



Tab 8 Comprehensive Review

Coordinating Board for Higher Education
September 11, 2019

BACKGROUND

The Coordinating Board for Higher Education discharges its responsibility for coordinating, reviewing, and approving proposed new degree programs by the authority given in §§ 173.005 and 173.030, RSMo. At its June 8, 2017, meeting, the CBHE adopted a revised process for the review of new academic program proposals. This new process, prompted by recommendations from the Higher Education System Review Task Force, streamlined the review of academic program proposals and changes to existing academic programs to allow institutions more flexibility to meet workforce and student needs while also maintaining fidelity to their core missions.

The revised process as codified in administrative rule 6 CSR 10-4.010 Submission of Academic Information, Data and New Programs animates three levels of review: staff, routine, and comprehensive reviews. **Staff review** applies to minor program changes while **routine review** applies to proposed programs that fit clearly within an institution's CBHE-approved mission, do not unnecessarily duplicate existing programs, are offered at the institution's main campus or CBHE-approved off-site location, build on existing programs and faculty expertise, and can be launched with minimal expense to the institution.

A **comprehensive review** of a program is triggered by the presence of one or more of the following criteria:

- The institution will incur substantial costs to launch and sustain the program;
- The program includes offering degrees at the baccalaureate level or higher that fall within the Classification of Instructional Program (CIP) code of 14, Engineering;
- The program is outside an institution's CBHE-approved mission;
- The program will include the offering of a doctoral degree (applicable only to non-University of Missouri institutions); or
- The program will include the offering of an education specialist degree.

For community colleges proposing to offer a bachelor's degree, the following additional criteria is required, as outlined in § 163.191(1), RSMo:

“Community college course offerings shall generally lead to the granting of certificates, diplomas, or associate degrees, and may include baccalaureate degrees only when authorized by the coordinating board for higher education in circumstances where the level of education required in a field for accreditation or licensure increases to the baccalaureate degree level or, in the case of applied bachelor's degrees, the level of education required for employment in a field increases to that level, and when doing so would not unnecessarily duplicate an existing program, collaboration with a university is not feasible or the approach is not a viable means of meeting the needs of students and employers, and the institution has the academic and financial capacity to offer the program in a high-quality manner.”

For proposals selected for comprehensive review, institutions are required to demonstrate that a good-faith effort was made to explore the feasibility of offering the program in collaboration with an institution already approved to offer the program, the program contributes substantially to the goals in the CBHE's *Blueprint for Higher Education*, the institution has the capacity to ensure the program is delivered in a high-quality manner, and there is a clear plan for how the proposed program will meet the articulated workforce need.

Preliminary proposals for comprehensive review are submitted to the CBHE by July 1 of each year and posted for public comment for 20 working days. Although this revised framework was adopted in 2017, this is the first year that proposals were received for consideration. The Coordinating Board will determine which proposals to move forward with and reach a decision at the September board meeting. Staff recommendations will ordinarily be made by February, with final consideration by the CBHE in March. Staff will work with institutions whose proposals are selected for a full comprehensive review to submit any additional materials.

The following proposals were received by July 1, 2019, for preliminary review and posted for public comment July 1-31, 2019:

- [Lincoln University, Education Specialist, Clinical Mental Health Counseling](#)
- [Missouri State University, Doctorate of Defense and Strategic Studies](#)
- [St. Charles Community College, Bachelor of Applied Science in Occupational Therapy Assistant](#)

CURRENT STATUS

Lincoln University

Lincoln University's proposal to offer the Education Specialist degree in Clinical Mental Health Counseling is an outgrowth of a change in licensure that will soon require counseling programs to move to 60 credit hours at the master's level to bring Missouri into alignment with other states. Lincoln University received no comments regarding its proposed program during the posted public comment period. Lincoln University currently offers an Education Specialist in Educational Leadership, and offering the education specialist degree is within the mission of the institution. However, administrative rule 6 CSR 10-4.010 identifies the education specialist degree as one trigger for the comprehensive review. Staff recommend moving the proposal forward to the next level of review.

Missouri State University

Missouri State University's proposal to offer a Doctorate of Defense and Strategic Studies is an expansion of their Defense and Strategic Studies graduate program. A letter from the University of Missouri was attached as part of the proposal, stating the university does not plan to offer this degree. Missouri State University received only one comment (Attachment A) during the comment period asking them to also examine the Merhson Center for International Strategic Studies and cross disciplinary work in national security policy. This comment was provided to the institution for review. Missouri State University already offers professional doctorates in nursing practice, physical therapy, and audiology, further supporting that this program is within the mission of the institution. However, administrative rule 6 CSR 10-4.010 identifies offering a doctorate as one trigger for the comprehensive review. Staff recommend moving the proposal forward to the next level of review.

St. Charles Community College

St. Charles Community College's proposal to offer the Bachelor of Applied Science in Occupational Therapy Assistant seeks to transition the institution's existing associate degree in OTA to a bachelor degree. As indicated above, §163.191, RSMo, provides additional criteria (Attachment B) that community colleges must meet to offer bachelor degrees. The MDHE received two comments about the proposal: one submitted on behalf of a majority of public university chief academic officers (Attachment C), and one from the University of Missouri System (Attachment D). The comments outlined concerns that St. Charles Community College had not met two statutory criteria (a change in the required level of education and that establishing collaboration with a university is not feasible). After review of the proposal submitted by St. Charles Community College, staff recommend that the proposal not move forward for comprehensive review because the statutory criteria have not been met.

RECOMMENDATION

Staff recommend that the CBHE move forward with comprehensive review of the proposals by Lincoln University to offer an Education Specialist Degree in Clinical Mental Health Counseling and by Missouri State University to offer a Doctorate of Defense and Strategic Studies. ~~Staff recommend that the CBHE not move forward with reviewing the proposal by St. Charles Community College to offer a Bachelor of Applied Science in Occupational Therapy Assistant in the comprehensive review cycle this year.~~ Amended September 9, 2019; Staff recommend that the CBHE defer action on the St. Charles Community College proposal to offer a Bachelor of Applied Science in Occupational Therapy Assistant until the December CBHE meeting.

ATTACHMENTS

- A. Comment: Missouri State University Doctorate in Defense and Strategic Studies
- B. Additional Criteria: St. Charles Community College Bachelor of Applied Science in OTA
- C. Comment: Four Year Joint Letter-St. Charles Community College Bachelor of Applied Science in OTA
- D. Comment: University of Missouri System Joint Letter-St. Charles Community College Bachelor of Applied Science in OTA
- E. Proposal: Lincoln University's Education Specialist in Clinical Mental Health Counseling Program
- F. Proposal: Missouri State University's Doctorate of Defense and Strategic Studies Program
- G. Proposal: St. Charles Community College's Bachelor of Applied Science in Occupational Therapy Assistant Program

From: [Missouri Department of Higher Education](#)
To: [Erickson, Alicia](#)
Subject: FW: Missouri State University Defense and Strategic studies
Date: Monday, July 8, 2019 8:16:32 AM

From: mark luetkemeyer
Sent: Friday, July 5, 2019 2:38 PM
To: Missouri Department of Higher Education
Subject: Missouri State University Defense and Strategic studies

Hi,

Just wondering if anyone has looked at the Mershon Center for International Strategic Studies and cross disciplinary work in National Security Policy?

They have courses in military history, political science, law, etc to look at the area of study.

Thank you.

Mark Luetkemeyer

Tab 8 Attachment B
Additional Criteria--St. Charles Community College Bachelor of Applied Science in Occupational Therapy Assistant

St. Charles Community College
Bachelor of Applied Science in Occupational Therapy Assistant

<p>For community colleges proposing to offer a bachelor’s degree, the following additional criteria is required, as outlined in § 163.191(1), RSMo:</p>	
<p><i>The level of education required in a field for accreditation or licensure increases to the baccalaureate degree level or, in the case of applied bachelor's degrees, the level of education required for employment in a field increases to that level, AND</i></p>	<p><u>Did not meet criterion.</u></p> <p>In April 2019, the Accreditation Council for Occupational Therapy Education (ACOTE), an independent associated advisory council of the Executive Board of the American Occupational Therapy Association (AOTA), declined to make bachelor’s degrees the sole entry-level credential for the profession and instead specifically indicated that both associate and bachelor’s degree holders can enter the labor market.</p> <p>The Missouri Division of Professional Registration confirmed that associate and baccalaureate level OTA students will sit for the same licensing examination.</p> <p>2018 Bureau of Labor Statistics data provided by ACOTE indicate that occupational therapy assistants need an associate degree from an accredited occupational therapy assistant program.</p> <p>ACOTE indicated nearly 70% of OTAs are employed in a hospital, long-term care facility, skilled nursing facility, or school. No indication was found that these work settings would increase salaries with a higher entry-level degree. They also indicated that a 2019 exploration of general job search platforms did not reveal specified degree levels as a requirement for most jobs, with the exception of those in academia.</p>
<p><i>When doing so would not unnecessarily duplicate an existing program, collaboration with a university is not feasible or the approach is not a viable means of meeting the needs of students and employers, AND</i></p>	<p><u>Did not meet criterion.</u></p> <p>Although there are no issues with duplication of the degree (it does not currently exist), there is insufficient evidence that collaboration with a university is not feasible or another approach would not be a viable means of meeting the needs of students and employers. Submitted documentation that a university did not offer a program that did not exists at the time of the conversation is not evidence that collaboration is not feasible.</p>

The institution has the academic and financial capacity to offer the program in a high-quality manner.

Meets criterion.

Missouri Statewide 4-year Chief Academic Officers

Zora Mulligan
Commissioner, Missouri Department of Higher Education
205 Jefferson St., 11th floor, P.O. Box 1469
Jefferson City, Missouri 65102

July 31, 2019

Re: St. Charles Community College Bachelor of Applied Science in Occupational Therapy Assistant Degree Proposal

Dear Commissioner Mulligan,

Collectively, the Chief Academic Officers at the public four-year institutions in Missouri are writing in response to the request from St. Charles Community College (SCCC) to offer a bachelor's degree in Occupational Therapy Assistant (OTA). It is our strongly shared consensus that this proposal fails to meet the requirements of the recently adopted policy regarding the comprehensive review process, codified in RSMo 163.191. Two elements outlined in this rule and discussed below are of particular concern and thus, we must request that the proposal be removed from consideration.

The first element necessary for approval is a **change in the required level of education**. RSMo 163.191 states "Community college course offerings shall generally lead to the granting of certificates, diplomas, or associate degrees, and may include baccalaureate degrees only when authorized by the coordinating board for higher education in circumstances where the level of education required in a field for accreditation or licensure increases to the baccalaureate degree level or, in the case of applied bachelor's degrees, the level of education required for employment in a field increases to that level..."

The accrediting body for OTA, the Accreditation Council for Occupational Therapy Education (ACOTE), recently added the option of accrediting bachelor's programs in OTA. However, they continue to accredit associates' programs and anticipate that they will continue this parallel/dual system for the foreseeable future. Thus, the minimum requirements for accreditation remain unchanged.

Furthermore, state licensure standards do not require the bachelor's degree. Rather, they simply require that the individual be a graduate of an ACOTE accredited program – which may be at either degree level. Thus, this degree proposal does not meet the first stipulation that there be a change in the required level of education.

The second element necessary for approval is that **collaboration with a university is not feasible** (RSMo 163.191). The University of Missouri has a strong track record of collaboration in the area of OTA education through the Missouri Health Professions Consortium (MHPC). While SCCC reached out to University of Missouri St. Louis in their planning process, it is unfortunate that they did not reach out to either the University of Missouri or Missouri State University about potential collaboration as both universities offer occupational therapy programs. It is our understanding that the University of Missouri stands ready to collaborate with SCCC on this new degree option, as they already have the qualified faculty and infrastructure in place to make such a collaboration financially viable.

We value the crucial and unique role played by our community college partners in our efforts to effectively and affordably educate students. We continue to work diligently to ensure that our work is aligned with theirs and look forward to finding ways to collaborate on this and other degree programs that address the needs of our state. We are “better together” and believe that collaboration will ultimately serve students best. Again, based on the fact that RSMo 163.191 was not adhered to with regards to this proposal from SCCC we respectfully request that the proposal be removed from consideration.

Sincerely,

Phil Bridgmon
Provost, University of Central Missouri

Paula Carson
Provost and Vice President for Academic Affairs, Missouri Southern State University

Doug Davenport
Provost and Vice President for Academic Affairs, Missouri Western State University

Frank Einhellig
Provost, Missouri State University

Mike Godard
Provost, Southeast Missouri State University

Janet Gooch
Executive Vice President for Academic Affairs and Provost, Truman State University

Steve Graham
Associate Vice President for Academic Affairs, University of Missouri System

Jamie Hooyman
Provost, Northwest Missouri State University

John Jones
Provost and Vice President for Academic Affairs, Lincoln University

July 12, 2019

Zora Mulligan
Commissioner of Higher Education
Missouri Department of Higher Education
205 Jefferson St., 11th floor, P.O. Box 1469
Jefferson City, Missouri 65102

Re: St. Charles Community College (SCCC) Baccalaureate Degree Request

Dear Commissioner Mulligan,

Thank you for the opportunity to respond regarding St. Charles Community College's (SCCC) proposal to transition their current occupational therapy assistant (OTA) associate degree program to a bachelor's level program. Under current Missouri law community colleges are allowed to offer bachelor's degree programs if very specific conditions are met. Given our understanding of the statute, SCCC's proposal does not meet the identified conditions, and approving it would lower the bar in such a way that renders those conditions obsolete.

Condition 1: Changes in the required level of education

RSMo. § 163.191: "Community college course offerings ... may include baccalaureate degrees only when authorized by the coordinating board for higher education in circumstances where the level of education required in a field for accreditation or licensure increases to the baccalaureate degree level or, in the case of applied bachelor's degrees, the level of education required for employment increases to that level..."

RSMo. §163.191 specifies as one of the conditions that needs to be met in order for a community college to offer a bachelor's degree is that the "level of education required in a field for accreditation or licensure increases to the baccalaureate degree level..." As it relates to SCCC's proposal no such requirement exists. Since 2008 the professional accrediting body for occupational therapy (OT) education, the Accreditation Council for Occupational Therapy Education (ACOTE), has required all OTA programs in the United States to be at the associate's degree level. As the profession of OT has expanded and matured so have the standards for OTA education. To accommodate the increasing complexity and prevalence of OT services, ACOTE voted in August 2015 to begin the process of accrediting OTA programs at both the associate and bachelor's degree levels; however, this does not prevent associate programs from acquiring ACOTE accreditation. In fact, ACOTE has now stated that it is its intention to continue accrediting both degree levels for some time. At the state level, Missouri licensure requirements for OTAs state that a graduate of any ACOTE accredited program—including associate and bachelor's programs—can apply for a license as an OTA.



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Tab 8 Attachment B

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**St. Charles Community College
 Bachelor of Applied Science in Occupational Therapy Assistant**

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RSMo. §163.191 specifies as one of the conditions that needs to be met in order for a community college to offer a bachelor's degree is that the "level of education required in a field for accreditation or licensure increases to the baccalaureate degree level..." As it relates to SCCC's proposal no such requirement exists. Since 2008 the professional accrediting body for occupational therapy (OT) education, the Accreditation Council for Occupational Therapy Education (ACOTE), has required all OTA programs in the United States to be at the associate's degree level. As the profession of OT has expanded and matured so have the standards for OTA education. To accommodate the increasing complexity and prevalence of OT services, ACOTE voted in August 2015 to begin the process of accrediting OTA programs at both the associate and bachelor's degree levels; however, this does not prevent associate programs from acquiring ACOTE accreditation. In fact, ACOTE has now stated that it is its intention to continue accrediting both degree levels for some time. At the state level, Missouri licensure requirements for OTAs state that a graduate of any ACOTE accredited program—including associate and bachelor's programs—can apply for a license as an OTA.



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It is possible that, in a future state, ACOTE will decide to move to a single point of entry and only accredit bachelor's degree OTA programs. However, even if this decision were made tomorrow, there would be at minimum a 10-15 year phase-in period, consistent with every previous degree change there has been in the profession. In summary, there are currently no accreditation or licensure requirements for OTA's to hold a bachelor's degree, and that is unlikely to change in the near future.

Condition 2: Lack of collaborating four-year institutions

RSMo. § 163.191: "Community college course offerings ... may include baccalaureate degrees only when authorized by the coordinating board for higher education in circumstances ... [when] collaboration with a university is not feasible..."

Another stipulation in specified in the statute is that "collaboration with a university is not feasible ...". The University of Missouri has a strong history of collaboration with community colleges in the state of Missouri regarding OTA education. The Missouri Health Professions Consortium (MHPC) has been in existence for many years at the University of Missouri and has offered an OTA associate's degree program to a consortium of six community colleges serving communities as far north as North Central Missouri College in Trenton and as far south as Three Rivers College in Popular Bluff. MHPC provides clear demonstration that collaboration between University of Missouri and community colleges in the state is feasible, specifically around OTA education.

Additionally, while no bachelor's level OTA program currently offered in the state, this is not for a lack of interest. Rather, ACOTE accreditation standards were just approved in the fall of 2018 and academic programs were able to begin submitting letters of intent to the organization to offer bachelor's OTA programs in January 2019. Four-year institutions should be afforded the opportunity to adapt to these very recent changes in professional standards. The University of Missouri currently has been working on a proposal for an OTA bachelor's degree, which is currently under review by the Provost's office. We have also submitted our letter of intent to ACOTE to establish this program. We have specifically described plans for community college collaboration, including but not limited to developing a pathway for community college transfers, exploring distance learning opportunities, and potentially establishing satellite programs on community college campuses.

Furthermore, while it is our strong intent to collaborate with community colleges related to offering our bachelor's OTA degree, SCCC has not reached out to us about a collaboration. To our understanding of the statute, SCCC should be required to reach out to four-year institutions that currently have the capacity to offer the bachelor's degree.

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MISSOURI

In its proposal, SCCC argues that since they are a transitioning program they can bypass the waitlist for ACOTE accreditation which would allow them to start a program quicker. While this is true ACOTE is voting on a new policy in July 2019 that would allow any existing OT program, which would include University of Missouri, that is applying for candidacy to start a bachelor's OTA program to also bypass this waitlist. This would allow University of Missouri to have a program in place as quickly if not quicker than SCCC. It is our strong intent to collaborate with community colleges related to offering our bachelor's OTA degree however SCCC has not reached out to us about collaboration with this program which to our understanding is required by §163.191.

Thank you again for the opportunity to respond. Please let me know if you have other questions or would like to discuss further. We are looking forward to continuing our development of the bachelor's OTA program and working collaboratively with the community colleges to offer this degree.

Best wishes,

Mun Y. Choi, Ph.D.
President of the University of Missouri System

Alexander Cartright, Ph.D.
Chancellor of the University of Missouri—Columbia

Kristofer Hagglund, Ph.D.
Dean, School of Health Professions
University of Missouri—Columbia

Timothy J. Wolf, Ph.D.
Associate Professor and Chair
Department of Occupational Therapy, School of Health Professions
University of Missouri—Columbia

- PUBLIC
 INDEPENDENT



- SAVE
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NEW PROGRAM PROPOSAL FOR ROUTINE REVIEW

Sponsoring Institution: Lincoln University

Program Title: Education

Degree/Certificate: EDSp-Education Specialist If other, please list: _____

Options: Clinical Mental Health Counseling

Delivery Site(s): Main Campus

CIP Classification: 131101

**CIP Code can be cross-referenced with programs offered in your region on [MDHE's program inventory](#).
[Click here for link to NCES CIP site.](#)*

Implementation Date 01/19 *please use MM/YY date format.*

Is this a new off-site location? No Yes

If yes, is the new off-site location within your institution's current CBHE-approved service region? Yes

**If no, public institutions should consult the comprehensive review process.*

Is this a collaborative program? Yes No *If yes, please complete the collaborative programs form on page 6.*

CERTIFICATIONS:

- The program is within the institution's CBHE approved mission. *(public institutions only)*
- The program will be offered within the institution's CBHE approved service region. *(public institutions only)*
- The program builds upon existing programs and faculty expertise.
- The program does not unnecessarily duplicate an existing program in the geographically applicable area.
- The program can be launched with minimal expense and falls within the institution's current operating budget. *(public institutions only)*

AUTHORIZATION:

Jerald Jones Woolfolk, PhD, President

Name/Title of Institutional Officer

J Woolfolk
Signature

8/28/18
Date

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Although the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below.

Qualifications of performance goals should be included wherever possible.

If you need more than one line of text to answer questions 1-5, please attach a Word .doc.

1. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

Master's degree in Counseling or Closely Related Field

- Characteristics of a specific population to be served, if applicable.

Those seeking MO LPC license, to enhance knowledge in the field, to increase chances of promotion & increase pay

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

Doctoral Degree in Counseling or Closely Related Field

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

67% Full Time Faculty

- Expectations for professional activities, special student contact, teaching/learning innovation.

Attend relevant conferences & trainings - eg: American Counseling Association, National Board of Certified Counselors

3. Enrollment Projections

- Student FTE majoring in program by the end of five years.

40 students - 8 per year

- Percent of full time and part time enrollment by the end of five years.

50% Full Time, 50% Part-time

STUDENT ENROLLMENT PROJECTIONS

YEAR	1	2	3	4	5
FULL TIME	3	4	5	5	5
PART TIME	4	4	4	4	4
TOTAL	7	8	9	9	9

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.

8 students per year

- Special skills specific to the program.

Counseling

- Proportion of students who will achieve licensing, certification, or registration.

90%

- Performance on national and/or local assessments, e.g. percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.

100%

- Placement rates in related fields, in other fields, unemployed.

90%

- Transfer rates, continuous study.

0% transfer (only program available in region)

5. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide a rationale

No specialized accreditation needed for this degree (other than Higher Learning Commission)

Program Characteristics cont.

E. Free elective credits: 12
(sum of C, D, and E should equal A)

F. Requirements for thesis, internship or other capstone experience: Internship

G. Any unique features such as interdepartmental cooperation: Coordination with M.Ed., Counseling program

7. Need/Demand

Student demand

Market demand

Societal need

I hereby certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful.

On July 1, 2011, the Coordinating Board for Higher Education began provisionally approving all new programs with a subsequent review and consideration for full approval after five years.

COLLABORATIVE PROGRAMS

Sponsoring Institution One: _____

Sponsoring Institution Two: _____

Other Collaborative Institutions: _____

Length of Agreement: _____

If you need more than two lines of text to answer questions 1-5, please attach a word .doc.

1. Which institution (s) will have degree-granting authority?

2. Which institution (s) will have the authority for faculty hiring, course assignment, evaluation and reappointment decisions?

3. What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?

4. Which institution(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?

5. What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?

RECEIVED

JUN 14 2018

ACADEMIC AFFAIRS

Memorandum

TO: Jerald Jones Woolfolk, PhD
President

THRU: Debra Greene, Ph.D.
Vice President Academic Affairs

THRU: James Kern, Ph.D.
Dean, School of Education

RESUBMITTED

BY: Dr. Kern

DATE: June 13, 2018

From: Rhonda Wood, Ph.D.; Professor of Education

Date: 6/13/2018

Re: Changes to M.Ed., Counseling programs

The School of Education is proposing an additional degree program. Specifically, we are proposing the addition of an EdS, Clinical Mental Health Counseling degree program.

Currently, individuals with Master's degrees in Counseling, Psychology, or Sociology who graduated with 42 or fewer credit hours do not have a clear path to licensure in Missouri. The new EdS program has been designed to address the need for these individuals to be able to obtain a license in Missouri.

An informal, qualitative survey was done by contacting relevant employers in the Mid-Missouri area to ascertain the value of an individual obtaining an EdS in Clinical Mental Health Counseling. Results suggest that, although the higher degree would not initially allow the institution to bill more per clinical hour than for an LPC with a Master's degree, the higher degree (EdS) would expedite the individual's chances for promotion into a supervisory position. This, in turn, would allow the individual with the EdS to more quickly move up the pay scale.

A second, more formal survey was completed by contacting current students in Counseling, Psychology, and Criminal Justice and practitioners currently employed in the Mental Health and School Counseling positions in Mid-Missouri. These individuals were asked to complete a short questionnaire to determine the need for and interest in Lincoln University offering an EdS in Clinical Mental Health Counseling. We received 64 responses. Of those 64,

the majority (59%) were School Counselors. 18 respondents (28%) viewed obtaining the new degree as a means to obtain licensure and 23 (36%) indicated it would allow them to learn more about the profession of counseling. 15 (23%) suggested it would provide a means to advance in their current position and/or increase the level of pay they would be entitled to. The clear majority of respondents assessed their level of interest in obtaining the new EdS degree as "Very Interested" (n=20, 31%) or "Somewhat Interested" (n=22, 34%). These results support the feasibility of the new program.

In addition, according to current requirements for Licensed Professional Counselors in Missouri are, for Master's level practitioners, at least 2 years and 3000 hours of post-degree supervised counseling experience in order to be fully licensed to practice independently. However, for a practitioner with an EdS or PhD, the requirements are cut to at least 1 year and 1500 hours of post-degree supervised counseling experience. Thus, the new degree program, in addition to providing a path toward licensure, also shortens the time necessary prior to full licensure.

If you have any further questions, please let me know.

RECEIVED

JUN 21 2018

ACADEMIC AFFAIRS

Memorandum

TO: James Kern, Ph.D.
Dean, School of Education

From: Rhonda Wood, Ph.D.; Professor of Education



Date: 6/20/2018

Re: EdSp, Clinical Mental Health Counseling Degree Program

Enclosed, please find the original forms submitted to Dr. Greene and the additional information requested on June 18, 2018.

I attempted to respond to each item requested. However, if I missed anything, please let me know.

COURSES

Required Courses:

EDU 678 Advanced Counseling Theory. Building on the overview of theory provided in the Counseling Theories and Techniques course, students will identify 2-3 counseling theories they wish to examine in more depth. Emphasis will be placed on understanding the philosophical foundation of the theory, the research evidence supporting the theory's use in specific contexts and with various populations.

EDU 680 Research I- A study of counselors' roles as a member of interdisciplinary intra- and extra-organizational, formal and informal systems that influence the development and treatment of addictions, including ethical practices of case management in referrals and service provision.

EDU 683 Neuroscience for Counselors- Examination of basic brain structures and their role in emotional and behavioral wellness. Application of the research on brain functioning to counseling will be emphasized.

EDU 686 DSM Diagnosis- Using the DSM for diagnosing and treating mental/behavioral disorders. Emphasis placed on accurately assessing clients to determine appropriate DSM diagnosis and writing Diagnostic Reports.

EDU 687 Counseling Internship- Supervised counseling experience in an approved counseling setting. Emphasis placed on integration of knowledge, skills, and understanding of counseling processes, diagnosis, and report writing.

Elective Courses:

EDU 677 Crisis, Trauma and Grief Counseling- An in-depth review of the experience of crisis, trauma, and grief and counseling interventions to support recovery. Includes a look at the social impact of crisis and systemic approaches to responding to both natural disasters and non-natural crises events.

EDU 679 Mental Health Assessment- Application of theories and ethical principles in the practice of appraisal while learning to use instruments for mental health assessment.

EDU 681 – Developmental Counseling- This course is an advanced application of developmental theories in clinical mental health counseling. Emphasis will be placed on application of theory to conceptualization of normal/abnormal development of counseling clients and planning interventions for those with developmental concerns.

EDU 682 Social/Cultural Issues in Counseling- Exploration of current social/cultural issues as they apply to counseling clients from diverse populations. Focus on development of advocacy project for social change to benefit the mental health of clients.

EDU 684 Counseling Supervision- Students will understand various models and theories of supervision, identify the supervisory style that is most closely associated with their own approach,

and apply supervisory theory and ethical principles of supervision to their role as counselors, supervisors, and gatekeepers of the counseling profession.

EDU 688 Counseling Internship II- Supervised counseling experience in an approved counseling setting. Emphasis placed on diagnosis and report writing.

EDU 690 Research II- Students will use the literature review and research question developed in EDU 680 Research I and apply research methodology to produce a research article that can be submitted for publication in a research journal.

ROTATION

Every effort will be made to offer at least 2 required courses during each 12-week term. If courses during the summer cannot be 12-week courses, adjustments will need to be made to course offerings. Electives for the EdSp program will be offered on a rotating schedule, in accordance to the course offerings of their “companion” M.Ed. courses (see below).

With the exception of one course (EDU 6 , Neuroscience for Counselors), the courses for the EdSp, Clinical Mental Health Counseling have “companion” courses in the M.Ed., Counseling programs. Thus, until class sizes suggest otherwise, courses for the various programs will be coordinated so that the EdSp and M.Ed. courses can be taught simultaneously, negating the need for additional faculty.

.LICENSURE REQUIREMENTS

Title 20 of the Missouri Code of State Regulations provides the rules concerning Licensed Professional Counselor status. This can be found at <https://pr.mo.gov/boards/counselors/31461.pdf>.

Educational Requirements:

Chapter 2 of the above covers the requirements for initial licensure. 20 CSR 2095-2.010 “Educational Requirements” provides an in-depth list of the educational requirements (master’s, educational specialist, doctoral degree program), including number of semester (or quarter) hours (for the master’s degree) and specific areas that must be covered (see below). Although the current regulations call for a minimum of 48 semester hours at the master’s level, this is changing to 60 credit hours to bring Missouri into alignment with other states. Lincoln University’s M.Ed., Counseling, Community/Agency Counseling, program has been adjusted to fit the new requirements so that our graduates do not find themselves at a disadvantage.

Unfortunately, this new requirement will put School Counseling and Addiction Counseling graduates at a distinct disadvantage. Both programs are currently 42 credit hours and do not include one key area (Diagnosis). Thus, these students will be required to take additional coursework in order to meet the educational requirement for licensure in Missouri. And, after a “grand-mothering” period of time, they may find their paths to licensure blocked by the educational requirements of a 60 credit hour degree. Since, many School and Addiction counselors pursue their professional counseling license as part of their “retirement” or “burnout” planning, it seems prudent to ensure them a viable means for obtaining their license.

Specific Educational Requirements for Licensure:

As noted above, 20 CSR 2095-2.010 "Educational Requirements" provides an in-depth list of the educational requirements for becoming a Licensed Professional Counselor in Missouri.

Coursework in the following core areas are required:

1. Counseling Theory
2. Human Growth and Development
3. Social/Cultural Diversity
4. Helping Relationships
5. Group Counseling
6. Career Development
7. Appraisal
8. Research methods
9. Professional Orientation
10. Diagnosis

Supervised Experience Requirements:

20 CSR 2095-2.020 "Supervised Counseling Experience" provides the specific post-degree requirements potential LPCs must follow in order to obtain full licensure. A person graduating with a Master's degree must obtain a total of 3000 hours and a minimum of 2 years of post-degree supervised counseling experience. At no point prior to the 2 year minimum can the individual be fully licensed. However, an individual graduating with an Educational Specialist or Doctoral degree must obtain a total of 1500 hours and a minimum of 1 year of post-degree supervised counseling experience, essentially cutting their post-degree experience requirement in half.

Thus, although School and Addiction counselors will, for a time, be able to take more courses to meet the licensure requirements, they will still have to complete the 2-year post-degree experience requirement. However, providing them with an EdSp degree, they can benefit from the reduced time requirement.

