessible and to develop guidelines for accessibility.
• HR committee on Timekeeping and Attendance – impact on graduate students. They are dealing with procedural and technical issues. The faculty representative is Janice Ewing.
• Accessibility committee- big picture committee, room for more faculty members.
• Strategic Planning Implementation committee - Faculty Senate rep needed. The committee will evaluate proposals for applied learning. Cindy Claycomb is chair.

V. Committee Reports

A. Rules Committee - Betty Smith-Campbell, Chair
   Confirm new senators:
   Thalia Jeffres (Nat Sciences)
   Jibo He (Social Sciences) New appointments recommended from Rules Committee-- Amy Ham,
   Health Professions-- General Education Michelle Adler, Education & Wendy Duesenbury, Health Professions-- Faculty Support, Susan Castro, Humanities --- Rules and Ngoyi Bukonda, Health Professions & T J Boynton, Humanities -- Faculty Affairs. All appointments were approved by verbal vote. Reviewed open vacancies.

VI. Old Business -- None

VII. New Business
• Homeland Security Program
Andi Bannister is new director of program offering a B.S. in Homeland Security and presented a summary of the program and answered questions from the senate. The program is housed in School of Community Affairs. A. Bannister noted that $130 B is available from U.S. Government in strategy and implementation. Many career opportunities in the field. Few programs offered by KBOR schools. WSU would be second school to have this type of program. Working to bring students from Butler. 120 hour degree. Will require two new full time faculty in addition to support from existing faculty and staff. The program will be a complete online program and require no cost for space or budget. Evaluation and assessment will be ongoing to ensure the program is in-step with the field and optimizes student career possibilities/opportunities.
Q: What is student interest level? A – it seems that anecdotally there is student interest on campus, but little hard data is available. A survey was run at Butler which indicated 12 students might be interested in the new program at WSU. Q: Regarding the curriculum course listing – can you require a course on the legal ramifications of homeland security, currently it is an elective? A – Yes.

Q: Is there concern as to whether 2 faculty will be adequate? A – Two core faculty plus some regular criminal justice faculty and adjuncts will fill anticipated need. Q: Are you planning to fill in with adjuncts? A yes. Q: I thought CJ would only teach one class each in Homeland Security. Can these few faculty generate all these online courses? A – Yes, will fill in with adjuncts and cj faculty. Q: I don’t see how this can be done? Only one applied learning class? A: It’s an online program and we are still working through details, but feel comfortable we can cover the demands. Q: Are the students going through as a cohort to save teaching load? A - Yes. Based on our research we have the sufficient resources and staff to move forward. We will start off the program and build the faculty based on success and needs. Concern raised: There is not enough detail for us to vote on at this time. Q: We don’t understand the type of graduates. Will they be agents, policy makers, what kind of jobs will they get? A – State and federal law enforcement, immigration, national security services, are the big areas. This is a more specialized bachelor’s degree responding to current employment demands. This degree will be a springboard to a career in organizations that will supply advanced additional training.

Q: 11 core courses, nine are new courses. So new faculty will only have to teach these nine classes each year? A: The two new faculty should be able to handle it.

Comment: Lots of graduates will go to places like McConnell and stay local. DOD wants this type of degree. There are thousands of jobs across the country, but also graduates could stay local.

Q: Do students have to undergo background check to get into the program? A – No. It’s the responsibility of employer not WSU. We don’t do checks on CJ students. Onus is on the hiring agency.

Q: Where will the program be housed? A – Online 100% offices will be in law enforcement training building under the auspices of Criminal Justice. First two floors are secure floors. Community affairs floors will be open to students.

Q: Who is going to oversee this? Will the new hires also be chair of the program? A - No it will be part of Community Affairs but new hires may be qualified to head the program. They will have oversight as needed.

Q: Will this program be open to international students? A – Absolutely. Open to entire student body. Q – What happens if you don’t make the KBOR deadline? A – Then approval won’t make it in time to implement by spring. There is expedited procedure but is problematic – requires annual reports for 3 years. Rick Muma - Not recommended.

Actions taken:
• A motion was made by Senator Smith-Campbell, Senator :Hull , seconded to conduct a vote to decide whether to vote after only a first reading. Result unanimous Aye.
• Voted on program after first reading– Passed with 2 nays and one abstention.
• Comment from floor: Concern was raised about why this has happened multiple times in which the faculty are rushed to vote and don’t have time to do a second reading and vote with only five days to make the first reading.

VIII. Visitors
• John Jones - Director of Media Resource Center – Topic: Accessibility

MRC has four groups Instructional design and access, Campus media services, WSU TV and video services team, web service team (new group working on accessibility of online content).

J. Jones - Last spring Molly Gordon discussed WSU’s agreement with National Federation of the Blind (NFB). I’m here to talk about distinction between accommodation and accessibility. Captions for online videos – all major events are now being live captioned. Online video for classes will get automatically generated in Panopto. Any video you create can be captioned. Captions are even accessed by students that aren’t hearing impaired, so this provides additional applications and benefits for all learners. Our agreement with NFB asks to make face-to-face interactions accessible as well. It’s less clear what this entails than with online videos. Faculty were surveyed over summer about what accessible face-to-face instruction should look like. This survey will go back out in the next week or so. Most adoptions will be fairly low-level, minimal demands. Things like size of text will be
addressed. Examples will be given by signs in classroom next to board. Example - an inch for every 10 feet of audience.

J. Jones displayed good and bad screen reader results. Best results come from a correctly prepared pdf. Correctly-prepared pdf files come from word or PowerPoint documents that make use of the “style” settings.

Questions and Comments from Senate
Q: Can MRC provide a list of supported software? A – That shouldn’t be a problem. Quality of screen reader is limited by how the author does or doesn’t use “styles”. The plan will be for documents to be reviewed by MRC when it is known there is a student with a disability in the course. You will receive ability ally training – a two hour face-to-face training. In October an online class will be launched.
Q: What is required for faculty? A. Two training sessions are required 1) ability ally either face to face or online and 2) Universal design for learning (online through blackboard).
Q: Why are all training sessions on same day and time? A – You should see that change soon. In addition fo formal training – instructional access and design, will do personalized training. Often will be delivered at unit’s faculty meeting.
Q: What is difference between accommodation and general accessibility? There are document standards for material to be considered accessible. When a student has a unique disability, Disability Services will work to make accommodations.
Q: Do exams that don’t ever get posted need to meet accessibility standards? A word document for most exams will probably be sufficient in cases where a student needs special accommodations.

President Shaw: – we can invite John back when needed. He has been very accessible.

IX. As May Arise
Shaw – please submit questions and topics for Bardo’s visit at the next meeting.

X. Adjournment
5:05 PM
RespectfullySubmitted, Doug English, Secretary