Process for Licensure:

After graduation, a prospective LPC must "Register Supervision" with the Committee for professional Counselors. This entails obtaining an approved supervisor and a placement at an approved site. *This is often the supervisee's place of employment.*

The key piece of information is that they must have a Master's degree to begin this process. So long as they have a master's degree, and have completed the required coursework in Counseling Theory (see above), they can begin the process of the accruing hours for their supervised experience requirement while also completing the remaining coursework. Thus, since an applicant with a Master's degree from a Counseling program (School, Addiction, Mental Health, etc.) will have had such a course, they could begin accruing post-degree supervision experience while simultaneously completing the EdSp. Clinical Mental Health Counseling degree program. This possibility opens the way for them to be fully licensed upon graduating with the EdSp degree.

UNIVERSE OF STUDENTS

As can be seen above, by providing an advanced degree program for School and Addiction Counseling graduates, we will be trimming their post-degree supervised counseling experience requirement. However, other individuals with non-counseling degrees can also be allowed a path to counseling licensure.

Applicants will be required to have a master's degree in Counseling or a related field. Thus, a master's degree in Psychology, Human Resources, Social Work, Criminal Justice, etc. would all be considered for admission to the EdSp, Clinical Mental Health Counseling program. However, applicants who do not have a degree in Counseling might have to take additional coursework to fulfill the educational requirements for licensure (see above).

VALUE OF EDSP, CLINICAL MENTAL HEALTH COUNSELING DEGREE

As noted throughout, the EdSp, Clinical Mental Health Counseling degree program will provide a path toward counseling licensure for individuals who might otherwise not meet the educational requirements. In particular, the program has been designed to assist School and Addiction Counselors in obtaining licensure. As noted above, by earning a degree beyond their master's degree, these individuals would also shorten the length of post-degree experience necessary to be fully licensed.

However, the EdSp program would also allow other professionals with advanced degrees from other related fields to work toward fulfilling the educational requirements. These individuals may need to take additional courses in order to fulfill these requirements. These additional courses will be available either as electives in the EdSp program or as M.Ed., courses. In this way, we can ensure the educational requirements are met.

Besides the obvious target of obtaining licensure, the EdSp, Clinical Mental health degree would assist current School and Addiction Counselors in career advancement. For School Counselors, this additional degree would allow them to move up the pay scale in the public school system, and for Addiction Counselors, this additional degree would provide them with an expedited means for advancement to supervisory positions.

COMPETITION

Currently, the only other EdSp program in Missouri that would be similar to the EdSp, Clinical Mental Health Counseling program is University of Missouri's EdSp, Counseling Psychology program. However, the University of Missouri will be phasing out their EdSp, Counseling Psychology degree program within the next two years. They are doing this in order to consolidate resources in their Ph.D. in Counselor Education and Supervision program. This presents both an opening for the EdSp, Mental Health Counseling degree and a potential partnership opportunity between University of Missouri and Lincoln University.

**Survey for Counselors
Lincoln University**

Lincoln University is planning an expansion of the Master of Education, Counseling program to include an Education Specialist (Ed.S.) degree in Clinical Mental Health Counseling. An Ed.S. degree would be above the level of Masters degree, but not meet the requirements of a doctoral level degree. We are exploring the interest of current providers of mental health care as part of our planning process. Please take a moment to complete this survey. Your responses will be anonymous. The planning team will enter your responses into a data analysis tool to analyze the overall level of interest in offering this educational opportunity.

1. I am:

- a. A certified school counselor
- b. A student in a school counseling program planning for certification
- c. A licensed professional counselor
- d. A student in a counselor education program planning for licensure
- e. A certified substance abuse counselor
- f. A counselor-in-training/provisional licensed professional counselor
- g. Qualified Mental Health Professional
- h. Licensed Clinical Social Worker
- i. Other (Please describe): _____

2. My graduate degree or the graduate degree I am working toward is in:

- a. School Counseling
- b. Mental Health Counseling
- c. Psychology
- d. Social Work
- e. Criminal Justice
- f. Other (Please describe): _____

3. Furthering my education would benefit me in the following ways:

- a. Obtain licensure as a professional counselor
- b. Further my knowledge in the field of counseling
- c. Increase prestige in the counseling profession
- d. Increase my opportunities for promotion
- e. Increase my pay scale at work
- f. Other (Please describe): _____

4. My level of interest in furthering my education by earning an Ed.S. degree is:

- a. Very Interested
- b. Somewhat Interested
- c. Not Interested
- d. I'm not sure

**Survey for Counselors
Lincoln University**

Lincoln University is planning an expansion of the Master of Education, Counseling program to include an Education Specialist (Ed.S.) degree in Clinical Mental Health Counseling. An Ed.S. degree would be above the level of Masters degree, but not meet the requirements of a doctoral level degree. We are exploring the interest of current providers of mental health care as part of our planning process. Please take a moment to complete this survey. Your responses will be anonymous. The planning team will enter your responses into a data analysis tool to analyze the overall level of interest in offering this educational opportunity.

66 Total Respondents total as of 4/30/2018, 64 completed surveys

1. I am:

- | | | | |
|----|----------------|-----|---|
| a. | 39 respondents | 59% | A certified school counselor |
| b. | 7 respondents | 11% | A student in a school counseling program planning for certification |
| c. | 6 respondents | 9% | A licensed professional counselor |
| d. | 7 respondents | 11% | A student in a counselor education program planning for licensure |
| e. | 0 respondents | 0% | A certified substance abuse counselor |
| f. | 0 respondents | 0% | A counselor-in-training/provisional licensed professional counselor |
| g. | 1 respondents | 2 % | Qualified Mental Health Professional |
| h. | 1 respondents | 2% | Licensed Clinical Social Worker |
| i. | 5 respondents | 8% | Other (Please describe): |
| | i. | | M.Ed., MSW |
| | ii. | | LPC & K-12 Career Certified school counselor |
| | iii. | | Credentialing specialist |
| | iv. | | Certified School counselor and LPC |
| | v. | | LCSW and QMHP; soon to be ICMHS |

2. My graduate degree or the graduate degree I am working toward is in:

- | | | | |
|----|----------------|-----|---|
| a. | 43 respondents | 68% | School Counseling |
| b. | 10 respondents | 16% | Mental Health Counseling |
| c. | 0 respondents | 0% | Psychology |
| d. | 3 respondents | 5% | Social Work |
| e. | 0 respondents | 0% | Criminal Justice |
| f. | 7 respondents | 11% | Other (Please describe): |
| | i. | | Both school counseling, master social work |
| | ii. | | School and Mental Health Counseling |
| | iii. | | 2 nd Certification—Secondary |
| | iv. | | School counseling |
| | v. | | MA & Ed.S. in Counseling Psychology. I'm glad I received my Ed.S., but it has never benefitted me financially as not recognized as anything beyond a masters. |

- vi. Counseling
- vii. Agency Counseling

3. Furthering my education would benefit me in the following ways:

- | | | | |
|----|----------------|-----|--|
| a. | 18 respondents | 28% | Obtain licensure as a professional counselor |
| b. | 23 respondents | 36% | Further my knowledge in the field of counseling |
| c. | 0 respondents | 0% | Increase prestige in the counseling profession |
| d. | 5 respondents | 8% | Increase my opportunities for promotion |
| e. | 10 respondents | 16% | Increase my pay scale at work |
| f. | 8 respondents | 12% | Other (Please describe): |
| | i. | | I just got my specialist degree in administration |
| | ii. | | I already have a Ed.S. in Counselor Education. I obtained this degree for opportunities for promotion. |
| | iii. | | Increase my pay scale at work, further my knowledge in the field of counseling |
| | iv. | | Play Therapy is an area I had to pursue outside the central region as minimal offered |
| | v. | | Not interested in further my education in this way |
| | vi. | | Further my knowledge, increase prestige, increase promotion opportunities, increase pay scale |
| | vii. | | Obtain licensure as an LPC, further my knowledge, and increase my pay. |
| | viii. | | All of the above |

4. My level of interest in furthering my education by earning an Ed.S. degree is:

- | | | | |
|----|----------------|-----|---------------------|
| a. | 20 respondents | 31% | Very Interested |
| b. | 22 respondents | 34% | Somewhat Interested |
| c. | 15 respondents | 23% | Not Interested* |
| d. | 7 respondents | 11% | I'm not sure |

*2 respondents indicated they already had an Ed.S. degree. I sent a comment to the survey organizer: "The only reason I responded 'not interested' is because I already have a Specialist's Degree in Admin., but had this been available prior I would have considered it."

Lincoln University

(Graduate)

Request for a New Course for a New Program

ACADEMIC AFFAIRS
AUG 30 2018
RECEIVED

Date: April 20, 2018

1. Department: Education 2018

Department Code: EDU

2. Course Number and Title: EDU 677 Crisis, Trauma and Grief Counseling

Abbreviation of Title (19 characters): Crisis Counseling

3. Term(s) offered: As Necessary

4. Credit Hours: 3

If credit is variable, specify the minimum and maximum number in a term:

If a student may re-enroll for credit, specify the maximum total number of credits:

5. Prerequisite(s): None

Is/are prerequisite(s): Required or Recommended (please circle one)

6. Co-requisite(s): None

Is/are co-requisite(s): Required or Recommended (please circle one)

7. Cross listed with: N/A

8. Catalog description (brief – 30 words maximum): An in depth review of the experience of crisis, trauma, and grief and counseling interventions to support recovery. Includes a look at the social impact of crisis and systemic approaches to responding to both natural disasters and non-natural crises events.

9. Course to be first offered (term/year): Fall 2018

General Course Information:

10. Instructor: Staff/Adjunct

11. For whom is this course designed? EdS, Clinical Mental Health Counseling students

12. Is this a required course? No

For whom?

13. What is the expected enrollment? per term 15 per year

14. If this course is offered, will you need additional staff? No

Please explain budget requirements, or if no new staff is required, explain how the course will be given: Dr. Wood or adjunct will teach this course in tandem with a companion Med course

15. Will you need additional equipment? No

Approximate cost(s):

16. Will additional library materials be required? No

Approximate cost(s):

17. Lab fee? Yes If so, amount per course: \$10

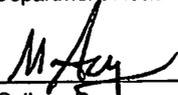
18. Course fee? Yes or No (please circle one) If so, amount per credit hour: \$

Policies affecting new course requests:

A new course requires the approval of the Department Head from the department initiating the course, College Dean, Graduate Council, Graduate Dean, Provost and Vice President for Academic Affairs, and President.

In principle, all requests for new courses or permanent changes in existing courses should be reviewed by other departments or colleges that are significantly affected. Comments by these units are to be forwarded to the initiating unit for its consideration in re-evaluating the request and to the Graduate Council to assist in rendering a decision.

It is incumbent on the academic unit proposing a new course to avoid conflict or confusion in the use of language in the title and course description. Where significant reason exists to use language which may result in confusion with programs of other units, the units involved should be consulted in an attempt to develop acceptable language. Where conflicts remain unresolved, the Graduate Council will render a decision.

		Yes	No
Department Head	Date		
	08/24/2018	<input checked="" type="radio"/>	<input type="radio"/>
College Dean	Date		

Roger J. Juegmeyer 7 Sept. 2018
Graduate Council Date

Yes No

Debra F. Shover 9-7-18
Dean of Graduate Studies Date

Yes No

[Signature] 09/11/18
Provost and Vice President for Academic Affairs Date

Yes No

[Signature] 9/15/18
President Date

Yes No

Request for a New Course for a New Program

RECEIVED
AUG 30 2018
Date: April 20, 2018
ACADEMIC AFFAIRS

1. Department: Education 2018

Department Code: EDU

2. Course Number and Title: EDU 678 Advanced Counseling Theory

Abbreviation of Title (19 characters): Crisis Counseling

3. Term(s) offered: As Necessary

4. Credit Hours: 3

If credit is variable, specify the minimum and maximum number in a term:

If a student may re-enroll for credit, specify the maximum total number of credits:

5. Prerequisite(s): None

Is/are prerequisite(s): Required or Recommended (please circle one)

6. Co-requisite(s): None

Is/are co-requisite(s): Required or Recommended (please circle one)

7. Cross listed with: N/A

8. Catalog description (brief – 30 words maximum): Building on the overview of theory provided in the Counseling Theories and Techniques course, students will identify 2-3 counseling theories they wish to examine in more depth. Emphasis will be placed on understanding the philosophical foundation of the theory, the research evidence supporting the theory's use in specific contexts and with various populations.

9. Course to be first offered (term/year): Fall 2018

General Course Information:

10. Instructor: Wood

11. For whom is this course designed? EdS, Clinical Mental Health Counseling students

12. Is this a required course? Yes

For whom? EdS, Clinical Mental Health Counseling students

13. What is the expected enrollment? per term 15 per year

14. If this course is offered, will you need additional staff? No

Please explain budget requirements, or if no new staff is required, explain how the course will be given:

15. Will you need additional equipment? No

Approximate cost(s):

16. Will additional library materials be required? No

Approximate cost(s):

17. Lab fee? Yes If so, amount per course: \$10

18. Course fee? Yes or No (please circle one) If so, amount per credit hour: \$

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		Yes	No
Department Head	Date		
<u>M. Fay</u>	<u>08/04/2008</u>	<input checked="" type="radio"/>	<input type="radio"/>
College Dean	Date		
<u>Roger L. Jungmeyer</u>	<u>7 Sept 2018</u>	<input checked="" type="radio"/>	<input type="radio"/>
Graduate Council	Date		
<u>Debra F. Sherman</u>	<u>9/7/18</u>	<input checked="" type="radio"/>	<input type="radio"/>
Dean of Graduate Studies	Date		
		Yes	No

Provost and Vice President for Academic Affairs

Date

[Handwritten signature]

09/14/18

Vice President and Provost Academic Affairs Date

Yes No

[Handwritten signature]

9/15/18

President

Date

Yes No

Lincoln University

(Graduate)

Request for a New Course for a New Program

1. Department: Education 2018

Date: April 20, 2018

Department Code: EDU

2. Course Number and Title: EDU 679 Mental Health Assessment

Abbreviation of Title (19 characters): MH Assessment

3. Term(s) offered: As Necessary

4. Credit Hours: 3

If credit is variable, specify the minimum and maximum number in a term:

If a student may re-enroll for credit, specify the maximum total number of credits:

5. Prerequisite(s): None

Is/are prerequisite(s):

Required or Recommended (please circle one)

6. Co-requisite(s): None

Is/are co-requisite(s):

Required or Recommended (please circle one)

7. Cross listed with: N/A

8. Catalog description (brief – 30 words maximum): Application of theories and ethical principles in the practice of appraisal while learning to use instruments for mental health assessment.

9. Course to be first offered (term/year): Fall 2018

General Course Information:

10. Instructor: Staff/Adjunct

11. For whom is this course designed? EdS, Clinical Mental Health Counseling students

12. Is this a required course? No

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ACADEMIC AFFAIRS

For whom?

13. What is the expected enrollment? per term 15 per year

14. If this course is offered, will you need additional staff? No

Please explain budget requirements, or if no new staff is required, explain how the course will be given: Dr. Wood or adjunct will teach this course in tandem with a companion Med course

15. Will you need additional equipment? No

Approximate cost(s):

16. Will additional library materials be required? No

Approximate cost(s):

17. Lab fee? Yes If so, amount per course: \$10

18. Course fee? Yes or No (please circle one) If so, amount per credit hour: \$

Policies affecting new course requests:

A new course requires the approval of the Department Head from the department initiating the course, College Dean, Graduate Council, Graduate Dean, Provost and Vice President for Academic Affairs, and President.

In principle, all requests for new courses or permanent changes in existing courses should be reviewed by other departments or colleges that are significantly affected. Comments by these units are to be forwarded to the initiating unit for its consideration in re-evaluating the request and to the Graduate Council to assist in rendering a decision.

It is incumbent on the academic unit proposing a new course to avoid conflict or confusion in the use of language in the title and course description. Where significant reason exists to use language which may result in confusion with programs of other units, the units involved should be consulted in an attempt to develop acceptable language. Where conflicts remain unresolved, the Graduate Council will render a decision.

_____	Yes	No
Department Head		
<u>M. Fey</u>	<u>Yes</u>	No
College Dean		
<u>08/24/2018</u>		
Date		
_____	<u>Yes</u>	No
<u>Roger L. Juegmeyer</u>		
Graduate Council		
<u>7 Sept. 2018</u>		
Date		
_____	<u>Yes</u>	No
<u>Debra F. Greene</u>		
Dean of Graduate Studies		
<u>9/7/18</u>		
Date		
_____	<u>Yes</u>	No
<u>[Signature]</u>		
Provost and Vice President for Academic Affairs		
<u>09/14/18</u>		
Date		
_____	<u>Yes</u>	No
<u>[Signature]</u>		
President		
<u>9/15/18</u>		
Date		

Lincoln University

(Graduate)

Request for a New Course for a New Program

1. Department: Education 2018

Date: April 20, 2018

Department Code: EDU

2. Course Number and Title: EDU 680 Research I

Abbreviation of Title (19 characters): Research I

3. Term(s) offered: As Necessary

4. Credit Hours: 3

If credit is variable, specify the minimum and maximum number in a term:

If a student may re-enroll for credit, specify the maximum total number of credits:

5. Prerequisite(s): None

Is/are prerequisite(s): Required or Recommended (please circle one)

6. Co-requisite(s): None

Is/are co-requisite(s): Required or Recommended (please circle one)

7. Cross listed with: N/A

8. Catalog description (brief – 30 words maximum): This course is a fundamental course in understanding how research methodology is applied. Students will understand the process of research including literature review, developing a research problem, developing a research question, choosing a research methodology, appropriate sampling procedures, data collection, and data analysis in both qualitative and quantitative methodologies. Students will develop critical thinking skills to assess research on validity and reliability. Students will complete the course having created a literature review on a counseling topic of their interest.

9. Course to be first offered (term/year): Fall 2018

General Course Information:

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AUG 30 2018
ACADEMIC AFFAIRS

10. Instructor: Wood/Adjunct

11. For whom is this course designed? EdS, Clinical Mental Health Counseling students

12. Is this a required course? No

For whom? EdS, Clinical Mental Health Counseling students

13. What is the expected enrollment? per term 15 per year

14. If this course is offered, will you need additional staff? No

Please explain budget requirements, or if no new staff is required, explain how the course will be given: Dr. Wood or adjunct will teach this course in tandem with a companion Med course

15. Will you need additional equipment? No

Approximate cost(s):

16. Will additional library materials be required? No

Approximate cost(s):

17. Lab fee? Yes If so, amount per course: \$10

18. Course fee? Yes or No (please circle one) If so, amount per credit hour: \$

Policies affecting new course requests:

A new course requires the approval of the Department Head from the department initiating the course, College Dean, Graduate Council, Graduate Dean, Provost and Vice President for Academic Affairs, and President.

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		Yes	No
Department Head	Date		
<u>M. Sey</u>	<u>08/24/2018</u>	<input checked="" type="radio"/> Yes	<input type="radio"/> No
College Dean	Date		
<u>Robert L. Jungmeyer</u>	<u>7 Sept. 2018</u>	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Graduate Council	Date		
<u>Debra F. Greene</u>	<u>9/7/18</u>	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Dean of Graduate Studies	Date		
<u>[Signature]</u>	<u>09/11/18</u>	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Provost and Vice President for Academic Affairs	Date		
<u>[Signature]</u>	<u>9/15/18</u>	<input checked="" type="radio"/> Yes	<input type="radio"/> No
President	Date		

Lincoln University

(Graduate)

Request for a New Course for a New Program

1. Department: Education 2018

Date: April 20, 2018

Department Code: EDU

2. Course Number and Title: EDU 681 – Developmental Counseling

Abbreviation of Title (19 characters): Dev Counseling

3. Term(s) offered: As Necessary

4. Credit Hours: 3

If credit is variable, specify the minimum and maximum number in a term:

If a student may re-enroll for credit, specify the maximum total number of credits:

5. Prerequisite(s): Instructor Permission

Is/are prerequisite(s): _____ Required or Recommended (please circle one)

6. Co-requisite(s): None

Is/are co-requisite(s): _____ Required or Recommended (please circle one)

7. Cross listed with: N/A

8. Catalog description (brief – 30 words maximum): This course is an advanced application of developmental theories in clinical mental health counseling. Emphasis will be placed on application of theory to conceptualization of normal/abnormal development of counseling clients and planning interventions for those with developmental concerns.

9. Course to be first offered (term/year): Fall 2018

General Course Information:

10. Instructor: Staff

11. For whom is this course designed? EdS, Clinical Mental Health Counseling students

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12. Is this a required course? Yes

For whom? EdS, Clinical Mental Health Counseling students

13. What is the expected enrollment? per term 15 per year

14. If this course is offered, will you need additional staff? No

Please explain budget requirements, or if no new staff is required, explain how the course will be given: Dr. Wood or adjunct will teach this course in tandem with a companion Med course

15. Will you need additional equipment? No

Approximate cost(s):

16. Will additional library materials be required? No

Approximate cost(s):

17. Lab fee? Yes If so, amount per course: \$10

18. Course fee? Yes or No (please circle one) If so, amount per credit hour: \$

Policies affecting new course requests:

A new course requires the approval of the Department Head from the department initiating the course, College Dean, Graduate Council, Graduate Dean, Provost and Vice President for Academic Affairs, and President.

In principle, all requests for new courses or permanent changes in existing courses should be reviewed by other departments or colleges that are significantly affected. Comments by these units are to be forwarded to the initiating unit for its consideration in re-evaluating the request and to the Graduate Council to assist in rendering a decision.

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_____	Yes	No
Department Head		
<u>M. Fey</u>	<input checked="" type="radio"/> Yes	No
College Dean		
<u>08/24/2018</u>		
Date		

Graduate Council		
<u>Roger J. Jungmeyer</u>	<input checked="" type="radio"/> Yes	No

Dean of Graduate Studies		
<u>Debra F. Shene</u>	<input checked="" type="radio"/> Yes	No

Provost and Vice President for Academic Affairs		
<u>[Signature]</u>	Yes	No

President		
<u>[Signature]</u>	<input checked="" type="radio"/> Yes	No

Date		
<u>9/15/18</u>		
Date		

Lincoln University

(Graduate)

Request for a New Course for a New Program

1. Department: Education 2018

Date: April 20, 2018

Department Code: EDU

2. Course Number and Title: EDU 682 Social/Cultural Issues in Counseling

Abbreviation of Title (19 characters): Soc/Cult Counseling

3. Term(s) offered: As Necessary

4. Credit Hours: 3

If credit is variable, specify the minimum and maximum number in a term:

If a student may re-enroll for credit, specify the maximum total number of credits:

5. Prerequisite(s): Instructor Permission

Is/are prerequisite(s): Required or Recommended (please circle one)

6. Co-requisite(s): None

Is/are co-requisite(s): Required or Recommended (please circle one)

7. Cross listed with: N/A

8. Catalog description (brief – 30 words maximum): Exploration of current social/cultural issues as they apply to counseling clients from diverse populations. Focus on development of advocacy project for social change to benefit the mental health of clients.

9. Course to be first offered (term/year): Fall 2018

General Course Information:

10. Instructor: Staff

11. For whom is this course designed? EdS, Clinical Mental Health Counseling students

12. Is this a required course? No

For whom?

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M. Lee 08/24/2018
College Dean Date

Yes No

Roger L. Jungmeyer 7 Sept 2018
Graduate Council Date

Yes No

Debra F. Sheena 9/7/18
Dean of Graduate Studies Date

Yes No

[Signature] 09/14/18
Provost and Vice President for Academic Affairs Date

Yes No

[Signature] 9/15/18
President Date

Yes No

Lincoln University

(Graduate)

Request for a New Course for a New Program

1. Department: Education 2018

Date: April 20, 2018

Department Code: EDU

2. Course Number and Title: EDU 683 Neuroscience for Counselors

Abbreviation of Title (19 characters): Neuroscience

3. Term(s) offered: As Necessary

4. Credit Hours: 3

If credit is variable, specify the minimum and maximum number in a term:

If a student may re-enroll for credit, specify the maximum total number of credits:

5. Prerequisite(s): None

Is/are prerequisite(s): Required or Recommended (please circle one)

6. Co-requisite(s): None

Is/are co-requisite(s): Required or Recommended (please circle one)

7. Cross listed with: N/A

8. Catalog description (brief – 30 words maximum): Exploration of current social/cultural issues as they apply to counseling clients from diverse populations. Focus on development of advocacy project for social change to benefit the mental health of clients.

9. Course to be first offered (term/year): Fall 2018

General Course Information:

10. Instructor: Wood

11. For whom is this course designed? EdS, Clinical Mental Health Counseling students

12. Is this a required course? Yes

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For whom? EdS, Clinical Mental Health Counseling students

13. What is the expected enrollment? per term 15 per year

14. If this course is offered, will you need additional staff? No

Please explain budget requirements, or if no new staff is required, explain how the course will be given: Dr. Wood or adjunct will teach this course in tandem with a companion Med course

15. Will you need additional equipment? No

Approximate cost(s):

16. Will additional library materials be required? No

Approximate cost(s):

17. Lab fee? Yes If so, amount per course: \$10

18. Course fee? Yes or No (please circle one) If so, amount per credit hour: \$

Policies affecting new course requests:

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_____	Yes	No
Department Head		
<u>M. Amy</u>	<input checked="" type="radio"/> Yes	No

College Dean		
<u>08/24/2018</u>		
Date		

Graduate Council		
<u>Roger L. Jungmeyer</u>	<input checked="" type="radio"/> Yes	No

7 Sept 2018		
Date		

Dean of Graduate Studies		
<u>Debra F. Greene</u>	<input checked="" type="radio"/> Yes	No

9/7/18		
Date		

Provost and Vice President for Academic Affairs		
<u>[Signature]</u>	Yes	No

9/14/18		
Date		

President		
<u>[Signature]</u>	<input checked="" type="radio"/> Yes	No

9/15/18		
Date		

Lincoln University

(Graduate)

Request for a New Course for a New Program

1. Department: Education 2018

Date: April 20, 2018

Department Code: EDU

2. Course Number and Title: EDU 684 Counseling Supervision

Abbreviation of Title (19 characters): Supervision

3. Term(s) offered: As Necessary

4. Credit Hours: 3

If credit is variable, specify the minimum and maximum number in a term:

If a student may re-enroll for credit, specify the maximum total number of credits:

5. Prerequisite(s): Instructor Permission

Is/are prerequisite(s): Required or Recommended (please circle one)

6. Co-requisite(s): None

Is/are co-requisite(s): Required or Recommended (please circle one)

7. Cross listed with: N/A

8. Catalog description (brief – 30 words maximum): An in depth review of the experience of crisis, trauma, and grief and counseling interventions to support recovery. Includes a look at the social impact of crisis and systemic approaches to responding to both natural disasters and non-natural crises events.

9. Course to be first offered (term/year): Fall 2018

General Course Information:

10. Instructor: Wood

11. For whom is this course designed? EdS, Clinical Mental Health Counseling students

12. Is this a required course? No

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For whom?

13. What is the expected enrollment? per term 15 per year

14. If this course is offered, will you need additional staff? No

Please explain budget requirements, or if no new staff is required, explain how the course will be given: Dr. Wood or adjunct will teach this course in tandem with a companion Med course

15. Will you need additional equipment? No

Approximate cost(s):

16. Will additional library materials be required? No

Approximate cost(s):

17. Lab fee? Yes If so, amount per course: \$10

18. Course fee? Yes or No (please circle one) If so, amount per credit hour: \$

Policies affecting new course requests:

A new course requires the approval of the Department Head from the department initiating the course, College Dean, Graduate Council, Graduate Dean, Provost and Vice President for Academic Affairs, and President.

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_____	Yes	No
Department Head _____ Date		
<u>M. Ay</u> _____ <u>08/24/2018</u>	<input checked="" type="radio"/> Yes	No
College Dean _____ Date		
<u>Roger J. Jungmeyer</u> _____ <u>7 Sept 2018</u>	<input checked="" type="radio"/> Yes	No
Graduate Council _____ Date		
<u>Debra F. Sheena</u> _____ <u>9/7/18</u>	<input checked="" type="radio"/> Yes	No
Dean of Graduate Studies _____ Date		
<u>[Signature]</u> _____ <u>09/14/18</u>	Yes	No
Provost and Vice President for Academic Affairs _____ Date		
<u>[Signature]</u> _____ <u>9/15/18</u>	<input checked="" type="radio"/> Yes	No
President _____ Date		

Lincoln University

(Graduate)

Request for a New Course for a New Program

1. Department: Education 2018

Date: April 20, 2018

Department Code: EDU

2. Course Number and Title: EDU 686 DSM Diagnosis

Abbreviation of Title (19 characters): DSM Diagnosis

3. Term(s) offered: As Necessary

4. Credit Hours: 3

If credit is variable, specify the minimum and maximum number in a term:

If a student may re-enroll for credit, specify the maximum total number of credits:

5. Prerequisite(s): None

Is/are prerequisite(s): Required or Recommended (please circle one)

6. Co-requisite(s): None

Is/are co-requisite(s): Required or Recommended (please circle one)

7. Cross listed with: N/A

8. Catalog description (brief – 30 words maximum): **Using the DSM for diagnosing and treating mental/behavioral disorders. Emphasis placed on accurately assessing clients to determine appropriate DSM diagnosis and writing Diagnostic Reports.**

9. Course to be first offered (term/year): Fall 2018

General Course Information:

10. Instructor: Wood

11. For whom is this course designed? EdS, Clinical Mental Health Counseling students

12. Is this a required course? Yes

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For whom? EdS, Clinical Mental Health Counseling students

13. What is the expected enrollment? per term 15 per year

14. If this course is offered, will you need additional staff? No

Please explain budget requirements, or if no new staff is required, explain how the course will be given: Dr. Wood or adjunct will teach this course in tandem with a companion Med course

15. Will you need additional equipment? No

Approximate cost(s):

16. Will additional library materials be required? No

Approximate cost(s):

17. Lab fee? Yes If so, amount per course: \$10

18. Course fee? Yes or No (please circle one) If so, amount per credit hour: \$

Policies affecting new course requests:

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Department Head

Date

Yes

No

M. Ay
College Dean

08/24/2018

Date

Yes

No

Roger L. Jungmeyer
Graduate Council

7 Sept. 2018

Date

Yes

No

Nehra F. Greene
Dean of Graduate Studies

9/7/18

Date

Yes

No

[Signature]
Provost and Vice President for Academic Affairs

09/11/18

Date

Yes

No

[Signature]
President

9/15/18

Date

Yes

No

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Lincoln University
(Graduate)

Request for a New Course for a New Program

1. Department: Education 2018

Date: April 20, 2018

Department Code: EDU

2. Course Number and Title: EDU 687 Counseling Internship

Abbreviation of Title (19 characters): Cnseling Internship

3. Term(s) offered: As Necessary

4. Credit Hours: 3-6

If credit is variable, specify the minimum and maximum number in a term: 2

If a student may re-enroll for credit, specify the maximum total number of credits: 6

5. Prerequisite(s): Instructor Permission

Is/are prerequisite(s): Required or Recommended (please circle one)

6. Co-requisite(s): None

Is/are co-requisite(s): Required or Recommended (please circle one)

7. Cross listed with: N/A

8. Catalog description (brief – 30 words maximum): Supervised counseling experience in an approved counseling setting. Emphasis placed on integration of knowledge, skills, and understanding of counseling processes, diagnosis, and report writing.

9. Course to be first offered (term/year): Fall 2018

General Course Information:

10. Instructor: Wood

11. For whom is this course designed? EdS, Clinical Mental Health Counseling students

12. Is this a required course? Yes

For whom? EdS, Clinical Mental Health Counseling students

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13. What is the expected enrollment? per term 15 per year

14. If this course is offered, will you need additional staff? No

Please explain budget requirements, or if no new staff is required, explain how the course will be given: Dr. Wood or adjunct will teach this course in tandem with a companion Med course

15. Will you need additional equipment? No

Approximate cost(s):

16. Will additional library materials be required? No

Approximate cost(s):

17. Lab fee? Yes If so, amount per course: \$10

18. Course fee? Yes or No (please circle one) If so, amount per credit hour: \$

Policies affecting new course requests:

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Department Head

Date

Yes

No

M. [Signature]
College Dean

08/24/2018
Date

Yes

No

Roger L. Jungmeyer
Graduate Council

7. Sept. 2018
Date

Yes

No

Debra F. Sheena
Dean of Graduate Studies

9/7/18
Date

Yes

No

[Signature]
Provost and Vice President for Academic Affairs

09/14/18
Date

Yes

No

[Signature]
President

9/20/18
Date

Yes

No

Lincoln University

(Graduate)

Request for a New Course for a New Program

1. Department: Education 2018

Date: April 20, 2018

Department Code: EDU

2. Course Number and Title: EDU 688 Counseling Internship II

Abbreviation of Title (19 characters): Cnseling Internship II

3. Term(s) offered: As Necessary

4. Credit Hours: 3-6

If credit is variable, specify the minimum and maximum number in a term: 2

If a student may re-enroll for credit, specify the maximum total number of credits: 3

5. Prerequisite(s): Instructor Permission

Is/are prerequisite(s): Required or Recommended (please circle one)

6. Co-requisite(s): None

Is/are co-requisite(s): Required or Recommended (please circle one)

7. Cross listed with: N/A

8. Catalog description (brief – 30 words maximum): Supervised counseling experience in an approved counseling setting. Emphasis placed on diagnosis and report writing.

9. Course to be first offered (term/year): Fall 2018

General Course Information:

10. Instructor: Wood

11. For whom is this course designed? EdS, Clinical Mental Health Counseling students

12. Is this a required course? No

For whom?

13. What is the expected enrollment? per term 15 per year

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14. If this course is offered, will you need additional staff? No

Please explain budget requirements, or if no new staff is required, explain how the course will be given: Dr. Wood or adjunct will teach this course in tandem with a companion Med course

15. Will you need additional equipment? No

Approximate cost(s):

16. Will additional library materials be required? No

Approximate cost(s):

17. Lab fee? Yes If so, amount per course: \$10

18. Course fee? Yes or No (please circle one) If so, amount per credit hour: \$

Polices affecting new course requests:

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Department Head Yes No
Date

M. Ay
College Dean

09/04/2018
Date

Yes

No

Roger J. Jungmeyer
Graduate Council

7 Sept 2018
Date

Yes

No

Debra L. Sheena
Dean of Graduate Studies

9/7/18
Date

Yes

No

[Signature]
Provost and Vice President for Academic Affairs

09/14/18
Date

Yes

No

[Signature]
President

9/15/18
Date

Yes

No

Lincoln University
(Graduate)

Request for a New Course for a New Program

1. Department: Education 2018

Date: April 20, 2018

Department Code: EDU

2. Course Number and Title: EDU 690 Research II

Abbreviation of Title (19 characters): Research II

3. Term(s) offered: As Necessary

4. Credit Hours: 3

If credit is variable, specify the minimum and maximum number in a term:

If a student may re-enroll for credit, specify the maximum total number of credits:

5. Prerequisite(s):

Is/are prerequisite(s): Required or Recommended (please circle one)

6. Co-requisite(s): None

Is/are co-requisite(s): Required or Recommended (please circle one)

7. Cross listed with: N/A

8. Catalog description (brief – 30 words maximum): Students will use the literature review and research question developed in EDU 680 Research I, and apply research methodology to produce a research article that can be submitted for publication in a research journal.

9. Course to be first offered (term/year): Fall 2018

General Course Information:

10. Instructor: Staff/Adjunct

11. For whom is this course designed? EdS, Clinical Mental Health Counseling students

12. Is this a required course? No

For whom?

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ACADEMIC AFFAIRS

13. What is the expected enrollment? per term 15 per year

14. If this course is offered, will you need additional staff? No

Please explain budget requirements, or if no new staff is required, explain how the course will be given: Dr. Wood or adjunct will teach this course in tandem with a companion Med course

15. Will you need additional equipment? No

Approximate cost(s):

16. Will additional library materials be required? No

Approximate cost(s):

17. Lab fee? Yes If so, amount per course: \$10

18. Course fee? Yes or No (please circle one) If so, amount per credit hour: \$

Policies affecting new course requests:

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		Yes	No
Department Head	Date		
<u>M. Fey</u>	08/24/2018	<input checked="" type="radio"/>	<input type="radio"/>
College Dean	Date		
<u>Roger J. Jungsmeier</u>	7/9/2018	<input checked="" type="radio"/>	<input type="radio"/>
Graduate Council	Date		

Debra F. Greene

9/7/18

Dean of Graduate Studies

Date

Yes

No

[Signature]

09/14/18

Provost and Vice President for Academic Affairs

Date

Yes

No

President

Date

Yes

No

Missouri State University
Proposed Program: Doctorate of Defense
and Strategic Studies

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Executive Summary

Missouri State University seeks to establish a new professional doctoral program leading to the Doctor of Defense and Strategic Studies (DDSS). This proposed program is an expansion of MSU's well-established, highly-successful Defense and Strategic Studies (DSS) graduate program that has been offered at MSU since 1987 and was relocated to the Washington D.C. metropolitan area in 2005. It offers a general M.S. Degree in Defense and Strategic Studies and an M.S. Degree with an emphasis on Countering Weapons of Mass Destruction. The DSS program was initially established at another university in 1971. Since moving to MSU it has focused on professionally-oriented graduate education in strategic studies/diplomacy and has become one of the oldest and largest strategic studies centers in the country, including cooperative programs with the National Defense University, the U.S. Army, the U.S. Air Force and universities abroad.

The DDSS detailed here advances the five key goals and strategies presented in the Missouri Department of Higher Education's *Blueprint for Higher Education*. In particular, it will be high-quality, widely-accessible to traditional and non-traditional students, affordable, and self-financing. It also meets considerable student demand and a societal need that is well-recognized in government and academic writings for professionally-oriented graduate educational opportunities in the field, including at the professional doctoral degree level. It is designed to provide graduate education opportunities to traditional students seeking to begin professional careers in the field of strategic studies/diplomacy and to non-traditional, mid-career civilian and military students seeking to advance their careers in the field. The positive response of both traditional and non-traditional students to this proposed DDSS program has been overwhelming—perhaps because there are so few similar programs in the country, and none that are comparable to the DDSS. In particular, the DDSS program includes a relatively small established and dedicated core, full-time faculty and a large (approximately 25 member) part-time faculty from the Washington D.C. area with outstanding academic credentials and literally centuries of combined senior professional experience in the field. This unique combination of established and dedicated professional faculty, history and alumni network, affordability, societal and student demand, degree marketability and location mark the DDSS program as an exceptional opportunity for MSU, traditional and non-traditional students, and the state of Missouri.

- PUBLIC
- INDEPENDENT

NEW PROGRAM PROPOSAL FOR ROUTINE REVIEW

When finished, please save and email to: he.academicprogramactions@dhe.mo.gov

Sponsoring Institution:

Program Title: Defense and Strategic Studies

Degree/Certificate:

If other, please list: Doctor of Defense and Strategic Studies (DDSS)

Options:

Delivery Site: Missouri State University, Department of Defense and Strategic Studies, Fairfax, Virginia

CIP Classification: 28.0601

Implementation Date: 8/15/2020

Is this a new off-site location? Yes No

If yes, is the new location within your institution's current CBHE-approved service region?

**If no, public institutions should consult the comprehensive review process*

Is this a collaborative program? Yes No

**If yes, please complete the collaborative programs form on last page.*

CERTIFICATIONS

- The program is within the institution's CBHE approved mission. *(public only)*
- The program will be offered within the institution's CBHE approved service region. *(public only)*
- The program builds upon existing programs and faculty expertise
- The program does not unnecessarily duplicate an existing program in the geographically-applicable area.
- The program can be launched with minimal expense and falls within the institution's current operating budget. *(public only)*

AUTHORIZATION

Frank Einhellig, Provost		
Name/Title of Institutional Officer	Signature	Date

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below.

Quantification of performance goals should be included wherever possible.

1. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.
 - *Cumulative GPA of 3.00 over last 60 hours of academic work taken;*
 - *Personal philosophy statement.*
 - *Two letters of recommendation, from academic or professional points of contact.*
 - *Brief C.V.*
 - *Student interview with faculty member in-person, by telephone or teleconference recommended as part of the application process.*
 - *Professional experience in the federal government in the area of international security/diplomacy will be helpful, but not essential for the applicant.*
 - *An existing Master's degree in Security Studies, or in International Relations or Political Science with a concentration in security studies also will be helpful, but not essential for the applicant.*

- Characteristics of a specific population to be served, if applicable.

A large proportion of the expected student population will be employed full or part-time in the area of international security/diplomacy, particularly including a diverse group of mid-career civilian professionals in the federal government and active duty military officers. Many of these students will be located in the Washington D.C. metropolitan area or at a variety of government sites around the country. They will be interested in this doctoral degree program to help in the advancement of their professional careers. The program also will be open to foreign nationals, including military officers.

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
 - *Faculty are required to have a PhD, professional doctoral degree, or Master's degree pertinent to the field of international security/diplomacy. Faculty also are required to have extensive professional experience in the field of international security/diplomacy, primarily in federal government civilian or military positions, and/or non-governmental research organizations ("think tanks"). See Phase I Proposal Appendix E for list of proposed faculty and associated credentials and experience relative to projected coursework.*

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

The estimated percentage of credit hours that will be assigned to full time faculty is approximately 25%. Part-time faculty with extensive senior professional experience in international security/diplomacy will provide approximately 75% of the credit hours. This part-time faculty consists largely of serving and retired senior officials located in the Washington D.C. metropolitan area, with experience from in the various pertinent federal government departments and agencies located in the Washington D. C. area, e.g., the Department of Defense, Department of State, intelligence agencies, or Congress. Faculty members with extensive professional experience understand the professional students' career requirements, conditions and goals. Students greatly appreciate these faculty members as seasoned professional mentors and important networking contacts for their chosen careers. Faculty with extensive professional experience also have direct involvement with the subject matter they cover in the classroom, whether it is in the policy-making or legislative processes, intelligence, international negotiations, consultations with allied governments, countering international terrorism or nuclear proliferation, arms control, authoring government reports, or conducting intelligence analyses. They offer a wide range of professional experience and expertise, and thus support a broad spectrum of pertinent subject areas in the DDSS curriculum. Faculty members able to bring this type of professional experience to the classroom and convey lessons from it as part of their course content provide an unparalleled set of tools to aid student understanding of the subject material and student appreciation of courses. Most members of the part-time DSS faculty have served on scores of DSS student exam boards and as readers on scores of Master's theses. They have offered DSS courses with regularity and consistency for more than a decade. This continuity has been extremely valuable both for students and for the operation of the DSS program. The DSS Classroom Assessment Techniques (CATs) conducted each semester for all courses reveal extremely positive student course evaluations for DSS' part-time faculty, as do surveys conducted by the State Council of Higher Education for Virginia (SCHEV). Please see Phase I Proposal Appendix E for list of proposed faculty and associated credentials and experience relative to projected coursework.

- Expectations for professional activities, special student contact, teaching/learning innovation.

Professional activities: One semester of DSS 720, Internship/Professional Experience, will be required for all DDSS students. Internships in professional offices in the field are an important part of a professional doctoral degree. For DDSS students who are not already mid-career or active duty military Officers, professional experience in government offices is particularly helpful because students often are able to receive a security clearance as part of their internship. This can be enormously helpful to beginning careers in public service. Over the past two decades, DSS/MSU has established excellent working-relations with numerous governmental and non-governmental offices in the Washington D.C. area to provide internships to DSS students, some of which are well-paid. Locations in which DSS students regularly intern include Congressional offices, the National Defense University's WMD Center and Regional Centers for Security, the Office of the Secretary of Defense, the Defense Intelligence Agency, the Missile Defense Agency, the Office of Naval Intelligence, the Naval Historical Office, Federal Bureau of Investigation, the Johns Hopkins Applied Physics Laboratory, the National Geospatial Intelligence Agency (NGA), Lockheed Martin, Raytheon, the National Institute for Public Policy, the Potomac Institute, the Vietnam Veterans Association, Heritage Foundation, the Missile Defense Advocacy Alliance, and the Center for Strategic and International Studies. Consequently, DDSS students will have numerous opportunities to take advantage of these well-established and positive DSS relations with local professional offices to gain professional experience as part of their educational preparation. Special Student Contact: Students will invite a faculty member to serve as a particular mentor for the two-semester course (DSS 896) devoted to the Doctoral Capstone Project. This faculty member will have extensive

professional experience in the issue area of student interest for the Capstone project. This mentor will work with the student from the initial identification of a topic to the presentation of the project to the faculty review committee, on which the mentor will serve.

3. Enrollment Projections

- Student FTE majoring in program by the end of five years.
The expectation is 9-10 FTE in each entering class. At the end of five years, this would mean 18-24 student would be enrolled in the program at any one time depending on the enrolled students' time to completion. (During the initial years of the DDSS program, MSU will proceed in a deliberate manner and will likely enroll fewer DDSS students than now appears possible given the high level of student demand. This will ensure that the DDSS program is established on a firm administrative and financial foundation prior to enrolling larger numbers of doctoral students.)
- Percent of full time and part time enrollment by the end of five years.
 The expectation is approximately 35% full-time and 65% part time enrolment at the end of five years.

STUDENT ENROLLMENT PROJECTIONS

YEAR	1	2	3	4	5
Full Time	4	8	8	8	8
Part Time	8	16	16	16	16
Total	12	18-24	18-24	18-24	18-24

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
Approximately 12
- Special skills specific to the program.
 - *Understanding and analysis of weapons of mass destruction threats and policies/operations intended to counter weapons of mass destruction threats.*
 - *Understanding and analysis of the process of WMD and missile proliferation, and policies/operations intended to support nonproliferation and counterproliferation.*
 - *Understanding of history of arms control goals, efforts and agreements and ability to conduct arms control analyses.*
 - *Understanding and analysis of intelligence goals, methods and operations.*
 - *Understanding of the threats posed by terrorism and approaches to counter terrorism*
 - *Understanding of the tools for strategic/cultural analysis needed to tailor deterrence and assurance policies.*
 - *Professional analytical and writing skills that focus on writing and communicating government policy documents.*
 - *Professional briefing skills that focus on communicating with senior government policy makers, including creating and understanding presentations using maps, statistical graphs and charts.*
 - *Understanding the congressional budgeting process and authority related to national security and diplomacy matters.*

- Proportion of students who will achieve licensing, certification, or registration.
No related licensing, certification, or registration
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.
Not applicable
- Placement rates in related fields, in other fields, unemployed.
The expected professional placement rate in the field is 100% of those seeking placement in the field. Many and perhaps most students will be mid-career professionals already employed in the field.
- Transfer rates, continuous study.
Given the specialized nature of the proposed doctorate, few if any transfers are expected. However, if student does request transfer credit, the DDS faculty will make the final determination based on relevance of coursework.

5. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide rationale.
No relevant accreditation available

6. Program Structure

Total credits required for graduation: *66 total credit hours required
30 credits (10 courses) to completion for applicants with an existing Master's degree comparable to the DSS M.S. Degree. This is the same number of courses required for comparable students for the new professional doctoral degree in International Affairs (DIA) offered by Johns Hopkins University. The total number of credits required for DDSS students without advanced placement (66), appears to be greater than the number of credits required of comparable students for the Johns Hopkins' DIA.*

It is anticipated that most students will enter the doctoral program with an earned master's degree; many will be MSU alumni who have already earned the DSS M.S. degree. However, this is not a requirement for admission to the DDSS program.

- Residency requirements, if any:
None
- General education: Total credits:
Not applicable. No Gen Ed for graduate degrees.

- Major (i.e., Degree) requirements: Total credits: 66

Core Courses (Required of all students)		
Total credits = 9		
Course ID	Course Title	Credit
DSS 720	Internship/Professional Experience	3
DSS 801	Advanced Nuclear Strategy and Arms Control	3
DSS 832	Advanced Survey and Writing	3
Elective Courses		
Total credits = 51		
Course ID	Course Title	Credit
DSS 702	Regional Security in the Middle East	3
DSS 703	Science, Technology and Defense Policy	3
DSS 704	Arms Control Theory and Practice	3
DSS 705	NATO Security Issues	3
DSS 707	Congress and WMD	3
DSS 708	Contemporary Security in Russia	3
DS 710	Countering Terrorism	3
DSS 713	Intelligence/Counterintelligence	3
DSS 719	Strategic Culture	3
DSS 721	Proliferation, Missile Defense and Modern Warfare	3
DSS 722	Emerging Strategic Challenges	3
DSS 723	Counterproliferation	3
DSS 724	Leadership in National Security	3
DSS 725	Instruments of State Power	3
DSS 726	Security Issues in Asia	3
DSS 727	Chemical and Biological Warfare	3
DSS 728	Advanced Countering Terrorism	3
DSS 737	Advance Chemical and Biological Warfare	3
DSS 796	Directed Reading/Research	3
DSS 797	Cyber Warfare/Security	3
DSS 797	Security Challenges in Latin America	3
DSS 797	Advanced Intelligence/Counterintelligence	3
Thesis/Non-Thesis/Capstone/Internship		
Total credits = 6		
Course ID	Course Title	Credit
DSS 896	Directed Reading/Research for Doctoral Capstone Project	6

- Free elective credits: *Listed above*
(sum of C, D, and E should equal A)
- Requirements for thesis, internship or other capstone experience:
One semester (3 credits) of DSS 720 Internship/Professional Experience; Two semesters (6 credits) of DSS 896, Doctoral Capstone Project.
- Any unique features such as interdepartmental cooperation:
None

7. Need/Demand

Student demand

Student interest for this proposed doctoral program has been demonstrated by the large number of students who have expressed enthusiasm for it and their intention to enroll in the program as soon as possible. Numerous students, including current DSS students and alumni having already earned the DSS M.S. degree, have sent letters to DSS attesting to their interest in beginning the DDSS program (see Phase I Proposal Appendix B). On April 10 and May 8, 2019 DSS held open forums for current DSS students interested in the DDSS program. These were very well attended--with approximately 50 students participating in-person and by VTC. In addition, 63 current DSS students and alumni have responded to date to a single DSS email regarding the program expressing their keen interest in enrolling in the program once established. Many asked how soon they could apply.

In addition, the U.S. Air Force Institute of Technology has stated that it intends to sponsor six highly-qualified Air Force officers for enrollment in the DDSS program during its initial year and will sponsor several additional officers each year thereafter. The DSS office now receives several phone calls and/or emails per day from prospective students interested in applying for or learning more about the DDSS program; most of these emails are inquires asking when the prospective students can apply for the DDSS program. These expressions of interest have occurred in the absence of any public advertising of the program whatsoever. They follow entirely from the initial DSS email and word-of-mouth discussions among current students and recent alumni of the possible DDSS program. In many cases, these expressions are from mid-career federal government civilian and military personnel who understand the expanded opportunities for advancement in their existing career paths that will be possible with this professional doctorate.

Finally, as noted earlier, several past DSS graduates who transferred to another university to earn a PhD (because DSS now offers no terminal degree) have sent letters observing that they would have remained at DSS to earn a professional doctoral degree if they had the option to do so at the time. These are included in Phase I Proposal Appendix B.

(The names of over 60 students who have expressed the interest described above and their corresponding emails are available upon request).

Market demand

Senior personnel from governmental, non-governmental and corporate institutions who are very familiar with hiring and employment opportunities in the field, and who represent prospective employers for graduates of this proposed doctoral program have identified the market demand for the DDSS program and provided their own strong endorsement of the program. (Letters from corporate and other non-governmental offices discussing the market demand for this program are included in Phase I Proposal Appendix C).

For example, in a January 11, 2019 letter to DSS, Rear Admiral Richard Correll, Director of Plans and Policy at the United States Strategic Command stated: "Your department's national security policy and defense analysis focus produces graduates with research and critical thinking skill that complement the broad portfolio of USSTRATCOM mission and academic interest areas. Our desire is to engage with your department and those students in your program who seek to one day fill the ranks of national security professionals to meet emerging deterrence and assurance analytic and decision-making requirements." (The letter to DSS from Admiral Correll is available in Phase I Proposal Appendix F).

In addition, senior Department of Defense personnel involved in graduate military education have expressed their interest in enrolling DoD uniformed and civilian students as soon as the DDSS program is available. The U.S. Air Force, for example, has indicated that it will seek to enroll six highly-qualified Air Force Officers as soon as the program is available, and additional Officers each year thereafter.

A separate indicator of the market demand for this proposed DDSS program is the very successful placement rate for those students now graduating with the DSS M.S. degree. While some graduates do not report their post-graduate employment status, a majority have done so when asked. Based on those responses, it appears that virtually all reporting DSS M.S. graduates are employed in the field prior to graduation or shortly thereafter.

Societal demand

Whenever possible, U.S. national security policies should reflect systematic study and rigorous analysis. Security policies based on hunches, “gut feelings,” or limited background analyses may be unavoidable in some cases, but they are more likely to miss considerations that could be critical to optimal decision making and best practice. The importance of systematic study and rigorous, educated analysis is nowhere more important than with regard to U.S. policies for countering threats from weapons of mass destruction—a primary subject of this proposed doctoral program.

This need is well-recognized by senior U.S. civilian and military leaders. A 2019 article in the Journal of Political Science Education by two professors from the University of Nebraska (Lana Obradovic and Michelle Black: “Teaching Deterrence: A 21st Century Update”) focuses precisely on the pertinent question now posed by “national leaders,” “How can we improve our instruction at civilian universities to allow our students to actively participate in rethinking and reframing deterrence concepts?” Indeed, senior civilian and military leaders have frequently emphasized in public speeches the need for the type of advanced professional education program that will be available with the DDSS, if approved.

For example, Admiral Cecil Haney, as Commander of U.S. Strategic Command repeatedly emphasized that: “Our current and future leaders must be able to rapidly connect to and digest traditional and non-traditional reams of information, and integrate it into historical and cultural models to stimulate critical thinking necessary to create timely operational and strategic options for national security decision makers...Our country needs professionals that can think deeply and strategically, voice an educated opinion, coherently document those thoughts and drive effective solutions.” (Kansas State University, Landon Lecture Series, October 21, 2016, STRATCOM.mil, at <http://www.stratcom.mil/Media/Speeches/Article/987834/kansas-state-university-landon-lecture-series/>. The Vice Chairman of the Joint Chiefs of Staff, General Paul Selva, observed in a 2016 Memorandum for the Chiefs of the Military Services and President of the National Defense University that there is a “critical need” to increase learning in this area (Obradovic and Black, p. 4).

In addition, senior-level, bipartisan government and non-governmental reports have repeatedly emphasized the urgent need for civilian and military personnel to have more formal and advanced education in critical national security issue areas, including those featured in the proposed DDSS curriculum. Such official reports include the following:

· The 2008 Report of the Defense Science Board Task Force on Nuclear Deterrence Skills, available at: <https://www.acq.osd.mil/dsb/reports/2000s/ADA487983.pdf>

· The 2008 Report of the Secretary of Defense Task Force on DoD Nuclear Weapons Management, available at:

https://dod.defense.gov/Portals/1/Documents/pubs/Phase_I_Report_Sept_10.pdf [Vol. 1] and
<https://dod.defense.gov/Portals/1/Documents/pubs/PhaseIIReportFinal.pdf> [Vol. 2]

- *The National Defense Authorization Act for Fiscal Year 2014 (H.R. Rep. No. 113-102, 2014)*
- *The 2014 National Academy of Sciences report, U.S. Air Force Strategic Deterrence Analytic Capabilities, available at <https://www.nap.edu/catalog/18622/us-air-force-strategic-deterrence-analytic-capabilities>*

For example, the Report of the Defense Science Board Task Force on Nuclear Deterrence Skills (referenced above) states: "The Secretary of Defense should establish Department of Defense requirements for understanding foreign cultural and behavioral factors related to nuclear issues...Deterring future adversaries will require greater understanding of the goals, culture, values, social characteristics, government limitations, leadership decision-making, and motivations of nations and non-state actors. Such an understanding is an essential component of intelligence needed for competent conduct of U.S. foreign policy. Better training and education are needed for personnel at all levels..."

These officials' speeches and reports all emphasize the great need for expanding and deepening the advanced educational preparation of civilian and military personnel who are responsible for formulating and implementing U.S. plans to meet diverse international security needs. The DDSS curriculum is designed specifically to address the needs for advanced educational training identified in the open reports and speeches referenced above. These repeated calls in U.S. government documents and officials' speeches undoubtedly have contributed to the very positive response to the proposed DDSS program from government and industry offices. Members of the DSS faculty are world-renowned for their expertise and senior professional experience in precisely the areas of particular need as specified in official reports. In short, the DDSS program is designed to help meet a societal need that is well recognized by those governmental institutions uniquely established to meet that need.

I hereby certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful.

On July 1, 2011, the Coordinating Board for Higher Education began provisionally approving all new programs with a subsequent review and consideration for full approval after five years

COLLABORATIVE PROGRAMS

- **Sponsoring Institution One:**
- **Sponsoring Institution Two:**
- **Other Collaborative Institutions:**
- **Length of Agreement:**
- **Which institution(s) will have degree-granting authority?**
- **Which institution(s) will have the authority for faculty hiring, course assignment, evaluation and reappointment decisions?**
- **What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?**
- **Which institution(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?**
- **What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?**

Please save and email this form to: he.academicprogramactions@dhe.mo.gov

**MDHE PROPOSAL FOR COMPREHENSIVE REVIEW
PHASE I**

Collaboration with Other Institutions

Missouri State University's Department of Defense and Strategic Studies (DSS) is located in Fairfax, Virginia. Because the program is located outside the state of Missouri and there is no comparable curriculum in any Missouri university, offering the Doctorate of Defense and Strategic Studies (DDSS) in collaboration with other Missouri universities would not be feasible. In order to confirm, the Dean of the Graduate School at MSU discussed the possibility with the Associate Vice Chancellor of Graduate Studies at the University of Missouri. The Associate Vice Chancellor indicated that MU was not interested in collaborating to offer the degree. See letter in Appendix A.

The Department of Defense and Strategic Studies has a number of relevant cooperative affiliations, which serve as sources for potential students, funding, research collaboration, and internship experiences. Examples appear below.

Department of Defense/National Defense University (NDU): The NDU Fellows Program enrolls up to 48 mid-career students in the DSS graduate program per year. These students earn a certificate or M.S. degree option in Countering Weapons of Mass Destruction.

Air Force Institute of Technology (AFIT): The U.S. Air Force enrolls 32 mid-career Air Force officers per year in the DSS graduate program. These Air Force officers earn a certificate or M.S. degree option in Countering Weapons of Mass Destruction.

U.S. Army, Ft. Leonard Wood (FLW): The U.S. Army now enrolls 22 mid-career Army officers in the DSS graduate program. This number is expected to grow. These Army officers earn a certificate or M.S. degree option in Countering Weapons of Mass Destruction.

U.S. Strategic Command (USSTRATCOM), Offutt Air Force Base: DSS/MSU is a founding member of the Deterrence and Assurance Academic Alliance sponsored by U.S. Strategic Command.

Masaryk University, Czech Republic: DSS/MSU has a long-standing exchange program with Masaryk University. Two to three Czech students enroll in DSS each year and five DSS students typically enroll at Masaryk University each summer session.

Rumsfeld Foundation: Since 2008 the DSS Department Head has nominated 23 graduate students for scholarships funded by the Rumsfeld Foundation. Twenty-one of these DSS students nominated have been awarded scholarships.

Privately-funded scholarships for DSS students: Seven privately-funded scholarships are made available to DSS students every year. These are the William R. Van Cleave Scholarship, Bill Fallon Scholarship, John S. Foster Jr. Scholarship, Ulrike Schumacher Scholarship, Gates Scholarship, Walters Scholarship and Kahn Scholarship. These scholarships are awarded to approximately 30 DSS students each year at a total value of approximately \$200,000 per year.

Internships in Professional Offices: DSS/MSU has established relations with numerous government and NGO offices to provide internships in professional offices to DSS students. Locations in which DSS students regularly intern include Congressional offices, the National Defense University's WMD Center and Regional Centers for Security, the Office of the Secretary of Defense, the Defense Intelligence Agency, the Missile Defense Agency, the Office of Naval Intelligence, the Naval Historical Office, Federal Bureau of Investigation, the Johns Hopkins Applied Physics Laboratory, the National Geospatial Intelligence Agency (NGA), Lockheed Martin, Raytheon, the National Institute for Public Policy, the Potomac Institute, the Vietnam Veterans Association, Heritage Foundation, the Missile Defense Advocacy Alliance, and the Center for Strategic and International Studies.

Private Foundations: Two private foundations have indicated their enthusiastic interest in supporting a DSS/MSU professional doctoral program once established.

Blueprint for Higher Education Goals Addressed

The Missouri Department of Higher Education's *Blueprint for Higher Education* identifies "guiding principles," five goals and numerous related "strategies" for Missouri higher education. The discussion below explains how the proposed Doctor of Defense and Strategic Studies program conforms very well with, and advances these principles, goals and strategies.

Blueprint Principles

The proposed professional Doctor in Defense and Strategic Studies Degree to be offered by Missouri State University's graduate Department of Defense and Strategic Studies is particularly pertinent to several principles set forth in the *Blueprint for Higher Education*. For example, because there are no comparable professional doctoral degree programs in Missouri, the DDSS Degree program would by definition expand the "diversity of institutional missions" and "educational opportunities" for Missouri students, and also nationwide.

In addition, the specific purpose of this professional doctoral degree program is to "provide students with the knowledge and skills necessary to succeed in a global economy," and to prepare students who are committed to "social responsibility and service to society." A particular focus of the proposed DDSS program is to prepare students in a field that is widely recognized in government and industry as now lacking adequate advanced educational programs and opportunities. And, another particular focus of the DDSS program is to *enable students to start or advance professional careers in public service*; virtually all of the expected DDSS students will begin or advance their careers in civilian or military service to the country, i.e., they are committed to careers in public service, and thus to "social responsibility and service to society."

Blueprint Goals

The proposed professional doctoral program shares, and unquestionably would advance each of the five goals set forth in the *Blueprint for Higher Education*:

Attainment; Affordability; Quality; Research and Innovation; and Investment, Advocacy & Partnerships.

Attainment: “Missouri must attract more traditional students and adults, including veterans, to higher education and provide more education opportunities in the communities where they live and work.” Attainment includes the related goal of increasing “college completion rates.”

The proposed DDSS professional doctoral program is particularly well-suited to advance this Attainment goal. For example, the numerous student expressions of intent to enroll in the DSS doctoral program (see Appendix B) demonstrate that the program would attract significant numbers of adults, including veterans and serving military officers. This is because: 1) past DSS graduates who are adults now pursuing professional careers in the field have expressed considerable enthusiasm for beginning this proposed professional doctorate; and, 2) Mid-career military professionals who have been part of the existing DSS cooperative graduate programs with the U.S. Air Force and National Defense University also have expressed considerable enthusiasm for beginning this proposed professional doctoral degree. The DDSS program is designed for maximum accessibility for these mid-career public students, including veterans, serving military officers, and civilians in public service positions.

In addition, the completion rate for the current DSS degree program is over 90 percent. This exceptional rate is a result of the dedication and maturity of DSS graduate students (particularly including students who are mid-career professionals) and the attention and care DSS professors and staff consistently demonstrate to students. *These characteristics of both students and DSS faculty and staff would be integral to the DDSS program, with comparable completion rates fully to be expected.*

The *Blueprint for Higher Education* also identifies multiple strategies to advance this Attainment goal, including (in section 1.1): “Expand agreements to support the seamless transfer of academic credits” and, “Expand alternative modes of delivery...”

With regard to the transfer of credits, the DSS graduate program now has multiple established transfer of credit agreements with the U.S. Army, U.S. Air Force, and the National Defense University. These agreements do provide for the seamless transfer of credits toward the existing M.S. Degree offered by DSS. *These credit transfer agreements would be fully applicable to the proposed DDSS program.*

With regard to alternative modes of delivery, the existing DSS program includes seated courses, and also offers a full curriculum via online and video teleconferencing modes of delivery. *These modes of delivery would be available for all DDSS students for all of the required professional doctoral curriculum.* A program that so takes full advantage of multiple delivery modes certainly helps to “provide more education opportunities in the communities where they [students] live and work.”

The *Blueprint for Higher Education* identifies several additional strategies to support the Attainment goal. For example, the report (under 1.4) emphasizes seeking the “participation in flexible education programs by adult students, including veterans; [and] individuals seeking new job skills...” The report recommends a “tactic” for this purpose:

“Make a concerted effort to increase the number of adult learners re-entering educational programs...”

The proposed DDSS program is fully in-line with this goal and strategy. A particular focus will be on mid-career adults in public service who are seeking to increase their professional job skills and thereby to advance in their civilian or military careers. Correspondingly, the program, as planned, is designed to be highly-flexible and easily accessible to these adult students, including uniformed military officers and veterans. This flexibility includes numerous evening courses for working adults, and as noted above, courses that are available via multiple delivery platforms. This planning builds on many years of DSS successful experience serving precisely these adult students with the flexibility needed for their success. Well over half of the current DSS graduate students are adults who are mid-career public servants, civilian and military, and it is these students who have expressed greatest interest in pursuing the DSS professional doctoral degree as soon as it is an option for them.

Finally, the *Blueprint for Higher Education* also identifies as a strategy (under 1.6) encouraging, “increased collaboration between education and business partners to provide students more opportunities for career exploration that will lead to improved completion and placement rates.”

Again, the proposed DDSS program is fully in-line with this goal and strategy. For example, business partners in the local Washington, D.C. metropolitan area have long provided internship sites for DSS students. These sites include national security-related “think tanks,” non-governmental organizations, and industrial giants such as Lockheed Martin and Boeing. These businesses frequently provide internship opportunities and subsequent employment opportunities for DSS students following their graduation (which is one reason for the very high completion rate for DSS students). In addition, students in the proposed professional doctoral program will have an internship course requirement (DSS 720) and will have numerous opportunities to pursue this course requirement via professional offices within these businesses. In fact, these businesses are vocal supporters of this proposed program, as is reflected in the variety of endorsement letters (found in Appendix C).

Finally, not only are DSS graduates well-prepared for positions in federal agencies, local and state government law enforcement offices find the skills and expertise of DSS graduates valuable—especially in the areas of countering weapons of mass destruction and multicultural awareness/knowledge.

Affordability

The second goal emphasized in the *Blueprint for Higher Education* is Affordability and helping to “make college more affordable for students in Missouri.” A review of other professional doctoral degree programs in the field reveals a single program in the country with a comparable curriculum and intent. Its cost appears to be more than double that of this proposed DDSS program. Most other professional doctoral degree programs in the broad field, including the new Doctor of International Affairs offered by Johns Hopkins University, typically appear to be 2-3 times more expensive.

Ensuring that this professional doctoral program is affordable for all students is a priority goal. Indeed, the goal of this proposed program is for *every doctoral student to receive a scholarship if their educational costs are not already provided by a government or industry sponsor*. Considerable progress already has been made in this direction. Two major private foundations have already indicated their great enthusiasm for supporting the program once established, including one that will support generous scholarships for doctoral students. In addition, doctoral students in this proposed program will be eligible for generous scholarships that a third private foundation now awards annually to current DSS students. Finally, doctoral students will be eligible for awards provided by three existing, privately-sponsored scholarship funds that specifically support DSS graduate students. Given the number and variety of available scholarships funded by foundations and private sponsors, *it is wholly reasonable to expect that this proposed program will be easily affordable for every doctoral student without burdening state funds*.

In addition, a strategy highlighted in the report (under 2.2) is to “Form a robust work-study program designed to provide real-world job experience and promote skill development, including ‘essential skills’ that are highly sought after in the workplace and life.”

Again, the focus of this proposed program is to provide a career-oriented educational opportunity to students that is wholly devoted to skill development for real-world careers in international security. This focus is an extension of the original impetus for DSS and of the existing DSS graduate program’s success in this regard. This success is reflected in the facts that: 1) the majority of DSS students are mid-career civilians or military officers who are fully employed while pursuing their graduate education, and are seeking advanced job skills useful in their respective places of work; and, 2) virtually all younger DSS student not already employed professionally in the field when they enter the program are so employed prior to or immediately following graduation. Many of these career opportunities follow from the internships (i.e., “work-study”) in professional offices these students enjoy—some of which are quite well-paid.

Quality

The third goal emphasized in the *Blueprint for Higher Education* is Quality, including by providing “highly effective and efficient career and technical education...”

Providing a high-quality career-oriented education is the priority goal of this proposed DDSS program. Quality is the existing DSS program’s priority and will continue be so for the proposed professional doctoral program.

To ensure that the DDSS program provides such quality education, pertinent businesses were asked to provide input with regard to the most-valued skill sets to help establish parameters for the DDSS curriculum. The response helped to establish the requirements for a specific professional writing skills and statistical graphics comprehension course (DSS 832), the professional internship requirement, and the requirement for a Doctoral Capstone Project which will culminate in a substantial, professionally-oriented written product and presentation before a faculty committee. The goal of involving business in identifying valued skill sets was to ensure that this

professional doctoral program provides the quality of education most useful for beginning or advancing a student's professional career.

Further, DSS undertakes "Classroom Assessment Techniques" (CATs) for each course, each semester; this practice would continue for all courses in the proposed doctoral program. The goal of this effort is to continually improve course content and learning outcomes. The success of this focus on quality is reflected by the fact that virtually all DSS graduates who seek to begin professional careers move promptly into professional careers, and mid-career civilian and military students frequently comment on how valuable DSS courses are for their job performance in their professional positions. In fact, an enrolled DSS student who also is an officer in the U.S. Army recently wrote a "White Paper" for the Brigade Commander that describes in some detail the significant career benefit provided by the quality of the DSS program. This Army "White Paper" is available with permission in Appendix D.

This focus on quality also is reflected in the results of a survey of DSS students by the Virginia State Council of Higher Education. Of the 21 DSS students surveyed about their level of satisfaction with "the quality of education you are receiving at Missouri State University," 95% (20) responded that they were "very satisfied/satisfied"; 5% (1) responded "neither satisfied nor dissatisfied"; and 0% responded "dissatisfied/very dissatisfied." Students clearly find DSS to be a high-quality educational program.

In addition, DSS assesses learning outcomes for courses that are offered both online and seated to ensure that learning outcomes are comparable across delivery platforms. The 2018-2019 results have shown virtually identical positive learning outcomes for courses that are offered online and seated.

Finally, with regard to quality, it should be noted that the number of courses required for the proposed DDSS for those students beginning the program with an existing, pertinent Master's Degree will be precisely the same as the number of courses required for the new professional Doctor of International Relations degree offered by Johns Hopkins University for students beginning with an existing Master's Degree.

Similarly, several DSS graduates who previously did not have the option of continuing in a Defense and Strategic Studies doctoral program at Missouri State University transferred to George Mason University to earn a PhD in Political Science. The number of additional substantive courses required of these DSS graduates for the PhD at George Mason is similar to the number of additional courses they would need to complete the proposed DDSS. This is because George Mason has accepted all of the substantive courses these students took at DSS toward completion of their PhD at George Mason. This reflects the quality of the proposed DDSS program and the recognized quality of the existing DSS Master's Degree program. Several of these students who have transferred to George Mason University to pursue a PhD in Political Science have noted that they would have remained at DSS to pursue a doctoral degree if they had had the opportunity to do so at the time (these student letters are available in Appendix B).

A strategy for quality education emphasized (under 3.1) in the *Blueprint for Higher Education* is to "Encourage strong business-education partnerships to increase

opportunities for students to engage in more individualized or ‘hands-on’ learning experiences, such as unpaid and paid internships with business and industry...”

Again, the proposed DDSS program is fully in-line with this strategy. As discussed above, DSS has a long history of positive relations with business partners, particularly those that provide paid and unpaid internships for DSS students and career opportunities following their graduation. A required part of the proposed doctoral program includes an internship (DSS 720). Consequently, DDSS students will have numerous opportunities to take advantage of these well-established and positive DSS relations with business partners.

Another highlighted strategy to support the goal of Quality (under 3.4) is “...to achieve success in learning outcomes by maintaining the appropriate balance between full-time and contingent faculty...”

The proposed professional DDSS degree program has the enormous advantage of a Washington, D.C. metropolitan area location—where the availability of faculty with extensive professional experience in the field with the federal government *and* exceptional academic credentials is unparalleled. The proposed program will continue the current DSS practice of balancing full- and part-time faculty so as to take maximum advantage of: 1) *servicing senior officials* with outstanding academic credentials who are eager to teach on a part-time basis in the area of their professional expertise and experience; and, 2) individuals who are *recently retired from senior professional careers* in public service, have outstanding academic credentials, and are eager to teach on a part-time basis in the area of their professional expertise and experience.

Faculty members with this combination of extensive professional experience and academic credentials are often available only on a contingent basis and would be key to the professional education to be offered by this proposed program. Part-time faculty with this combination of deep professional experience and academic credentials can provide quality education across a wide spectrum of national security subjects on an extremely cost-effective basis. This has been demonstrated repeatedly for over a decade by the existing DSS graduate program.

Finally, there are very few comparable professional doctoral programs with which to compare this proposed program. However, as noted above, John Hopkins University is preparing to offer a new Doctor of International Affairs (DIA) degree. The curriculum focus of Johns Hopkins’ DIA and the MSU DDSS are quite different, but the intent to provide a high-quality professional doctoral degree for individuals seeking careers in public service is the same. The number of required courses for the DIA and the DDSS are the precisely same for students who already hold a relevant master’s degree. The DDSS course requirements for students applying without an existing Master’s Degree are greater than those for the DIA.

Research & Innovation

The fourth goal presented in the *Blueprint for Higher Education* is Research and Innovation. This particular goal and associated strategies of the *Blueprint* are less directly related to the proposed DDSS program than the others. Nevertheless, this goal’s emphasis on “entrepreneurship,” and the “integration” of internships, mentorships

and collaborative programs highlighted (under 4.1) certainly are elements central to the DDSS program. So too is the recommended “collaboration between business and university” (under 4.3). The program will emphasize the mentorship and internships available to students from professional faculty and the business/government partners offering internships. Indeed, the required DDSS Doctoral Capstone Project will be based on a mentoring relationship between student and selected professor. These will be highly collaborative efforts as are the internships enjoyed by DSS students. And, each DDSS seminar course will require a written research paper which will then be presented to the course professor and class—strengthening the students’ research and communication skills.

In addition, the existing DSS program has benefited enormously from its many earlier entrepreneurial efforts which have resulted in the now-established collaborative programs with the Department of Defense, U.S. Air Force and U.S. Army. As noted above, there already is considerable expressed enthusiasm among these civilian and military students and their sponsors for enrollment in the DDSS program as soon as the option is available. The DDSS program undoubtedly will open new opportunities for future entrepreneurial efforts with these sponsors.

Investment, Advocacy & Partnerships.

The fifth and final goal highlighted in the *Blueprint for Higher Education* is Investment, Advocacy & Partnerships. The goal is to “...promote greater investment in a culture of postsecondary education through increased advocacy and powerful partnerships with education, business, government and communities.”

The significant degree to which this proposed DDSS program is based on partnerships with business, government, and private foundations (as emphasized in 5.1) to sponsor students, internships, and scholarships is described above and need not be repeated here.

In addition, a strategy highlighted (under 5.2) is to “Engage employers to be mentors in the classroom and increase the number of students exposed to the workplace through paid internships...”

This proposed DDSS program is fully in sync with this strategy. Numerous faculty members who already offer DSS graduate courses have committed to offering courses in the doctoral program. These members of faculty are also senior professionals employed in the field, typically in the federal government. They are particularly well suited to serve as mentors and prospective employers for students following their completion of the degree. In addition, as noted above, DDSS students who are not already mid-career professionals in the field will be exposed to the professional workplace via the program’s required internships, many of which are paid. The current DSS graduate program has over a decade of demonstrated success in each of these areas. It is difficult to imagine a program more compatible with this goal and associated strategies.

The above discussion of the proposed professional doctoral program and the MDHE’s *Blueprint for Higher Education* is summarized in Table 1 below.

Table 1

<i>Blueprint for Higher Education: Specified Goals and Strategies Advanced via the Proposed DDSS Program</i>	
Blueprint Goals as Listed	Goal Strategies
1 Attainment	1.1; 1.4; 1.6
2 Affordability	2.2
3 Quality	3.1; 3.4
4 Research & Innovation	4.1; 4.3
5 Investment, Advocacy & Partnerships	5.1; 5.2

Institution's Capacity to Offer Program

General Support

The DSS Department Head reports directly to the Dean of the College of Humanities and Public Affairs and develops the DSS budget in consultation with the Dean of the College of Humanities and Public Affairs. The Dean approves the budget and all expenditures during the fiscal year. Since DSS, unlike other academic departments in the university retains its tuition and fees, the bulk of DSS funding comes from this source, with additional funds for instruction, staff, and operating expenses coming from the College, and from outside donors. DSS recruiting and program development take place only when the DSS Department Head, the Dean and the Provost are confident that adequate resources are available to support those programs.

Tuition and fees will provide the resources necessary to establish and sustain the proposed DDSS program. A careful and conservative projection of the program's expected five-year costs (\$499,400) and revenues (\$581,400) indicates that tuition and fees alone will provide approximately 116% of the additional funding needed for faculty, administrative staff, and advertising. Other requirements, including sufficient office space, classrooms, computer lab, video teleconferencing equipment and facilities, library access, parking, etc. already are available within the existing DSS infrastructure. In addition, it should be noted that private foundations, including those that have supported DSS annually for more than a decade have indicated their enthusiasm for providing additional funding for the DDSS program and to DDSS students as soon as that is an option. Finally, several privately-sponsored scholarships will be made available to DDSS students, and at least one foundation that has not previously supported DSS also has indicated that it will become a donor for the purpose of supporting the DDSS program. The names of these private foundations are available upon request.

Academic Support

Every semester the DSS department head and staff systematically and carefully calculate student needs in terms of facilities, space, equipment, faculty and DSS course offerings to ensure that these resources are in balance with student numbers. As a result, the number of faculty and course offerings has increased every year, computer equipment and library resources have been expanded, and the department's fixed resources have been used with ever-greater efficiency. In addition, when the negotiations for continuation or modification of the existing lease for DSS facilities occurs, the University Counsel and the Office of the Vice President for Administrative Services at Missouri State University participate in the process.

The Fairfax facility is easily assessable by public transportation, including the subway (Metro) system, and has ample parking for all of its tenants. It also is fully in compliance with all ADA regulations as part of its lease agreement.

DSS/MSU has video-teleconferencing (VTC) systems in each classroom that enable each DSS course to be available for distance learning via VTC. The significant capital investment was undertaken specifically to support the distance learning needs of DSS students who are not in-residence. The only equipment needed for the student to connect to the DSS/MSU VTC system is a laptop or desktop computer with audio and camera. A host institution's VTC facility is unnecessary.

The recent addition of ZOOM technology to each DSS classroom allows DSS to transmit live broadcast of courses via VTC and the internet to the Springfield campus and globally. This technology allows for growth in student numbers and credit hours without creating additional burdens on existing DSS classroom facilities. Furthermore, DSS has expanded its offering of online courses each year to accommodate student schedules, particularly those who are employed full-time. Consequently, most of the DSS curriculum is now available online to serve the new groups of enrolled Air Force Officers deployed nationwide, Army Officers at Ft. Leonard Wood, MO, and National Defense University students worldwide. As the technological needs of the instructors change (especially with online courses) funding is shifted to support these needs and technical support from the main campus and locally are utilized.

Despite their distance from the main campus, DSS faculty and its academic program is still subject to the central oversight of academic administrators who oversee the on-campus programs. Changes in the curriculum must still be submitted to the Graduate Council on the main campus and all aspects of the admissions process and financial aid process are channeled through the offices on the main campus. This ensures comparability across all sites where a particular academic program is delivered.

A computer lab makes computers and printers available to students in the Fairfax facility. Students are able to use the Internet to connect to Springfield library resources and databases to do their research. All DSS students have access, both on and off campus, to the MSU library system via its website: libraries.missouristate.edu. On the library website, students can search thousands of academic journals and download an unlimited number of articles for their research. Access to the library resources also includes databases such as Academic Search Complete, JSOR, LexisNexis Academic,

and Project Muse. MSU librarians are also regularly available online to assist students in finding the resources they need to complete their research.

Through a special arrangement DSS/MSU has with George Mason University in Fairfax, VA, DSS students also have the opportunity to use the George Mason University Library system online, which includes interlibrary loan agreements with other universities, including Georgetown University, Mary Washington University, and American University. DSS students also have easy access to the Library of Congress, which is open to the public at no cost.

Student Services Support

Because DSS is a graduate department located a considerable distance from the main campus in Springfield, MO, the breadth and scope of departmental support for students is extraordinary--but has become the norm for many on the DSS faculty and administrative staff. By geographic necessity, they have become committed to providing services to DSS students that typically are undertaken by a wide range of offices on a main campus.

For example, since 2005 the DSS department head has successfully raised well over \$3 million in private donations for DSS student scholarships and other departmental expenses. These scholarships have enabled scores of DSS students to enroll in DSS who would not have otherwise been able to do so.

In addition, DSS faculty fully demonstrate on a daily basis their commitment to supporting students through the enormous mentoring and extra-instructional efforts they provide. These efforts go well beyond the norm. They include assisting:

- Younger graduate students to prepare for their initial experience in a professional office as an intern;

- Graduating students with their initial search for professional positions in the field, and with their initial professional job interviews;

- Individuals or groups of mid-career students with their professional briefings and reports;

- All students with guidance in the research and writing of course papers, preparation for M.S. degree oral exams or the research and writing of their M.S. theses, and writing for publication.

With regard to writing for publication, it should be noted that DSS faculty have helped DSS students to publish numerous articles in professional journals, including having entire issues of professional journals devoted to DSS student articles. See for example: *InterAgency Journal*, Vol 6, No. 2 (Spring 2015); *Countering WMD Journal* (U.S. Army), Special Edition (Fall/Winter 2016); and, *InterAgency Journal*, "Special Edition: Weapons of Mass Destruction," Vol. 8, No. 2 (Fall/Winter 2017); and *InterAgency Journal*, Vol 10, No. 2 (Forthcoming, 2019).

Every year, DSS faculty also host and participate in *three separate, formal commencement ceremonies* for DSS graduates that are held for students who are local and those located elsewhere in the country.

The DSS Administrative Staff also provides many extraordinary services, formally and informally, including assisting American and foreign students with administrative matters involved in application, enrollment, course selection, registration, scholarship applications, online book orders, course payment, local library access, degree requirements, and organizing or helping to organize three separate commencement ceremonies for DSS graduates located locally and elsewhere, including for example, a formal ceremony for DSS graduates located at Fort Leonard Wood, MO. They also help new students with questions about housing and transportation in the Washington D.C. area.

A formal review of the DSS program is conducted periodically by the Virginia State Council of Higher Education. Students are surveyed during this process and a unanimous (100%) response of “Very satisfied /satisfied” with the DSS faculty has been received, and a near unanimous (95%) “Very satisfied / satisfied” response has been received regarding “the quality of education you are receiving at Missouri State University.” The VA state representative told the DSS department head informally that these were the most impressive results she had seen from such VA State reviews of programs.

Like all other MSU academic programs delivered at off-campus sites, DSS has published its course periodicities enabling students to complete an academic program within a reasonable time. The Dean of the College of Humanities and Public Affairs on the main campus is responsible for ensuring DSS classes are offered as planned. Academic advisors familiar with the DSS program advise students by phone, in-person, or email each semester to keep them on track with their program of study. Advisement is done by phone and email, or in person.

The DSS Department Head and DSS staff are available to assist students during regular business hours and evenings, Monday-Thursday. Students are able to interact with these DSS personnel directly, and by phone and email. Students may utilize the University web site online twenty-four hours a day for admissions, financial aid, registration, and to manage their accounts. Students surveyed by the Virginia State Council of Higher Education reported a unanimous (100%) response of “Strongly agree/Agree” to the statement that, “Faculty is accessible to students for academic and courses advising at stated times.”

Additional student services are available to all DSS students through a variety of venues. A primary means of communication is through the Student Services website (www.education.missouristate.edu/services/), which is regularly updated so that the most current information is available. MSU maintains quality through the use of a common information portal website. Several personnel in the Student Services offices also have web cams and are available to visit with off-campus students via Skype. This service allows face-to-face contact with staff at Missouri State and helps ensure high quality interactions between students and staff. For those students who are currently in the military or have retired from the military, the university provides assistance through its Veterans Student Center (<https://www.missouristate.edu/veterans/>).

Finally, the DSS Department Head and DSS staff are present as the first point of contact for students needing to access academic services on the MSU campus, and are able to assess a student's needs and direct that student to the appropriate on-campus resources. The work of the Department Head, faculty and DSS staff ensure quality of service and frequently act as advocates for students to help ensure that their needs are met by the department and the wider University.

Students are regularly invited to comment about any concerns in the classes they take, including those regarding facilities and curriculum content, in the CATS course evaluations routinely given in each class each semester. In addition, two second-year DSS students serve as "Student Liaisons" every year. They survey student opinion regarding desired improvements and report to the DSS Department Head. The DSS Department Head and DSS staff are available to receive and address any concerns from students, faculty, or staff. In this regard, the DSS Department Head is in regular consultation with the Dean of Humanities and Public Affairs regarding needs and opportunities that may arise. As appropriate, the Department Head also has the opportunity to consult with the Associate Provost for Access and Outreach and with the Graduate Dean.

It should be noted that since the establishment of DSS in the Washington, D.C. area in 2005, the number of students raising substantive matters to the department head has been on average fewer than one per year. During that time, the department has successfully addressed virtually all of these matters.

Faculty Resources

Faculty Credentials and Use of Adjuncts

The DDSS program would rely to a considerable extent on part-time faculty for many of its courses. Rather than reflecting a weakness of the program, part-time faculty will be a great strength of the program given its relatively unique professional character. This is true for several reasons.

The Washington D.C. area is unique given the availability of senior working professionals in the field of international security who both have impressive academic credentials and are able and willing to offer courses suitable for the DDSS program. This availability is important because individuals with the combination of both academic credentials and senior professional experience will be key to the success of the DDSS program, as they are and have been to the success of the existing DSS M.S. Degree program. It should be noted that in addition to professional experience, the majority of DSS part-time faculty members have a terminal degree in a field directly pertinent to the course(s) they offer, typically a Ph.D. or JD, and have been awarded Graduate Faculty Status by the MSU Graduate Council.

Senior professional experience as described here means a decade or more of working in the various pertinent federal government departments and agencies located in the Washington D. C. metropolitan area, e.g., the Department of Defense, Department of State, intelligence agencies, or Congress. Many of the prospective students for the DDSS program are themselves full-time professionals in the national security field,

including active-duty military officers. The experience of MSU's existing M.S. degree program in Washington is that the involvement of part-time faculty with senior professional experience is one of the primary reasons that students find these programs valuable. They desire advanced education not as an entrée into an academic teaching career, but for professional advancement in their existing or prospective career fields. Faculty members with extensive professional experience well understand these students' career requirements, conditions and goals. Students greatly appreciate these faculty members as seasoned professional mentors and important networking contacts for their chosen careers.

Faculty with extensive professional experience also have direct involvement with the subject matter they cover in the classroom, whether it is in the policy-making or legislative processes, intelligence, international negotiations, consultations with allied governments, countering international terrorism or nuclear proliferation, arms control, authoring government reports, or conducting intelligence analyses. They are able to offer a broad range of courses that align closely with their respective professional interests, experience, and positions, and thus support the diverse menu of courses needed for the DDSS curriculum. Faculty members able to bring this type of professional experience to the classroom and convey lessons from it as part of their course content provide an unparalleled set of tools to aid student understanding of the subject material and student appreciation of courses.

These faculty members typically are available to offer a graduate course per semester that aligns closely with their professional interests, experience and positions. They also have participated for over a decade on M.S. examination boards and as readers for M.S. theses. Many members of the part-time DSS faculty have done so with regularity and consistency since the department located to the Washington D.C. area in 2005. This continuity has been extremely valuable both for students and for the operation of the DSS program. The DSS Classroom Assessment Techniques (CATs) conducted each semester for all courses reveal extremely positive student course evaluations for DSS faculty, including per course faculty, as do surveys conducted by the State Council of Higher Education for Virginia (SCHEV).

A detailed matrix listing each course, course objectives, and relevant expertise of the faculty who will be teaching is provided in Appendix E.

Workload

The faculty and staff workload for this proposed program will adhere to the time constraints identified in MSU policies. Full-time faculty, for example, are limited to no more than 18 credit hours over a rolling 12-month period. Per course faculty are limited to no more than 12 credit hours over a rolling 12-month period. And, for the part-time (.74) administrative staff, the limit is 1500 hours over a rolling 12-month period. In no case will the faculty or administrative staff workload need to go beyond these university limits.

Comprehensive Cost/Revenue Analysis

Five-Year Projected Costs for DDSS Program

The projected five-year cost for the DDSS program beyond the costs of the existing DSS program are \$499,600. These costs cover additional necessary faculty and administrative labor costs and fringe benefits, faculty costs for doctoral capstone project review, and advertising. These are the additional projected costs for this program because the existing infrastructure of DSS classrooms, computer lab, computers, VTC, internet infrastructure, faculty-administrative office space, parking, etc. already exists at the level necessary to support the DDSS program. These are existing sunk costs and no additional resources will be needed for these line items.

	Y 1	Y 2	Y 3	Y 4	Y 5	Total *
COSTS						
Personnel						
DSS 801 and 832	\$28,000	\$28,000	\$28,000	\$28,000	\$28,000	\$168,000
DSS 896		\$40,000	\$40,000	\$40,000	\$40,000	\$192,000
Doctoral Capstone Review Committee		\$15,000	\$15,000	\$15,000	\$15,000	\$ 72,000
300 hours administrative support	\$9,600	\$9,600	\$9,600	\$9,600	\$9,600	\$ 57,600
Total Personnel						\$489,600
Marketing	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,00
Total	\$39,600	\$94,600	\$94,600	\$94,600	\$94,600	\$499,600
REVENUE						
10 Student FTE @ \$11,400 (3% increase Y3, Y5)	\$114,000	\$114,000	\$117,200	\$117,200	\$117,200	\$583,783

*Personnel totals include 20% fringe.

DSS 801 and 832: The projected five-year faculty costs for DSS 801 and 832 below assumes 10 students per year, five doctoral students per section, and that two sections of each course are offered each year. The projected faculty stipend is \$7,000 per course section (2 sections x 2 courses @ \$7,000)

DSS 896- Faculty costs for *DSS 896 Advanced Directed Reading and Research Courses* (leading to the completion of the doctoral capstone requirement) for 10

doctoral students offered each Fall and Spring semester beginning in Year 2. Each student would be expected to enroll in DSS 896 during the Fall and Spring semester, beginning in the student's second year. Faculty stipend for working with a single student is \$2,000 per semester (10 students x 2 semesters @ \$2,000).

Doctoral Capstone Review Committee. Capstone review committees will consist of 3 faculty members, and will begin in Year 2. Faculty costs for each committee will be \$1500 (\$500 for each member for 10 student panels).

An additional 300 hours of administrative staff costs (@ \$32 per hour) for work required per year to support DDSS program is projected. Additionally, \$2000 per year to support marketing is included.

Five Year Revenue Projection

Total projected revenue for 5 years is \$583,783. The following calculation assumes an entering class of 10 full-time DDSS student equivalents enrolling each year. Given the level of student enthusiasm now apparent for the DDSS program, this is a conservative estimate of student numbers. An alternative reasonable projection is 15-20 DDSS students. However, many of these 15-20 students would likely be part-time. Consequently, a conservative projection based on 10 full-time student equivalents seems reasonable.

Also assumed is a level of tuition and fee per student (\$600 fee per course) that is the average between the highest (MO non-resident) and lowest (Mo resident) levels of combined tuition and fees. The base numbers for Year 1 are respectively, \$14,000 (non-resident) and \$8,700, with an average of \$11,400. Modest increases (3%) in the existing DSS tuition and fee levels are assumed in Years 3 and 5.

Conclusion

Based on current careful and conservative estimates of projected cost (\$499,600) and revenue (\$583,783) for the initial five years, the DDSS program would be entirely self-funded. As projected, tuition and fees alone will provide the additional necessary costs. *It should be noted here that private foundations and individual donors that have supported DSS for over a decade have indicated their enthusiasm for providing additional financial support for the DDSS program and to DDSS students as soon as that is an option. And, at least one foundation that has not previously supported DSS has indicated that it will become a donor for the purpose of supporting this proposed doctoral program. A conservative estimate of the value of this support is \$75k-\$150k per year, or \$375-\$750k over five years. Much of this support would likely be in the form of scholarships made available to DDSS students or grants to meet specific program needs.*

Evidence of Sufficient Student Interest

Student interest for this proposed doctoral program has been demonstrated by the large number of students who have expressed enthusiasm for it and their intention to enroll in the program as soon as possible. Numerous students, including current DSS students and alumni having already earned the DSS M.S. degree, have sent letters to DSS attesting to their interest in beginning the DDSS program (see Appendix B). On April 10 and May 8, 2019 DSS held open forums for current DSS students interested in the DDSS program. These were very well attended--with approximately 50 students participating in-person and by VTC. In addition, 63 current DSS students and alumni have responded to date to a single DSS email regarding the program expressing their keen interest in enrolling in the program once established. Many asked how soon they could apply.

In addition, the U.S. Air Force Institute of Technology has stated that it intends to sponsor six highly-qualified Air Force officers for enrollment in the DDSS program during its initial year and will sponsor several additional officers each year thereafter. The DSS office now receives several phone calls and/or emails per day from prospective students interested in applying for or learning more about the DDSS program; most of these emails are inquires asking when the prospective students can apply for the DDSS program. These expressions of interest have occurred in the absence of any public advertising of the program whatsoever. They follow entirely from the initial DSS email and word-of-mouth discussions among current students and recent alumni of the possible DDSS program. In many cases, these expressions are from mid-career federal government civilian and military personnel who understand the expanded opportunities for advancement in their existing career paths that will be possible with this professional doctorate.

Finally, as noted earlier, several past DSS graduates who transferred to another university to earn a PhD (because DSS now offers no terminal degree) have sent letters observing that they would have remained at DSS to earn a professional doctoral degree if they had the option to do so at the time. These are included in Appendix B.

(The names of over 60 students who have expressed the interest described above and their corresponding emails are available upon request).

Evidence of Sites for Externship Placement

One semester of DSS 720, *Internship/Professional Experience*, will be required for all DDSS students. Internships in professional offices in the field are an important part of a student's educational training. In addition, for DDSS students who are not already mid-career or active duty military Officers, internships in government offices and some industry offices are particularly helpful because students often are able to receive a security clearance as part of their internships, which can be enormously helpful to beginning careers in public service.

There is no question whatsoever regarding the availability of internship sites for placement because the existing DSS 720 program has a long-standing and highly-successful history. For more than two decades DSS student have pursued internships at a wide range of professional sites. These sites have included, for example:

American Foreign Policy Council

Boeing Company

Business Executives for National Security

Center for European Policy Analysis

Center for Strategic and International Studies

Centers for Disease Control and Prevention

Congressional offices

Defense Intelligence Agency

Defense Threat Reduction Agency

Department of State

Evan & Cambers Technology

Federal Bureau of Investigation

Foundation for the Defense of Democracies

Heritage Foundation

Institute for Science and International Security

Johns Hopkins Applied Physics Laboratory

Lockheed Martin Corp.

Missile Defense Advocacy Alliance

Missile Defense Agency

National Defense University's WMD Center and Regional Centers for Security

National Geospatial Intelligence Agency (NGA)

National Institute for Public Policy
Naval Criminal Investigative Service
Naval Historical Office
Naval Surface Warfare Center Dahlgren Division
Naval Surface Warfare Center Indian Head Divisions
Office of the Chief of Naval Operations
Office of Naval Intelligence
Office of the Secretary of Defense
Partnership for Global Security
Potomac Institute
Raytheon Corporation
Telecommunications Industry Association
U.S. Strategic Command
Vietnam Veterans Association
William Perry Center for Hemispheric Defense Studies

In addition, many, perhaps most of the doctoral students expected to enroll in this program will be mid-career students or active duty military Officers. These students would not have the liberty to leave their professional positions to undertake an internship elsewhere. These students would be expected to complete their 720 assignment within the context of their daily professional positions. Consequently, the need for internships sites for the doctoral program will be limited, and the needed number of sites will easily be met given the DSS program's existing relationships with government and industry offices.

Accreditation

There is no relevant accreditation for the proposed Doctorate of Defense and Strategic Studies.

Appendix A

Memo from the University of Missouri Regarding Collaboration



University of Missouri

Graduate School

210 Jesse Hall
Columbia, MO 65211

PHONE 573-882-6311

TO: Julie Masterson, Associate Provost and Dean of the Graduate College

FR: Jeni Hart, Vice Provost of Graduate Studies and Dean of the Graduate School *JH*

RE: Proposed Defense and Strategic Studies Doctoral Program

DATE: April 12, 2019

This memo serves as confirmation that Dr. Masterson and I have discussed potential collaboration between the University of Missouri and Missouri State University to deliver the proposed doctoral program in defense and strategic studies designed by faculty at Missouri State University. The University of Missouri has expertise in the area of strategic studies but has no foreseeable plans to offer a *professional doctorate* in this field. Further, the doctoral faculty at the University of Missouri who have expertise in strategic studies have been consulted and they do not have the capacity to collaborate to deliver the proposed degree at this time.

I appreciate the cooperative and collaborative spirit from our colleagues at Missouri State and wish them the best as they continue to pursue this professional doctoral program.

Appendix B: Student Letters Expressing Interest

Mr. Matthew Costlow
9005 Tyler Court
Manassas, VA 20110

Date: March 19, 2019

To Whom It May Concern,

As a graduate of Missouri State University's Department of Defense and Strategies Studies (M.S., 2012), I would like to add my voice in strong support for the University's efforts to introduce a professional doctoral degree program in defense studies.

Following graduation in 2012, I began to consider pursuing a Ph.D. at a local university, of which there were many to choose from-American, Catholic, Georgetown, George Washington, etc. As I researched each university, a few things became clear - they were all too expensive and did not have enough flexibility in class times and schedules to accommodate full time working students like myself.

The one university that I found which fit the above criteria was George Mason University (GMU), located in Fairfax, VA, where I am now in my third year of pursuing a Ph.D. in Political Science. While GMU offers excellent academic programs at an affordable rate, there was one major drawback which made me hesitate -its relative lack of faculty with extensive defense experience in international security relations.

Studying international security and defense issues, more than most other academic subjects I would argue, requires educational grounding in both its theoretical and practical aspects. While many of the professors at GMU offer excellent theoretical surveys of the International Relations field, very few of them have worked as defense officials in the U.S. government with serious responsibilities for policy making - where theory meets reality.

I understand that the new MSU professional doctoral program will be both affordable, tailored to full-time working students, and retain many of the current professors -who also are as true defense professionals - on staff, a combination that I can say with confidence is unparalleled in the broader Washington, D.C., area. If such an option had been available to me when I was searching for a doctoral program, it surely would have been at the top of my list.

The knowledge I gained and the connections I made at Missouri State University were absolutely the springboard for my continued employment and further graduate studies, and I certainly hope the University will support in every way possible the new professional doctoral program at the Department of Defense and Strategic Studies so that others can benefit as I have.

Respectfully,

Matthew R. Costlow
(DSS, Class of 2012)

Washington, D.C.
March 27, 2019

To Whom It May Concern:

I am writing to support the proposed expansion of the Missouri State University's Department of Defense and Strategic Studies (DSS) Program to include doctoral studies.

A 2011 graduate of the DSS Program, I have been a doctoral student at George Mason University's Schar School of Public Policy for the past 4 years. While I have enjoyed the intellectual challenges and overall educational experience during my time at George Mason University, I would have strongly preferred continuing my doctoral studies at the DSS Program if the option had been available. Many of my friends and fellow DSS alumni feel the same way.

Based on my experience with the DSS Program as a student and a lecturer, as well as my experience at George Mason's doctoral program, I would offer that the DSS Program meets several essential prerequisites for a successful doctoral program:

- Academic excellence. In recognition of its strong standing, the National Defense University chose the DSS program to further education of its own students, among vigorous competition with other schools that offer national-security focused courses.
- Strong faculty. Professors at DSS have decades-worth of experience from both academia and public policy. This provides students with a rigorous understanding of how national policy is formulated and implemented, and puts them at an advantage relative to graduates of other programs with a national security focus.
- Name Recognition. Graduates of the DSS program are known for understanding intricacies of national security policy and processes, which makes them uniquely valuable for positions in all levels of the government, business, and academia.
- Distinguished alumni network. Some of the most brilliant practitioners of public policy are alumni of the DSS program, including from the time it offered doctoral studies at the University of Southern California.

Over the past two decades, the United States has seen the emergence of many increasingly complex and pressing national security challenges. The resulting demand for critical strategic thinking skills and subject matter expertise continues to grow in numerous fields. The DSS program has been one of a few centers of excellence for such thinking. Expanding the program to include doctoral studies is not only in Missouri State's interest, but would serve the national interest as well.

Sincerely,


Michaela Dodge
DSS Graduate 2011

31 March 2019

TO: Defense and Strategic Studies Program
901 South National Avenue
Springfield, Missouri 65897

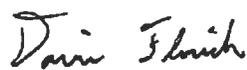
FROM: Davis Florick
3000 South Randolph Street
Arlington, Virginia 22206

To whom it may concern,

I have worked in the Department of Defense for nearly a decade, since beginning during my senior year at Creighton University in 2009. A professional doctoral degree will provide the ideal opportunity to advance within my career field. As an international relations specialist, I believe that the ability to improve my intellectual grasp of the topic by furthering my education is vitally important.

A doctoral degree is a valuable step in developing a more comprehensive understanding of international relations and its many dynamics. An educational experience focusing on both the historical and regional context for different issues will help me gain a much more nuanced awareness of the issues I deal with on a daily basis. To do so as part of the Defense and Strategic Studies Program will offer me the unique opportunity to work with a world class faculty, one that I have had professional experience with. I am confident this program in particular provides the best environment to connect my background with the intellectual development of international relations.

That the Defense and Strategic Studies doctoral degree is a professional one makes this program all the more worthwhile. Working in the Department of Defense, I have found that it is sometimes difficult to take time off for academic growth. Thus, being able to continue working while furthering my education is invaluable. Additionally, the structure of the program provides a clear path to completion, something which I greatly prefer. This program will help me to obtain supervisor support and will ensure a more predictable and efficient academic experience.



Davis Florick

Fedorchak, Kathy L

From: Griffin, Timothy R
Sent: Wednesday, May 8, 2019 4:05 PM
To: Fedorchak, Kathy L
Subject: Statement of Interest - DSS Doctoral Program

Greetings Kathy,

I am writing to express my interest in the doctoral program in the Department of Defense and Strategic Studies as it has been my ambition to work for the government of the United States. My areas of interest include foreign policy, national security, and international affairs. I wish to utilize my academic and military experience in an intelligence agency. Ultimately, I see my future in Washington, D.C.

I believe this doctoral program will be perfect for my future goals, and I confidently consider myself qualified for the tireless responsibilities of graduate school. I look forward to learning more about the program and sending an official application. Please let me know if there is anything else I may provide you.

Thank you for your consideration

Timothy R. Griffin

Master of Global Studies
Political Science
Homeland Security and Defense
Missouri State University

To: Dr. Keith Payne
From: Denver Johnson
Subject: Letter of Interest DSS Doctoral Program
Date: 01/18/2019

Dr. Payne,

My name is Denver Johnson and this letter is to express my interest in joining the DSS Professional Doctoral Degree program. Additionally, I am interested in starting in the summer semester of 2019 in anticipation of the Doctoral program starting with Missouri State University's Defense and Strategic Studies Program. This program is exactly in line with my professional experience and education.

Currently, I am an Instructor with the U.S. Air Force Nuclear College located on Kirtland AFB in Albuquerque New Mexico where I teach Nuclear Security along with other courses we offer to Airmen and Civilians in the Nuclear Enterprise. Prior to this, I was a Federal Agent for 15 years with the National Nuclear Security Administration (NNSA) where I transported and protected Nuclear Weapons, materials and components within the Continental United States (CONUS). Before that I was a Special Response Team (SRT) member at Lawrence Livermore National Laboratory (LLNL). Lastly, I served 10 years (Active and Reserve) in The U.S. Air Force as Security Forces member.

I was a PhD student with Capella University and have completed a few courses until I decided to go on Hiatus due to cost issues. I hold a professional Certificate with Cornell University, a Master's Degree from George Washington University and a Bachelors from Southern Illinois University. I am an Adjunct Professor with Wayland Baptist University teaching undergraduate Terrorism course and teach graduate courses in National security with The University of New Haven.

Being a civilian employee with the Department of the Air Force and under the Air Force Institute of Technology (AFIT), I have the opportunity to have my education costs paid for by my agency. This is an amazing opportunity to not take and if I am selected to your program, I would be humbled and honored to be a part of an exciting and important program. I would contribute to the program immensely due to my background and provide value and rich dialogue to each course and conversely gain knowledge and insight from my peers and colleagues.

Thank you for your consideration. Respectfully Submitted,

DENVER JOHNSON, CIV, USAF
Nuclear 300 Assistant Course Manager
Air Force Nuclear College - AFIT/OL-A
8901 Hardin Blvd SE/Bldg. 20724
Kirtland AFB NM
505.853.1239 (DSN 263)
denver.johnson.2@us.af.mil
codethree2001@yahoo.com
(505)228-7815 Cell

February 14, 2019

Dr. Keith Payne –

It has come to my attention that Missouri State University is considering adding a doctoral degree as part of the Defense and Strategic Studies Program (DSS). As a former DSS graduate, I strongly support this initiative. The DSS graduate program provided me the necessary foundation to be a critical thinking, young professional in the Defense sector.

I believe expanding the program to include a doctoral degree is a logical and welcome evolution that brings DSS back to its historic academic preeminence. While located at the University of Southern California, students were able to attain a doctoral degree. Many of these alumnus now serve at the highest levels of government and academia. As a government civilian in the Department of Defense, the Doctor of Defense and Strategic Studies (DDSS) program would provide me a competitive edge. Further, the program would offer students an opportunity to enhance their professional proficiency and credibility.

The Department, under your direction, has distinguished itself as a center of excellence that equips students to engage at the decision table and not from the sidelines. It is unique among Washington, D.C. higher education programs as it combines rigorous academic requirements with practical application. I have no doubt that a DDSS program would train and equip leaders with the ability to engage and excel at all levels of government and academia. I welcome the opportunity to continue my education and look forward to Missouri State University adding the program to their academic portfolio.

Very Respectfully,

Stephanie Koeshall
Senior Analyst, Security Cooperation
Office of the Under Secretary of Defense for Policy



**DEPARTMENT OF THE AIR FORCE
AIR EDUCATION AND TRAINING COMMAND**

2 May 2019

Captain Joshua D. Moore, USAF
ICBM Operations Instructor
532d Training Squadron
1472 Nevada Avenue, Suite 127
Vandenberg AFB CA 93437-5327

Academic Review Board
Defense and Strategic Studies Program
Missouri State University
9302 Lee Highway, Suite 760
Fairfax, VA 22031

To whom it may concern,

I would like to take a moment to express my interest in pursuing a professional doctorate degree in Countering Weapons of Mass Destruction through your program.

Professionally, I have spent nine years conducting nuclear operations with the United States Air Force, with time as an operator, instructor, evaluator, flight commander, and certified Air Education and Training Command instructor at the Air Force's ICBM Initial Skills Training School.

Academically, I received a Bachelor of Arts degree in History from Michigan State University in 2010, as well as a Master's of Science degree in International Relations from Troy University in 2017. As a graduate student, I focused on National Security Affairs within the program and would like to continue my studies in nuclear policy at the doctorate level.

A professional doctorate degree through your program would be of significant importance to me professionally as it would continue to broaden my understanding of nuclear policy and would prepare me for higher levels of responsibility as I begin moving into positions that allow me to develop nuclear policies that impact our national security.

Thank you for your time and consideration in the matter and I hope to have the opportunity to continue my education under your program.

Sincerely

JOSHUA D. MOORE, Capt, USAF
532d Training Squadron

March 25, 2019

To Whom It May Concern,

I am writing to express my interest in the potential Professional Doctorate program at Missouri State's Defense and Strategic Studies program. As a current Missouri State DSS Masters student, I have been exploring my options for further schooling when I heard that Missouri State might soon offer its own professional doctorate.

This potential program has all of the aspects that I was looking for in a potential doctorate program; it is easily accessible to students who have full-time jobs, it has full-time and part-time study options, it boasts online classes, and it caters to my interests in this field.

It is my hope that this program will soon come to fruition so that I can potentially continue my education with the same school where I began my education. Further, I would be interested in any further information about this degree program should it come available.

Sincerely,

A handwritten signature in black ink, appearing to read "Corey Pfluke". The signature is written in a cursive style with a large, sweeping flourish at the end.

Corey Pfluke

 Reply all |   Delete Junk |  ...

MSU Professional Doctorate Option

P

Pisarcik, Sarah E CIV USARMY MEDCOM APHC (US) <sarah.e.pisarcik.civ@mail.mil>

  Reply all | 

Mon 12/17, 6:16 AM

Payne, Keith B 

Inbox

You replied on 12/19/2018 2:36 PM.

Dr. Payne,

I would like to thank you again for your time and dedication to our class this past semester. Between the visiting professors and your class lectures, I learned so much, thank you!

Although this is only my first semester in the MSU CWMD MS program (2018 NDU Cohort), as I mentioned a few weeks ago, I am very interested in pursuing the Doctor of Defense and Strategic Studies option; it's exciting to know that opportunity is on the horizon. If you have any further questions for me or if there is anything I can do to assist with the initiation of the program, please feel free to let me know.

Thank you again, and I look forward to hearing more about MSU's Professional Doctorate option in the near future.

Happy Holidays.

V/r,

Sarah Pisarcik, MS, MBA

Microbiologist

Army Public Health Center

Environmental Health Risk Assessment Division

(w) 410-436-8134

(c) 724-422-0462

Fedorchak, Kathy L

From: Swearngin, Landon W
Sent: Wednesday, April 24, 2019 10:17 PM
To: Fedorchak, Kathy L
Subject: DSS Doctoral Program

Hey Kathy,

I am extremely interested in the Doctoral Program! In fact, I can state with certainty that I will be applying, assuming the program receives the necessary approvals.

Please let me know if there are further updates on the program, or if I can provide any additional information. I am looking forward to meeting you at Commencement.

Best,

Landon Swearngin

Fedorchak, Kathy L

From: Taylor, Ryan P
Sent: Wednesday, April 24, 2019 3:05 PM
To: Fedorchak, Kathy L
Subject: Doctoral Program

Kathy,

My name is Ryan Taylor and I am a current DSS student about to graduate this upcoming May. I would indeed be interested in taking part in the doctoral program.

Respectfully,
Ryan Taylor

4/26/2019

Re: Doctoral program

 Reply all |   Delete  Junk |  

Re: Doctoral program

JZ

Joseph zeman <joezeman955@gmail.com>

Today, 9:24 AM

Payne, Keith B 



 Reply all | 

Inbox

Dr. Payne,

Thank you for the reply. I listened in via Zoom during your initial address and couldn't believe what I was hearing. It would be an honor to continue my education underneath this faculty. It's difficult for me to put into words just how amazing of an opportunity this would be.

No further question as of now, but I will continue to closely monitor any developments relative to the programs approval.

v/r

Joe Zeman

Appendix C: Endorsement Letters from Government/Industry Leaders

Letters From Government and Industry Leaders Attesting to the Need for This Professional Doctoral Program

Ms. Jeanine Esperne	Former Professional Staff, U.S. Senate; Serving Senior Official, Northrop Corp.
Mr. Brian Green	Former Professional Staff; House Armed Services Committee; Retired Senior Official, Aerojet Corp.
Mr. Douglas Graham	Former Senior Official, Department of Defense; Serving Senior Official, Lockheed Corp.
Dr. John Harvey	Former Director, Stanford University's Center for International Security and Arms Control; Former Senior Official, Department of Energy and Department of Defense
Dr. Thomas Karako	Former Professional Staff, U.S. House Armed serviced Committee; Serving Senior Fellow, Center for Strategic and International Studies
Mr. Mitch Kugler	Former Professional Staff, U.S. Senate; Serving Vice President, Raytheon Corp.
Dr. John Mark Mattox	Former Dean of the Defense Nuclear Weapons School; Serving Senior Research Fellow, Center for the Study of WMD, National Defense University
Dr. Thomas Mahnken	Serving Senior Research Professor, Johns Hopkins University and Director, Center for Strategic and Budgetary Analysis
Dr. Brian Mazanec	DSS Graduate, Class of 2009; Serving Assistant Director, Government Accountability Office (GAO), Defense Capabilities and Management Team
Dr. Eric Thoemmes	Former Professional Staff, U.S. Senate; Serving Vice President, Lockheed Corp.

Dr. Keith Payne
Missouri State University
Department of Defense and Strategic Studies
9302 Lee Highway, Suite 760,
Fairfax, VA 22031

Dear Dr. Payne,

It is with pleasure that I write in support of establishing a Doctor of Defense and Strategic Studies (DDSS) at Missouri State. Throughout my career in Congress, the Department of Defense, and industry I have found one common denominator among the policy influencers who I admired the most. That is, they received a graduate education in national security studies. Although many believe the study of strategy and security policy are exclusive realms of the military, you and I are aware that is not the case. Civilians are the key policy makers in Washington, D.C. through their roles in the legislative or executive branches of government, through Think Tanks and even through industry.

The role of the civilian strategist is perhaps epitomized by Herman Khan, Bill Van Cleave, yourself, and many others too numerous to name who received specialized national security training by the best minds in the field. They went on to translate that knowledge into actionable policies and positions by the United States government that have affected generations.

Industry also plays an important role. The aerospace and defense industry has gone well beyond just making hardware sales. Some very advance thinking about facing future threats is coming from the industry side through entities such as the Northrop Grumman Analysis Center. Other industries not historically engaged in national security discussions such as utilities and banks now know they must understand the security environment on a world-wide scale to handle threats and manage global business. DDSS graduates would be a natural fit for such entities.

There is no room for mediocre analysis in the stark security times we now face. A program such as DDSS which is sure to promote the most thorough and thoughtful curriculum will be an invaluable contribution to the Washington policy arena in all levels of government and industry.

Thank you for the opportunity to offer my personal views.

Jeanine Esperne

Mr. Brian Green
384 Glenmont Farm Road
Fort Valley, VA 22652

February 11, 2019

Department of Defense and Strategic Studies
Missouri State University
9302 Lee Highway, Suite 750
Fairfax, VA 22031

Dear Sir/Madam:

I understand that Missouri State University is submitting an application to expand its Defense and Strategic Studies program to offer a doctorate in this field of study. I would like to add my strong support for such a course of action.

The nation will clearly benefit from such an expansion. I am confident of this as a result of my experience in government, both in the legislative (senior staff on the House and Senate Armed Services Committees) and executive (Deputy Assistant Secretary of Defense for Strategic Capabilities, OSD Policy) branches. That experience convinces me that a cadre of young men and women, thoroughly steeped in the breadth and depth of the security needs of the nation—military, diplomatic, intelligence; policy and strategy; technology and operational considerations; concepts and processes and practice—will be key to allowing us to face security challenges that continue to grow rapidly. The proposed expansion will build on the superb results of the current master's program by providing the nation's security institutions with individuals more thoroughly prepared to establish and implement the policies and programs needed to meet these challenges.

What may be less appreciated is that the defense industry—where I have spent the last eight years of my career (Executive Director of Washington Operations, Aerojet Rocketdyne)—will also benefit from such an expansion. The relationship between government and the defense industry is more complicated and subtle than is often recognized. Industry seeks to meet national security needs, but government is often reluctant or unable to share information and perspective critical to this endeavor because of security, fairness, or other concerns, and

sometimes simply because government doesn't know. Likewise, government does not always have sufficient insight into the needs and challenges that industry faces.

I am very confident that industry will recognize the value of individuals with a deeper understanding of the trends underlying government policy and programs. Such understanding will allow both independent analysis from an industry perspective and effective communication with government counterparts. These individuals ultimately will help the bottom line by more effectively aligning company capabilities and expertise with government needs. Further, such individuals will be fully capable of moving, as needed, between executive, legislative and industry responsibilities, enhancing their value to both industry and government.

The graduate Department of Defense and Strategic Studies has done a superb job of providing highly qualified individuals to the national security establishment for many years now. Offering your students the opportunity to further enhance their qualifications is eminently sensible, and I strongly support Missouri State University's application to expand its Defense and Strategic Studies program to include the professional doctorate degree.

Sincerely,

A handwritten signature in black ink, appearing to read "B. Green", with a long horizontal line extending to the right.

Brian Green

Douglas R. Graham
19248 Donna Court
Morgan Hill, CA 95037
(408) 345-1604

February 13, 2019

I welcome the opportunity to submit a letter in support of establishing a Missouri State University Doctoral Degree Program in Defense and Strategic Studies. I spent the first 12 years of my professional career serving in the Legislative and Executive branches of the U.S. Government; followed by 25 years as an aerospace industry executive here at Lockheed Martin. As a result, I can attest to the current and growing need for individuals with advanced degrees in defense and strategic studies. I have many friends and colleagues with such degrees who are serving in key U.S. Government and industry positions, and have hired several such individuals myself here at Lockheed Martin. These individuals bring a unique and invaluable perspective on both the international security environment and the policies and capabilities we need as a nation.

With the end of the Cold War, and the ensuing decades when our nation was focused on the Global War on Terrorism, I witnessed a reduced priority and interest in this sort of serious academic training, and it was a source of great concern to me. With the renewed focus on Near Peer Competition, it is even more critical that our nation places a renewed emphasis on defense and strategic studies. If the U.S. is to remain the global leader, we must produce leaders who understand the international security environment and can define the right policies and capabilities needed to meet our security needs. This includes graduates in engineering, math, science, and defense and strategic studies. As a nation, we are not producing enough students with these skills, which is both a challenge and an opportunity. From an opportunity perspective, I have every confidence that the U.S. aerospace industry and related Government agencies can and will hire the qualified students we are able to produce. We will certainly continue to hire such individuals at Lockheed Martin.

Thank you for this opportunity to convey my support for this initiative.



8 April 2019

To Whom It May Concern:

Subject: Regarding a doctoral program in Defense and Strategic Studies at Missouri State

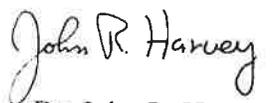
I am pleased to write this letter highlighting the need for additional doctoral programs in Defense and Strategic Studies including the possibility of establishing such a program at Missouri State University. By way of introduction, in August 2013 I retired from government service; in my last assignment I served as Principal Deputy Assistant Secretary of Defense for Nuclear, Chemical and Biological Defense Programs. Prior government service included Director, Policy Planning staff at the National Nuclear Security Administration and Deputy Assistant Secretary of Defense for Nuclear Forces and Missile Defense Policy. Before that, I directed the Science Program at Stanford's Center for International Security and Arms Control. I started my career as a physicist at the Lawrence Livermore National Laboratory.

Having extensive experience in the national security field, both in academia and government, I want to express my strong concern about the state of advanced research and training in such critical areas as deterrence, strategic stability, nuclear threat reduction and national security more broadly. Since the end of the Cold War almost three decades ago, this work has been significantly scaled back in the academy. Unfortunately, some of the optimistic assumptions about the future international security environment have not come to pass. It has become clear, particularly over the last decade, that we live in a still dangerous world in which Russia and China remain as hostile adversaries, and threats from other states possessing weapons of mass destruction continue to evolve. Many colleagues share my concerns including General John Hyten, Commander, U.S. Strategic Command, and have pressed for many years to strengthen training for the next generation of nuclear weapons experts.

Masters Programs at schools such as Stanford, the Kennedy School at Harvard, Missouri State and a few others continue to provide critical training in nuclear weapons policy and strategy. At the same time, advanced research and writing in critical disciplines has fallen off significantly. We must restore, revitalize and expand doctoral programs that will provide more sophisticated skills and create the knowledge for developing and advancing new approaches for dealing with a rapidly evolving international security environment. Establishing a doctoral program at Missouri State, which both trains and places its Masters graduates in important jobs in the U.S. national security community, would benefit the nation greatly.

Please contact me directly (johnrharvey46@gmail.com) if you would like to discuss my concerns in more detail.

Very best regards,


Dr. John R. Harvey

February 12, 2019

To Whom it May Concern:

I write in support of the prospective Doctorate of Defense and Strategic Studies program under consideration for the Washington DC based arm of Missouri State University (MSU).

By way of background, my career has straddled the academic and policy world with a focus on national security. I am currently a senior fellow at the Center for Strategic and International Studies, the defense think tank in Washington, DC, have worked for the House Armed Services Committee, and have been a university professor teaching for over fifteen years.

At CSIS, my team and I on the Missile Defense Project look at a wide range of policy, program, and strategic issues related to missiles and missile defense, as well as U.S. and allied strategic forces. My teaching experience has included both undergraduate and graduate programs for both large universities and small liberal arts colleges, including Carnegie Mellon University, Georgetown University's Security Studies master's program, Kenyon College, and the national security master's degree program at California State University, San Bernardino.

Over the past four years, I have hired two graduates of the MSU masters' program for full time employment in my program, as well as three or four research interns, who work for six-month stints. Several other graduates have been employed by other programs at CSIS in recent years. I am confident that the leadership of the MSU Defense and Strategic Studies program would craft a rigorous and challenging study plan to equip their professional doctoral studies to be highly competitive in the policy world.

To be sure, there are a variety of other security studies programs in existence already. Based on my experience with the policy, think tank, and government security landscape, however, I believe that the demand for professionals with quality training in security studies still far exceeds the supply, and that the additional rigor of a doctoral program represents a differential from the high number of master's degrees. Additional years of study and writing are required to develop the subject matter expertise that is useful for many professional positions.

Having known the leadership of the Missouri State University's Department of Strategic Studies and their record with job placement of their graduates, I am confident of their ability to shape a professional doctoral program that would generate even more highly skilled and competitive professionals. Such graduates would be sure to receive a careful look in job applications at places such as CSIS.

In sum, I believe the prospect for the MSU doctorate in defense and security studies would provide a benefit to the community, and I look forward to its realization. If of interest, I would be happy to discuss further, and am available by telephone at 202.741.3877. Please do not hesitate to reach out if you have any questions.

Sincerely,



Dr. Thomas Karako

February 6, 2019

Keith Payne, Ph.D.
Department of Defense and Strategic Studies
Missouri State University
9302 Lee Highway, Suite 760
Fairfax, VA 22031

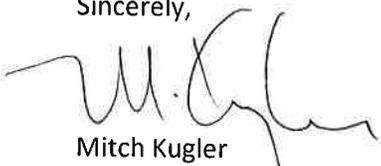
Dear Dr. Payne,

I am writing to express my enthusiastic support for your effort to create a professional Doctorate in Defense and Strategic Studies (DDSS). For many years, I have been involved in hiring for defense-related positions both on Capitol Hill and in the defense industry. I have interviewed many candidates with a range of backgrounds, from military and government service to engineering, finance and investment banking, among others. What is often missing, even in those candidates from the military and other civilian-related defense and policy backgrounds, is deep defense domain knowledge, from processes (e.g., budgeting, capability development, legislative) to the interactions among the key institutions (e.g., Congress, the Executive Branch, defense industry, and Third Parties, like think tanks), to broad policy expertise and knowledge of the military, defense capabilities and the defense industrial base. There are also gaps in international security issues, which most International Relations degrees do not adequately cover.

A doctoral program focused on future practitioners versus aspiring academics would go a long way toward remedying situations in which we find candidates that are sometimes very deep and narrow, but lacking in the broader, interrelated areas that we must confront every day. Currently, when we find candidates who have moved among government, military, industry and academia, and gained broader domain knowledge, they are usually well along in their careers. A doctoral program that would produce well-rounded defense professionals with a depth of domain knowledge would be attractive not just for addressing the personnel needs of defense industry, but also for those of Capitol Hill, the Executive Branch (especially the Department of Defense, Department of Homeland Security, the State Department, National Security Council, and the Intelligence Community), think tanks, and even investment banks, among others.

The doctoral program you envision also would be ideally located in the Washington, DC, area in the heart of the "market" for the kind of advanced defense professionals you would develop. Please keep me apprised of the status of the program. I will be looking forward to interviewing some of your future graduates.

Sincerely,



Mitch Kugler
Vice President, Corporate Strategy

JOHN MARK MATTOX, PH.D.

4371 Penwood Drive
Alexandria, Virginia 22310
john.mark.mattox@gmail.com

TO WHOM IT MAY CONCERN

April 16, 2019

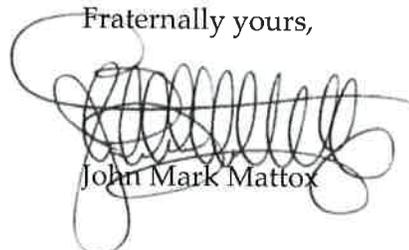
I am the former Dean of the Defense Nuclear Weapons School and currently a Senior Research Fellow at the Center for the Study of Weapons of Mass Destruction at National Defense University in Washington, D.C. For the past 7 ½ years, I have had the honor to serve as the Director of the Department of Defense's Countering Weapons of Mass Destruction Graduate Fellowship Program, conducted in conjunction with Missouri State University.

I recently learned, to my delight, that the Missouri State University Department of Defense and Strategic Studies is contemplating the establishment of a professional doctoral program. My professional purview convinces me that such a program is very much needed, in the interest of promoting peace, to equip practitioners with a correct understanding of the difficult questions surrounding weapons of mass destruction—questions which all too often are obscured or even distorted in popular discourse. Moreover, I am highly confident that if such a program were to come to fruition, it would not lack for qualified applicants.

Missouri State University already performs a tremendous public service by locating its Graduate Department of Defense and Strategic Studies close to the nation's capital, where the right people can avail themselves of the right blend of professional practice and graduate education that is, frankly, not obtainable elsewhere. I frequently tell my colleagues that Missouri State University's Defense and Strategic Studies program is "the best-kept secret in Washington". The addition of a professional doctoral program will only increase the value of Missouri State University's presence here; and that enhanced presence will reflect great credit on the University.

I applaud the University for its commitment to provide a serious academic program that deals with the most seriously consequential political undertakings imaginable.

Fraternally yours,



John Mark Mattox



April 5, 2019

Dear Sirs:

I am writing in support of the proposal to establish a Doctorate of Defense and Strategic Studies (DDSS) at Missouri State University to meet the needs of mid-career practitioners in the national security field. This is an idea whose time has come; it will fill an existing void in graduate offerings in the strategic studies/security studies field in the United States.

The standard Ph.D. program at most American universities is aimed at producing professors for higher education and serves that goal well. Such a curriculum is, however, ill-suited to mature adult practitioners who hope to hone their skills in logical expression, research, and writing, as well as to expand their expertise in an area of professional interest, but who have no desire to teach in higher education. In the British educational system, such candidates would be able to take a course of study leading to the award of a D.Phil., a research-based degree centered upon the completion of a thesis but without many of the methodology, breadth, and language requirements of the American Ph.D. However, up until now there has been no equivalent of the D.Phil. in U.S. academia, which is a major deficiency.

In my own case, across my academic career I have had numerous students approach me about the prospect of pursuing a doctoral degree. Most of them have been a poor fit, due to their career goals, for a Ph.D.; what they need is a D.Phil. I generally counsel these individuals to seek admission to such programs in Great Britain, such as those at King's College, Oxford, or Reading. It is, however, a shame to direct such students abroad because of the lack of a "D.Phil." in the United States.

Johns Hopkins University has recently begun to fill this gap by establishing a Doctorate of International Affairs (DIA) degree for mid-career practitioners that is meant to meet this need. However, that program is aimed at a different part of the market than the proposed DDSS. As a result, I feel strongly that it would make sense for Missouri State to establish the DDSS to give mid-career practitioners the ability to continue their study and build their expertise in national security issues, and particularly in countering Weapons of Mass Destruction. The market for this is substantial.

If I can be of any further assistance, please do not hesitate to contact me at tmahnken@jhu.edu or at 703-943-9880.

Sincerely,

A handwritten signature in black ink, appearing to read 'T. Mahnken', written in a cursive style.

Thomas G. Mahnken, Ph.D.
Senior Research Professor
Director, Advanced Strategy Program
Merrill Center for Strategic Studies
Johns Hopkins SAIS

Brian M. Mazanec, PhD
12840 Point Pleasant Drive
Fairfax, Virginia 22033

September 16, 2018

Keith B. Payne, PhD
Professor and Department Head
Department of Defense and Strategic Studies
Missouri State University
9302 Lee Highway
Fairfax, Virginia 22031

Professor Payne:

I am writing to offer my deepest thanks and gratitude for the Defense and Strategic Studies (DSS) program. When I enrolled in the program 12 years ago, I could never have imagined the profound impact the experience would have on my professional and academic career. I strongly recommend the program for any prospective student interested in beginning or advancing their career working on national security issues.

The rigorous DSS graduate courses provided me with a sound foundation in international security, nuclear strategy and arms control, intelligence, and other important national security topics. Further, the fact that many of the professors had extensive real-world experience in the highest levels of government ensured that the coursework was grounded practically. I can recall numerous times when my instructors could not only explain the relevant theory or concepts but then went on to provide first person examples of the principles at work. For example, one instructor was able to describe arms control and disarmament verification concepts but then went on to detail their direct experience in negotiating with the Libyan regime to abandon its WMD program.

I can say with certainty that I would not have been hired by my current government agency had I not gone through the DSS program. However—and perhaps more importantly—DSS also enabled me to thrive at my agency once I was hired. The analytic skills and rigor instilled by the program helped me quickly rise from a GS-12 equivalent position to the Senior Executive Service in less than a decade.

The DSS program also set me up for continued academic success. My intellectual curiosity truly germinated in the program and soon after graduating in 2008 I enrolled in a doctoral program at George Mason University in order to continue my academic growth. The methodological skills and

critical thinking foster during my time at DSS enabled me to succeed in this endeavor. In addition to successfully completing the doctoral coursework and reaching candidacy, I expanded on my cyber-focused DSS master's thesis, turning it into my dissertation project and eventually a book published by the University of Nebraska Press in 2015. I have since published another book and co-authored a textbook on cyber conflict that will be published by Routledge Press at the end of this year.

I recently learned that DSS may soon be offering a professional doctorate. Had this been available when I was a student, I would not have hesitated to enroll to continue my academic studies. I would recommend DSS—masters or doctorate—to anyone I meet who is exploring their academic options.

The DSS program has played an indispensable role in my professional and academic growth. I will forever be grateful for the experience and give the program my highest recommendation. Please don't hesitate to contact me at brianmazanec@gmail.com if you'd like to discuss my DSS experience further.

Gratefully,

A handwritten signature in black ink, appearing to read "Brian Mazanec". The signature is fluid and cursive, with the first name "Brian" and last name "Mazanec" clearly distinguishable.

Brian M. Mazanec, PhD



Eric Thoemmes
Vice President
Space, Missile Defense & Strategic
Lockheed Martin Government Affairs

October 31, 2018

Dr. Keith Payne
National Institute for Public Policy
9302 Lee Highway, Suite 750
Fairfax, VA 22031-1214

Dear Dr. Payne,

I'm writing to express my pleasure and enthusiasm in hearing that the University of Missouri will be offering a professional Doctorate Degree program in Defense and Strategic Studies (DSS). I believe that this step will significantly strengthen and expand the value of the DSS Program and help produce outstanding graduates and successful professionals for years to come.

The Doctorate Degree I received through the DSS Program in 1988 helped pave the way for my career in Government and Industry. Having served for thirteen years in the United States Senate in various staff positions, and for seventeen years as a Government Affairs Vice President at Lockheed Martin, I cannot over-state the many ways that my doctorate degree has helped me succeed in complex and challenging professional situations. The doctorate degree initially opened doors, and then contributed to my ability to function at a high level of proficiency even before gaining the practical knowledge that one eventually accumulates on the job. The degree gave me deep subject matter expertise, problem solving skills, and the ability to write and speak effectively. These tools continue to contribute to my success to this day. Companies like Lockheed Martin are continuously looking for qualified and talented employees, in a variety of fields. Although we recruit more graduates with engineering and other technical degrees than other fields, the corporation needs qualified strategists, business development professionals, and those specializing in government relations. I found that my doctorate degree in defense and strategic studies from the DSS program qualified me to serve in any one of these, and other fields. A doctorate degree would distinguish any graduate and set him or her apart when being considered for employment in industry or government.

I've had direct, practical experience with the graduates from the DSS program, as Lockheed Martin sponsors an annual internship with the University that I supervise. Not only have these students gained valuable insights in this year-long program, but they have also brought significant skills and value to the company. In the future, once the University is granting doctorate degrees in the DSS field, I would expect that these students would be even more qualified to step into internships that ultimately transition into fulltime employment in industry or government.

I am excited by the prospect that the DSS program will once again offer a doctorate degree. I'm looking forward to meeting and working with the outstanding professional scholars who will undoubtedly be produced by your program. Good luck as you transition into this exciting new phase.

Sincerely,

A handwritten signature in black ink that reads "Eric Thoemmes".

Eric Thoemmes
Vice President

Appendix D: U.S. Army White Paper

3rd CM BDE White Paper

The U.S. Army Chemical Corps' Framework for Integrating Strategic Level Thinking in its Company Grade Officers.

Integrating Missouri State University's Department of Strategic Studies Program into Leader and Academic Development during the CBRN Captains Career Course

Our leaders, then, are going to have to be self-starters. They're going to have to have maximum amounts of initiative ... critical thinking skills ... [and] character, so they make the right moral and ethical choices in the absence of supervision under intense pressure in combat.

General Mark A. Milley, Chief of Staff of the Army

25 April 2019

3rd Chemical Brigade
U.S. Army Training and Doctrine Command

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Section 1: Background (A Joint Effort)

Beyond the POI. Operational understanding and readiness at the lowest levels of the United States Army's formations is a dynamic focus that makes it the greatest land force in the world. The U.S. Army's maneuver support branches require a high level of technical expertise and articulation in integrating themselves into the maneuver element of the battlefield, specifically Chemical, Biological, Radiological and Nuclear (CBRN) Soldiers. This technical proficiency is equally important to the successful mitigation of nontraditional hazards that could threaten the freedom of movement and maneuver of combined arms forces and coalition forces. The importance of CBRN expertise in tactical and operation echelons is unmeasurable and that will never change. However, a tipping point in the successful transition of leader development from CBRN company grade Officers to field grade officers is maintaining the momentum in understanding the strategic perceptual lens of potential threats and problems that the United States faces. The CBRN Captain's Career Course (CCC) Period of Instruction (POI) encompasses both technical and leadership development aimed at preparing its captains for company command and protection cell staff Officers. The Chemical Corps is now taking steps even further into officer development by providing a graduate school program that will equip its young officers with strategic level thinking, reasoning, and articulation of the common operational picture in countering the proliferation and use of weapons of mass destruction (WMD).

Planting the seed. This main effort in instilling strategic level thinking within the company grade Officer population is a three pronged attack spearheaded by the Chemical Corps, Missouri State University (MSU), and the Department of Strategic Studies (DSS) during CBRN CCC. The significance of company grade Officers learning the framework of U.S. efforts in countering WMD is multifaceted due to the ever changing landscape of near peer threats and unconventional weapon use. The seed of understanding interoperability amongst governmental agencies and the military, coupled with developing a competence of U.S. foreign policy must be planted in the minds of company grade Officers as a mechanism to become force multipliers in current positions of responsibility and being fully prepared to execute and advise at higher echelons

A warrior of scholarship. Officers in the CBRN CCC can expect to receive an informational briefing from the MSU and DSS program director Dr. John P. Rose within the first month of CCC. Dr. Rose is a retired U.S. Army Brigadier General who has held a number of high level leadership and academic positions. Some of these positions include: multinational staff from 12 NATO nations to determine NATO post-Cold War defense strategy, alliance military force structure, and readiness requirements (NATO, SHAPE, Belgium), and commanded NATO air defense artillery units at the brigade and battalion level in joint and combined operations in Germany. He has served as an assistant professor of international relations and defense and strategic studies at West Point and taught at the graduate level at the Naval Postgraduate School. He also served two separate tours at the Pentagon in the Office of the Deputy Chief of Staff for Operations and Plans, U.S. Army. Although the program is by, with, and through MSU, officers can expect to do all of their course work and thesis defense while

stationed at Fort Leonard Wood or at their follow on assignment after CCC. Ultimately, the program offers CBRN officers an opportunity to earn a Master of Science (MS) Degree emphasizing Countering Weapons of Mass Destruction (CWMD) while maintaining current military obligations such as command or staff. This is the same graduate degree option provided by DSS each year to 40-50 Fellows from the National Defense University, and approximately 20 Fellows from the Air Force.

Section 2: Expectations for Enrolled Officers

No comfort zone. Before painting the picture of the actual course work, it is important that the Officers who enroll in the MSU program understand the risk and reward aspects of the program in its entirety. The MSU program will take the Officers out of their comfort zone for a number of reasons. Many of the Officers who choose to enroll have been removed from full time academics for at least four years at a minimum. Officers who choose to enroll have undergraduate degrees that varied in subject, mostly unrelated to CWMD. Most challenging is that the Officers who enroll will have to simultaneously nest their academics into their intensive key development positions such as command, small group instructor, staff, and Aid-De-Camp. Most importantly will be the challenge of nesting this program into their lives at home after taking the uniform off.

Nesting priorities. However, there are many benefits to these challenges that will teach these young Officers valuable lessons that were never in the welcome letter due to them being personal and professional implied tasks. These tasks include but are not limited to: time management, literally having to plan hour by hour their weekdays and weekends of their personal and professional lives to ensure they accomplish their respective missions; sacrifice, going to bed a little later and waking up a little earlier than their peers in order to achieve their academic goals without losing sight on their personal and professional goals; and lastly patience; understanding that this program was meant to be more rigorous and longer than other programs due to its end state of equipping them with the weapon of strategic level thinking.

Section 3: Countering WMD Program Course Work

Shaping strategic minds. The coursework and degree plan of the program is quite unique due to the nature of using the CBRN CCC POI as a benchmark and framework for the curriculum. Officers should expect to address strategic challenges at the U.S. foreign and defense policy level, as emerging CBRN threats and trends arise. These threats and trends prove to be challenging as the second and third order effects of politics, economics, military, and homeland defense also nest themselves into the equation. These challenges of strategic thought also range from methods in hedging against strategic uncertainties in near peer competitors to shaping the future of the nuclear enterprise in order to promote the expansion of nuclear energy globally, while still reducing the risks of possible proliferation. This is simply a small segment of the program's entirety.

Multifaceted problem solving. Key discussion points seen by the pilot program graduates include: Possible cascade of proliferation resulting in many more nuclear-armed states, a terrorist organization with a nuclear weapon or radiological material, and a resurgent Russia or ascendant

China rising to a level of a peer competitor of the United States. Officers will also be tested in examining the causes, effects, and responses to these potential strategic challenges, especially the spread of weapons of mass destruction to state and non-state actors, both terrorists and enablers such as the A.Q. Kahn network. Officers will need to conduct extensive research in order to assess assumptions, policies and capabilities for dealing with these challenges and how the concepts of dissuasion, deterrence, and defense must adapt to the new security environment. Officers will also explore methods in how to hedge against strategic uncertainties; for example, how best to shape the future of the nuclear enterprise to promote the expansion of nuclear energy globally while reducing the risks of proliferation.

Section 4: Program Benefits

Every graduate is an advocate. It is imperative that the Chemical Corps continue to invest in the program due to the amount of CWMD knowledge and critical thinking that it provides its Officers. The dividends of this program will be seen immediately, in the near future, and in the long term. The immediate effects of the pilot program have already taken place across Fort Leonard Wood in a number of ways with the six Officers who are still stationed and arrayed in the CBRN School and 3rd Chemical Brigade. Within the 3rd Chemical Brigade there are three officers who completed the degree during their first year of command and now possess the tools they learned in the program to view the battle field of Basic Combat Training from a higher perceptual lens. This sheds light in how these Officers lead in shaping the fight against the challenges of the TRADOC element, while still being able to bring and share ideas that can perhaps enhance the Program of Instruction as a whole. This same realization is also happening with the three graduate Officers on the fore front of shaping and molding our Chemical Corps' newest leaders in CBRN BOLC and the CBRN school house. Though their job is to facilitate thinking and decision making at the tactical and operational levels, they can continue to influence our Second Lieutenants to understand the problem from a higher echelon and continuing to piece the bigger picture of the many challenges and threats our nation faces.

Tomorrow's Leaders. The program will continue to facilitate professional development amongst its graduates by enabling them to grow and understand the intricacies of interoperability amongst our nation's government agencies, sister branches, and coalition forces that will provide opportunities to assume positions of greater responsibility. Moreover, as they continue to grow as leaders and thinkers, these officers will be able to stand shoulder to shoulder with the nation's leaders and facilitate decision making by providing options in countering weapons of mass destruction and building capabilities for homeland defense.

Appendix E: Course/Course Objectives/Faculty Expertise Matrix

Course No.	Course Learning Goals	Faculty Expertise and Professional Experience
DSS 601: Nuclear Strategy, Deterrence and Arms Control	Student understanding of basic nuclear weapons effects, the nuclear policies of various states, particularly including the United States, with a focus on deterrence theory and its policy application, including vis-a-via U.S. arms control practices	<p>Curtis McGiffen: (Colonel, USAF, Retired) M.S. Joint Military Intelligence College/National Intelligence University, MAS, Embry-Riddle Aeronautical University. Associate Dean of Faculty, National War College/National Defense University; Joint Staff Division Chief; Senior Advisor, Office of Security Cooperation-Iraq; awarded two Nuclear Deterrence Operations Service Medals.</p> <p>Keith Payne: Ph.D., University of Southern California. Senior Advisor, Office of the Secretary of Defense; Deputy Assistant Secretary of Defense for Forces Policy; Chairman, U.S. Strategic Command's Senior Advisory Group, Strategy Policy Panel; Commissioner, Congressional Bipartisan US Strategic Posture Commission (Perry-Schlesinger Commission).</p> <p>David Trachtenberg: M.S., Georgetown University. Professional Staff, House Armed Services Committee (1995-2001); Acting Deputy Assistant Secretary of Defense for Forces Policy (2001-2002); Principal Deputy Assistant Secretary of Defense, International Security Policy (2001-2003); Vice President, CACI International (2005-2007); Adjunct faculty DSS (2008-2017); Deputy Under Secretary of Defense, Policy (2017-2019).</p>

<p>DSS 632: Survey and Professional Writing in International Security Affairs</p>	<p>Provide students with a basic survey course introducing them to the broad range of subject areas included in the general field of international security studies, and also with an introduction to the unique writing style and requirements for professional writing in the field, particularly for federal government offices.</p>	<p>Andrei Shoumikhin: Ph.D., U.S. and Canada Studies Institute (Moscow, Russia), USSR Academy of Sciences; Director, Washington Office of the Moscow Public Science Foundation; Head of the Middle East Policy Section, USA and Canada Institute; Adjunct Professor of International Law, Russian Ministry of the Interior; Delegation, USSR Mission to the UN.</p> <p>Gary L. Geipel: Ph.D., Columbia University. Senior Advisor, Executive Communications, Eli Lilly and Company (2015-Present); Senior Associate, National Institute for Public Policy (2003-Present); Senior Director, Global Oncology Corporate Affairs, Eli Lilly and Company (2012-2015); Director, Corporate Affairs, Lilly Deutschland GmbH (2009-2011); Director, Executive Communications, Eli Lilly and Company (2004-2009); Vice President and Chief Operating Officer, Hudson Institute (2001-2003); Adjunct Faculty Member, Butler University (1993-1997); Research Fellow, Hudson Institute (1989-1995); Analyst, Central Intelligence Agency.</p>
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DSS 702: Regional Security in the Middle East	Student understanding of the diverse and unique security concerns in the Middle East, particularly with regard to Iran, Israel, Iraq, Syria and the Gulf Coast states, and the means, tools and strategies often employed by these states to meet their respective security concerns.	Ilan Berman: J.D., American University. American Foreign Policy Council, Vice President for Policy; Adjunct Professor, National Defense University, Ft. Leslie McNair (DC); Adjunct Professor, American University; Editor, Journal of International Security Affairs.
DSS 703: Science, Technology and Defense Policy	Student understanding via case studies of the profound interrelationship between science and technology, and defense policy, and in particular, how technology can determine defense policy options.	John Rose (Brigadier General, U.S. Army, Retired): Ph.D., University of Southern California. George C. Marshall European Center for Security Studies, Garmisch-Partenkirchen, Germany (2002-2010); Director of Requirements, U.S. Army, Pentagon (1995-1998); Director, Requirements and International Programs Branch, NATO, SHAPE, Mons, Belgium (1992-1995)
DSS 704: Arms Control: Theory and Practice	Student understanding of the theory and practice of arms control in select states, including the United States and Russia.	Susan Koch: Ph.D., Harvard University. Department of State, Senior Advisor to the Under Secretary for Arms Control (2005-2007); National Security Council Staff, Director for Proliferation Strategy (2001-2005)
DSS 705: NATO Security Issues	Student understanding of the unique security concerns of the members of the North Atlantic Treaty Organization (NATO) and the means, tools and strategies of the NATO alliance to meet those concerns.	John Rose (Brigadier General, U.S. Army, Retired): Ph.D., University of Southern California. George C. Marshall European Center for Security Studies, Garmisch-Partenkirchen, Germany (2002-2010); Director of Requirements, U.S. Army, Pentagon (1995-1998); Director, Requirements and International Programs Branch, NATO, SHAPE, Mons, Belgium (1992-1995).

		<p>Michaela Dodge: Ph.D. George Mason University. U.S. Senate professional staff, Senate Armed Services Committee; Heritage Foundation, 2010-present; Research Fellow, International Institute for Political Science, Masaryk University (Czech Republic).</p>
DSS 707: Congress and WMD	<p>Student understanding of the role Congress plays in establishing and implementing U.S. security policies, especially with regard to countering weapons of mass destruction.</p>	<p>Scott Glabe: J.D., Yale Law School, M.S., Missouri State University (Defense & Strategic Studies). U.S. House of Representatives: Policy Director, Permanent Select Committee on Intelligence; Deputy General Counsel, Permanent Select Committee on Intelligence; Counsel, Committee on Armed Services.</p> <p>David Trachtenberg: M.S., Georgetown University. Professional Staff, House Armed Services Committee (1995-2001); Acting Deputy Assistant Secretary of Defense for Forces Policy (2001-2002); Principal Deputy Assistant Secretary of Defense, International Security Policy (2001-2003); Vice President, CACI International (2005-2007); Adjunct faculty DSS (2008-2017); Deputy Under Secretary of Defense, Policy (2017-2019).</p>
DSS 708: Contemporary Security in Russia	<p>Student understanding of the unique Russian security concerns, particularly with regard to NATO and China, and the means, tools and strategies Russia employs to meet those concerns.</p>	<p>Andrei Shoumikhin: Ph.D., U.S. and Canada Studies Institute (Moscow, Russia), USSR Academy of Sciences; Director, Washington Office of the Moscow Public Science Foundation; Head of the Middle East Policy Section, USA and Canada Institute; Adjunct Professor of International Law, Russian Ministry of the Interior; Delegation, USSR Mission to the UN.</p>
DSS 710: Countering Terrorism	<p>Student understanding of the sources and strategies of modern terrorism, the nature of the threats it poses, and the spectrum of policies/tools employed by the US (and others, including international organizations) to prevent terrorism and mitigate its consequences.</p>	<p>John Rose (Brigadier General, U.S. Army, Retired): Ph.D., University of Southern California. George C. Marshall European Center for Security Studies, Garmisch-Partenkirchen, Germany (2002-2010); Director of Requirements, U.S. Army, Pentagon (1995-1998); Director, Requirements and International Programs Branch, NATO, SHAPE, Mons, Belgium (1992-1995).</p>

		James D. Kiras: Ph.D., University of Reading. Professor, School of Advanced Air and Space Studies, Maxwell Air Force Base (2004-Present); Special Air Warfare Issues, Irregular Warfare Support Program, CTTSO (2008-2009); Member of the Strategy, Concepts, and Initiatives Team, Office of the Secretary of Defense, Department of Defense; Lecturer and Course Developer, Department of Politics and Asian Studies, University of Hull (1999-2000); Visiting Lecturer, Taras Shevchenko University, Ukraine (1998-2000).
DSS 713: Intelligence/Counterintelligence	Student understanding of goals, policies, methods and tools of intelligence, with a particular focus on counterintelligence.	Dennis Bowden: M.A., Indiana University. Logistics Management Institute, Account Executive for Intelligence Programs (2013-Present); Central Intelligence Agency, Directorate of Intelligence Director (2008-2011). David Peck: M.A., Johns Hopkins University. Multiple U.S. Intelligence Community positions, most recently with the National Intelligence Council.
DSS 719: Strategic Culture	Student understanding of how/why diverse cultural variables can shape the decision making of civilian and military leaders regarding the spectrum of national security issues.	Kerry Kartchner: Ph.D., University of Southern California. Senior Advisor for Strategic Communications, Bureau of International Security and Nonproliferation, U.S. Department of State. Defense Threat Reduction Agency; Senior Foreign Policy Advisor, Office of Strategic Research and Dialogues, Strategy and Plans Directorates (October 2010-Present).
DSS 720: Internship/Professional Experience	Student understanding of the formal and informal demands and requirements of professional employment in the field of national security via direct participation in a professional context.	Ambassador Robert Joseph: Ph.D., Columbia University. Under Secretary of State for Arms Control and International Security; Special Assistant to the President and Senior Director for Proliferation Strategy, Counterproliferation Homeland Defense, National Security Council; Professor of National Security Studies and Director/Founder of the Center for Counterproliferation Research, National Defense

		<p>University (1992-2001); and Principal Deputy Assistant Secretary of Defense for International Security Policy.</p> <p>Susan Koch: Ph.D., Harvard University. Department of State, Senior Advisor to the Under Secretary for Arms Control (2005-2007); National Security Council Staff, Director for Proliferation Strategy (2001-2005)</p>
DSS 721: Proliferation, Missile Defense and Modern Warfare	Student understanding of the origins and character of missile proliferation, and the potential means for preventing missile attack, with particular focus on the potential roles for missile defense.	Peppino DeBiaso: Ph.D., University of Southern California. Director, Office of Missile Defense Policy, Office of the Secretary of Defense (2000-Present).
DSS 722: Emerging Strategic Challenges	Student understanding of the methodology and art employed to identify and examine national security challenges that are emerging but not yet clear and imminent, including various state actors and plausible pandemics.	<p>Ambassador Robert Joseph: Ph.D., Columbia University. Under Secretary of State for Arms Control and International Security; Special Assistant to the President and Senior Director for Proliferation Strategy, Counterproliferation Homeland Defense, National Security Council; Professor of National Security Studies and Director/Founder of the Center for Counterproliferation Research, National Defense University (1992-2001); and Principal Deputy Assistant Secretary of Defense for International Security Policy.</p> <p>John Rose (Brigadier General, U.S. Army, Retired): Ph.D., University of Southern California. George C. Marshall European Center for Security Studies, Garmisch-Partenkirchen, Germany (2002-2010); Director of Requirements, U.S. Army, Pentagon (1995-1998); Director, Requirements and International Programs Branch, NATO, SHAPE, Mons, Belgium (1992-1995).</p>

DSS 723: Counterproliferation	Student understanding of the causes and character of nuclear and missile proliferation, and the spectrum of strategies and tools used by governments and international organizations to help prevent proliferation.	<p>Lisa Bronson: J.D., Cornell Law School. Deputy Undersecretary of Defense, Technology Security Policy and Counterproliferation Policy; Director, Defense Technology Administration (2001-2005); Deputy Assistant Secretary of Defense, European and NATO Policy (1999-2001); and Director for NATO Policy, Office of Secretary of Defense (1996-1999).</p> <p>Kerry Kartchner: Ph.D., University of Southern California. Senior Advisor for Strategic Communications, Bureau of International Security and Nonproliferation, U.S. Department of State. Defense Threat Reduction Agency; Senior Foreign Policy Advisor, Office of Strategic Research and Dialogues, Strategy and Plans Directorates (October 2010-Present).</p>
DSS 724: Leadership in National Security	Student understanding of the essential characteristics and importance of responsible, effective leadership-- civilian, military and business.	John Rose (Brigadier General, U.S. Army, Retired): Ph.D., University of Southern California. George C. Marshall European Center for Security Studies, Garmisch-Partenkirchen, Germany (2002-2010); Director of Requirements, U.S. Army, Pentagon (1995-1998); Director, Requirements and International Programs Branch, NATO, SHAPE, Mons, Belgium (1992-1995).
DSS 725: Instruments of State Power	Student understanding of the wide spectrum of instruments of power potentially available to states, including financial, trade, diplomatic, cultural, intelligence and military.	Ambassador Robert Joseph: Ph.D., Columbia University. Under Secretary of State for Arms Control and International Security; Special Assistant to the President and Senior Director for Proliferation Strategy, Counterproliferation Homeland Defense, National Security Council; Professor of National Security Studies and Director/Founder of the Center for Counterproliferation Research, National Defense University (1992-2001); and Principal Deputy Assistant Secretary of Defense for International Security Policy.

DSS 726: Security Issues in Asia	Student understanding of the unique security concerns in Asia, particularly those involving China, Japan and North Korea, and the means, tools and strategies each of these countries employs to meet those concerns.	<p>Ambassador Joseph R. DeTrani: B.S., New York University. Special envoy for Six Party Talks with North Korea; U.S. Representative to the Korea Energy Development Organization (KEDO); Associate Director of National Intelligence and Director of National Counter Proliferation Center; and Special Adviser to the Director of National Intelligence.</p> <p>Jared McKinney: ABD (Ph.D expected Spring 2020) Nanyang Technological University, Singapore, LLM, Peking University, Beijing, China. Center for the National Interest; Johns Hopkins University Applied Physics Laboratory (research intern); American Enterprise Institute.</p>
DSS 727: Chemical and Biological Warfare	Student understanding of the basic nature of and effects of chemical and biological weapons, the spectrum of potential mass destruction threats posed by the weaponization of chemical and biological agents, and the policies and strategies employed by the United States to prevent chemical and biological attacks, or to mitigate their consequences.	<p>Robert E. McCreight: Ph.D., George Mason University. Senior Policy Advisor, National Security Division, Battelle; Acting Deputy Director, Office of Technology and Assessments, Bureau of Verification and Compliance, U.S. Department of State (2002-2004); White House-Homeland Security Council Scenario Planning (2002); Deputy Director, Office of International Science Cooperation, U.S. Department of State (2000-2002); Senior Political Advisor, Bureau of Arms Control, U.S. Department of State (1998-2000); Senior Political Advisor, Bureau of Political Military Affairs, U.S. Department of State (1996-1998).</p> <p>David Claborn: DPH, Uniformed Services University. Associate Professor of Public Health and Homeland Security, Missouri State University (2008-Present); Assistant Professor, Department of Preventive Medicine and Biometry, US Navy, Uniformed Services University of Health Sciences; US Navy Entomologist, Navy Environmental and Preventive Medicine Unit No. 7, Italy.</p>

<p>DSS 728: Advanced Countering Terrorism</p>	<p>Advanced course to further student understanding of the sources and strategies of modern terrorism, the nature of the threats it poses, and the spectrum of policies/tools employed by the US (and others, including international organizations) to prevent terrorism and mitigate its consequences.</p>	<p>James D. Kiras: Ph.D., University of Reading. Professor, School of Advanced Air and Space Studies, Maxwell Air Force Base (2004-Present); Special Air Warfare Issues, Irregular Warfare Support Program, CTTSO (2008-2009); Member of the Strategy, Concepts, and Initiatives Team, Office of the Secretary of Defense, Department of Defense; Lecturer and Course Developer, Department of Politics and Asian Studies, University of Hull (1999-2000); Visiting Lecturer, Taras Shevchenko University, Ukraine (1998-2000).</p>
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<p>DSS 737: Advanced Chemical and Biological Warfare</p>	<p>Advanced studies to further student understanding of the basic nature of and effects of chemical and biological weapons, the spectrum of potential mass destruction threats posed by the weaponization of chemical and biological agents, and the policies and strategies employed by the United States to prevent chemical and biological attacks, or to mitigate their consequences.</p>	<p>David Claborn: DPH, Uniformed Services University. Associate Professor of Public Health and Homeland Security, Missouri State University (2008-Present); Assistant Professor, Department of Preventive Medicine and Biometry, US Navy, Uniformed Services University of Health Sciences; US Navy Entomologist, Navy Environmental and Preventive Medicine Unit No. 7, Italy.</p> <p>Robert E. McCreight: Ph.D., George Mason University. Senior Policy Advisor, National Security Division, Battelle; Acting Deputy Director, Office of Technology and Assessments, Bureau of Verification and Compliance, U.S. Department of State (2002-2004); White House-Homeland Security Council Scenario Planning (2002); Deputy Director, Office of International Science Cooperation, U.S. Department of State (2000-2002); Senior Political Advisor, Bureau of Arms Control, U.S. Department of State (1998-2000); Senior Political Advisor, Bureau of Political Military Affairs, U.S. Department of State (1996-1998).</p>
<p>DSS 796: Directed Reading/Research</p>	<p>This course is designed to allow the student to pursue a subject of particular interest in the context of an individualized tutorial-oriented reading/research course with a professor who is a subject matter expert. The student may delve deeper into the subject matter of an existing DSS, or a pursue a</p>	<p>All members of the DSS Research faculty are eligible provide a Directed Reading/Research course.</p>

	pertinent subject for which there is not yet an established DSS course.	
DSS 797: Cyber Warfare/Security	Student understanding of the range and nature of threats that are under the title “cyber warfare,” and the range of potential policies and strategies for preventing these threats and mitigating their consequences.	Brian Mazanec: Ph.D., George Mason University. Assistant Director, Government Accountability Office (GAO), Defense Capabilities and Management Team, supporting Congress, the Office of the Secretary of Defense, the Joint Staff, Defense Threat Reduction Agency, Department of Homeland Security, and the Intelligence Community, and currently leads teams examining a range of intelligence issues.
DSS 797: Security Challenges in Latin America	Student understanding of the diverse and unique security concerns of Latin American states, particularly with regard to potential bilateral “hot spots,” and the means, tools and strategies often employed by these Latin American states to meet their respective security concerns.	Richard Downie: Ph.D., University of Southern California. Center for Hemispheric Defense Studies, National Defense University; Chief of Policy and Strategy, U.S. Southern Command; Operations Officer, Multinational Peacekeeping Unit, Sarajevo, Bosnia; Defense and Army Attaché, U.S. Embassy, Mexico City.
DSS 797: Advanced Intelligence/Counterintelligence	Advanced course to further student understanding of goals, policies, methods and tools of intelligence, with a particular focus on sources and methods, and counterintelligence.	Dennis Bowden: M.A., Indiana University. Logistics Management Institute, Account Executive for Intelligence Programs (2013-Present); Central Intelligence Agency, Directorate of Intelligence Director (2008-2011). David Peck: M.A., Johns Hopkins University. Multiple U.S. Intelligence Community positions, most recently with the National Intelligence Council.
DSS 801: Advanced Nuclear Strategy, Deterrence and Arms Control	Advanced course to further student understanding of nuclear weapons effects, the nuclear policies of various states, particularly including the United	Keith Payne: Ph.D., University of Southern California. Senior Advisor, Office of the Secretary of Defense; Deputy Assistant Secretary of Defense for Forces Policy; Chairman, U.S. Strategic Command’s Senior Advisory Group, Strategy Policy

	States, Russia and China, with a focus on deterrence theory and its policy application, including vis-a-vis U.S. arms control policies and practices.	Panel; Commissioner, Congressional Bipartisan US Strategic Posture Commission (Perry-Schlesinger Commission). Curtis McGiffen: (Colonel, USAF, Retired) M.S. Joint Military Intelligence College/National Intelligence University, MAS, Embry-Riddle Aeronautical University. Associate Dean of Faculty, National War College/National Defense University; Joint Staff Division Chief; Senior Advisor, Office of Security Cooperation-Iraq; awarded two Nuclear Deterrence Operations Service Medals.
DSS 832: Advanced Survey and Professional Writing in International Security Affairs	Advanced course to further student knowledge of and skill in the unique writing style and requirements for professional writing in the field, particularly for federal government offices. This course also will provide students with an understanding of statistical graphics and charts often used in government reports and studies.	Gary L. Geipel: Ph.D., Columbia University. Senior Advisor, Executive Communications, Eli Lilly and Company (2015-Present); Senior Associate, National Institute for Public Policy (2003-Present); Senior Director, Global Oncology Corporate Affairs, Eli Lilly and Company (2012-2015); Director, Corporate Affairs, Lilly Deutschland GmbH (2009-2011); Director, Executive Communications, Eli Lilly and Company (2004-2009); Vice President and Chief Operating Officer, Hudson Institute (2001-2003); Adjunct Faculty Member, Butler University (1993-1997); Research Fellow, Hudson Institute (1989-1995); Analyst, Central Intelligence Agency.
DSS 896: Doctoral Capstone Project (two semesters)	In consultation with a DSS faculty mentor, the student will initiate, develop, write, and present/brief an analysis that is comparable to a major federal government report or study on an approved subject. This effort is to provide the student with the tools, skills and experience needed to do so in a future professional capacity.	All members of the DSS Research faculty are eligible to serve as mentors for the Doctoral Capstone Project.

Appendix F: Letter to DSS from ADM Correll



DEPARTMENT OF DEFENSE
UNITED STATES STRATEGIC COMMAND

Reply To:
USSTRATCOM/J5
901 SAC BLVD STE BA3
OFFUTT AFB NE 68113

JAN 11 2019

Dr. Keith B. Payne, Ph.D.
Department Head, Defense and Strategic Studies
Missouri State University
9302 Lee Hwy, Suite 760
Fairfax VA 22031

Dear Dr. Payne

As the leader of U.S. Strategic Command's Deterrence and Assurance Academic Alliance, I am writing to reaffirm our affiliation with Missouri State University's Defense and Strategic Studies Program, which our records show dates to 2015. Your department's national security policy and defense analysis focus produces graduates with research and critical thinking skills that complement the broad portfolio of USSTRATCOM mission and academic interest areas. Our desire is to engage with your department and those students in your program who seek to one day fill the ranks of national security professionals to meet emerging deterrence and assurance analytic and decision-making requirements.

We established the Academic Alliance in 2014 to build upon the Command's long history of collaborating with academic institutions. The Alliance mission is to encourage "strategic thought" by faculty and students on the wide range of internationally relevant deterrence and assurance concepts and issues. The goal is to promote military and academic collaboration and encourage the development of current and future national security professionals. Membership in the Alliance does not imply a predetermined set or expected level of participation, though we do encourage research and curricula focused on addressing USSTRATCOM's challenges.

My points of contact are Ms. Kathleen Cooper, (402) 232-0766, kathleen.a.cooper8.civ@mail.mil, Ms. Julie McNally, (402) 294-1099, julie.a.mcnally2.civ@mail.mil, and Mr. Michael McVicar, (402) 294-1096, mike.r.mcvicar.ctr@mail.mil. I look forward to working with you to inspire innovative strategic thinking on shared matters of national security.

Sincerely

A handwritten signature in blue ink, appearing to read "Richard A. Correll".

RICHARD A. CORRELL
Rear Admiral, USN
Director, Plans and Policy

St. Charles Community College

Bachelor of Applied Science in Occupational Therapy Assistant

Preliminary Proposal

June 2019

St. Charles Community College
Bachelor of Applied Science in Occupational Therapy Assistant
Preliminary Proposal

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June 27, 2019

Missouri Department of Higher Education
205 Jefferson Street
PO Box 1469
Jefferson City, MO 65102-1469

To Whom it May Concern,

It is my pleasure to introduce this proposal from St. Charles Community College (SCC), which if approved, will allow our students, many of whom live in rural parts of our service area, the opportunity to pursue a bachelor's degree of applied science for Occupational Therapy Assistant.

It is common knowledge that in the early 90s, St. Petersburg Community College became the first community college to offer a bachelor's degree. The justification for expanding access was based on major gaps in the workforce and the need to provide additional education in certain areas such as healthcare and information technology. This need is still relevant today, with more than 23 states allowing community colleges to offer a bachelor's of science degree in critical workforce areas.

As we contemplated the potential success of expanding to a bachelor's program we looked to current research and found that according to the Education Policy Research Center at the University of Florida, ". . . three out of four students enrolled in community college bachelor's programs were from underserved populations." As such, it appears that these programs are providing an affordable alternative to obtaining additional education. Additionally, the research suggested, "Public four-year programs may actually benefit from the presence of a bachelor's program at the local community college." Florida saw a 25% increase in degrees where local community colleges offered the competing degree.

I consider the conferring of a bachelor's degree in OTA as a natural extension of the college's commitment to access to an affordable education, while at the same time responding to the workforce needs of our service area. SCC's current program serves the citizens of six counties, has an average pass rate of 100%, and an average graduate rate of 89% as compared to the national graduation rate of 40%.

As you will see in the letters of support included with this proposal, members of our healthcare community have high praise for the academic excellence of SCC's OTA program and there is a critical shortage for meeting workforce needs. Your support of this proposal allows us to help students throughout our service area obtain a bachelor's degree at a convenient location and affordable cost.

We have to believe that as long as student success is the focus of our work and that the open door philosophy remains critical to our mission, offering a bachelor's degree does not change our focus; rather, we will continue to be the last great hope for access to education and will still be all about community.

Thank you for your consideration of this proposal. Please contact me if you would like to further discuss the details.

Sincerely,

A handwritten signature in black ink, appearing to read "Barbara Kavalier", written over a circular stamp or seal.

Barbara Kavalier, Ph.D.
President
St. Charles Community College

4601 Mid Rivers Mall Drive
Cottleville, MO 63376-2865
636-922-8000
stchas.edu

Overview of Intent

In response to recent Missouri legislation, increased accreditation standards, mounting healthcare and workforce demands, and growing student and employer needs, St. Charles Community College (SCC) investigated and considered the broad impact of offering a baccalaureate degree in Occupational Therapy Assistant (OTA).

In the subsequent proposal, SCC and the OTA program considered and addressed several educational, industry, and programmatic factors outlined in Missouri House Bill 758. Per this legislation, community colleges may expand their missions to offer bachelor's degrees when...

"...in the case of applied bachelor's degrees, the level of education required for employment in a field increases..."

The Accreditation Council for Occupational Therapy Education (ACOTE) developed new baccalaureate standards for 2018 to address increasing professional responsibilities and knowledge gaps in current associate-level OTA programs and practice.

"...doing so would not unnecessarily duplicate an existing program..."

At this time, no institution in the state of Missouri offers a baccalaureate degree in OTA.

"...collaboration with a university is not feasible or the approach is not a viable means of meeting the needs of students and employers..."

Collaboration with a four-year institution is not possible because upper-level coursework for a completion of bachelor's of OTA is unavailable and a bachelor's of OTA degree does not exist. Collaboration with a university who would be interested in developing a new bachelor's of OTA program will not meet the students' needs because new applications will not be reviewed by ACOTE for a minimum of three to five years. This timeline for new program review by ACOTE will not address industry or employers' immediate needs nor will it address workforce demand due to the extensive waitlist. The Department of Labor and Statistics states the field of OTA will grow 28% in the state of Missouri by 2025.

"...the institution has the academic and financial capacity to offer the program in a high-quality fashion."

With full, 10-year accreditation granted by ACOTE, SCC's OTA Program has implemented a competency-based curriculum and other critical infrastructure necessary to meet baccalaureate requirements including faculty, fieldwork sites, physical program space allocation, and support staff.

The following documentation will provide compelling information in support of this mission expansion. The narrative demonstrates how St. Charles Community College has positioned itself for this expansion by hiring excellent and innovative faculty and staff, obtaining additional real estate and lab-space for student training, cultivating expertise on-site to design the program, and implementing an effective competency-based curriculum which provides essential infrastructure for the new OTA Bachelor's-level Standards. This proposal also demonstrates that St Charles Community College is in a unique position to be an early adopter of educating bachelors prepared OTA's, both in Missouri and in the national educational marketplace. The proposal also demonstrates how the OTA Program expansion would positively impact workplace preparedness for students and meet forecasted workplace demand, therefore an expansion of the SCC mission to offer a Bachelors of Applied Science in Occupational Therapy Assistant is merited.

St. Charles Community College
Bachelors of Applied Science in Occupational Therapy Assistant Narrative

Narrative Introduction

St. Charles Community College (SCC) and the Occupational Therapy Assistant (OTA) Program are submitting a letter of intent to initiate the process for a comprehensive review of academic program proposals to the Missouri Department of Higher Education (MDHE) and the Coordinating Board of Higher Education (CBHE).

Historically, community colleges offer degrees and coursework that generally lead to the granting of certificates, diplomas, or associate degrees. The OTA program and SCC request the state broaden the mission to allow SCC to offer a bachelor's degree of applied science in Occupational Therapy Assistant due to changes in the academic standards of the profession, which were necessitated by a growing and evolving healthcare system.

St. Charles Community College considered and investigated several factors in the decision to request a broadening of the mission. These factors include the Accreditation Council for Occupational Therapy Education (ACOTE) new baccalaureate standards, the passing of legislation in Missouri which allows community colleges to offer a bachelor's degree for programs that meet a workforce need, the employment and educational landscape throughout the state of Missouri, the quality and preparedness of the OTA program at SCC to offer a bachelor's degree, the interest of students and community partners, and the feasibility of collaborating with other institutions to address the healthcare needs in the state of Missouri. The following narrative is a description of the analysis and points of consideration.

Certified Occupational Therapy Assistant (COTA) and Occupational Therapist (OTR) are two distinct practitioners within the profession of Occupational Therapy. Each of these distinct practitioners has a different set of educational standards, professional licensure, and certification requirements. Therefore, articulating from an OTA program to an OT program is not feasible as each is a separate and unique degree path.

ACOTE Rationale – Baccalaureate Standards

ACOTE has independent authority to set standards for the profession's educational programs. This includes setting the entry-level degree for the occupational therapist and occupational therapy assistant.

AOTA's Representative Assembly (RA) convened an Ad Hoc Committee to do a feasibility study in 2015 regarding degree level for the OTA. The committee looked at the following areas:

1. Defining expectations of practice for an OTA in the next decade.
2. Growth in content to address changes in practice.
3. Impact of any changes in entry-level degree requirements for the occupational therapists (e.g., doctoral requirement) on occupational therapy assistant education and practice.
4. Readiness of host institutions to support a transition to the bachelor's requirement and the trend in community colleges to offer a limited number of bachelor's degrees.
5. Faculty workforce including occupational therapy assistants with post-baccalaureate degrees.
6. Impact of regulatory changes associated with the Affordable Care Act (ACA) and impact on reimbursement.
7. The potential impact of increased costs on key stakeholders (i.e. students, employers, etc.)
8. Requiring the entry-level degree to be at the doctoral level could push more potential students into occupational therapy assistant programs because of the increased costs of a doctoral versus masters-level program.

ACOTE developed and approved occupational therapy assistant baccalaureate-level Standards in August 2018. This provides OTA programs the ability to transition their programs to the baccalaureate level to address some of the **knowledge gaps** identified in the first three bullets above. They felt that it was the path to maintain and retain occupational therapy assistants' patency in the future healthcare workforce. ACOTE believes that providing the additional content will equip students with the skills needed to address the issues related to complex healthcare systems and complex patients.

After an extensive two-and-a-half year process, multiple surveys to the communities of interest, and several open hearings, ACOTE adopted new accreditation standards for baccalaureate-degree-level occupational therapy assistant programs, and associate-degree-level occupational therapy assistant programs. Programs will be required to comply with the new 2018 Standards by July 31, 2020.

This action came after ACOTE had carefully studied the issue and weighed the various community perspectives over the last three years. The Council recognized that the challenges faced in a constantly evolving academic and professional landscape require a clear strategic vision and that our profession must be prepared to adapt and change to meet these challenges.

Independent reviews of the practice environment and policy literature identified that the majority of health policy papers support the need for entry-level practitioners better prepared to practice and compete in a constantly changing health care delivery system.

At a meeting in April of 2019, a decision was made about dual points of entry for OT and OTA academic programs:

Following the conclusion of a robust and collaborative process with leaders and members of the American Occupational Therapy Association (AOTA), on April 4, 2019, AOTA's Representative Assembly determined that occupational therapists may enter the profession at the master's or doctorate level, while occupational therapy assistants may enter the profession at the associate or baccalaureate level. This is now the official policy of AOTA for entry into the occupational therapy profession.

The AOTA Representative Assembly (RA) is responsible for establishing professional standards and policies for AOTA and the profession, including the scope of the profession and professional practice and the degree requirement for entry into the profession, as provided in the AOTA Bylaws.

ACOTE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA) as the programmatic accreditor for the profession of occupational therapy. ACOTE has complete autonomy in establishing accreditation and education standards to evaluate entry-level educational programs; developing and implementing policies, rules, and procedures for conducting accreditation reviews; and making accreditation decisions with respect to entry-level educational programs.

As the accrediting body for the profession and in light of the Assembly's April 4th determination, ACOTE will accept letters of intent for doctoral level, master's level, bachelor's level, and associate level educational programs effective immediately.

"The Application Review" states "ACOTE will accept and review a maximum of 6 Candidacy Applications during a given cycle. The acceptance of Candidacy Applications will be based on the receipt date of the Letter of Intent (if signed by the program director) or the date of notification that a program director has been hired. After the 6-program cap is reached, programs will be subject to the next available review cycle and planned student admission must be delayed accordingly. Please note that the initial accreditation process takes approximately 1 to 2 years to complete and the first class schedule may need to be adjusted to allow completion of the initial accreditation process prior to graduation.

Beginning with Candidacy Applications due in August 2020, ACOTE is requiring that a qualified program director must be hired full time and on-site 1 year prior to the submission of the Candidacy Application. A qualified academic fieldwork coordinator must be hired full-time and on-site 6 months prior to the submission of the Candidacy Application. At least 1 year prior to the submission date for the Candidacy Application, the program must notify the Accreditation Department (accred@aota.org) that a qualified program director has been hired full-time in order to proceed with the initial accreditation process. Otherwise, the Candidacy Application submission slot will be made available to the first program on the waiting list or to the next Applicant program with a hired qualified program director." The next available opportunity to apply for candidacy and to participate in the review cycle for new programs is 2023.

SCC Conclusion – ACOTE Rationale

While associate-degree-level programs for OTA have the option to remain an associate degree or transition to a bachelor's degree, SCC believes it is our responsibility to begin the transition to a baccalaureate degree as soon as possible to best serve the needs of our community. SCC is accredited by ACOTE and therefore will not be subject to the “new candidacy” timeline—SCC can apply immediately.

OTA faculty and SCC administration have focused strategic vision and aligned curriculum to address vital aspects of our program’s mission to provide “...opportunities for academic excellence and student success to enable attainment of personal and professional goals in a global society.” In alignment with the college’s mission to respond to community needs, SCC’s OTA program continues to strengthen curriculum in order to meet the changes in a dynamic health care environment. The baccalaureate standards put forth by ACOTE will guide the program in addressing the potential “**knowledge gap**” areas for the future OTA practitioners in the state of Missouri to best serve the evolving health care needs in our community.

Missouri Legislation

The Missouri Legislature passed legislation in 2018 to allow community colleges to expand their mission to offer bachelor's degrees “where the level of education required in a field for accreditation or licensure increases to the baccalaureate degree level or, in the case of applied bachelor's degrees, the level of education required for employment in a field increases to that level, and when doing so would not unnecessarily duplicate an existing program, collaboration with a university is not feasible or the approach is not a viable means of meeting the needs of students and employers, and the institution has the academic and financial capacity to offer the program in a high-quality manner. Quality for such baccalaureate degree programs shall be evaluated at least in part by the delivery of upper-level coursework or competencies, and defined by accreditation or compliance with the Higher Learning Commission (HLC) standards for bachelor's degrees.”

SCC Conclusion – Missouri Legislation

The passing of this legislation indicates that Missouri Legislature recognizes the need for additional academic offerings. Students and the citizens of the state of Missouri will be beneficiaries of this legislation because they will receive the knowledge and training they need to meet growing workforce demands. SCC and the OTA program would like to expand their mission to offer a baccalaureate degree to provide opportunities for academic excellence and student success throughout our service area.

Students who become future OTA practitioners in the state of Missouri will best serve the evolving health care needs in our region with the additional education a bachelor's of OTA degree will provide. Many legislative and educational bodies recognize that rural counties are among the fastest-growing groups and account for a growing portion of the state's population, including working adults, low-income, and first-generation students who are all in need of additional quality education and essential job skills to meet workforce needs. The service area of SCC encompasses several of these rural counties and vulnerable communities.

Market Analysis/Feasibility Study

Employment and Educational Landscape

After contacting the Missouri Department of Higher Education to determine the feasibility of an application to expand the Academic Program, SCC chose to pursue a summary review of internal practices and a snapshot study of the Missouri OTA Marketplace from both an educator's and industry specialist's perspective.

Marketplace Study Objective

SCC commissioned River Henge Partners LLC to perform a Missouri Marketplace Study to provide data relative to the Occupational Therapy Assistant ("OTA") workforce qualifications for graduate placement within the state of Missouri. The "OTA Missouri Marketplace Engagement Data Study" ("Data Study") was designed to capture data on positions marketed upon exit of educational institution and employer's qualifications to confirm additional skills-sets or professional-level requirements.

Third-Party Review and Reporting

Separately, River Henge Partners LLC, a business-consulting firm specializing in industry-sector data analytics, was commissioned to provide Summary Reporting of the external Study findings. River Henge Partners is a private sector catalyst rooted in data research, analytics, and hands-on experience to guide master-planned economic development. With a combined 30 years of experience in economic development - including urban and rural planning and another 20 years in data research and analysis, River Henge Partners offers customized data for communities and industries in any economic and industry sector.

Considerations of the Study

Geographic Boundaries

Reporting criteria is limited to the state of Missouri for education and industry defined marketplaces. Since both the OTA Educational Program requirements and the Professional OTA certification are national, consideration accounts for prevailing industry standards.

Job Title Specificity

OTA's are referred to as COTA's in the workforce. This title points to the passage of the National Board for Certification in Occupational Therapy (NBCOT) Board Certified Exam, which OTA's must pass to practice within their profession and license as per Missouri state requirements.

Marketplace Engagement

The data gathered reached into the State of Missouri's educational environment, active labor market, and collected job descriptions and positions, which posed an industry standard. The Study process engaged both educators who have direct responsibility in transitioning students to the workforce and industry experts (department heads, therapy managers, talent acquisition) who work daily with OTAs in their respective work environments. The direct marketplace engagement provides a snapshot of what is happening within the industry today from a workplace and education/workforce training perspective.

Meeting Educational Challenges

AOTA maintains that Innovation within Higher Education is "Alternate delivery models that increase accessibility and decrease costs." This includes competency-based degrees such as the OTA degree program. There is a shift in OT education that changes the entry-points for students seeking certification. ACOTE has mandated that there will be dual points of entry for the occupational therapist namely masters and doctoral level by July 1, 2027.

The educational gap created between the supervising OT and the OTA explains one of the rationales for ACOTE to introduce a bachelor's degree point of entry to OTA professional certification. The move in profession to a bachelor's requirement underscores the knowledgebase-need Missouri's industry professionals already are experiencing.

Two key observations from the Study include:

1. The required education, field work experience and training is entirely Industry driven
2. Industry is pushing for additional education and experience to provide a base to increase OTA responsibility and to bridge the knowledge base divide between OT's and OTAs.

SCC College states the OTA Program is uniquely aligned and positioned to provide enhanced professional entry-level requirements for a Baccalaureate Degree of Occupational Therapy Assistant in addition to offering an updated curriculum for their current Associate of Applied Science Degree (A.A.S) that is competency based and informed by workforce needs.

Workplace Feedback

Education Survey- Salient Points

Of forty-three (43) higher education schools offering degrees and programming that reach throughout Missouri's Occupational Therapy Spectrum, there are sixteen (16) colleges, universities and technical schools that are focused on OTA programming. However, within the sixteen (16), there are only nine (9) unique active OTA programs accredited through ACOTE, of which two (2) are private schools. A Consortium of schools accounts for one (1) unique active program but represents seven (7) advertised programs. Three (3) of the nine (9) unique OTA programs are in the St. Louis Region, including St. Charles Community College.

Industry Survey – Salient Points

During the Study, the data research firm found ninety (90) active job listings referencing keywords "OTA," "COTA", and "Occupational Therapy Assistants". Forty-one (41) companies posted listings including health systems, home health, skilled nursing, acute and inpatient care, medical spas, rehabilitation centers, psychiatric centers and Professional Management companies. Twenty-one (21) companies were selected to provide job position sampling and marketplace feedback. Twelve (12) confirmed OT use as part of their healthcare protocol. Eight (8) companies responded with contextual feedback.

Marketplace

According to the "2018 Current Trends in accreditation and Higher Education" presentation by AOTA on April 19, 2018, the US Bureau of Labor Statistics indicates that Occupational Therapy Assistants is the 15th fastest growing occupation in the US, with predicted Job Growth from 2016-2026 equaling >28%. The results of the OTA Missouri Marketplace Engagement Study supports a rapid progression of industry adoption. The Study results suggested the two industries within healthcare experiencing the most opportunity for COTA placement are the skilled nursing and home health industries. Furthermore, interview respondents indicated that there are multiple driving factors. These include change in regulations, which expanded responsibilities of the OTA, shift in direct patient care by the OT into a purely administrative and oversight role leaving the OTA in an even more essential position as the primary patient care provider, and shift in insurance billing (PTPM) which affects the billed time and company reimbursement processes.

Industry Outliers

For the study, researchers did gather subjective examples of non-traditional OTA job positions, which were subject to the opinion of the author. Formal Study search parameters did not specifically meter non-traditional job titles, unless otherwise inclusive of with COTA qualification within the definition or job search, as those bleed outside the spectrum of verifiable COTA-qualified job positions. Industry respondents were all within the health-care field. Educators indicated they are seeing expanded interest from corporate and non-traditional workplaces seeking an OTA knowledge base as a key member of their staff. Examples for this are ergonomic specialists, wellness coaching, program design and chronic disease support foundations.

Analysis

1. The education, field work experience, and training required is entirely Industry driven
2. Typical entry-level employment is in a clinical setting, which is considered “traditional” in the health-care field
3. Industries include hospitals, clinics, mental health, pediatrics, acute-care and skilled nursing
4. Some industry outliers exist - school districts (still a traditional placement), private- based placements that are entrepreneurial (i.e. adaptive martial arts; therapeutic horseback riding, tele-health and wellness/job coaches)
5. The role of the OTA throughout the health-care industry is changing
6. Industry expectation of OTA performance breach typical curriculum-based training and include professional communication, time management, stress management, administrative and reporting responsibilities and a certain amount of physicality to perform tasks on the floor and in the field.

Study Outcomes

1. Both educators and industry specialists have seen a shift in responsibility to the OTA for direct patient care
2. According to industry experts commenting during marketplace engagement, the role of an OTA in the health-care field will be more critical as their responsibilities increase and as insurance reimbursement and billing regulations come online.
3. Educators maintain that the demand is outstripping placement and as awareness of OTA skill-sets increase, more corporate and private emerging fields will open.
4. Industry is pushing for additional education and experience to provide a base to increase OTA responsibility and to bridge the knowledge base divide between OT’s and OTA’s.

Narrative Conclusion

Occupational Therapy helps people across the lifespan to do the things they want and need to do through the therapeutic use of everyday activities (occupations). Practitioners are tasked to enable people of all ages to live life to its fullest by helping them promote health, and prevent—or live better with—injury, illness, or disability.

Occupational Therapy Assistants are licensed, certified, professional health care providers who plays a vital role in patient well-being by providing direct patient care, instructional training, and human interaction. According to the industries represented in Marketplace Engagement, OTAs represent a critical link in patient recovery and wellness.

The expected amount of education, fieldwork, and experience prior to the OTA entering the workforce is expanding to meet the roles and responsibilities within the healthcare field and respective industries. Per the recommendation of the nationally accrediting body, the spectrum of education provided as an entry-point into the field is shifting to match market demand and the realistic functional role of the professional.

Outside of the healthcare industry, the role of the OTA is changing. As corporate awareness about the Occupational Therapy and the skillset of a qualified COTA grows, emerging fields will follow. This introduces new markets, creates competition for an OTA outside of their current respective certified fields, and places new relevance on the healthcare fields' demand for increased knowledgebase and fieldwork experience.

According to the 2018 MO Economic Report, conducted by the Missouri Department of Economic Development, The Health Care and Social Assistance industry sector is the number one employer in Missouri. Market trends indicate the Healthcare and Social Services industry is growing. Health Care and Business / Management related jobs are the most in demand occupations within the state.

SCC currently offers an Associate of Applied Science in OTA. There exists the faculty interest and expertise to expand to include an OTA Bachelor's Degree program. This interest aligns with newly released recommendations for professional educational standards.

The College has positioned for this expansion by the staffing, real estate and lab-space for student training. The expertise is already on-site to design the program. This affords the College a unique position as an early adopter, in both Missouri and the national educational marketplace.

If successful in receiving MDHE and CBHE approval for expansion, the defined opportunities for the student and institution are: 1) student educational attainment, 2) workforce need, 3) community engagement, 4) program innovation, and 5) affordability for the student. The proposed OTA Program expansion positively influences workplace preparedness and meets forecasted marketplace demand and an expansion of the SCC mission to offer a Bachelors of Applied Science in Occupational Therapy Assistant is warranted.

St. Charles Community College
Occupational Therapy Assistant Program Analysis

Program Mission

The current mission of the Occupational Therapy Assistant (OTA) Program is to “provide opportunities for academic excellence and student success to enable attainment of personal and professional goals in a global society.” We consider the American Occupational Therapy Association’s (AOTA) Vision 2025 of providing culturally responsive and customized care to maximize the quality of life for all people and the academic standards developed by the Accreditation Council of Occupational Therapy Education (ACOTE) as guiding principles. The OTA Program provides its students with the opportunity to acquire the knowledge, skills, behaviors, and attitudes necessary for ethical, competent, and reflective practice to fulfill their growing professional roles. In keeping with these missions, the OTA program strives to meet the dynamic health care needs of our local communities. The OTA program seeks to further implement its mission by providing the following in a bachelor’s of applied science degree at our institution:

- The highest quality instruction and practice to its students using evidence-based innovative instructional methods and technology that is accessible and financially affordable.
- A solid foundation in the fundamental knowledge, skills, and attitudes needed for the growing demands of bachelors prepared entry-level competence as an occupational therapy practitioner in a variety of settings and working with a variety of populations.
- A consistent commitment to strategically focus on the scholarship of teaching and learning and the scholarship of application for both faculty and students to support research and foster innovation to benefit the community.
- A comprehensive competency focused curriculum that integrates studies in science, math, humanities, communication, social sciences, and critical thinking.
- Experiences emphasizing the need for lifelong learning, keeping up with the dynamic nature of healthcare, and the importance of evidence-based practice as essential components of competent bachelor level practitioners who can meet evolving workforce demands.

Program Philosophy

Consistent with the profession's philosophical base, the OTA program at St. Charles Community College (SCC) acknowledges individuals as complex, active beings who "have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health, and well-being" (Gupta et al., 2011). Engagement in occupation is complex and multidimensional; various integrated factors contribute to the quality of participation, including client factors, performance skills, performance patterns, contexts, and environments as well as understanding the activity demands. (AOTA, 2014). The delivery of occupational therapy services is client-centered, with practitioners using clinical reasoning, the therapeutic relationship, and a code of ethics to support clients' goals; the occupational therapy practitioner seeks to "maximize health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living." (AOTA, Vision 2025).

Students in the OTA Program are regarded as occupational beings; as such, they learn and grow through participation in meaningful occupation in the role of an OTA student. Therefore, the OTA program is student-centered to foster success by developing students' skills through planning the curricular demands providing a positive learning environment that mirrors the changing healthcare and community environment. The program seeks to integrate and balance the students' abilities, needs, occupational roles and contexts in developing the skills needed to perform the roles of a direct service provider, member of a profession, and educator/facilitator/manager of service. This process is facilitated by the application of self-directed learning and key components of Knowles adult learning theories. "Instruction should facilitate self-direction, in a relevant context, take into account the wide range of different backgrounds of learners; materials and activities should allow for different levels/types of previous experience, and should allow learners to discover things and knowledge for themselves." (Manning, 2007, p 104).

The OTA Program respects students as adult learners and supports their growth through a multifaceted approach in the curriculum design. Teaching approaches use didactic instruction, experiential learning, professional collaboration, community engagement, technology, and cultivation of clinical reasoning. Faculty facilitate the development of role competencies. The curriculum is grounded in this philosophy and is based on the programs graduate outcomes.

The faculty work closely with students to provide clear instructional guidance to meet professional standards as well as apply flexibility in instructional approaches with a focus on teaching, learning, and application of skills to ensure student success. Faculty recognize the need to expand the use of technology and foster innovation to provide learning experiences that facilitate competence in an increasingly evolving healthcare system, which demands value and client-driven outcomes across care settings. The OTA Program empowers students to competently and confidently demonstrate the role of direct service provider; member of a profession; and educator, facilitator, and manager to the best of their abilities.

Curriculum Design

The OTA program reflects the mission and values of the college in its belief that learning is a lifelong process that continues beyond formal academic training and fieldwork experiences. The program envisions a model that focuses on three primary roles—direct service provider of care, educator and manager of health care services, and members of a profession. The OTA Program uses three methods of learning (Theory, Practice, Application in Context) that the OTA practitioner assumes in order to bridge the gap between theory and practice to successfully fulfill the expectations of OT practice.

The use of these three roles and methods in conjunction with the OT Practice Framework, Standards of Practice for Occupational Therapy, AOTA Fieldwork Evaluation, ACOTE standards, and Knowles' Principles of Androgyny serve as organizing framework in determining and facilitating the knowledge, skills, or attitudes necessary to establish entry-level competency for the OTA practitioner. The following outcomes provide a guide for the knowledge, skills, and attitudes needed to engage in each role of the OTA:

1. Demonstrate the knowledge, skills, and attitudes to successfully fulfill the demands of each role.
2. Consistently engage in effective communication and interpersonal skills.
3. Establish appropriate teaching-learning competencies that apply to diverse audiences
4. Demonstrate the ability to serve as an advocate for various populations, facilities, communities, institutions, and the profession of Occupational Therapy.
5. Demonstrate the ability to effectively collaborate with an interdisciplinary team.
6. Demonstrate a broad scope of knowledge of the ethical, legal, regulatory, and professional codes that inform the practice of Occupational Therapy.
7. Develop the ability to apply and use technology and resources to support evidence-based practice.

In designing and assessing learning and teaching strategies, the parallel between therapy and education is emphasized. Just as client treatment is a multi-sensory process that requires active participation from the client engaged in meaningful activities, OTA education at SCC is a multi-sensory process requiring active participation and self-direction from the student engaged in the meaningful activities of their education.

The curriculum is designed to be delivered in a semester format of didactic work combined with a variety of Level I fieldwork experiences and two (2) Level II experiences in addition to a Baccalaureate Project to complete the program.

The Baccalaureate Project is designed to provide an in-depth experience in one or more of the following:

1. Clinical practice skills
2. Administration
3. Leadership
4. Advocacy
5. Education

This project allows students to demonstrate the application of knowledge gained that distinguishes them as bachelors prepared practitioners who will meet the growing demands of the workforce.

SCC and Missouri Department of Higher Education
“Preparing Missourians to Succeed: A Blueprint for Higher Education”

SCC’s OTA Program developed methods to attain the goals outlined by the Missouri Department of Higher Education’s (MDHE) “Preparing Missourians to Succeed: A Blueprint for Higher Education.” Those methods are described below.

Goal 1: Attainment

“Missouri will increase the proportion of working-age adults with high quality, affordable postsecondary credentials to 60 percent by 2025.”

According to the Stronger MO through Higher Education Report, “The data shows that increasing attainment is a particular challenge in rural counties, so ensuring that all communities have access to high-quality higher education is essential. Missouri must also increase college success among the fast-growing groups that will account for a growing proportion of the state’s population, including working adults, low-income and first-generation students, and students of color. Meeting the educational needs of these 21st-century students will help build Missouri’s economy and ensure a bright future for the state.” The goal is to increase the attainment of a college degree for Missourians to 60% by 2025.

St. Charles Community College serves the following counties in MO with the percentage of Missouri adults (ages 25-64) with at least an associate degree:

- St. Charles - 46.92%
- Callaway - 30.84%
- Lincoln - 21.70%
- Montgomery - 22.20%
- Pike - 18.16%
- Warren - 25.76%

SCC will be able to provide accessible, affordable, and high quality higher education to several vulnerable populations in MO and systematically increases attainment to close achievement gaps.

Experts from the Center on Education and the Workforce at Georgetown University said that, by 2018, 523,000 of the expected 898,000 job vacancies in Missouri would require postsecondary credentials. Indeed, 59 percent of all Missouri jobs require postsecondary education in 2018.

With increased expectations in the field of Occupational Therapy and increased expectations of autonomy and advanced skill demonstration, a bachelor’s degree of OTA will provide the current, future, and potentially former graduates of SCC’s OTA Program an affordable, accessible, and high quality bachelor's degree to meet growing professional and workforce demands.

Having a competency-based curriculum and a baccalaureate project that is designed to enhance vital skills for employment and addresses the needs, styles, and ability, of a multitude of learners, will allow working-age adults in the above counties, the state of Missouri, and beyond an opportunity to attain a quality and impactful post-secondary degree.

Goal 2: Affordability

“Missouri will rank among the 10 most affordable states in which to obtain a postsecondary degree or certificate by 2025.”

The average college debt among student loan borrowers in America is \$32,731, according to the Federal Reserve. This is an increase of approximately 20% from 2015-2016. Most borrowers have between \$25,000 and \$50,000 outstanding in student loan debt. Nevertheless, more than 600,000 borrowers in the country are over \$200,000 in student debt, and that number may continue to increase.

Missouri currently ranks 32nd nationally with 58% of Missourians having an average of \$27,108 in student loan debt. The average student loan debt of an SCC-OTA program graduate is \$2000.

In comparison, the following estimates outline the cost of a bachelor’s-level degree (or 120 credit hours) at regional institutions.

St. Charles Community College	\$21,240.00
Maryville University*	\$113,880.00
Saint Louis University*	\$181,696.00
University of Missouri	\$51,687.00
University of Missouri – St. Louis	\$44,856.00
Washington University*	\$209,520.00

* Denotes schools currently offering pre-Occupational Therapy baccalaureate education. As noted, no bachelor’s-level OTA programs exist.

Students obtaining a Bachelor's of Applied Science in OTA from SCC would graduate with less student loan debt in comparison to four-year institutions. As of the submission of this proposal, no Bachelors of OTA programs exist in the state of Missouri. The next available opportunity for new programs to apply for candidacy and participate in the review cycle is 2023.

Considering the distinction between the professions and educational standards, articulation from OTA to OT is impossible. OTA graduates interested in pursuing an OT degree would need to complete a bachelor’s degree and then apply to a master’s program. Each degree prepares students for drastically different professional distinctions.

Goal 3: Quality

“Missouri will produce graduates with high-quality postsecondary degrees and certificates that are valuable and relevant to individuals, employers, communities, and the state.”

Consistent with the college’s mission for providing opportunities for academic excellence and student success to enable attainment of personal and professional goals in a global society, the OTA program provides its students with the opportunity to acquire the knowledge, skills, behaviors, and attitudes necessary for ethical, competent, and reflective practice to fulfill their professional roles. In keeping with the college’s mission to respond to the community, the OTA program strives to meet the dynamic health care needs of our communities. The OTA program seeks to implement its mission by providing:

- the highest quality instruction and practice to its students using evidence-based innovative instructional methods and technology that is accessible and financially affordable;
- a solid foundation in the fundamental knowledge, skills, and attitudes needed for the growing demands of bachelors prepared entry-level competence as an occupational therapy practitioner in a variety of settings and working with a variety of populations;
- a consistent commitment to strategically focus on the scholarship of teaching and learning and the scholarship of application for both faculty and students to support research and foster innovation to benefit the community;
- a comprehensive competency focused curriculum that integrates studies in science, math, humanities, communication, social sciences, and critical thinking; and
- experiences emphasizing the need for lifelong learning, keeping up with the dynamic nature of healthcare, and the importance of evidence-based practice as essential components of competent bachelor level practitioners who can meet evolving workforce demands.

SCC’s OTA program is ACOTE accredited with a 10-year term before a review. According to ACOTE, 10-year review cycles are granted to programs that have no areas of noncompliance and have demonstrated exceptional educational quality. As outlined below, SCC graduates excel on the National Board for Certification in Occupational Therapy (NBCOT).

- The average pass rate nationally is 91%.
- The average pass rate for Missouri OTA programs over a three-year period is 87.31%.
- The average pass rate for SCC’s OTA program over a three-year period is 100%.

According to the MDHE’s “Enhanced Missouri Student Achievement Study”:

- The average graduation rate from 2-year, public institutions in the state of Missouri is a 19.46% (over a three-year period).
- The national average is roughly 40%.
- The average graduation rate from SCC’s OTA program is 89%.

Based on SCC-graduate surveys, 94% of students graduating from the OTA program are employed in their field within six months of graduation and board certification. Employer and student surveys show 95-100% satisfaction with program learning, employment status, and demonstration of work performance.

ACOTE standards for faculty numbers and composition for bachelor-level OTA programs must have at least three full-time faculty, 50% of whom must hold a minimum of a master's degree. SCC currently has four full-time and two adjunct faculty. Among the full-time faculty, 50% hold a minimum of a master's degree. The faculty at SCC possess a wide clinical and academic background and have been approved by ACOTE.

Goal #4: Research and Innovation

“Missouri will be a top 10 state for investment in academic research by 2025.”

According to “Preparing Missourians to Succeed: A Blueprint for Higher Education,” Missouri currently ranks as 10th in business-led research investment. Unfortunately, Missouri ranks 18th in academic-led research investment. SCC can invest in academic research. The creation of a Bachelor in Occupational Therapy Assistant will result in a new degree program that includes student participation in academic research as a standard for accreditation.

ACOTE provides accreditation standards for academic programs who educate and train Occupational Therapy practitioners. Occupational Therapy practitioners consist of two distinctions, Occupational Therapists (OT) and Occupational Therapy Assistants (OTA). The standards for the Bachelor of OTA have an increased emphasis on research, development, and quality to address the growing need for autonomous and entrepreneurially minded practitioners.

Providing a bachelor degree program in OTA will increase research at state institutions. ACOTE developed additional baccalaureate project standards and enhanced curricular standards, which require graduates of a Bachelor of OTA program to understand the use of quantitative and qualitative methods for data analysis, demonstrate an understanding of instructional design methods for preparing to work in an academic setting, and to develop skills for supervision, management, quality assurance, and improvement for program development. These standards are designed to address the growing need for additional educational content to meet the demands of the dynamic and evolving job market.

The faculty of St Charles Community College designed and implemented an integrated and progressive faculty-led fieldwork program to facilitate the success of students throughout the competency-based learning curriculum. Faculty and students will be able to utilize this model to do new academic research. The faculty currently supervise OTA students during level II fieldwork at three community-based sites. These sites provide a unique opportunity where the student in the OTA baccalaureate program could actively engage in and contribute to components of research, quality improvement, and program development while completing their fieldwork. In keeping with the AOTA’s Vision 2025, these community sites are with underserved populations including pediatrics, geriatrics, and mental health. The American Occupational Therapy Association has the vision to guide the profession beyond the Centennial Vision. Vision 2025 states: “As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living.” The research that would be generated could be used to create or enhance solutions for these populations who are living, working, and engaging in our communities.

Goal #5 Investment, Advocacy & Partnerships

“Missouri will promote increased investment in post-secondary education through increased advocacy and powerful partnerships with education, business, government, and communities.”

St. Charles Community College OTA program has clinical contracts with a variety of clinical, non-clinical, and community-based organizations. These settings allow students to participate in clinical partnerships and practice in both traditional and emerging areas of practice. Embedded in our curriculum are also faculty-led fieldwork opportunities where students and faculty work with community partners to develop and enhance their current offerings and to provide students with progressive participation as they develop competency skills. Both Level I and Level II Faculty-Led Fieldwork rotations are available at an Adult Dementia Specific Day Program, Community Mental Health Day Program, and at a Child Development Center (ages 3 months-5 years).

Our fieldwork experience has been very positive overall with students participating in community sites. The benefit to the community and the benefit to the student's academic preparedness and job readiness is undeniable. However, one of the barriers in many emerging areas of practice is that some employment opportunities in the community require a Bachelor's degree. The educational needs to participate in program development, supervision, quality assurance, and quality improvement, etc. require additional baccalaureate content.

ACOTE developed a set of baccalaureate project standards to address the growing educational demands of the profession and to encourage the development of community and industry partnerships to meet the educational needs of the students and enhance workforce demands.

The Baccalaureate Project is designed to provide an in-depth experience in one or more of the following: 1) Clinical practice skills, Administration, 2) Leadership, 3) Advocacy 4) Education. This project allows the students to demonstrate the application of knowledge gained that distinguishes them as bachelors prepared practitioner who can meet the growing demands of the workforce.

“Level II fieldwork in the emerging practice fields of wellness and community health (WCH) stands out as a natural means to accomplish this goal; embedding a wellness and prevention service component into traditional fieldwork settings could also provide students with experience and in-demand skills. It is well known that students are often offered therapy positions at sites where they have completed traditional fieldwork (Rodger et al., 2007). In nontraditional fieldwork settings, some occupational therapy positions have been created in response to sites' experiences with occupational therapy students in fieldwork and service learning opportunities (Muñoz, Provident, & Hansen, 2004). The development of prevention-focused fieldwork could be a win-win approach. The students who have this experience will gain new knowledge and perspectives that are relevant to practice regardless of the setting. Additionally, the sites in which they work would become more aware of what occupational therapy has to offer and how it benefits their current services. As fieldwork introduces each incoming class of therapists to practice, there should be increased availability of occupational therapy positions in WCH services.”

There are endless opportunities to collaborate with education, business, government and community entities. Offering a bachelor's degree would yield additional partnerships and allow SCC's OTA students to enhance their contribution to the community through Baccalaureate Projects. This is in direct correlation with Vision 2025: “As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living.”

Resources, faculty, staff, and space allocations in support of Bachelor's Degree Program

Despite statewide budget restrictions, the Dean of Nursing and Allied Health along with the administration of St. Charles Community College are good financial stewards and consistent advocates for the OTA program. The OTA budget was expanded this year to address several needs including additional faculty to accommodate curriculum updates, changes, and course development. Additional funding was also granted for professional development, innovation and technology, and supplies for curriculum adjustments.

SCC purchased the building at # 1 Academy Place Dardenne Prairie, MO 63368 in February 2017. After the purchase, administration provided the OTA department with increased lab space including a simulated lab for OTA. As a result of the need for growth and potential to expand the OTA program, the following shared spaces for allied health students were developed: computer lab, simulated central supply, and competency skills practice rooms. Semi-private faculty office space was also added to accommodate the increase in OTA faculty. The program director has a private office, and there are multiple private areas for counseling students when needed.

The OTA program now has four full-time and two (core) adjunct faculty to accommodate changes to the curriculum and projected growth of an additional student cohort. Faculty have varying and diverse content specialties. The Program Director has been working with and mentoring all faculty on curriculum development, course design, and content implementation. Additionally, one of our administrative assistants has been reclassified and has been given the opportunity for professional development in the areas of clinical records and data collection. We also have allied health counselors on-site to facilitate student enrollment, retention, and student success through an embedded advising model. All of these additions have allowed the OTA department to grow and develop in accordance with our strategic plan and college mission and philosophy and position our program well to develop and implement bachelor's level curriculum.

Student Interest and Community Support

St Charles Community surveyed former graduates of the OTA program and asked if a bachelor's degree was offered at the time they enrolled, would they have sought a bachelor's degree. 100% of the respondents replied strongly agree on a Likert scale of strongly disagree to strongly agree. 92% of the respondents replied strongly agree that they would enroll in a post-professional or bachelor's completion option for students who already graduated from SCC.

St. Charles Community College and the OTA program reached out to community partners and received multiple letters of support from fieldwork partners, industry leaders, administrators, constituents, higher education personnel, and public officials. Both SCC and the OTA program have diligently worked to build and maintain an excellent reputation in the community and validated in these responses. The support and interest in SCC pursuing a bachelor's degree in OTA speaks to the community interest, need, and confidence in the program.

Feasibility of working with other institutions and the process of seeking accreditation

Occupational therapy practitioners are either occupational therapists or occupational therapy assistants. Both distinctions are skilled health care professionals who use research and scientific evidence to ensure their interventions are effective. Because there are two distinct roles within the profession, which have separate and distinct educational outcomes, licensure standards, and certification requirements. Collaboration with other institutions to bridge from OTA to an OT is unavailable. Occupational Therapy is in a unique professional and educational situation in that collaboration is neither feasible nor a viable means of meeting the needs of students and employers.

Institutions of higher education in the state of Missouri currently offer curriculum for OT, at either masters or doctoral level, or OTA at the associate-level. When asked, public universities were unwilling to provide documentation citing a lack of bachelor-level OTA coursework. The absence of upper-level, ACOTE-approved OTA coursework precludes institutions from offering a bachelor-level degree in OTA. At this time, universities in the state of Missouri are ineligible to offer a Bachelor's in Applied Science for OTA; the next availability for new program review is 2023. St. Charles Community College has demonstrated its readiness to become the first institution to offer this unique degree path.

An occupational therapy assistant program seeking accreditation for a new entry-level degree program should first seek approval to offer a baccalaureate degree from the institution, the educational licensing and/or governing board(s) of the state(s) in which the program is to be offered, and the institutional accrediting body. The program does not need to have degree-granting authority at the time of the Letter of Intent but must have that authority at the time the Candidacy Application is submitted. No fees are required and there is no cap on submission of Candidacy Applications for currently accredited programs transitioning from the associate-degree level programs to the baccalaureate degree level.

SCC granted the OTA program approval to pursue mission expansion and develop bachelor-level curriculum. This proposal is an attempt to seek approval from the state governing board. If the OTA program is granted the mission expansion by MDHE and CBHE and is allowed to continue with the new academic program proposal process, the program will submit a letter of intent to ACOTE and an application for candidacy. Since the OTA program at SCC is already accredited by ACOTE, it is not considered a new program and therefore will be able to immediately apply for candidacy.

Any institution who intends to offer a bachelor's of OTA program must follow ACOTE Candidacy Requirements. Included in these requirements is the hiring of a qualified program director one year prior to submitting a letter of intent and would apply to all public, 4-year institutions in the state of Missouri. New programs cannot accept students until meeting initial requirements and waiting until application review is available. This process could take a minimum of three to five years.

June 17, 2019

Courtney Barrett, M.Ed., OTR/L, CBIS
Associate Professor - Program Director
Occupational Therapy Assistant Program
St Charles Community College
#1 Academy Place, Dardenne
Prairie, MO 63368

Ms. Barrett:

Here is the letter that you requested which provides a rationale for ACOTE's decision to offer two points of entry (associate's level & baccalaureate level) for the occupational therapy assistant.

AOTA's Representative Assembly (RA) convened an Ad Hoc Committee to do a feasibility study in 2015 regarding degree level for the occupational therapy assistant. The committee looked at the following areas:

1. Defining expectations of practice for an OTA in the next decade.
2. Growth in content to address changes in practice.
3. Impact of any changes in entry-level degree requirements for the occupational therapists (e.g., doctoral requirement) on occupational therapy assistant education and practice.
4. Readiness of host institutions to support a transition to the bachelor's requirement and the trend in community colleges to offer a limited number of bachelor's degrees.
5. Faculty workforce including occupational therapy assistants with post-baccalaureate degrees.
6. Impact of regulatory changes associated with the Affordable Care Act (ACA) and impact on reimbursement.
7. The potential impact of increased costs on key stakeholders (i.e. students, employers, etc.)
8. Requiring the entry-level degree to be at the doctoral level could push more potential students into occupational therapy assistant programs because of the increased costs of a doctoral versus masters-level program.

See attached appendix for the full detailed report.

ACOTE developed and approved occupational therapy assistant baccalaureate level Standards in August 2018. This was done to provide occupational therapy assistant programs with the option to transition their programs to the baccalaureate level to address some of the **knowledge gaps** identified in bullets 1-3 above. They felt that it was the path to maintain and retain occupational therapy assistants' patency in the future healthcare workforce. ACOTE believes that providing the additional content will equip students with the skills needed to address the issues related to complex healthcare systems and complex patients. If I can be of further assistance, please contact me at ssalvant@aota.org.

Sincerely,



Sabrina Salvant, EdD, MPH, OTR/L
Director of Accreditation



Steve Ehlmann
County Executive

Joann Leykam
Director of Administration

Jennifer George
Assistant Director of Administration

John Greifzu
Assistant Director of Administration

June 26, 2019

Missouri Department of Higher Education
205 Jefferson Street
PO Box 1469
Jefferson City, MO 65102-1469

To Whom it May Concern,

It is my pleasure to offer a letter of support for St. Charles Community College's proposal to expand their Occupational Therapy Assistant (OTA) program to offer a Bachelor of Applied Science degree. For more than 30 years, St. Charles County has been the fastest growing part of the St. Louis region and the fastest growing county in Missouri. With nearly 400,000 residents, a well-trained healthcare workforce is vital to our region and is one of the top priorities for the county.

St. Charles Community College is well known both locally and in surrounding counties for the high level of skill, knowledge, and practical understanding possessed by graduates of their health care programs. Expansion of the Occupational Therapy Assistant program will be an exciting step forward both for our citizens who want to begin or expand their careers and for our community of healthcare providers who are in need of skilled professionals.

I would appreciate your strong consideration for approval of the proposal presented by St. Charles Community College.

Sincerely,

A handwritten signature in cursive script, appearing to read "Steve Ehlmann".

Steve Ehlmann
County Executive
St. Charles County Government

27 June, 2019

Zora Mulligan, J.D.
Commissioner of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson City, Missouri 65102-1469

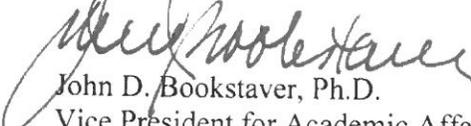
Dear Ms. Mulligan:

I am proud to lend my support to the proposal by St. Charles Community College to offer a bachelor's of applied science degree in the field of Occupational Therapy Assistant (OTA). This field has done significant work in the past few years to adapt to the changing landscape in medicine and respond to the needs of patients, other healthcare professionals, and insurers. Because of the expanding scope of practice in the field and the need for OTAs to assume managerial roles, the employability of OTAs increasingly depends upon their ability to attain bachelors' degrees.

We have wonderful relationships with our four-year partners throughout the state, and we articulate many programs with them. However, no bachelor's programs in OTA exist anywhere in the state. Recently I spoke with Dr. Thomas George, Chancellor of the University of Missouri-St. Louis. While he was unwilling to relate such in writing, he verbally confirmed that UMSL does not award this degree nor offer classes in the field. Given this fact and the realities of new program approval by the Accreditation Council for Occupational Therapy Education (ACOTE) that are outlined in our proposal, collaboration and articulation are not possible now, nor would they be for many years.

I am confident that our proposal has considerable merit, and I respectfully request that the Missouri Department of Higher Education and the Coordinating Board for Higher Education give it full consideration through its comprehensive review process.

Sincerely,



John D. Bookstaver, Ph.D.

Vice President for Academic Affairs and Enrollment Management

Missouri Department of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson City, MO 65102-1469

To whom it may concern:

I am writing this letter of support for the Occupational Therapy Assistant (OTA) Program at St Charles Community College (SCC) to pursue and provide a bachelor's degree of applied science for the Occupational Therapy Assistant.

Since the state of Missouri now has legislation in place that allows community colleges to offer a bachelor's degree for a program that meets a workforce demand and demonstrates that the level of education to offer professional services increases to a bachelor's level, I would like to articulate why St Charles Community College's Occupational Therapy Assistant Program is an excellent candidate.

We have enjoyed the benefits of the OTA program's commitment to academic excellence and service to the community through our fieldwork partnership. We believe the OTA program continues to fulfill their responsibility to best serve the needs of our community in addressing the evolving nature of healthcare service delivery and we believe the additional bachelors curriculum would be of great benefit both the students and our community.

Specifically, we believe the students of SCC would be able to provide enhanced services to our population if given the opportunity to create, develop, and engage in additional programming through their Baccalaureate Project. The Occupational Therapy Assistant Program provides its students with the opportunity to develop the knowledge, skills, behaviors, and attitudes necessary for ethical, competent, and reflective practice in fulfilling their professional roles. That dedication to excellence is evident in the fieldwork students we have worked with from St Charles Community College.

I trust SCC's OTA program to provide the current, future, and potentially former graduates an affordable, accessible, and high quality bachelor's degree to meet growing professional and workforce demands. I support the OTA program in working to expand their mission to respond to the growing needs of our community. I encourage you to support the OTA program in allowing them to develop additional opportunities to meet the dynamic health care needs of our community.

Sincerely,



Paula Morrissey, RN
Director of Seniors & Co. Adult Day Services

Missouri Department of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson City, MO 65102-1469

To whom it may concern:

I am writing this letter of support for the Occupational Therapy Assistant (OTA) Program at St Charles Community College (SCC) to pursue and provide a bachelor's degree of applied science for the Occupational Therapy Assistant.

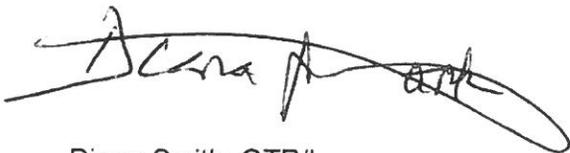
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Specifically, we believe the students of SCC would be able to provide enhanced services to our population if given the opportunity to create, develop, and engage in additional programming through their Baccalaureate Project. The Occupational Therapy Assistant Program provides its students with the opportunity to develop the knowledge, skills, behaviors, and attitudes necessary for ethical, competent, and reflective practice in fulfilling their professional roles. That dedication to excellence is evident in the fieldwork students we have worked with from St Charles Community College.

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Sincerely,

A handwritten signature in black ink, appearing to read "Diana Smith", with a large, sweeping flourish extending to the right.

Diana Smith, OTR/L
Director of Rehabilitation
Villages of St. Peters



Missouri Department of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson City, MO 65102-1469

To whom it may concern:

I am writing this letter of support for the Occupational Therapy Assistant (OTA) Program at St Charles Community College (SCC) to pursue and provide a bachelor's degree of applied science for the Occupational Therapy Assistant.

Since the state of Missouri now has legislation in place that allows community colleges to offer a bachelor's degree for a program that meets a workforce demand and demonstrates that the level of education to offer professional services increases to a bachelor's level, I would like to articulate why St Charles Community College's Occupational Therapy Assistant Program is an excellent candidate.

We have enjoyed the benefits of the OTA program's commitment to academic excellence and service to the community through our fieldwork partnership. We believe the OTA program continues to fulfill their responsibility to best serve the needs of our community in addressing the evolving nature of healthcare service delivery and we believe the additional bachelors curriculum would be of great benefit both the students and our community.

Specifically, we believe the students of SCC would be able to provide enhanced services to our population if given the opportunity to create, develop, and engage in additional programming through their Baccalaureate Project. The Occupational Therapy Assistant Program provides its students with the opportunity to develop the knowledge, skills, behaviors, and attitudes necessary for ethical, competent, and reflective practice in fulfilling their professional roles. That dedication to excellence is evident in the fieldwork students we have worked with from St Charles Community College.

I trust SCC's OTA program to provide the current, future, and potentially former graduates an affordable, accessible, and high quality bachelor's degree to meet growing professional and workforce demands. I support the OTA program in working to expand their mission to respond to the growing needs of our community. I encourage you to support the OTA program in allowing them to develop additional opportunities to meet the dynamic health care needs of our community.

Sincerely,

Tyler McClain
Clubhouse Supervisor
Headway Clubhouse
322 McDonough St.
St. Charles MO 63301

Missouri Department of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson City, MO 65102-1469

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Kathy Drews
Director, St. Charles Community College CDC

Missouri Department of Higher Education
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Katherine Mauer
Associate Director CDC

Professional Accreditation Sources:

2018 ACOTE Standards and Interpretive Guide
2018 OTA-B Candidacy Application
2015 Ad Hoc OTA Education Committee Executive Summary Report
ACOTE Accreditation Process for New Programs Application Review
ACOTE Description of the Process for Transitioning Programs
Remaining Slots for New Program Applications - AOTA
AOTA Vision 2025
AOTA Journal: Fieldwork Opportunities for Enhancing Occupational Therapy's Role in Preventive Care
AOTA Journal: Occupational Therapy Practitioners: A key member of the Community Behavioral Health team

Missouri Educational and Legislative Sources:

A stronger MO through Higher Education Report
MDHE Blueprint for Education Goals Overview
MDHE Blueprint for Education Executive Summary
Missouri Comprehensive Fee Survey for Public Institutions of Higher Education: FY2019 Two-Year
Missouri Comprehensive Fee Survey for Public Institutions of Higher Education: FY 2019 Four-Year
Missouri House Bill 758

College and OTA Program Sources:

OTA Bridge to Bachelor Market Report - May 2019
SCC OTA Program Mission Philosophy and Curriculum Design
St Charles Community College Faculty Data Forms
Letters of Support